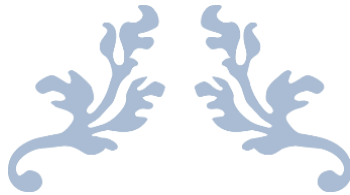




MALONE UNIVERSITY
CHRIST'S KINGDOM FIRST

SOCIAL WORK PROGRAM



SELF-STUDY REPORT

SUBMITTED JULY 2015

VOLUME I: Educational Policies and Accreditation Standards

Jane Hoyt-Oliver, Ph.D., ACSW, LISW-S, Chair

Elizabeth Patterson Roe, Ph.D., LISW-S, Associate Professor

Karen Slovak, Ph.D., LISW-S, Associate Professor

Becky Albertson, BA, Administrative Assistant

Mollie Ridings, Student Office Assistant

REPORT TO THE COUNCIL ON SOCIAL WORK EDUCATION

A SELF STUDY PREPARED FOR REAFFIRMATION OF

REACCREDITATION OF A BACCALAUREATE

SOCIAL WORK PROGRAM

VOLUME I: Educational Policies and Accreditation Standards

Prepared by the

Malone University Social Work Faculty and Staff

Jane Hoyt-Oliver Ph.D., ACSW, LISW-S,
Chair, Social Work Department,
Professor of Social Work

Elizabeth Patterson Roe, Ph.D., LISW-S
Associate Professor of Social Work

Karen Slovak, Ph.D., LISW-S,
Associate Professor of Social Work

Becky Albertson, BA
Administrative Assistant
Social Work Department

Mollie Ridings, Student Office Assistant

Malone University

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1. Program Mission and Goals

Educational Policy 1.0 - Program Mission and Goals

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

Accreditation Standard 1.0 Program Mission and Goals

A.S. 1.0.1 [The program] submits its mission statement and describes how it is consistent with the professions purpose and values as well as the program's context.

The Preamble to the 2008 EPAS attests: The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons (EPAS 2008, CSWE, Revised 3/27/10/Updated Aug 2012).

The mission of the Malone University Social Work Program is provided below. The program's mission is the foundation upon which the program is built. Its goals flow from our definition of generalist practice and is consistent with the profession's purpose and values as well as the program's context.

SOCIAL WORK PROGRAM MISSION STATEMENT

The Malone University Social Work Program draws on its unique context as an Evangelical Friends institution with access to urban, rural, and international practice opportunities, to prepare entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations who promote social justice and who can ethically integrate Christian faith with social work practice. This foundation fosters the growth of practice wisdom and scientific inquiry with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.

This mission statement is consistent with social work’s purpose and values.

The table below outlines the connection between the purpose of the profession as outlined in the 2008 EPAS and the mission statement of the Malone University Social Work Program.

Table 1: EPAS and the Social Work Program Mission Statement

2008 EPAS	Malone University SWK Program Mission Statement
The purpose of the social work profession is to promote human and community well-being.	The Malone University Social Work Program prepare[s] entry-level social work practitioners with an overarching purpose of enhancing the quality of life.
Guided by a person and environment construct,	The Malone University Social Work Program... prepares entry-level social work practitioners who are capable (of practicing) across...systems
[Guided by] a global perspective	The Malone University Social Work Program...draws on its unique context as an...institution with access to urban, rural, and international practice opportunities
[Guided by] respect for human diversity	The Malone University Social Work Program prepares... entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations
[Guided by] knowledge based on scientific inquiry	The Malone University Social Work program (provides a foundation which) ...fosters the growth of practice wisdom and scientific inquiry
Social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty	The Malone University Social Work Program draws on its unique contest.as an Evangelical Friends institution... [It] prepare[s] entry-level social work practitioners who ... promote social justice and who can ethically integrate Christian faith with social work practice.
Social work’s purpose is actualized by the enhancement of the quality of life for all persons	The Malone University Social Work program fosters [an] ... overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems.

The mission statement reflects the values of professional social work while remaining firmly rooted in the ethos of Malone University. The mission statement guides the program. It reflects

the abiding commitment of faculty and students to “do justice, love mercy and walk humbly” (Micah 6:8).

As noted in the EPAS preamble, *the purpose of the social work profession is to promote human and community well-being*. Our program introduces, reinforces, and then provides opportunities for students to appropriately utilize professional practice behaviors that lead to the mastery of entry level competencies. Many of our students avail themselves of additional opportunities on campus which provide opportunities to demonstrate professional behaviors as well. For example, Malone University social work students are active in programs such as Be:justice (the human rights/social action student group) on campus, they are often selected as Resident Assistants in the dorms, and have, in the past elected in student government positions; places where professional behaviors can strengthen the student’s contribution to the campus. As social work majors, students are expected to utilize professional practice behaviors in junior and senior field placements.

The EPAS states that social work education should be guided by a *person and environment construct*. The Malone University mission reflects this mandate by noting that our mission’s overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment includes local, national and global perspectives.

Respect for human diversity is central to the EPAS and to the profession of social work. The centrality of this concept is reflected within the mission of Malone University’s Social Work Mission Statement where it is noted that the Mission of the Social Work Program is to “prepare entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations.”

The utilization of theory and research undergirds any serious academic endeavor. The EPAS notes that social work education must be *based on scientific inquiry*. The Malone University Social Work Program echoes this foundational requirement in its mission when it states that the program “fosters the growth of practice wisdom and scientific inquiry.”

Finally the EPAS declares that the “work” of our profession is not simply toward the acquisition of knowledge, but the *application* of what is learned toward a more economically, politically, and socially just world where every human being is valued. The mission of the Social Work Program at Malone echoes this ideal when it states: “The Malone University Social Work Program draws on its unique context to prepare entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations and who promote social justice and who can ethically integrate Christian faith with social work practice. This foundation fosters the growth of practice wisdom and scientific inquiry with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.”

The Context of the Malone University Social Work Program: The Mission of Malone University and the Integration of the Social Work Program Within the University:

The 2014-15 Malone University Catalog states:

Malone University is a Christian university for the arts, sciences and professions in the liberal arts tradition, affiliated with the Evangelical Friends Church.

The mission of Malone University is to provide students with an education based on biblical faith in order to develop men and women in intellectual maturity, wisdom, and Christian faith who are committed to serving the church, community, and world. (Malone University 2014-2015 catalog, p. 3, Volume III A.)

Malone University grew from the dreams and labors of Walter and Emma Malone. As members of an Evangelical Friends Community in 1892, their concern for the education of Christian young people coupled with a radical concern for those often forgotten by the powerful and wealthy, led them to rent a house in Cleveland, Ohio and to begin what was then called Cleveland Bible College. The Malone’s envisioned a school where men and women grounded in an evangelical Christian sensibility could be trained, not only to tell others about God, but also to bring concrete healing to the world through radical service to others (Osbourne, 1970).

In 1957, the school was moved to Canton and renamed Malone College to honor its founders. At that time, the school also broadened its mission from training only teachers, missionaries, and evangelists to becoming a broadly based liberal arts institution. The Board of Trustees elected to rename the college Malone University in 2008.

The school has been a distinctively faith-based school since its founding in 1892. The 2014-15 catalog notes, “Malone continues its firm commitment to educational experience based on biblical faith. This does not imply that the Bible is used as a textbook in every class. But it also does not imply that Malone courses lack crucial scholarly ingredients that would be found in comparable courses at secular institutions. Sometimes those crucial ingredients may even include investigation of topics and opinions which conflict with biblical teaching and campus behavioral expectations. Students should anticipate that their own personal understandings of truth may be questioned and stretched, perhaps to the point of discomfort throughout the educational process. The end result of such significant tension will hopefully be the acquisition of solid belief that is genuinely “owned” rather than “inherited” or taken for granted. Personal interaction with professors and advisers is critical and strongly encouraged during such times of inquiry into the dynamics of faith and learning... Malone University, an institution of higher learning with an “added value,” is committed to the liberal arts approach with emphasis upon communicative, investigative, and interpretive skills in developing the whole person, physically, mentally, spiritually, and emotionally.” (See [Malone University Catalog, Introduction to Malone, p.3, Vol. III A](#)).

On day one of the 2014-15 academic year, Malone University (MU) had an enrollment of just over 2000 undergraduate and graduate students. The University remains firmly committed to providing a strong educational experience which upholds evangelical Christian ideals. Students are nurtured in body, mind, and spirit through academic and social activities. Undergraduate students gain a strong foundation in the liberal arts by completing a broadly inclusive General Education Curriculum as well as courses in their majors during their years at the university. Full time students are spiritually nurtured not only through formal worship experiences, (which are offered twice a week but are no longer required *per se*), but also through small group study and special events for which they receive spiritual formation credit. Undergraduate students are

required to obtain 20 spiritual formation credits a semester, although exceptions are made on a case by case basis. For example, students enrolled in the Social Work AA to BA program, who are typically both working and taking evening or late afternoon classes only, have been granted a waiver from this requirement.

All students are expected to uphold the Malone University Community Responsibilities and sign an agreement to abide by University policies upon matriculation (See 2014-2015 Malone University Catalog, page 8-11, Vol. III A.)

Faculty members are also bound by the Community Responsibility Statement. All faculty members, whether full time or adjunct, submit a statement of belief when applying to teach at the University. Although faculty attend a wide spectrum of Christian churches and congregations (Protestant, Catholic, Orthodox, Independent), they are not bound to attend any particular Christian denomination. Faculty are expected to be active in their faith community of choice; this information is reported yearly as part of each faculty member's annual report to his or her Dean. A blank copy of this report is found in Vol. III A, "Faculty Annual Report." In addition, during the final semester of the three semester new faculty orientation, full time faculty develop a paper in which they integrate faith within their academic discipline. Finally, faculty members are expected to update and renew their statement of faith and commitment to Malone's Community Responsibility Statement both when they come up for promotion and tenure and as part of the seven-year post tenure review process.

Additional Context for the Mission: Malone's Foundational Principles

The 2014-15 catalog states:

A Christian University for the arts, sciences, and professions, Malone University grounds its educational mission in the biblical call to seek Christ's kingdom first in all things. As we work out our calling, we put into action foundational principles that reflect our Christian faith, our Evangelical Friends heritage, and our desire to seek truth. These foundational principles help guide our work over time in the face of changing external exigencies and are the means by which we articulate what is and has been intrinsically important to the institution.

Malone University's Foundational Principles:

- A. We cultivate the life of the mind by pursuing and witnessing to the truth.
- B. We are called to know Christ and make Him known through the integration of learning and faith.
- C. We are shaped by and draw upon our Christian and institutional heritage.
- D. Because we are called to love our students, we intentionally focus our work on promoting their intellectual, spiritual, and social growth.
- E. We live and learn in a community that manifests and develops concern for others.

(2014-15 Malone University Catalog, page 4-5 Vol. III A)

HISTORY OF SOCIAL WORK AT MALONE UNIVERSITY

Dr. James Stuckey, Dr. Paton Yoder, and Dr. Harold Walker initiated Malone's social work program at Malone. Beginning in the fall of 1977, part-time instructors taught lower level classes. Two upper level classes were initiated in the 1978-79 school year. Field placements were first offered during the 1979-80 school year.

In April 1979, Malone hired its first full-time social work faculty member. In April of 1981, a second full-time faculty member was added. Application to the Council of Social Work Education for accreditation of the baccalaureate program was made in 1982. Initial accreditation of the program by CSWE was granted in 1984, retroactive to the 1983 graduating class. Dr. Hoyt-Oliver was hired in 1984. The Council accepted a supplementary self-study completed in 1986. The program was reviewed in 1992 and was reaffirmed with additional information requested. This information was provided to the Council and was accepted. In 2000, the college was granted a one year extension toward reaffirmation due to the resignation of the Chair of the program. The program was fully reaffirmed in 2001. In 2008, the program was reaffirmed by

CSWE for a full eight year cycle. Only one area of concern was noted; that the program did not have a dedicated full time administrative assistant.

The years since our last reaffirmation have provided challenges and a broadening of the program's integration within the wider Malone University community. Just prior to our last reaffirmation, the University gave permission for the program to hire a third full-time faculty member, Dr. Elizabeth Patterson Roe. During the year of our previous reaffirmation, the program had 61 majors; the largest number of majors in the history of the program. This mirrored the growth of Malone University as a whole; overall enrollment at the University peaked in 2009.

When the previous Chair, Dr. Ken Stoltzfus, left to become Dean of the School of Arts and Sciences at Lithuanian Christian University, a replacement to fill the open position was approved by Malone University's administration. After a national search, Dr. Karen Slovak was hired as the program's third faculty member.

In the past few years, enrollment in the social work program has fluctuated; the Malone University 2013 Fact Book noted that, in the 2013-2014 academic year, 31 students had indicated that they had selected social work as their major. That decrease reflected a decrease in overall enrolment at Malone. During the 2014-15 academic year, this concern has ameliorated; SWK 222 (Introduction to the Profession and Practice of Social Work) saw the second highest number of students ever enrolled students enrolled in the course (27). The fall 2014 Malone University Fact Book noted the official number of social work majors for 2014-15 is 53.

Changes in Ohio's licensing laws in 2014 which eliminated the exemption for public employees to work as social workers without a license appear to be drawing students to the profession and into the program. In addition, faculty have been proactive about recruiting students who are eligible to be licensed at the level of Social Work Assistant (those who have received an AA in social service technology) to enter the program for completion of their BA degree by offering sections of our upper level classes either online or in the evening. The University has supported this effort through advertising and by allowing such classes to be taught even when the enrollment does not reach the cost "break even" threshold.

Malone's social work faculty have an active presence within the University community and are sought after for their skill, expertise and commitment to the University as well as to our surrounding communities. From 2007-2012, Jane Hoyt-Oliver served as Director of the General Education (GE) Committee which oversees the GE program at Malone. During those years, the Committee developed the first institution wide assessment of GE tied to the University's foundational principles and GE student learning outcomes. In addition, she created and oversaw a General Education course which was listed with a social work prefix but not required of social work majors: SWK 211, Community Cross Cultural Experience. This course provides each student with a field placement in a cross cultural setting as well as basic information regarding poverty and inequality in the United States. Elizabeth Patterson Roe was part of an interdisciplinary team that developed the [Global and International Studies major](#) and minor. She teaches the capstone course for both the major and minor which is based upon the elective course she developed, SWK 473: Global Social Work Practice. Karen Slovak has become a valuable member of the Malone University Institutional Review Board and a contributing member of several additional initiatives connected to the University's strategic planning. She has taught SOC 310: American Minorities for the past three years and created an online section of that course.

In the Malone social work program, students are offered a curriculum which emphasizes the core competencies of professional practice. Students are provided with information, opportunities, and exercises by which they can first be exposed to, then practice, and finally demonstrate the many practice behaviors which encompass entry level professional practice within micro, mezzo and macro practice settings. In addition, students learn to utilize both personal and community assets for the empowerment of client systems of all sizes.

The Mission of the Social Work Program resonates within the larger mission of the University. Below is a table which provides a comparison of the two mission statements.

Table 2: Malone University and the Social Work Program Mission Statement

Malone University Mission Statement	Malone University Social Work Mission Statement
The mission of Malone University is to provide students with an education based on biblical faith	The Malone University Social Work Program draws on its unique context as an Evangelical Friends institution
Committed to serving...the community and [the] world.	with access to urban, rural, and international practice opportunities
in order to develop men and women in intellectual maturity	to prepare entry-level social work practitioners who are capable of culturally appropriate practice
in order to develop men and women... wisdom,	to prepare entry-level social work practitioners who are capable of...appropriate practice across diverse populations, who promote social justice
order to develop men and women in ..., Christian faith	...and who can ethically integrate Christian faith with social work practice.

This integration is far more than simply a series of interconnected statements. The social work program truly has synergistic relationships within the university community. As noted above, social work majors are leaders throughout the campus serving as Resident Assistants in the dorms, Course Assistants for the “Introduction to College” (GEN 100: The College Experience) course required of all majors, student Senate officers, and as leaders of various student run organizations. Social work faculty are recognized by other faculty and administrators for their understanding of and connection to the university and the wider community. Faculty encourage social work majors to be involved in non-social work events such as outside reading groups, Constitution Day, election night rallies, Worldview Forums, and events sponsored by the [Multicultural Services](#). Social work majors have been active participants in the annual student research symposium, and have been recognized leaders for the organization be:Justice. In addition, faculty often invite non-majors to participate in Social Work related events: for

example in the fall of 2012 social work majors joined with pre-med majors for a weekly discussion of the book *The Immortal Life of Henrietta Lax* (Skloot, 2011). This overview will be addressed in depth in EP 2.

Educational Policy 1.1 Values

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

The Social Work faculty at Malone seek to integrate the importance of professional integrity and client empowerment with the ideals of social justice for those who are marginalized by society. The program has adopted Micah 6:8 (“What does the Lord require of you but to do justice, love mercy and walk humbly with your God”) as the biblical foundation of our program. It is our belief that beginning with the expressed needs of clients, utilizing the skills learned in both classroom and field, students will be able to assist those devalued within the dominant paradigm to find their place and their voice within society. 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 and are the educational foundations of the curriculum within Malone’s social work program.

Each social work course at Malone is designed to foster student growth toward the program’s mission, goals and objectives. All social work course syllabi list the program mission statement, goals, and objectives of the program. Each syllabus lists specific competencies and practice behaviors that are addressed in the specific course as well as outcomes which should be present when students successfully complete the course (See **Social Work Course Syllabi, Vol. II, p. 2 and 3 of each syllabus**). Within each course, tasks, assignments, and lectures are utilized to create the context in which students can achieve the practice behaviors noted in the syllabus, and which reflect the core values of the profession. Each practice behavior is measured at least twice within the program. These measures are used to determine if the program is successfully accomplishing its goal of graduating individuals who are capable of competent entry level practice.

The Social Work Program creates an educational atmosphere where students are first introduced to, then given opportunities to integrate liberal arts and social work knowledge, skills and appropriate practice behaviors. Students are encouraged to complete this link by thinking critically about their practice within the context of the liberal arts. The program is dedicated to assisting students to accept and celebrate diversity of thought, expression, and behavior. In this way students are encouraged to critically integrate self-understandings of their lives and of the various cultures with which they have contact toward a broader understanding of personal stories, lifestyles, and cultures that are different than their own.

A.S. 1.0.2 [The program] identifies its goals and demonstrates how they are derived from the Program's mission.

THE GOALS OF THE SOCIAL WORK PROGRAM AT MALONE UNIVERSITY:

- 1. prepare students for beginning generalist social work practice. This includes developing entry level competency across system levels, meeting licensure requirements, and developing an awareness of the importance of ongoing professional development.*
- 2. assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own.*
- 3. assist students to understand the interface between personal faith and social work, and to be able to make appropriate applications of each.*

The table below shows how the goals of the program are derived from its mission:

Table 3: Social Work Program Mission Statement and Goals

Malone University Social Work Mission Statement	Social Work Program Goals
to prepare entry-level social work practitioners	prepare students for beginning generalist social work practice...
... This foundation fosters the growth of practice wisdom and scientific inquiry	This includes developing entry level competency across system levels meeting licensure requirements, and developing an awareness of the importance of ongoing professional development
to prepare entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations who promote social justice... This foundation fosters the growth of practice wisdom ...with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment	assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own
Draws on its unique context as an Evangelical Friends institution with access to urban, rural, and international practice opportunities....to prepare entry-level social work practitioners.... who can ethically integrate Christian faith with social work practice	assist students to understand the interface between personal faith and social work and to be able to make appropriate applications of each.

The first sentence in the Malone Social Work Program Mission Statement, The Malone University Social Work Program prepare[s] entry-level social work practitioners, is addressed by Goal 1 (Prepare students for beginning generalist social work practice.) This includes developing entry level competency across system levels, meeting licensure requirements, and developing an awareness of the importance of ongoing professional development. It is a primary goal of all accredited programs to prepare students to enter this ever changing and complex profession. The Malone University Social Work Program promotes excellence and innovation in education. This is evidenced by the percentage of students who pass state licensing exams upon graduation and through information from Alumni surveys. EP 4 will discuss this in detail. In addition, Goal 1

reflects the intent of CSWE Educational Policy 2.0 by providing curricula that builds on the liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.

The second sentence of the Malone University Social Work Program's mission elaborates on the methods by which this goal is to be obtained: *This foundation fosters the growth of practice wisdom and scientific inquiry.*

The second phrase of the first sentence of the mission statement expands on the type of graduates which the program produces *who are capable of culturally appropriate practice across diverse populations who promote social justice* and is addressed by Goal 2 (*Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own.*). It is the program's assertion that students who are aware of their own strengths and supports, their own biases and limits, when undergirded by a strong foundation in evidence based practice, may be more aware of what they know and what they *don't know*- thus more capable of critically and justly addressing the needs of diverse populations. The second goal requires students to both self-reflective and to both strengthen a student's cultural awareness and cultural humility.

Our program strives to define "client" broadly: a client can be a person, a group, community organization, a neighborhood, or macro system. Generalist skills are presented to students so that students successfully completing the program can skillfully assess and intervene appropriately at all levels of practice concern. Both classes and field experiences provide opportunities for students to observe /practice these skills in community-based settings. The second phrase of the final sentence of the mission statement, *This foundation fosters the growth of practice wisdom ...with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment*, underscores the way which the program echoes the mission of the program within Goal 2.

Finally, Goal 3: [to] *assist students to understand the interface between personal faith and social work, and to be able to make appropriate applications of each* is addressed by two phrases

within the first sentence of the Program's mission: The Malone University Social Work Program draws on its unique context as an Evangelical Friends institution with access to urban, rural, and international practice opportunities, to prepare entry-level social work practitioners.... who can ethically integrate Christian faith with social work practice. Malone is a faith-based institution, and for a percentage of graduates, faith is an anchoring and foundational aspect of their lives. But not all students come (or leave) Malone with what has been described as an "owned" faith. According to the 2014 Malone University Fact Book 14.14% of the students who enter Malone come with no professed allegiance to formalized religion. The social work program is designed to encourage and challenge students to comprehend how their faith or their worldview shapes their lives and actions. Courses within the program acknowledge students as both spiritual and intellectual beings. This goal also reflects the mission University's mission statement to "provide students with an education based on biblical faith in order to develop men and women in intellectual maturity, wisdom and Christian faith who are committed to serving the church, community and world"

In sum, the Mission of the University informs the ethos of the Social Work Program at Malone. The Mission of the Program fits well within the University's Mission. The Mission of the Social Work Program informs the Goals of the Program and provides the foundation upon which the structure of professional social work education at Malone is built. The Malone University Social Work Program endeavors to graduate students who have mastered the core competencies required by entry-level generalist practitioners. These are students who understand the historic context of the profession, who have an awareness of the profession's religious and secular philosophical roots, who have learned and skillfully utilized appropriate practice behaviors in the field, and who are prepared at an entry level to empower others in a culturally and intellectually competent manner.

Educational Policy 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. Programs are further influenced by their historical, political, economic, social, cultural, demographic, 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 and practice.

Stark County

Malone University is situated in Canton, OH. This is a city of 73,000 people situated within an urban county. The city was founded over 200 years ago as a trade post for manufactured goods and agricultural products. It was well served by both rail and road. In its first century, Canton relied heavily on the development of substantial industry within its borders. It flourished during the early half of the 20th century and became known as the home to several large manufacturing firms. The reliance on heavy industry and the well-paying blue collar jobs that came with those industries also led to the city's decline beginning as early as the 1960's but became the subject of public discussion during the recessions of the 1980's. For almost two decades, Canton was characterized by increasing blight, declining home values in the city center and a number of city leaders who worked to bring back the type of industry that had served the community so well for almost 100 years. In the 1990's, Habitat for Humanity was one of the only organizations building new houses in Canton city. During this time, the once rural communities surrounding Canton were experiencing a boom in housing development with larger homes, higher taxes, and better schools while housing, services and schools within the city struggled. These changes often led to a polarization of the county itself: there are students at Malone who grew up in these wealthier neighborhoods who have almost never visited downtown Canton. (JHO personal communication 10/13/14)

In the past decade, however, the city has begun to re-evaluate its future and direction. City leaders, both those elected and those in the non-profit sector, are assisting through grants and incentives to develop a thriving arts community. Canton now hosts creative events such as the monthly "First Friday" where shops, galleries and restaurants are open late and people are encouraged to come downtown to shop and mingle.

Many neighborhoods within the city limits are seen as historically distinct by their residents: several have neighborhood associations which assist with community events and efforts toward community building. These associations have played important roles as the city population has shrunk and community culture has changed nonprofit organizations such as the Community Building Partnership have partnered with effective neighborhood associations and coordinated development with the City Council. Although this work has been in progress since the mid 1990's, results are just now beginning to be evident. Once abandoned warehouses, hotels and apartment spaces have been converted to high and middle income single family apartments and condominiums, which at the time of this writing, have strong occupancy rates. The number of restaurants with locally sourced and creatively cooked food have increased, and neighborhood associations have partnered with the arts community to establish creative spaces for play and recreation in some areas. Other grassroots neighborhood organizations such as Lighthouse, Stark Social Worker's Network, and Hammer and Nails are focused on serving some of Canton's most impoverished communities through community development initiatives, empowering social and educational programs, and home ownership initiatives.

That being said, the community still has many concerns with which to contend. In 2012, Ohio County Profiles indicate that 14.9% of all Stark County households have incomes that are below the poverty line. Many of those individuals live within the limits of Canton city. <http://www.development.ohio.gov/files/research/P7005.pdf>. In 2014, the unemployment rate within Stark County was 5.6% (as compared to Ohio's rate of 5.5% and a national rate of 6.1%) (<http://ohiolmi.com/asp/laus/LAUS.asp>). In 2010, the median household income within the city was \$30,043 (www.areavibes.com).

Canton is the largest of three cities within Stark County. The total county population in 2012 was 374,868 (<http://quickfacts.census.gov/qfd/states/39000.html>.) The two other cities within Stark County limits are Alliance, to the east of Canton, and Massillon to the west. Townships and unincorporated villages can be found within the county. Although there has been significant growth in many formerly rural communities within the county, some areas retain a distinctive and often more rural normative culture. Both these types of communities have distinct histories, activities, and concerns. Social service organizations such as The United Way, Urban League,

and several social service agencies serve the entire community. School rivalries and community events forge a sense of uniqueness for neighborhood members.

The county's social service providers endeavor to bring services to many different groups and individuals. In many cases, providers cooperatively seek to find creative solutions to complex problems in a difficult fiscal environment. Since our last reaffirmation, several well established private non-profit agencies have merged or closed, most often for fiscal reasons, which has meant that the program, at times, has moved out of the county to find appropriate field placements for students.

The social work program faculty and especially our field coordinator, remain committed to insure that social work majors have a wide variety of opportunities to observe, develop, and practice generalist practice behaviors in a wide variety of settings. Malone University social work majors are actively engaged throughout the community.

Since our last reaffirmation, there has been an effort on the part of community leaders in Stark County to broaden planning beyond the county borders, aligning the county with the larger, more urban counties to its north. Examples of this include community planners coordinating tourism efforts between Cuyahoga, (Cleveland), Summit (Akron) and Stark Counties, and the recent announcement of the expansion of the Pro Football Hall of Fame to include indoor stadiums that can hold regional playoff games for high school and colleges a center which will sponsor "character camps" for youth, a hotel, several restaurants and a retirement village for former athletes. In its earliest planning stages as of this writing, sponsors believe the expansion may bring over 13,000 new full or part time jobs to the community.

The counties to the south and west of Stark County remain primarily rural. Columbiana and Carroll Counties, to the southeast, retain a significant rural culture although Carroll has experienced a period of rapid growth (and the requisite social upheaval) which is due in large part to the shale oil boom within its borders. Tuscarawas County, directly south, is the northernmost county of the Ohio Appalachian Counties. Since our last reaffirmation, this county has struggled to adjust to an influx of both documented and undocumented workers hired to work in poultry factories within the county borders as well as a rapid increase in the rate of

heroin and methamphetamine production and use. Holmes and Wayne Counties, to the west, contain some of the richest farmland in the United States and are home to many Amish and Conservative Mennonite communities. Since the last reaffirmation, the counties have developed a number of small manufacturing plants alongside the numerous small businesses and farms that have been a traditional foundation within the area. Summit County and Portage counties, to the north, are more urban and industrialized. Mahoning County directly east of Stark County boasts a number of cities, but suffered greatly since the collapse of Big Steel in the 1980's. Since the previous reaffirmation cycle, Mahoning County has made national headlines; one of its primary cities, Youngstown, works to “rightsize” itself by razing homes and creating community green spaces.

The Social Work program at Malone utilizes all these areas, (the urban learning context of Canton, Akron and Cleveland, the surrounding more rural communities, as well as an international platform), to assist students to understand and utilize generalist practice behaviors with the goal of graduating students with a mastery entry level professional competencies. The program emphasizes training students to utilize techniques that strengthen person-in-environment fit. The program seeks to produce entry-level generalist social workers that are able to recognize individual resilience and empower those served toward optimal functioning within their social context.

Sophomore field placement and accompanying classroom discussions provide a context for generalist practice. Juniors are involved with community development work in the poorest neighborhoods within the community. Senior field placements provide opportunities for seniors to develop their practice skills in an intensive 30 hour per week full semester placement in an agency.

Starting with Introduction to Social Work, all of social work's core courses bring the community into the classroom or provide opportunities for students to interact with those living in Canton and surrounding neighborhoods. Guest speakers, people from the professional community as well as community residents, frequent Malone's social work classes. Students are encouraged to attend professional events both on and off campus and to reinforce this learning through book clubs and other community engagement.

International Context

Since the previous reaffirmation, the Malone University Social Work Program has deepened opportunities for students to experience the profession within an international context. This experience has been undergirded by the University's commitment to service: as of this writing, all Malone University graduates must participate in service learning either through a short term international experience, semester long internship or local community service experience that is deemed cross cultural by university faculty. Campus-wide short term service learning opportunities are offered to several countries each year. The Malone Social Work Program also offers opportunities for semester long practicum experiences. During the 2001 reaffirmation cycle the program provided opportunities for students in Guatemala and Uganda, and since that time, we have expanded our opportunities for semester abroad practicums to include internship placements in Romania, Denmark, Uganda and India. We have had several students chose to do their senior practicum in Romania and one in Denmark. We also hosted a student from Denmark who was part of a study abroad program partnership from University College in Lillebaelt. Course content regarding international issues has been strengthened and an emphasis has been placed on teaching the concepts of anti-oppressive practice modalities when working in cross-cultural settings.

Reference:

Osborne, B.L. (1970) *The Malone Story: the dream of two Quaker young people*. United Printing.

2. Explicit Curriculum

Educational Policy 2.0: The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Accreditation Standard B2.0 – Curriculum

The 10 core competencies are used to design the professional curriculum.

The Mission and Goals of the Malone University Social Work Program are consistent with the core competencies that define generalist practice. The explicit curriculum achieves the program's competencies through an intentional design. The program utilizes the 10 core competencies as well as an additional competency which reflects the Program's context as a faith based institution. Its structure is designed to provide students with progressive learning opportunities by which students can appropriately utilize the core competencies through the introduction of material related to appropriate practice behaviors in 200 level courses, the reinforcement of that material in 300 level courses and in SWK 401 (Professional Issues in Social Work), and finally by the utilizing and mastery of appropriate practice behaviors in senior field placement. The program is grounded in the liberal arts which provide the intellectual basis for the professional curriculum. The explicit curriculum emphasizes a person and environment construct, as well as a wide range of prevention and intervention methods across micro, mezzo and macro levels of practice.

A.S.B2.0.1 The program discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2

The program’s definition of generalist practice states: “Generalist practice is grounded in the liberal arts and the person and environment construct. Generalist social work empowers individuals, families, groups and communities to protect, enhance and create relationships that foster the profession’s six core values: competency, service, caring relationships, personal uniqueness and worth, social justice and integrity towards the goals of fostering people’s well-being and freedom of choice.” (Adapted from CSWE 2008, Reamer 1982) Additional information regarding the operationalization of this definition will be found below in [Section E. P. 2.2, An Overview of the General Education Program of Malone University, p. 46.](#)

Educational Policy 2.1 Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

A.S.B. 2.0.2 The program identifies its competencies consistent with EP 2.1 through 2.1.10 (d)

Competencies that guide the Malone University Social Work Program are listed below.

Graduates of the Malone University Social Work Program will:

1. Identify as professional social workers and conduct themselves accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
11. Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience

COMPETENCIES OF THE SOCIAL WORK PROGRAM AT MALONE UNIVERSITY

The first 10 competencies above are clearly consistent with the core competencies required by CSWE of all social work programs accredited at the BA level. The final competency was created to address the unique context of the program, and is reflected within the Program's Mission

Statement and its goals. The program’s mission and goals as well as all 11 competencies are noted in every syllabus for courses within the major.

CONSISTENCY OF THE PROGRAM GOALS AND PROFESSIONAL COMPETENCIES

In every syllabus, concrete connections between the Goals of the Program and the EPAS competencies are provided. These connections are noted in the table below. After noting these connections, a narrative explains in more detail how these connections are operationalized within the program.

Program Goals

1. prepare students for beginning generalist social work practice, which includes both meeting licensure requirements and developing an awareness of the importance of ongoing professional development.

* assists students to develop competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

2. assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own.

*assists students to develop competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

3. have students understand the interface between personal faith and social work, and to be able to make appropriate applications of each.

* assists students to develop competencies 1, 2, 3, 7, 11

Social Work Program Goal 1: prepare students for beginning generalist social work practice, which includes both meeting licensure requirements and developing an awareness of the importance of ongoing professional development.

* assists students to develop competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

As noted above, preparing students for entry level practice is a primary goal of every accredited Bachelor’s level social work program. Since July, 2014, in Ohio, those who wish to identify as a social worker or work under a title of “social worker” must graduate from a program accredited

by the Council on Social Work Education. Goal 1 is also guided by the Council on Social Work Education's conviction that those who graduate from accredited programs should be able to demonstrate the ability to practice with entry level competence and affirmed by the program's mission statement. Therefore it is not surprising that the first goal of Malone's Social Work Program is consistent with all 10 EPAS competencies. This goal however, does not include the program-specific competency regarding faith integration and its appropriate application within practice. The program's rationale for this is the recognition that social work is a profession that welcomes and celebrates diversity. Although Malone's social work faculty believe that an appropriate recognition of the strengths of a student's belief system as well as that of a student's ability to utilize that belief system in ways that enhance rather than devalues other belief systems is a valuable addition to a social worker's skills, the faculty also recognize there are many effectively prepared social workers who do not find such integration necessary.

Social Work Program Goal 2: Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own.

*assists students to develop competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

As students are introduced to and begin to practice behaviors which lead toward professional competence, they need to be critically aware of their own gifts, and thoughtfully reflective about their understanding about how they believe "the world works" (i.e. their "worldview"). In addition, competent entry level practitioners must be aware of and counteract any potential ways in which their world view might inhibit their ability to "begin where their clients begin."

Our program asserts that such foundational understandings must include understandings both of the strengths of one's traditions, family structure, community norms, personality and faith, as well as some of the potential ways that such aspects of life might block the ability to connect with those who might be initially perceived as "different." Acknowledging and unpacking one's worldview allows for the possibility of becoming critically self-aware about that worldview. Critical self-awareness, paired with theory and evidence based practice skills, provide each

student with the opportunity to make the intellectual choice to utilize those parts of their foundational traditions that strengthen their ability to practice ethically but does not inhibit their ability to connect with clients whose understandings may differ radically from the student's belief system. This critical self-awareness assists students to place their worldviews in context, providing them with the ability to view the client from the client's own perspective rather than simply from the student's subjective understanding.

Social Work Program Goal 3: Assist students to understand the interface between personal faith and social work, and to be able to make appropriate applications of each.

*assists students to develop competencies 1, 2, 3, 7, 11

This final goal of the Malone University social work program underscores the unique context of the program. Although it does not link with every competency, several critical competencies are addressed by this goal. The narrative below outlines these connections.

(1) Identify as professional social workers and conduct themselves accordingly.

As noted above, social work is a profession which finds its historic roots in empirical research, the practice wisdom of those who have “the art” of social work to their practice, as well as in the owned faith of many founders and leaders. Appropriate practice balances social work theory, the art of social work, and the use of self in ways that enhance the relationship between worker and client. As noted above, critical self-awareness, including one's critical understanding of the eternal enhances a worker's ability to appropriately utilize his or her whole self when working with client groups of any size.

(2) Apply social work ethical principles to guide professional practice.

Students who enter social work programs often believe that the profession will be “easy” since many believe that they have an affinity for and the drive to “help people.” When students who have an owned faith enter a social work program at a faith-based university, they may believe that the principles of ethical practice will come “naturally,” assuming that because they are compassionate, that they have been “called” to the work. Part of the job of the faculty in such an institution is to educate students about the dangers of such thinking. Ethical practice is guided

not by ‘good feelings’ or ‘right thinking’ but by choosing to apply the guidelines clearly set forth in the NASW Code of Ethics, and for those who plan to practice in Ohio, by the [Ohio Code of Professional Conduct](#). The Malone University social work program provides a progressive and infused discussion of the standards of ethical practice, beginning in SWK 222 (Introduction to Social Work), and in each social work prefix course within the major including the final capstone course taken before senior field (SWK 401: Professional Issues in Social Work). During the Senior Field Seminar (SWK 460) students must include ethical considerations and apply ethical principles in their field logs as well in their discussions of their placement in class. Students are assessed on their understanding by faculty in their coursework and are assessed regarding their demonstration of ethical practice by the Senior Field Liaisons. In addition, at the end of senior field, students assess their own ability to practice ethically as part of their final self-assessment.

3. Apply critical thinking to inform and communicate professional judgments.

As noted in the previous paragraphs, students need to be critically aware of the needs of their clients and must be able to separate client concerns from the concerns that a professional worker might have about the client’s life situation. In a faith based program, this includes an important analysis of the critical separation between the worldview of the worker and the worldview of the client. Although most of the literature about this concern focuses on the difficulties that can arise when the worker perceives that the client’s worldview might be faulty, it is the program’s contention that workers can miss important data if the latter perceives that the client’s worldview is similar to the worker’s as well. Appropriately separating faith and professional judgment is thus important within Malone University’s social work program.

7. Apply knowledge of human behavior and the social environment.

Competencies 1,2, and 3 above, when presented, practiced and applied within a person and environment perspective lead to a student’s understanding of the appropriate separation between personal belief and professional practice behaviors. Students who understand their own spirituality can utilize that understanding to critically assess the strengths and boundaries of a personal belief system. They can “own” their understanding as their own, knowing that their understanding may not be the same as others. Once that critical awareness is instilled, and

coupled with professional training which requires students to “begin where clients begin,” the students are able to listen to the needs of clients with both compassion and professional understanding.

11. Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.

When students have been able to learn and utilize professional practice behavior, when they can learn to separate their own understandings and worldview from their client’s worldview, when they have been trained to utilize the NASW Code of Ethics in professional practice situations, when they apply their theory and knowledge about human behavior to clients in a holistic and client centered manner, it is then that they are able to listen well to all the needs of clients, including the client’s spiritual needs. When these actions occur, students understand the interface between personal faith and social work, and are able to make appropriate applications of each.

As noted above, the competencies of the Malone University social work program closely align with the CSWE core competencies. The addition of an eleventh competency which reflects the faith based context of the program adds a spiritual dimension to the student’s educational program.

The program has elected to utilize the language of the EPAS for several reasons. The program is reaffirmed in the last year of the cycle for reaffirmation; our last reaffirmation was in 2008 when the EPAS had been formally introduced and programs were shifting slowly to the current standards. The Chair of the program at that time had applied to be on sabbatical during 2009 and the faculty did not want to “wait” to begin to realign our program until his return. Soon after our reaffirmation in June of 2008 faculty began to address the 10 competencies both within course content and assessment. The assessment strategy was redesigned. It included the assessment of all practice behaviors outlined by CSWE.

As the conversations about the EPAS evolved, we understood that the program might have had more leeway in language and definition, but by that time the program was already in its third year of assessment. The faculty were concerned however, that if the program modified the

language of either practice behaviors or competencies, it would lose the ability to assess improvement over time. Thus, the faculty elected to change some assessment *items* (e.g the modification course content based on assessment outcomes), however the modification of the competencies or practice behaviors themselves were not modified.

A.S.B. 2.0.3 The Program provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].

The Malone University Social Work Program has utilized the language of the 2008 EPAS to operationalize the competencies within the program. The exception to this is the operationalization of Competency 11 which is unique to our program. All operational definitions are listed in the table below:

Table 4: Competency Operational Definitions

<p>Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.</p> <p><i>Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:</i></p>
Practice Behavior
a. advocate for client access to the services of social work
b. practice personal reflection and self-correction to assure continual professional development.
c. attend to professional roles and boundaries.
d. demonstrate professional demeanor in behavior, appearance, communication.
e. engage in career-long learning.
f. use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

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

Practice Behavior

a. recognize and manage personal values in a way that allows professional values to guide practice.

b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the international Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.

c. tolerate ambiguity in resolving ethical conflicts.

d. apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

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

Practice Behavior

a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

b. analyze models of assessment, prevention, intervention, and evaluation.

c. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

Practice Behavior

a. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

c. recognize and communicate their understanding of the importance of difference in shaping life experiences.

d. view themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

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

Practice Behavior

a. understand the forms and mechanisms of oppression and discrimination.

b. advocate for human rights and social and economic justice.

c. engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

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

Practice Behavior

- a. use practice experience to inform scientific inquiry.
- b. use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

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

Practice Behavior

- a. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- b. critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

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

Practice Behavior

- a. analyze, formulate, and advocate for policies that advance social well-being.
- b. collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

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

Practice Behavior

a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

b. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a) – Engagement

Social workers:

Practice Behavior

substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

b. use empathy and other interpersonal skills.

c. develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment
Social workers:
Practice Behavior
a. collect, organize, and interpret client data.
assess client strengths and limitations.
c. develop mutually agreed-on intervention goals and objectives
select appropriate intervention strategies.
Educational Policy 2.1.10(c)—Intervention
Social workers:
Practice Behavior
a. initiate actions to achieve organizational goals
implement prevention interventions that enhance client capacities.
c. help clients resolve problems.
d. negotiate, mediate, and advocate for clients.
e. facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation
Social workers:
Practice Behavior
a. critically analyze, monitor, and evaluate interventions

Malone University Social Work Program Core Competency #11 (added to 10 core competencies from 2009 EPAS):

Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.

The social work profession developed in part due to Christian charitable work in the late 19th century. As a result, Christian faith and the profession of social work share a number of values, including: a holistic understanding of human need; a high view of human potential; a desire for human flourishing; a concern for the plight of the poor, marginalized, disenfranchised, and oppressed; and a commitment to justice and reconciliation.

Graduates of the Malone Social Work Program:

Practice Behavior

- a. Understand the Christian faith’s commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups
- b. are able to articulate points of convergence and divergence between orthodox Christianity and the profession of social work.
- c. Recognize the importance of spirituality to the human experience

Measuring practice behaviors within the curriculum:

Each practice behavior is measured at least twice, many behaviors are measured three or more times within the explicit curriculum. Table 13: The Malone University Social Work Program Assessment Plan, located in Educational Policy 4.0, provides an overview of where each measure is utilized. Faculty at Malone developed an outline for assessment during the summer of 2008 and began the process of assessment in 2009. Items within the plan which did not change during those years have been measured yearly since the implementation of the plan (e.g. items listed within the senior field evaluation), but as noted above, some items have been modified or added in response to data received from assessment or from faculty members’ attendance at assessment related meetings at the CSWE APM, Baccalaureate Program Directors APM or from the 2008 EPAS Reaffirmation Workshop (for example practice behavior 2.1.8.a, the third item was added during the 13/14 academic year). **Appendix I: Social Work Curriculum Activity Map provides an outline of a more detailed plan that is provided behind page 65 of this volume.**

A.S.B. 2.0.4 The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

The curriculum of Malone University’s Social Work Program is developed and organized as a coherent and integrated whole consistent with the program’s mission and goals. The program is designed within a formal educational structure. The program is grounded in the liberal arts. Both Malone University General Education (Gen. Ed.) courses, and the specific liberal arts courses selected as *support courses* for the major provide foundational content upon which the professional curriculum is built.

A typical Malone University Social Work major will take a rich combination of foundational courses from the General Education curriculum as required by the University. In addition, social Work faculty have selected a number of courses which support the professional curriculum. Both General Education and support courses provide a foundation upon which professional understanding and a mastery of core competencies can be successfully built. To graduate with a social work major at Malone University, students successfully complete:

Gen Ed Courses	50-54 credit hours*
Social Work Courses	41 credit hours
Social Work Support Courses	28-30** credit hours

(Note: ** Students who enter the program with Intermediate or Advanced levels of Spanish proficiency take two upper level classes which are typically three credits each semester. Introductory Spanish and ASL are 4 credits each semester.)

In addition to the above, students will take enough electives as needed to complete the 124 credit hours required for graduation, 39 credit hours of which must be taken at the 300-400 level. Within the major, five General Education courses (15 hours) also count as social work support

courses, resulting in students having enough “free space” in their schedules to complete a number of electives or to complete a minor.

A more detailed discussion of the interface between general education, social work support courses and the professional curriculum follows below.

General Education: Foundational to Social Work Education

AN OVERVIEW OF THE GENERAL EDUCATION PROGRAM OF MALONE UNIVERSITY: BUILDING ON THE LIBERAL ARTS

The social work faculty agree with the Council on Social Work Education (c.f. EP B2.2) that social workers who have a broad education which is grounded in the liberal arts are better prepared for beginning generalist practice (Malone University Social Work Program Goal 1). Further, the faculty believe that such students are better able to recognize their own heritage and engage those from traditions other than their own (Malone University Program Goal 2), and are more capable of critically evaluating their personal beliefs and professional behavior thus utilizing their skills to make professionally appropriate applications of what they have learned (Malone University Program Goal 3). Students who have a strong liberal arts foundation may be more able to critically examine claims that one discipline holds exclusive or complete knowledge of the human condition. Indeed, having a broad liberal arts education provides a foundational understanding that a single way of thinking or process of learning could impede the ability to recognize the needs of others and may foster intellectual and cultural arrogance. The General Education program at Malone is designed to strengthen a student’s ability to think well about the issues and problems that will confront today’s young adults.

During the years 2008-10, Student Learning Outcomes in General Education were tied to the University's Educational Goals. These Goals were developed as a way to operationalize the University’s Foundational Principles.

In 2010, under the direction of Malone University’s Director of Assessment, the General Education Committee with input from the full faculty, developed a set of Student Learning

Outcomes specific to the General Education Program. General Education Student Learning outcomes were explicitly linked to the Malone University Educational Goals. The General Education outcomes are noted below:

A. Students will understand theories and cultural influences that have shaped the world.

Students will:

- Articulate significant social and intellectual traditions influencing American cultures.
- Demonstrate the ability to engage constructively with diverse cultures.

B. Students will think critically and creatively. Students will:

- Gather and assess the relevance of information.
- Demonstrate the ability to use key methods of inquiry to gain understanding of content (scientific method, qualitative, quantitative)
- Be able to integrate Christian faith with disciplinary knowledge.
- Develop multiple approaches to problems.

C. Students will communicate effectively in multiple contexts. Students will:

- Be able to express ideas with clarity.
- Read and listen to the ideas of others with understanding and discernment.
- Engage in rhetorically effective communication.

D. Students will understand the foundations of the Christian faith and the role of service to the church, community, and world. Students will:

- Demonstrate understanding of content and themes of Christian history and theology.
- Demonstrate knowledge of Christian approaches to ethical and social issues.
- Demonstrate commitment to service in the wider community.

General Education (Gen. Ed.) courses are required of all students at Malone. General Education Outcomes are linked with the Malone University Mission and with the University's Foundational Principles. From 2008-2013, students were required to complete the entire curriculum. Students

from two year colleges or those who transferred in from other places of higher learning were able to transfer some courses that were deemed to have met parallel content with General Education courses, however the program was not seen as “transfer friendly.” During the 2013-14 academic year, the administration of Malone in consultation with the General Education committee, elected to reduce the overall number of Gen Ed hours required of students who transferred to Malone with 60 or more credit hours of college level coursework. (See [General Education transfer worksheet, Volume II](#)) This assisted many transfer students, including a number of social work majors, who desired to enter from AA programs. The new policy typically reduced the General Education coursework required by 6-12 credit hours for these students.

First year students must still complete the entire General Education curriculum. This discussion will review the General Education package as it was utilized for the eight years since our previous reaffirmation during the 2014-15 academic year*. [see General Education Advising worksheet for 14-15 Volume III A,](#)) The faculty at Malone voted to reduce the size of the General Education curriculum on 10/20/14. These new reductions will take place beginning with the 15-16 academic year, shortly after this report has been submitted to CSWE. General Education Student Learning Outcomes for the BSW program which have been in place since 2010, remain the same despite the reduction in the overall credits required within the General Education Program.

Each General Education division (Faith and Learning, Foundational Skills, Engaging God’s World, Engaging the Created Order, and Faith in the World Seminar) consists of a series of components. Students must take all courses listed within the Foundations of Faith and Learning section. Outside of the foundations menu are a series of component menus from which students are able to select a given course. Many majors including social work, require specific General Education courses to be selected within at least some of these components. One course is required within each of the components, with the exception of the Bible component which requires three courses (Old Testament, New Testament and Introduction to Theology) ([See 2014-15 Malone University Catalog, p. 80-82, Vol. III A](#))

General Education student learning outcomes clearly can provide foundational information to those entering the social work program. Modeling an appreciation for other disciplines’

contributions to knowledge and theory provides students with a critical humility to listen to other viewpoints as well as celebrate the learning and knowledge provided within one's own discipline. This mirrors Malone University's Foundational Principle A ("We cultivate the life of the mind by pursuing and witnessing to the truth") and Malone University Educational Goals A ("Understand and critically engage those bodies of knowledge and cultural influences that have shaped the world") and C ("think critically and creatively and communicate effectively in multiple contexts").

Included below are several courses that are part of a menu of options that students may complete. Although the content of the courses vary within the menu, courses within each menu must meet the General Education student learning outcomes for the menu. The courses selected are ones that many social work majors elect to take, although there is no requirement that these courses must be selected by social work majors.

Several examples of General Education courses which provide foundational information to professional social work classes include:

ENG 200: Literature in Society. The mission statement of the Language and Literature Department reads in part: In the "Department of Language and Literature we cultivate the gifts of language and story. These gifts are close to the heart of our humanity: they are tools by which we process our own experiences, understand other people and other cultures, hear God's word, and act upon the world each day. "This mission connects with the University mission but also with Social Work Program Goal 2 which reads, *the goal of the Malone University social work program is to assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own.* Syllabi for ENG 200 list several discipline specific goals which fit with social work program goals including: Examine the interrelationship between literature and enduring issues in human society, explore a diverse selection of authors and texts and develop critical thinking skills. ENG 200 is designated as an intensive writing course which allows students to write and re-write essays using specific prompts. The course thus provides students with an opportunity to learn to read, evaluate and revise one's work based on feedback. These are critical foundational skills that when developed, are generalized and applied when students enter senior

field and professional practice; social workers who can apply their professional skills appropriately and who can also write about their work with precision and accuracy will be more valuable to their clients and to their agencies. These foundational skills assist students toward mastery of (SWK Program Goal 1: *prepare students for beginning generalist social work practice which includes both meeting licensure requirements and developing an awareness of the importance of ongoing professional development*).

HIST 112: Modern World History: This survey of Modern World cultures provides students with an understanding of major events and ideas that have shaped the modern world. The syllabus states, “A liberal arts approach will be utilized that incorporates a comparative examination of the political, intellectual, social, and cultural contributions of each period and culture.” The course is designed around intellectual themes, not simply dates. Such an approach not only introduces students to critical analysis of political and social events from an historical perspective, it also prepares *students to critically assess their own knowledge and traditions in light of the heritage and traditions of others* (SWK Goal 2).

PHIL 100: Introduction to Philosophy: All students who graduated from Malone between 2008 and 2015 were required to take Introduction to Philosophy. The course description notes: *This course will introduce students to the purpose and nature of philosophical inquiry. Through careful attention to foundational texts, students will explore a cluster of philosophical questions addressing the meaning of happiness, the nature of right and wrong, the nature of knowledge and reality, and the intellectual integrity of religious belief. Students will also be expected to learn to read critically, write concise reflection papers, and engage in dialogue with the instructor and fellow students about issues of enduring philosophical importance.* Students are required to do a significant amount of reading from classic philosophical texts and are required to write three papers from prompts provided by the professor. This course assists social work majors to examine their personal beliefs within the lens of philosophical inquiry, thus providing a foundation on which social work majors can, with the addition of their training within the social work professional courses “*understand the interface between personal faith and social work, and to be able to make appropriate applications of each*” (Social Work Program Goal 3). In addition, students are exposed to ways of thinking and reflection about the beliefs of others, laying a foundation both for critical self-reflection and an openness to ways of being that might differ from the student’s owned worldview.

BIBL 121: The New Testament: This course is one of three Bible/Theology courses required to be taken by all students at Malone. Selected General Education Outcomes include: Students will understand theories and cultural influences that have shaped the world, students will think critically and creatively, [demonstrating] the ability to use key methods of inquiry to gain understanding of content (scientific method, qualitative, quantitative), Students will communicate effectively in multiple contexts [by being able to] express ideas with clarity, [and by being able to] read and listen to the ideas of others with understanding and discernment. The General Education outcomes within this course provide students with opportunities to demonstrate critical thinking skills regarding issues of faith and scripture. They must grapple with their own understanding of the meaning of the New Testament, which can be challenging both for students who believe they have *already* formed their understanding of “what the Bible says” as well as for those who have never thought they wanted or needed to engage the claims of the New Testament. Thus, this course can provide foundational opportunities to “*assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups and religions different than their own*” (SWK Program Goal 2)

POL 212: Introduction to World Politics This course introduces students to current global political controversies and their historical roots, with particular attention to the foreign policy choices facing political leaders, focusing on issues in international security, international development, and international migration. Students will represent a foreign country’s perspective on these issues throughout the semester. Central themes are levels of analysis, policy choices, and Christian morality. Selected course objectives include: apply the levels of analysis framework to world political events and foreign policies, begin learning to morally evaluate foreign policy choices in terms of Christian ethics. General Education for this course include: [students will] think critically and creatively as evidenced in part by gathering and assessing the relevance of information, communicate effectively in multiple contexts, whether writing, speaking, reading, or listening, and understand the foundations of the Christian faith and the role of service to the church, community and world. This course provides social work majors who take the course opportunities to think critically about world power from a macro perspective, and to engage ideas about world power and political structures that might be different than their own, through exercises such as participating in a model U.N. (Social Work Program Goal 2: *Assist*

students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own). In addition, the course provides students with opportunities to engage in the role of the church in the larger society: both when it may collude with other powerful institutions and when it stands against them. Finally, the course provides opportunities for students to think critically about the place of personal faith and how it plays out within political structures- which in turn provides a foundation upon which the social work program can *assist students to understand the interface between personal faith and social work* (SWK Program Goal 3).

ENG 390: African American Literature

This course examines a selection of literature written by African Americans in an effort to gain greater understanding of various aesthetic, cultural, political, and social issues. Students will explore several central motifs: the African roots of African-American culture, the importance of literacy and “telling lives,” the journey toward freedom and equality, and the inter-relationship between African- American cultural traditions and the larger landscape of American culture. Social work majors who elect this course as part of the Cross Cultural Encounters menu are provided with opportunities to engage with literature that is most often not provided at secondary school in the areas from which Malone draws many of its students. Thus, this course can provide foundational content that supports Malone Social Work Program Goal 2: (*assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own.*)

PE 100: Personal Wellness

The course, Personal Wellness, is designed to be the introductory course in physical education, lifelong personal fitness, and wellness. Emphasis is placed on health-related physical fitness and current wellness issues, including those that are gender and age-specific. The concept of personal stewardship is stressed relative to the integration of faith and learning. Special attention is given to fitness assessment and lifestyle modification. The coordinator of this course notes “One particular topic that is covered deeply is obesity. [Content includes information] about the obesogenic environment with which we live in and how it will take a comprehensive approach to solve the greatest public health threat we face today. The students soon learn that this is not just an individual’s choice to be obese and we discuss many of the factors that contribute to the epidemic” (personal communication 11/19/14). Social work majors who take this course are provided with

foundational content about the importance of making decisions in the present about their physical well-being that easily have an impact on their future health and well-being. This very basic concept can be generalized to include other areas of living including a student's ongoing professional and spiritual development. This information in turn, can provide the student with an introduction to the development of the importance of ongoing professional development.

(Malone University SWK Program Goal 1: *prepare students for beginning generalist social work practice, which includes both meeting licensure requirements and developing an awareness of the importance of ongoing professional development.*) In addition, this class provides students with an opportunity to examine the intersection between micro-level issues (e.g. personal diet and exercise choices) with mezzo/macro level concerns (the overall health choices of individuals of a community can become a public health issue over time).

The courses noted above are representative of the Foundations of Faith and Learning content provided by the General Education Program courses that must be completed by all students at Malone. Students entering Malone as first year students take an introduction to college" course (GEN 100: The College Experience). In addition, students must take an introduction to Communications course (COMM 110), a composition course (ENG 145), a survey of the Old Testament (BIB 111), a basic course in theology (THEO 211). Students with an ACT of less than 30 or who did not complete Algebra II in high school must also take Algebra II (Math 130). In addition to this foundational content, the Gen Ed program requires student take classes from menus of courses in a wide variety of content areas: Understanding persons, Fine Arts, Health and Wellness, American Cultures and Institutions, Global Connections, Cross Cultural Encounters, Lab Science) as well as a capstone course (GEN 460: Faith in the World) which provides a wide range of options (e.g. Love, Sex and Marriage; Cinema and the American Dream) and is designed to provide a cross-disciplinary opportunity for students completing their studies at Malone .Students must take one course from each of the component menus. Transfer students with more than 60 hours of coursework must take Gen Ed courses (e.g. GEN 460), but are given some credit for the work they have completed at another school.

Liberal Arts Support Courses Required of all Social Work Majors

The ability to critically analyze situations is a foundational skill for social workers. The full time faculty members of Malone University's social work program believe that students are well served by making choices, but for our majors to fully comprehend the needs and concerns of those marginalized by society, students must be exposed to a liberal arts curriculum rich with diverse voices and understandings. The chart below lists the courses that were selected as support courses to the social work professional curriculum. After a brief discussion of how each support course strengthens the professional curriculum, a narrative regarding the place that each course holds within the curriculum is provided. Social Work Support courses which also count toward completion of the General Education curriculum at Malone are noted by an asterisk (*).

Table 5: Liberal Arts Support Courses

Course #	Course Title	Credits
BIOL 173*	Human Biology	4
HIST 211 or HIST 212	American History I or American History 2	3
POL 201*	Introduction to American Government	3
PSYC 121*	Introduction to Psychology	3
PSYC 140*	Introduction to Statistics	3
PSYC 220	Psychology of Human Development	3
SOC 310	American Minorities	3
Any two Spanish or any two American Sign Language courses		6-8 total credits

*also counts as a general education credit

NOTE: The foreign language requirement for Social Work can be met several ways:

- 1) Spanish 101/102 or 201/202 (6-8 credits)
- 2) American Sign Language 111 & 112 (8 credits)

The academic equivalencies for American Sign Language are determined by the Advising and Testing office in consultation with the Social Work Department. Spanish and American Sign Language represent the non-English speaking.

Liberal Arts Content and the Social Work Curriculum: Rationale for the Social Work Support Courses Selected

The chart below provides a schematic of how liberal arts support courses are linked to social work professional courses.

Table 6: Liberal Arts and Social Work Course Linkage

Support Content	Foundation Courses
Psychology 121	SWK 222 Introduction to Social Work
Psychology 220	SWK 242: Human Behavior and Social Environment (HBSE)
HIST 112	SWK 311: History of Social Welfare
HIST 211 or HIST 212, POL 201	SWK 312: Social Welfare Policy Analysis
Biology 173, SOC 310	SWK 345: Practice Skills I
SPAN 101/102, 201/202, OR ASL 101/102, SOC 310	SWK 347: Social Work Practice Skills II
POL 201	SWK 348: Social Work Practice Skills III
PSYC 140	SWK 372: Methods of Social Research
All of the above	SWK 401: Professional Issues in Social Work
All of the above	SWK 440: Field Instruction in Social Work
All of the above	SWK 460: Field Instruction Seminar

(Note that course names/numbers are color coordinated with the Support Course Curriculum Map and the Support Course Curriculum Grid.)

Connections between social work and support course faculty

Relationships between social work faculty and their support course faculty is overwhelmingly strong and collegial. To assure that the information provided within this segment is both up to date and that it accurately reflects the content of each course, in December of 2014, Social Work faculty met with support course faculty and asked for their input as to how the support courses connected with the Malone University Social Work Program's competencies. Each support course faculty member was asked to provide a list of both in class and out of class assignments that directly connect to the Malone University Social Work Program Competencies.

A summary of these connections can be found in **Table 7, p. 65, in this Volume**. A Support Course Curriculum Activity Map detailing the assignments and activities which connect support course content to social work competencies is provided **electronically as an attachment and within the hard copy of Volume I in a plastic sleeve after Table 7, p. 65**.

Many students end up declaring social work as a major after deciding to switch majors. Additional students electing to become majors transfer to Malone after taking Introduction to the Profession and Practice of Social Work and HBSE at other institutions. So although faculty have an “ideal” sequence of support courses, in reality students come to the major with a variety of courses completed and courses needed. Social Work faculty work closely with students to insure that course content is taken as close to the ideal timeframe as possible.

BIOL 173 Human Biology: This course provides an understanding of human structure and function in all body systems and is designed as a lab course for those with little science background. The social work program utilizes systems and ecosystems perspectives as paradigms by which students can understand human interaction. Such interactions are undergirded by an understanding of human biological functions. An understanding of the interconnectivity of the systems of the human organism provides important information regarding the connectivity of human-made institutions and systems. Ideally, this course is taken prior to or concurrent with SWK 242 (HBSE). Successful completion of BIOL 173 provides knowledge students may apply as they move toward meeting Malone University Social Work Program Goal 1 (*prepare students for beginning generalist social work practice*) by strengthening the student’s understanding of interactions within systems. The course provides

supportive content toward an understanding of Malone University Social Work Program Competencies 2.1.2 (*apply social work ethical principles to guide professional practice*) by discussing the ethics of scientific research, 2.1.3 (*apply critical thinking to inform and communicate professional judgments*) 2.1.5 (*advance human rights and economic justice*), 2.1.6 (*use research evidence to inform practice*) and Competency 2.1.11, practice behavior “c” (*Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience*).

HIST 211 - American History I: Colonial Era to the Civil War (3)

Social Work majors must take either this course or HIST 212 (see below). This course surveys the major cultural, political, economic, social, and religious themes in American history from the pre-Columbian era through the era of Reconstruction. Special attention is given to the development of colonial societies, the formation of American political institutions, the structure of slavery, the growth of reform movements, the conflicts that provoked the Civil War, and the changes brought about by that war. This course is taken either during a student's sophomore year, or in the fall of a student's junior year (in the same semester as SWK 311: History of Social Welfare Policy). The course prepares students to think critically about the content shared within SWK 242: Human Behavior and the Social Environment. Successful completion of HIST 211 provides knowledge that assists students toward meeting Malone University Social Work Program Goal 2 (*Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups and religions different from their own*) by providing content and exercises which assist students to think critically about those marginalized by the more powerful groups during the period of history covered by the class. Competencies which are reflected within course content include: Malone University Social Work Program Competency 2.1.1 (*identify as a professional social worker and conduct themselves accordingly*), 2.1.3 (*apply critical thinking to inform and communicate professional judgments*), 2.1.4 (*engage diversity and difference in practice*), 2.1.5 (*advance human rights and social and economic justice*) 2.1.7 (*apply knowledge of human behavior and the social environment*), 2.1.9 (*respond to contexts that shaped practice*) and 2.1.11 (*appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience*).

HIST 212: American History II: Gilded Age to the Present: Social Work majors must take either this course or HIST 211 (see above). This course surveys the major cultural, political, economic, and religious themes in American History from the Gilded Age to the present. The course covers the period of time in which social work developed as a profession. It both reinforces material students would have learned in the latter half of SWK 311 (History of Social Welfare) and enhances material presented SWK 312 (Social Welfare Policy Analysis). Social Work students are provided with information regarding the development of the nation from a historian's perspective and they must critically engage that history as they study how law is utilized by the powerful and by the less powerful. This course is offered during spring semester and is taken during the spring semester of sophomore year prior or concurrent with, SWK 312. Successful completion of this course enhances the student's understanding of themes within United States history. Successful completion of HIST 212 provides knowledge that assists students toward meeting Malone University Social Work Program Goal 2 (*Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups and religions different from their own*) by providing content and exercises which assist students to think critically about those marginalized by the more powerful groups during the period of history covered by the class. Competencies which are reflected within course content include 2.1.1, (*identify as a professional social worker and conduct themselves accordingly*), 2.1.3 (*apply critical thinking to inform and communicate professional judgments*), 2.1.4 (*engage diversity and difference in practice*), 2.1.5 (*advance human rights and social and economic justice*) 2.1.7 (*apply knowledge of human behavior and the social environment*), 2.1.9 (*respond to contexts that shaped practice*) and 2.1.11 (*appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience*).

It is important to note that, although course content and assignments differ within these courses, the same Malone University Social Work Program competencies are addressed within each course. So although social work majors have a choice as to which American History course they take, they are provided with assignments that support identical competencies.

POL 201: Introduction to American Government: This course provides students with an understanding of the philosophical and political foundation of the United States. Students are

introduced to the political and legislative systems. This course was selected as a support course for social work because course content provides a foundation upon which SWK 312 (Social Welfare Policy) can build. Students who successfully complete this course are prepared to apply the knowledge gained to further political advocacy and the political philosophies that undergird law making. This course is taken either spring of sophomore year or during junior year prior to taking SWK 312. It assists students to analyze the impact of social policy. Successful completion of POL 201 provides knowledge that assists students toward meeting Malone University Social Work Program Goal 2 (*Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups and religions different from their own*) by providing students opportunities to understand both how power is conceptualized in the United States and how it is utilized by various groups. This course provides support content for Malone University Social Work Program Competencies 2.1.3 (*apply critical thinking to inform and communicate professional judgments*), 2.1.4 (*engage diversity and difference in practice*), 2.1.5 (*advance human rights and social and economic justice*), 2.1.7 (*apply knowledge of human behavior and the social environment*), 2.1.8 (*engage in policy practice to advance social and economic well-being and to deliver effective social work services*), 2.1.9 (*respond to contexts that shape practice*) and 2.1.11 (*appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience*).

PSYC 121: Introduction to Psychology: This course discusses the field of psychology as the science of behavior and mental processes. It provides a basic understanding of major findings in the field, introduces research methods, and applies psychological understanding to various spheres of human functioning and experience. This course is considered both a General Education requirement for social work majors and a support course for social work and is taught by several of the full time faculty members of the Psychology Department as well as the Director of Distributive Learning at Malone University (also an Associate Professor of Psychology) who teaches the online section of the course. This course was selected as a support course because of the strong interface between psychological theory and micro social work methods. This course is ideally taken prior to, or concurrent with Introduction to Social Work (SWK 222) and must be taken prior to Human Behavior and Social Environment (SWK 242-HBSE). In addition, it provides a foundation for SWK 345: Practice Skills I: Working with Individuals. When

successfully completed, this course assists students to understand several psycho-social models for understanding human behavior assisting students toward meeting Malone University Social Work Program Goal 1 (*prepare students for beginning generalist social work practice*) by providing foundational content about human behavior. Malone University social work competencies that are supported by this course include: 2.1.3 (*apply critical thinking to informed and communicate professional judgments*), 2.1.4 (*engage diversity and difference in practice*), 2.1.5 (*advance human rights and social and economic justice*), 2.1.6 (*engage in research-informed practice and practice informed research*), 2.1.7 (*apply knowledge of human behavior and the social environment*) and 2.1.11 (*appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience*).

PSYC 140: Introduction to Statistics: This course provides an introduction to statistics and emphasizes basic statistical literacy. It is designed to provide students with the conceptual foundation and quantitative skills to analyze data and meaningfully interpret statistical results reported in research articles. This course was selected as a prerequisite to Social Work Research (SWK 372) and meets both a General Education and a Malone University social work program support course requirement. The social work faculty believe that students need to understand enough about measurement methods to understand the research process and to be able to complete their own agency based research projects which are required during senior field placement. When successfully completed, this course assists students to enter research with a richer understanding of statistical methods and the appropriate utilization and interpretation of basic research data. This course assists students toward meeting Malone University Social Work Program Goal 1: (*Preparing students for beginning level social work practice*) by providing them with basic information regarding statistical processes, which in turn, supports the student's ability to understand and ultimately conduct social work research. Competencies addressed by this course include: 2.1.3 (*apply critical thinking to informed and communicate professional judgments*), 2.1.6 (*engage in research informed practice and practice informed research*) and 2.1.11 (*appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience*)

PSYC 220: Psychology of Human Development: This course offers an intensive study of growth and development through the lifespan in terms of physical, mental, spiritual, emotional, social, and cultural factors. The objective of the course is to understand the problems of the developing

person in contemporary society. It is taught by either a full time member of the psychology faculty or by the Director of Distributive Learning at Malone University who also is an Associate Professor of Psychology. This course is taken as a pre- or co-requisite with SWK 242 (HBSE). When successfully completed, students have a basic understanding of micro-level developmental theory and are prepared to engage alternative theoretical understandings in their social work courses, and provides foundational support for SWK 345: Practice Skills I: working with Individuals. This support course assists students toward meeting Malone University Social Work Program Goal 1 (*Prepare students for beginning social work practice*) by introducing students to many of the dominant theories of human development. This preparation allows the social work prefix courses to emphasize emerging and alternative theories of development in SWK 242 (HBSE). In addition, building on PSYC 220's focus on the more traditional (micro-level) theoretical frameworks provides more class time for social work faculty to focus on alternative understandings in HBSE. Specific assignments in HBSE provide students with the opportunity to make these connections. Competencies addressed by this course include: 2.1.1 (*identify as professional social workers and conduct themselves accordingly*), 2.1.2 (*apply ethical principles to guide professional practice*), 2.1.3 (*apply critical thinking to inform and communicate professional judgments*), 2.1.6 (*engage in research informed practice and practice informed research*), 2.1.7 (*apply knowledge of human behavior and the social environment*), 2.1.10 (*engage , assess, intervene and evaluate with individuals, families, groups, organizations and communities*) and 2.1.11 (*Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience*).

SOC 310: American Minorities: A study of the concerns experienced by various minorities in the United States, particularly the African-American population, within both historical and contemporary contexts. Emphasis is upon understanding the limitations in practice of the American democratic ideal. A further purpose is to promote an awareness of recent changes in the status and attitudes of minorities in light of that ideal. SOC 310 takes a dynamic approach to understanding systemic and systematic oppression and discrimination in the United States. Course content allows students to see the macro aspects of these issues, provides them with analytic tools, and demonstrates how it connects to social work clients. Ideally taken in a student's junior year, students are able to build on content learned the previous semester in SWK 242: (Human Behavior and Social Environment) as well as to utilize content from SOC 310 as

they begin their practice course sequence This course is significant in application to the social work professional courses such as SWK 345, SWK 347, and SWK 348 which discuss culturally sensitive work with clients on all systems. In addition, SOC 310 directly applies to the content of SWK 312 in understanding how policies are created and the values behind them and prepares students to think critically about the reality of intersecting oppressions as students address professional behavior and ethical dilemmas during SWK 401. Finally, SOC 310 provides foundational understandings for students as they develop the practice behaviors needed to enter senior field.

This course, taught either by Dr. Karen Slovak, a member of the Social Work faculty or by a member of the Dept. of History, Philosophy and Social Sciences, provides multiple linkages with social work support curriculum.. This course provides support content that assists social work majors toward meeting Malone University Social Work Program Goals I (*Prepare students for beginning social work practice*) and 2 (*Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own*) by directly providing content about the experiences and histories of vulnerable groups residing in the United States. Malone University social work competencies addressed by this course include: 2.1.3 (*apply critical thinking to inform and communicate professional judgments*), 2.1.4 (*engage diversity and difference in practice*), 2.1.5 (*advance human rights and social and economic justice*), 2.1.7 (*apply knowledge of human behavior and the social environment*), 2.1.8 (*engage in policy practice to advance social and economic well-being and to deliver effective social services*), 2.1.9 (*respond to the contexts that shape practice*) and 2.1.11 (*appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience*).

Foreign Language Requirement: All students in the Malone University Social Work Program are required to take two semesters of a language other than English. Most students begin at an entry level (SPAN 101, ASL 111) and thus these are the courses that are included in the grid of competencies and assignments. However, in an effort to allow students to progress in their language abilities, the program indicates only the number of hours that must be taken. Therefore, if a student comes to the college with a higher level of competency in Spanish, he or she enters into the course at an appropriate level for continued growth. The Center for Student Success

supervises the testing and the assigning of students. These courses can be taken at any time within a student's career at Malone.

This requirement was selected to assist students graduating from our program to grow in cultural competence and to be prepared to work in an increasingly diverse world. These courses, when successfully completed, add to both the student's ability to critically think about a given topic and to have insight and additional competence when working with those whose voices have been traditionally marginalized by the dominant culture. This assists students toward meeting Malone University Social Work Program Mission Statement and Goal 2 (*Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own*) by providing students with both content about different cultures as well as the opportunity to reinforce critical understandings about the concerns of specific vulnerable populations (i.e. those for whom ASL or Spanish would be their primary language).

Specific Malone University Social Work Competencies addressed by each course are noted below:

ASL 111: American Sign Language I

Competencies addressed by ASL 111 include; 2.1.3 (apply critical thinking to inform and communicate professional judgments), 2.1.4 (engage diversity and difference in practice), 2.1.5 (advance human rights and economic justice), 2.1.7 (apply knowledge of human behavior and the social environment) and 2.1.11 (appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience)

ASL 112 American Sign Language II

Competencies addressed by ASL 112 include; 2.1.3 (apply critical thinking to inform and communicate professional judgments), 2.1.4 (engage diversity and difference in practice), 2.1.5 (advance human rights and economic justice), 2.1.7 (apply knowledge of human behavior and the social environment) and 2.1.11 (appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience)

SPAN 101 Elementary Spanish I

The Malone University Social work competency most thoroughly addressed within SPAN 101 is competency 2.1.4 (*engage diversity and difference in practice*).

SPAN 102 Elementary Spanish II

Competencies addressed by SPAN 102 include: 2.1.4 (engage diversity and difference in practice), 2.1.5 (advance human rights and social and economic justice) and 2.1.11 (appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience)

SPAN 201: Intermediate Spanish I (required for those who test out of beginning level Spanish courses only)

Competencies addressed by SPAN 201 include: 2.1.4 (engage diversity and difference in practice), and 2.1.11 (appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience).

SPAN 202: Intermediate Spanish II (required for those who test out of beginning level Spanish courses only)

Competencies addressed by SPAN 202 include: 2.1.4 (engage diversity and difference in practice), and 2.1.5 (advance human rights and social and economic justice) and 2.1.11 (appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience) NOTE: Because so many of the students in Spanish are social work majors, the professor teaching this course created the courses in such a way that the competencies addressed by the course are the same whether students take the beginning or intermediate level of language.

In Sum:

As is demonstrated above, the Malone University Social Work Program is grounded in the liberal arts. Courses that support the social work program have been selected to assist students to think critically, to be aware of the perspectives of vulnerable groups and how the environments, history, culture and other variables impact individuals, groups and communities. The grid below

demonstrates that the support courses selected by the social work faculty provide support for the Malone University social work program competencies.

Table 7: Support Course Support for Social Work Program Competencies

Support Courses	MU Social Work Program Competencies										
	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.1.7	2.1.8	2.1.9	2.1.10	2.1.11
ASL 111			X	X	X		X				X
ASL 112			X	X	X		X				X
BIO 173		X	X		X	X					X
HIST 211	X		X	X			X		X		X
HIST 212	X		X	X	X		X		X		X
POL 201		X	X	X	X		X	X	X		X
PSYC 140			X			X					X
PSYC 121	X		X	X	X	X	X				X
PSYC 220	X	X	X			X	X			X	X
SOC 310			X	X	X		X		X		X
SPAN 101				X							
SPAN 102				X	X						X
SPAN 201*				X	X						X

SPAN 202*				X							X
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* SPAN 201 and 202 required only of majors who tested out of the elementary Spanish courses

Building upon the foundation of Malone’s General Education Program, the support courses selected by the social work faculty provide an intellectual bridge between General Education’s foundation and the professional Social Work prefix courses. Social Work majors who successfully complete Gen Ed and support coursework are able to utilize this framework to build their professional skills, knowledge and values as they progress through the professional (SWK prefix) courses. The combination of Gen Ed, support courses and professional courses provide students with the tools that they need to successfully demonstrate entry level competence in social work practice upon graduation.

Social Work Courses

Social work professional courses are intentionally designed to complement and/or build upon one another. The Social Work Program at Malone University provides foundational content courses in the following format:

- **SWK 222 An Introduction to the Profession of Social Work:** (which includes a 40 hour field placement which typically focuses on beginning micro-level observation and skill development) 4 credits
- **SWK 242 Human Behavior and the Social Environment:** (4 credits)
- **SWK 311 History of Social Welfare Policy** (3 credits), **SWK 312: Social Welfare Policy Analysis** (3 credits): a series of two courses addressing issues of Social Welfare Policy
- **SWK 345: Practice Skills I** (4 Credits), **347 Practice Skills II** (2 credits), **348 Practice Skills III** (4 credits): a series of three courses which address three levels of Social Work Practice, SWK 345 (micro practice), (SWK 347 (practice with families and groups) and SWK 348, which includes a 60 hour field placement. This course focuses on the development of macro level community development skills.
- **SWK 372** (3 credits) **Social Work Research**

- **SWK 401:** (2 credits) **Professional Issues in Social Work:** A Professional Issues capstone which emphasizes the integration of ethical practice with the skills and knowledge gained in the previous courses.

The above courses provide the knowledge, values and skills which provide students with the tools they need to demonstrate entry level competency in:

- **SWK 440 (Senior Field Placement):** (10 credits) 450 hour senior field placement
- **SWK 460 (Senior Field Seminar):** (2 credits) a weekly meeting where students discuss what they are practicing in the field and communicate what they are learning verbally, in writing and through agency based research.

Throughout the curriculum, the program infuses content on (1) social work ethics and values, (2) issues and concerns of diverse populations including both connections to and distinctions from other populations; (3) the issues and concerns of populations-at-risk including, but not limited to the economically oppressed, GLBTQ communities, the aged, the differently-abled, people of color, (4) those oppressed due to their ethnicity, religion, place of residence (e.g. rural/urban concerns); (5) the impact of social and economic injustice on the oppressed and the oppressor; (6) diversity in political ideology and (7) the integration of spirituality, faith and social work practice.

Students are challenged to consider the implications of clients' decisions at all levels of social interaction. They are introduced to a variety of ways to conceptualize issues, but are trained to consider each perspective from a strengths-based, eco-systemic perspective. The faculty members who teach within the Malone University Social Work program believe that this method of social inquiry provides students with opportunities to think critically about the issues and concerns of clients and communities. Schriver (2014) notes, "A systems view allows us to see the various components or subsystems...the individuals, families, groups, and organizations that make up communities....[This] approach also acknowledges that influences among systems and subsystems are reciprocal..."(p. 496).

The Social Work faculty at Malone seek to integrate the importance of professional integrity and client empowerment with the ideals of social justice for those who are marginalized by society.

The program has adapted Micah 6:8 ("What does the Lord require of you but to do justice, love

mercy and walk humbly with your God”) as the biblical foundation of our program. It is our belief that beginning with the expressed needs of clients, utilizing the skills learned in both classroom and field, students will be able to assist those often devalued within the dominant paradigm to find their place and their voice within society.

Each social work course at Malone is designed to foster student growth toward the program’s mission, goals and competencies. All social work course syllabi list the program’s mission statement and the goals of the program. All syllabi list the specific competencies that are addressed within the course (See Social Work Course Syllabi, Vol. II, section VI of each syllabus). Competencies that are assessed within each course are noted within the syllabus in the assignment section. Within each course, tasks, assignments, and lectures are utilized to create the context in which students can achieve the competencies noted in the syllabus.

The program is structured sequentially. Students grow in their understandings about the profession and its history, their professional knowledge and skills, their ability to utilize evidence-based practice skills and practice wisdom as well as in their ability to apply ethical decision making throughout the program. Students who enter the program in the fall of their sophomore year often follow the same sequence of courses with many of the same students who begin the program at the same time.

These are often joined at the junior level by students who have taken social work courses at other schools, or have obtained Associate of Arts degrees in human and social service, (a degree that is recognized in the State of Ohio and which is transferable to several state universities in formal 2+2 arrangements). Transfer students may begin with the junior level courses only if they have taken the equivalent to Malone’s sophomore level Introduction to Social Work and HBSE courses. When students plan to enter from such a program, a full-time faculty member (usually the Chair), reviews the transcript and/or the syllabi of courses that may be considered for transfer. Decisions regarding social work courses are made by a full time social work faculty member. Although there is a designated member of the Center for Student Success who schedules both first year and transfer students for their first semester of courses at Malone University, the Chair of the Social Work Program has the authority to discuss the choices

selected and to change the courses designated if this appears to be in the student’s best interest. Decisions about whether to accept support courses or General Education courses from another institution made by the registrar, however, the Chair can recommend a course of action when it is deemed important to the student’s progress through sequential coursework and such reviews are taken seriously.

Finally, a number of students each year opt to transfer into the program after beginning another major at Malone. These students often have some of the prerequisites for 200 courses, (e.g. Intro to Psychology) but not others (e.g. Psychology of Human Development). In such cases students work closely with social work faculty to assure a smooth transition into the major and to meet all General Education and support course requirements.

The Baccalaureate Social Work Curriculum Plan

The following is a model for how students may complete the social work curriculum within six semesters. Typically, first year students take courses that fulfill support requirements, such as psychology and language. However, it is possible for students to move through the program in the 3-year time span as outlined below, exclusive of General Education requirements.

Requirements:

Table 8: 3-year Baccalaureate Social Work Curriculum Plan

Semester	Course 1	Course 2	Course 3	Course 4
Semester 1 (fall)	SWK 222 Introduction to Profession & Practice of Social Work	SPAN 101/ASL III American Sign Language I/Spanish at appropriate level*	POL 201 Introduction to American Government	PSYC 121 Introduction to Psychology
Semester 2 (spring)	SWK 242 Human Behavior and the Social Environment	SPAN 102/ASL 112 American Sign Language II/Spanish at appropriate level*	PSYC 220 Psychology of Human Development	BIOL 173 Introduction to Human Biology
Semester 3 (fall)	SWK 311 History of Social Welfare	SWK 345 Practice Skills I	HIST 211/212* (American History options)	
Semester 4 (spring)	SWK 312 Social Welfare Policy Analysis	SWK 347 Practice Skills II	SWK 348 Practice Skills III	PSYC 140 Introduction to Statistics

Semester 5 (fall)	SWK 401 Professional Issues in Social Work	SWK 372 Methods of Social Research	SOC 310 American Minorities	
Semester 6 (spring)	SWK 440 Field Instruction in Social Work (10 credit hours)	SWK 460 Field Instruction Seminar (2 credit hours)		

** students who test out of entry level Spanish are placed in upper level courses as appropriate to their fluency. Such students are required to take two courses in language at the appropriate level of expertise. These courses are typically three credits, while SPAN 101-102 are 4 credits each.*

In 2014-15, the social work program initiated a program designed for students with an Associate’s Degree in Human and Social Services, or the equivalent, to complete their degree within two years. These students come in with the equivalent of SWK 222 (Introduction to the Profession and Practice of Social Work) and SWK 242 (Human Behavior and the Social Environment). Faculty members have adjusted teaching loads so that AA to BA students can take courses in the evening or late in the day. In the 2014-15 academic year there were five students enrolled within the AA to BA format.

In the past few years, SWK 460 (Senior Seminar) has been offered in a hybrid format allowing students who have international placements or faculty who may be out of the country an opportunity to teach segments of the course within a distance format. Several specialty courses offered as advanced topics [SWK 470: Child Welfare (2014)] have been offered entirely online. In addition, faculty plan in future years to move some additional classes online as needed.

The Malone University Social Work Program Course Grid and the more comprehensive Social Work Curriculum Activity Map are included electronically as an attachment and in the plastic sleeve behind page 65, after Table 7, within the hard copies of Volume I. Program evaluators can note the information provided in the social work course grid as an overview of the social work program. The activity map provides a more detailed outline of lectures, assignments, and tasks that are utilized to assist students to progress toward entry level competence.

CURRICULUM AND COMPETENCIES: BUILDING TOWARD ENTRY-LEVEL PRACTICE

TEACHING TOWARD COMPETENCE

Johnson and Yanca (2007) note that generalist practitioners work alongside clients to assess the total needs of the system. Action strategies are chosen from a range of responses, and are based upon what parts of the system need to be changed. Shriver (2015) notes that social workers must “weave together ...important sources of knowing and understanding into an organic whole that can help us to become life-long learners” (p.2). The program maintains that if social work graduates can demonstrate practice skills in which they critically and skillfully access multiple ways of assessing/understanding a concern, they are more likely to be able to positively impact the client system and assist in changing the issue which needs to be addressed.

Course Syllabi: The outline of program structure

Each social work course at Malone is designed to foster student growth toward the program’s core competencies. These competencies are explicitly outlined for the students in course syllabi, in the social work handbook and on the social work program’s website.

Within each course syllabus, tasks, assignments, and lectures are utilized to create the context in which students move toward entry level competence by being introduced to, being reinforced in, or having the opportunity to demonstrate and/or to be assessed in specific practice behaviors that are addressed within the course. The program utilizes a template for syllabi. Below is a summary of each section included in the syllabus for each course.

- Introductory Information: The name of the course and basic information about the time that the course is offered
- Section I: The program’s statement of generalist practice
- Section II: The course description from the Malone University College Catalog; (also found in the Social Work Program Handbook)
- Section III: The program’s Mission Statement.
- Section IV: The goals of the program
- Section V: The Malone University Social Work Competencies which assist students to meet each goal.

- Section VI: The specific practice behaviors that are addressed in the course. In this section, faculty may add specific course outcomes (knowledge, skills, attitudes and values) that will assist in the development of the core competencies.
- Section VII: Information about required texts.
- Section VIII: Important information about classes and coursework. Student Accountability Guidelines provide an outline of appropriate professional behaviors expected of all students. (These guidelines are also placed in the Social Work Program Handbook.) In addition, this section contains the Malone University Class Absence Policy and the program's Policy on Academic Writing.
- Section IX: The Malone University Accessibility Services - Disability Accommodation statement.
- Section X: Information about assignments for the course. If an assignment will also be used to assess a practice behavior, this information is included.
- Section XI: An overview of the grading system for each assignment for the course
- Section XII: A calendar outlining the topics addressed within the course as well as an outline of when specific student assignments are due.
- Section XIII: Malone University Educational Goals
- Section XIV: A complete listing of the Malone University Social Work Program Competencies and Practice Behaviors
- Finally, a bibliography for the course is provided for students should they desire additional information on a given topic discussed in class.

Within the syllabus, each student in every social work class is provided not only with information about the class he or she is taking, but with basic linkages which allow students to understand how the course fits with the social work program as a whole, and broadly, with the profession that the student hopes to enter. The syllabus becomes a reflection of person in environment understanding; it outlines ways in which the student can succeed. That success is not simply defined in personal terms but it is defined within the context of the profession.

As noted throughout the program's documents, generalist social work education at Malone University helps to facilitate change, develop strengths, and empower individuals, groups and communities. Social Work's emphasis on *person-and-environment* fit identifies strengths and

addresses concerns within the context of social functioning. Strengths-based social work practice assists people to develop and utilize their own assets and resources to strengthen relationships, improve social functioning, and contribute to the building of community. As noted earlier in this document, (Educational Policy 1.0, Introduction), the Social Work program at Malone reflects a holistic, theoretical, orientation which suggests *three functions* social workers are trained to do: (1) help people make personal changes, (2) link people to resources, and (3) help people to initiate changes in social policies, laws, and institutions which impact their lives. (Malone University Social Work Program Handbook, p. 6, Vol. III A)

Table 9 outlines the 6-semester sequence students complete as they move through the program. Each section contains a brief introduction as to how the course fits into the overall curriculum and how it provides information required for entry level generalist practice. The course competencies and practice behaviors covered by course content are listed and connections are made between these competencies, and how each program objective is demonstrated.

Table 9: Curriculum Requirements

Semester	Course 1	Course 2	Course 3
Semester 1 (fall)	SWK 222 Introduction to Profession & Practice of Social Work (4 credits)		
Semester 2 (spring)	SWK 242 Human Behavior and the Social Environment (4 credits)		
Semester 3 (fall)	SWK 311 History of Social Welfare (3 credits)	SWK 345 Practice Skills I (4 Credits)	
Semester 4 (spring)	SWK 312 Social Welfare Policy Analysis (3 credits)	SWK 347 Practice Skills II (2 credits)	SWK 348 Practice Skills III (4 credits)

Semester 5 (fall)	SWK 401 Professional Issues in Social Work (2 credits)	SWK 372 Methods of Social Research (3 credits)	
Semester 6 (spring)	SWK 440 Field Instruction in Social Work (10 credit hours)	SWK 460 Field Instruction Seminar (2 credits)	

Table 10 notes all course taught within the program including those not required by the professional sequence.

Table 10: Social Work Course Listing

Social Work Course Listing	Required Social Work Courses Course Title	Credit hours
SWK 222	Introduction to the Profession and Practice of Social Work	4
SWK 242	Human Behavior and the Social Environment	4
SWK 311	History of Social Welfare	3
SWK 312	Social Welfare Policy Analysis	3
SWK 345	Practice Skills I	4
SWK 347	Social Work Practice Skills II	2
SWK 348	Social Work Practice Skills III	4
SWK 372	Methods of Social Research	3
SWK 401	Professional Issues in Social Work	2
SWK 440	Field Instruction in Social Work	10
SWK 460	Field Instruction Seminar	2
	Social Work Course Electives	
SWK 211	Community Based Cross-Cultural Experience	2
SWK 450	Advanced Topics	1-3
SWK 470	Social Work Specialization Seminar	1-3
SWK 473	Global Practice	4

A detailed description for each course is provided below. After providing information about the course as noted in the 2014 Malone University course catalog and within the Malone University Social Work Program Handbook, a discussion of how each course progressively adds to student understanding, knowledge and an ability to demonstrate mastery of the program's competencies. For the complete overview of how each practice behaviors and competencies are addressed within the curriculum, please refer to the Malone University Social Work Curriculum Activity Map (found electronically as an attachment and within the hard copy of Volume I in a plastic sleeve after Table 7, p. 65).

After listing how each course addresses Malone University social work competencies, a narrative provides information regarding the linkages between other social work courses within the curriculum and to the signature pedagogy of senior field. Connections are also made to those courses which support the professional curriculum.

SWK 222 - Introduction to the Profession and Practice of Social Work (4 credits including field)

COURSE DESCRIPTION PER 2014-15 CATALOG: The purpose of this course is to provide students with an overview of the fields of practice in which social workers are employed, social work values, the nature of generalist practice, social welfare history and policies, populations-at-risk which are served by social workers, and professional social work ethics. A required 40-hour field practicum within a social service setting provides students with an introduction to professional social work. Prerequisite(s): PSYC 121. Offered each Fall.

As the first professional course in the social work program, Introduction to the Profession and Practice of Social Work provides a basic overview of the profession of social work, its fields of practice, ethical standards and person and environment constructs. Students are introduced to Malone University's Social Work competencies and have the opportunity to apply some of them through course activities and a 40 hour field internship in a social service agency. All students write field logs where they discuss both their observations at the internship agency and some

self-reflection about the work and clients who are being served. In addition, students write a paper about the history and mission and goals of the agency in which the practicum takes place.

In the classroom, students are introduced to entry level social work theory and how to apply theory to working with populations-at-risk. They learn the value of research informed practice and are required to search for and read two scholarly articles to help inform their internship learning experiences. They are introduced to the NASW Code of Ethics and are assessed on their ability to apply the NASW Code of Ethics to case scenarios. Students are introduced to the wide range of opportunities and fields in which social workers are employed. They apply their beginning knowledge of social work theory and ethics to their reading and discussions on a variety of fields of social work practice.

This course serves as both an introduction to the profession of social work and as a gatekeeping course: each year a number of students who begin the course elect not to continue in the major. At times, students arrive at this conclusion on their own, at others, the work that is produced within the course alerts faculty members of concerns which are discussed with the student. Students who do not satisfactorily complete either the classroom component of the class (as evidenced by a midterm/final grade of C or below) or field (as evidenced by lower than average ratings by sophomore field instructors), meet with their social work advisor to discuss their performance and whether the major is something they might desire to pursue. Such students are made aware of the program's policy requiring a 2.5 GPA overall for SWK prefix and support courses as well as a C or above required in the 300 level practice classes for students to remain in the program. Students in consultation with faculty then make a choice as to whether or not they will continue in the social work program. Additional policies regarding acceptance and the criteria for dismissal from the program can be found in the [SWK Program Handbook \(Section titled "Application to the Major, p. 16-18", Vol III A\)](#).

All students who begin the program at Malone begin by taking SWK 222. Students who take SWK 222 must have either taken PSYC 121 (Introduction to Psychology) during their first year at Malone, or take this course as a co-requisite to SWK 222. Ideally students will have begun their language studies in the same semester as they take SWK 222.

Connecting Social Work with Senior Field: Preparing for the Signature Pedagogy

Introduction to the Profession and Practice of Social Work provides students with an introductory understanding of the profession. It initiates students regarding the boundaries of professional practice and provides opportunities for students to glimpse the difference between “just wanting to help people” and the ethical standards of professional practice.

Because field is the signature pedagogy within social work education, it is critical that students begin their studies with both classroom and field experiences, providing the opportunity to intellectually integrate learning from both. Students observe real world situations, and have opportunities to practice professional behaviors. They begin the intellectual transition from people who believe they “instinctively know how to help others” to people who understand that social workers utilize a wide range of professional practices that don’t simply help clients to “feel better” but empower clients to make life changes for themselves. Students have the opportunity to observe professionals working with clients, and can bring those observations and questions back to the classroom for discussion. Through discussions regarding the wide array of field of practice, students can begin to envision what area of practice might be of interest when they enter senior field; and indeed, they may discover which fields might NOT be of interest as well. SWK 222: Introduction to the Profession and Practice of Social Work provides students with an opportunity to test if the profession is one which they wish to pursue, and in turn, provides faculty as well as the area professional who act as field supervisors, an opportunity to observe whether each student has the basic ability to enter the profession. Finally it provides an entry for students to experience work as a social worker and to use this entry level experience as the foundation upon which practice behaviors and eventually competencies will be mastered in senior field.

SWK 242 - Human Behavior and Social Environment (HBSE) (4)

COURSE DESCRIPTION PER 2014-15 CATALOG: This course examines different social science theories about human growth and development. The intent is to look at these theories in relation to the generalist social work perspective and in relation to diverse ethnic, racial, gender, religious, and age-related groups. It provides an understanding of the interactions

between and among human biological, social, psychological, and cultural systems as they affect and are in turn, affected by human behaviors. Prerequisite(s): Prerequisites or co-requisites: PSYC 220; BIOL 173. Offered each Spring.

The content of SWK 242 builds on the information provided within SWK 222 (Introduction to the Profession and Practice of Social Work). Having initiated a conversation about the profession of social work and appropriate practice behaviors and ethical standards during Introduction to the Profession and Practice of Social Work, HBSE as taught within the Malone University Social Work Program, reinforces the development of critical thinking skills, and provides opportunities for students to utilize traditional theoretical ideas and be introduced to alternative understandings of human behavior. The course emphasizes and celebrates theoretical constructs that are often described within the dominant paradigm as “alternative” or “emerging”. The course is structured in such a way that multiple ways of learning and assessment are introduced and celebrated as well.

The course begins with an assignment where students must create a collage of their life: they are asked to include information about their family, their ethnicity, likes, dislikes and the community in which they grew up. Each shares their collage with their classmates on the second day of class. Students are asked if they have learned “all there is to know” about their classmates, which leads to a discussion of how much one can learn in an initial meeting with a client. Students are required to write six journals which detail their own thought journeys regarding specific prompts. In addition to class time, students must log 36 hours of out of class experiences which provide opportunities for them to hear the voices of those who may be devalued by the dominant paradigm. Some of these are structured by the professor: for example, in 2015, students in the class could elect to join together to read *The Immortal Life of Henrietta Lax* (Skloot, 2010), or could come to one of several “movie nights” where a film was shown and the professor led a discussion afterward based on the goals of the course. In addition, students are given a list of films they could view on their own. If this option is taken, the student is required to write a paragraph connecting the theme of the film with particular chapters of the text. The professor also provided a list of books that students could read. In addition, students are encouraged to go to events at Malone such as the Minority Film Festival, World View Forum, and special

presentations; for example in 2015, students were encouraged to go to a panel discussion of the book *The New Jim Crow*.

SWK 242 builds on knowledge gained within support courses taken prior to or as a co-requisite with HBSE. At midterm, students are placed into groups and tasked with a group presentation of a dominant theorist that would have been highlighted in either PSYC 121 or PSYC 220. Each group is asked to “go beyond” what they learned in those classes by presenting material about the theory that was NOT covered in either class before. They are encouraged to read some of the theorist’s work in primary source form and present this material to the class. The power points from each presentation are placed in the e-companion website utilized in conjunction with the course, and the class is tested over the material presented by the professor, material provided by text about these theorists, and also on the material presented by each group. This mirrors the professional practice of in-service training that occurs in many social work agencies. Ideally, students also have completed BIOL 173: Introduction to Human Biology, or will be taking it as a co-requisite to SWK 242. BIOL 173 assists students to apply the principles of biological systems to their emerging understanding of social systems within the larger environment.

This course provides an assessment opportunity which, in keeping with the competencies linked with the course, celebrates alternative thinking and group cohesion. Rather than a “traditional” final exam, students are asked to share with the group a 5-10 minute summary of “where they began” during the semester and what they have learned (or NOT learned) during the semester. Each student thus has an opportunity at the beginning of the course and at it’s end, to share their story as it relates to the objectives of the course.

With its emphasis on the human story and ways to listen to alternative voices, SWK 242 provides foundational content for the junior level practice and policy courses. For example, HBSE prepares students to think critically about which voices were celebrated and which voices were diminished as theory has been developed in the modern age. The heightened awareness of power and oppression in theory building prepares them to think more critically about these issues of power and oppression the following fall in SWK 311: (History of Social Welfare Policy) when they examine how governments throughout history have addressed (or, more precisely rarely addressed) the needs of those deemed to be vulnerable/less powerful population groups in a

given place and time. In addition, in HBSE students are provided with a broad range of theories and perspectives regarding the human condition which assists them to critically examine and utilize practice theory in SWK 345 (Practice Skills I: Working with Individuals).

Connecting SWK 242 with Senior Field: Preparing for the Signature Pedagogy:

HBSE acts as a “bridge” course within our program. Taken after Introduction to Social Work, (and the initial field experience), the emphasis of HBSE is to assist the student to develop an understanding of traditional and alternative worldviews and how the embracing of a worldview leads to thinking about the world in specific ways. Information about traditional theories is reinforced, but the course’s emphasis on alternative and emerging paradigms provides students with the opportunity to accept alternative ways of thinking about human development and the human experience.

This work is initially difficult for many students. Their understanding of the world may need to shift to embrace the ideas contained within the course. Although students do not have a traditional field experience in this class, they draw on their prior field experience and required outside of class opportunities, combined with traditional classroom learning and reading, and develop new understanding of alternative paradigms. When students embrace this process, they often find that they see the world with “new eyes” and are open to alternative ways of thinking which had not occurred to them in the past. They are capable of listening to alternative scenarios with what the faculty member teaching the course describes as “compassionate curiosity.” This curiosity coupled with the knowledge, skills and practices taught in the Practice courses (SWK 345, 347, & 348), prepares students to enter senior field ready to listen to the needs of their clients.

SWK 311 - History of Social Welfare Policy (3)

COURSE DESCRIPTION PER 2014-15 CATALOG: This course examines the historical development of the social welfare institutions, the development of the profession of social work, and the basic philosophies which have molded the structure and provision of service to

vulnerable citizens throughout history. Prerequisite(s): SWK 222 or permission of the Department Chair. Offered each Fall.

The History of Social Welfare Policy is the first of two policy related courses in Malone's Social Work Program. It provides opportunities for students to examine the needs of vulnerable populations from a macro perspective. The course meets three times a week in the traditional format and 1x per week for 3 hours in the AA to BA format. Two thirds of each week focuses on what is known about earlier cultures. Course content covers the text and additional information in a traditional lecture format. Emphasis during these lectures is placed upon understanding the ways by which more powerful individuals or groups within a given ancient culture or more powerful individuals, groups or government entities within later more complex developed cultures, conceptualized power as well as how the powerful conceptualized/oppressed those considered "the other." Through both text and primary sources, students learn about specific cultural practices and governmental policies which have grown out of each community's conceptualization of both the powerful and less powerful groups. Beginning in prehistory with a brief examination of what we know about the culture of cave dwellers, then moving through ancient west African, Middle Eastern, Classical and European cultures in the first half of the semester and U.S. history in the second half of the semester, the course utilizes both a textbook and primary source material as a basis by which students can judge the strengths and weaknesses of each culture's approach to vulnerable groups and be introduced to the structures that were set in place by governments to address human need.

The third period of the week is reserved either for short quizzes or for debates regarding topics of importance to social workers (e.g. poverty, the family, the environment, etc.) Students are assigned in alphabetical order to "liberal," "conservative," or "other" groups: they work with these groups all semester. Before each debate, students must research how their group would view the topic in question. The material is presented in class, and connections are made (initially by the professor, but increasingly by students as the semester progresses) between the ideas set forth by each group. Students begin to understand the wide range of ideas that can be presented by politicians and begin to discern political rhetoric from public policy. A final debate about the

role of government in assisting vulnerable populations underscores the need of activism and citizen participation.

Students matriculating into this course at Malone often indicate that they are not interested in the political process at the beginning of the course. Assisting them to enter what the professor calls “the great conversation” of human response to need provides students with an opportunity to understand the political system and the many ways in which humans have addressed (or failed to address) human need at the macro level. The course provides an opportunity for students to understand the broader themes of justice, oppression, discrimination and the ambivalence of those with more power in any modern civilization toward those with less power. SWK 311 is ideally taken after POL 201: Introduction to American Government, and in the same semester as whichever American History (Hist 211, or HIST 212) course the student elects to take.

SWK 311 builds on the critical thinking skills reinforced in HBSE and provides a foundation onto which students can begin to formulate their own understanding of the range of policy options on a number of topics critical to social workers. This foundation, in turn, provides the structure by which students can begin to analyze social welfare policies currently in place and to critique specific social welfare policies. This provides foundational reinforcement for students to research and advocate for specific policies in SWK 312 (Social Welfare Policy Analysis).

Connecting SWK 311 with Senior Field: Preparing for the Signature Pedagogy:

SWK 311 provides students with a broad understanding of how governments and powerful entities have dealt with the needs of vulnerable citizens throughout history. This knowledge assists students to understand the strengths and the limits of human compassion. Students in the field will be bound by the laws and policies of the bodies which fund the agency; be that private funders, the United Way, the State or the Federal government. Understanding that caring for the vulnerable has never been a straight path from neglect to true assistance can provide an emotional counterbalance to reality that there are often limits to the service that one may legally provide. In addition, knowing that there have been brief periods of time when governments have been moved to meet needs can strengthen the resolve of students to utilize advocacy skills to empower clients.

SWK 312 - Social Welfare Policy Analysis (3)

COURSE DESCRIPTION PER 2014-15 CATALOG: This course develops a framework for understanding and evaluating social welfare policy at the national, state, local and agency levels, for analyzing policies related to certain population groups, and for understanding methods of achieving change in social policy. Discussion of policy making from a generalist perspective is introduced. Techniques for advocacy, as well as NASW Policies as reflected in Social Work Speaks, are discussed and analyzed. Social justice for those who have faced historic oppression within the United States is emphasized. Prerequisite(s): SWK 311 or permission of the Department Chair. Offered each Spring.

Utilizing the information gained in POL 201: Introduction to American Government, this course builds on SWK 311 with a focus on a framework for policy analysis. Students learn to examine the influence of framing a problem and associated values on policy formation. Students are taught how to locate policy information through state and government websites. The final paper is a culmination of students' work on researching the history of a problem and policy response. To understand how policies effect people at the micro level, this paper includes a requirement that students interview two individuals effected by the law, reinforcing the human/environment reality. Policies are analyzed and applied to demonstrate state and local impact. The importance of advocacy is taught and practiced through attendance at the NASW Ohio Advocacy Day held annually at the State House (where the Ohio General Assembly meets and where many state legislators have their offices) in Columbus, or by meeting with local officials and legislators.. Students are asked to examine specific policies in *Social Work Speaks* and present their analysis of the policy in class.

Becoming aware of policies that influence social work practice at the micro, mezzo, and macro level provide a link to other social work professional courses (SWK 347: Practice with Families and Groups, and SWK 348: Practice with Communities and Organizations) that are typically taken in the same semester as SWK 312. For example, In SWK 347, students must be aware of federal, state, and local policies that impact their practice with individuals and families. Students learn how to search Ohio Revised Code and federal laws that impact the way they can practice with these populations. In SWK 348, students discuss how policy affects the development of

practice approaches. In addition, students learn how social action is a part of promoting community change.

Connecting SWK 312 with Senior Field: Preparing for the Signature Pedagogy

Building on the foundation set in SWK 311, SWK 312 strengthens a student's ability to access government documents and to advocate for the needs of others. Students are made aware of how policy impact clients at the micro, mezzo, and macro level along with how policy directly impacts agency practices and policies. Students in senior field as well as alumni, report that their level of comfort with social policy and the law provide them with the ability to advocate appropriately for change on behalf of clients. In addition, students become connected with NASW through their lobby day experience and are connected with social work's professional organization.

SWK 345 - Practice Skills I (4)

COURSE DESCRIPTION PER 2014-15 CATALOG: This course introduces students to the stages of the social work helping process: assessment, goal planning, intervention, evaluation, and termination. This course also assists students to appreciate diversity, develop culturally competent practice skills, use theoretical models to guide social work practice, and practice according to professional social work ethics. The course combines experiential learning activities, such as role-playing and case study analysis, with lectures and class discussion. Prerequisite(s): SWK 242 or permission of the Department Chair, initiation of application to the major/or acceptance into the major. Offered each Fall.

Malone University Social Work Competencies (practice behaviors) introduced in this course: 10(d)

This course is the student's first introduction to the application of micro level social work skills. The course model is based on learning social work practice skills, application in class via role plays, then assessment in an ongoing assignment called the TRIAD assignment. The Triad assignment provides the student with four opportunities to apply skills learned through role plays that include a social worker, client, and observer. Evaluation comes in the form of self-assessment, client assessment, observer assessment and instructor feedback. Along with skills, students are taught social work practice theories that are also applied during the TRIAD.

Students are taught social work recording skills in SWK 345 and practice the skill of note taking on a biopsychosocial spiritual assessment assignment. The DSM V is also covered in this course to assist students in understanding mental health diagnosis. This course builds off the knowledge of human behavior gained in SWK 242, by applying knowledge about various theories and perspectives directly into social work skill building. Understanding how human behavior can influence issues across the lifespan and directly influence intervention is important in social work prevention, intervention, and treatment with clients. This course must be taken prior to SWK 347 as it provides the foundational skills for SWK 347 when working with families and groups.

Connecting SWK 345 with Senior Field: Preparing for the Signature Pedagogy:

This course directly prepares students for the Senior Field by reinforcing their identification as a professional social worker and conducting themselves accordingly (2.1.1a.-f.). Students are provided with course content that both reinforces what they have learned in SWK 222 and SWK 242 and expands their knowledge of micro skills in the helping process. The course socializes students to perform the role of social work practitioner at the micro level. Students are 1) reinforced and strengthened in their knowledge of theory and practice skills, 2) practice these skills in class, and 3) are assessed on their ability to utilize these skills via role play assignments. Students also learn and practice social documentation and application of theory. Students are reinforced in their self-understanding and awareness, professional boundaries, ethics, and cultural diversity through lecture and application in class and assignments. The focus of the course assists students to think and perform as social workers and directly relates to their experience in senior field. This course prepares students to apply social work skills and knowledge in their senior field placement with clients under supervision. This in turn, prepares them to become a competent and ethical professional in the field of social work.

SWK 347 - Social Work Practice Skills II (2)

COURSE DESCRIPTION PER 2014-15 CATALOG: The focus of this course is on applying the social work helping process learned in SWK 345 (Practice Skills I) to social work practice with families and small groups (i.e., mezzo-level practice). Diversity issues and culturally competent

practice are explored in the context of mezzo-level practice. The course also emphasizes the use of theories from social work and related fields to guide practice. The course combines experiential learning activities with lectures and class discussions. Prerequisite(s): SWK 345. Offered each Spring.

This course directly builds off of the micro social work skills learned in SWK 345 and applies these skills to family and group work. Students also learn family and group specific skills as well as theoretical foundations for practice in these areas such as genograms, ecomaps, and culturalgrams. Students utilize all such tools to assess and empower culturally diverse families. Learning activities include planning and leading a small group exercise with a community after school program, attending and analyzing an AA meeting, and application of family techniques to a family analysis. Having been introduced to the basic concepts of group work during SWK 242 (HBSE), students are able to reinforce their learning about group dynamics and plan and lead a small group. This also directly relates to group work in their community organization field placements in SWK 348. Students directly utilize the communication and listening skills from the SWK 345 TRIAD assignment such as attending behaviors, empathy, questioning and assessment techniques, goal formulation, and theory.

Connecting SWK 347 with Senior Field: Preparing for the Signature Pedagogy:

This course prepares students with the knowledge and skills of group and family work that directly relate to their field work experience. They learn theory and practice skills that are then directly applied in senior field. Practicing eco maps, genograms, culturagrams and analysis of their own family prepares them with skills, theory, and self-awareness to work with families in their senior field placement. Group work theory, application, and practice via in class exercises and assignments prepares them to develop, analyze and interact with groups in their senior field placement. This provides a structured opportunity to practice skills which will lead to the mastery of core competencies within senior field.

SWK 348 - Social Work Practice Skills III (4)

COURSE DESCRIPTION PER 2014-15 CATALOG: The focus of this course is on applying the social work helping process learned in SWK 345 (Practice Skills I) to social work practice with communities and organizations (i.e., macro-level practice). Diversity issues and culturally competent practice are explored in the context of macro-level practice. The course also emphasizes the use of theories from social work and related fields to guide practice. The course combines experiential learning activities with lectures and class discussions. The course includes a 60-hour practicum focused on macro-practice. Prerequisite(s): SWK 345. Offered each Spring.

Building on information about macro systems introduced in SWK 242 (HBSE), utilizing information reinforced in SWK 345 (Practice with Individuals), as well as making linkages to SWK 347 (Practice with Families and Groups), SWK 348 applies the planned change process taught in previous courses to macro-level social work practice. Students learn how to apply theory to macro practice interventions within communities and organizations. Students are introduced to both asset based community development and organizational level practice assessment and intervention tools. Students are required to assess aspects of the community through riding the city bus in groups. They write about their observations and learning about the community from this experience.

As part of this course, students are placed in a 60 hour internship with a community based organization in groups with other classmates. They practice organizational and community level assessment and intervention strategies at this internship through their practice experiences, a group project with classmates placed at the same organization, and through a number of field logs in which we assess their ability to understand how the organization is achieving their goals, initiate preventive interventions, and resolve client problems. Students demonstrate their ability to think critically about ethical issues and dilemmas that relate to community based practice. They are also asked to critically evaluate personal biases they may have and how to resolve biases when working with clients they may find most difficult to work with. They write about how to facilitate transitions and endings within client systems of various sizes. Micro-level skills of professionalism, ethical practice behavior and skills of working with individuals that were introduced during sophomore field placement are reinforced in this placement as students work

with diverse groups. In addition, students have the opportunity to practice mezzo and macro level skills which will be reinforced during the following year in senior field. Because this placement occurs in the spring of junior year, students have completed course content in HBSE, practice with individuals and their first policy course. This placement occurs in the same semester as SWK 312 (Social Welfare Policy Analysis), thus policy/practice concepts can be observed within the community.

Connecting SWK 348 with Senior Field: Preparing for the Signature Pedagogy:

This course prepares students for their senior field placement by developing their abilities to understand macro level practice, and how it relates to micro and mezzo systems. Most students begin their social work education with a more micro view of social work practice and perspectives. They are introduced to macro level perspectives in prior classes; however this class and the combined internship opportunity help them to understand the importance of community assessment and intervention tools as well as organizational intervention and assessment strategies. Students apply community and organizational based assessment and intervention strategies at their internship and through class assignments. Focused field logs, a group project and classroom discussions help them develop and practice their understanding of macro level assessment and intervention tools in community based agencies. This practical learning prepares students for their senior field placement, giving them developed competency of assessment and intervention strategies at the macro level. While in senior field students are able to utilize their macro level practice skills to enhance their understanding of communities and organizational development to assist them in their professional practice.

SWK 372 - Methods of Social Research (3)

COURSE DESCRIPTION PER 2014-15 CATALOG: This course introduces the student to the logic and skills of social science research, especially as it applies to the practice of social work. Special emphasis will be placed on knowledge of research terms, developing a critical approach to research studies, application of research techniques to practical situations, and use of others' research. Use of research and evaluation techniques to improve practice effectiveness will be

emphasized. Prerequisite(s): PSYC 140 or permission of the Department Chair. Offered each Fall.

This course directly prepares students for their SWK 460 field placement research project where they design, implement, and analyze agency based research. This course covers the importance of ethics and the Malone Institutional Review Board for human subject research. Students complete the IRB training module which is necessary for their senior field research project. Students also learn to develop critical thinking skills in analysis of scholarly research journal articles. A section in the course covers cultural competence in research and community based participatory research which support SWK 348 (Social Work Practice Skills III) and SOC 310 (American Minorities) content. Ideally students take this course the semester after having completed PSYC 140 (Introduction to Statistics). SWK 372 provides students an opportunity to learn SPSS to assist them in their understanding of research analysis which builds on material presented in PSYC 140. They learn how to enter data, run statistical analyses, and read output. Students also learn how to utilize survey monkey in research. When opportunities arise, students in SWK 372 have conducted university-based research projects. One such research project on cyberbullying was completed and presented to students, administrators and other faculty members and the wider community at a NASW regional meeting. An article outlining this project has been accepted for publication (or note when it comes out if you know when that will be- if not site Slovak et. al. NASW Press in press)

Connecting SWK 372 with Senior Field: Preparing for the Signature Pedagogy

This course introduces the student to the logic and skills of social science research, especially as it applies to the practice of social work. Emphasis is placed on knowledge of research terms, developing a critical approach to research studies, application of research techniques to practical situations, and use of others' research. This course content and assignments focus on reinforcing students ability to distinguish, appraise and integrate multiple sources of knowledge, including research-based wisdom knowledge, and practice wisdom (2.1.3.a.: *distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.*) It prepares them to become aware of and respond to applying knowledge of human

behavior and the social environment (2.1.7 a.,b.: a. utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation and b. critique and apply knowledge to understand person and environment.) in the research process, data collection, and interpretation of results as well as evaluating the implications of results. (2.1.0.d.critically analyze, monitor, and evaluate intervention.) This course prepares students for the signature pedagogy of Senior Field by socializing students to perform the role of a social work researcher. They are informed of the ethics of research along with the Institutional Review Board (IRB) and complete the IRB training module. Students learn SPSS for data analysis and Survey Monkey for possible data collection. The topic of spirituality in research is addressed so students can see how these variables are presented in research along with the strengths and weaknesses of these approaches (2.1.11 appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.). Students learn research on a theoretical and conceptual level to prepare them for a final research paper in this course. Engaging students in reading journal articles throughout the course assists in helping them navigate and critique research and prepared them to engage in research informed practice and practice informed research (2.1.7 a.,b.: a. utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation and b. critique and apply knowledge to understand person and environment). In the final assignment, they develop a research study beginning with a full literature review and encompassing methodology, validity and reliability threats, and implications for social work. This prepares them to initiate and complete a research project at their senior field agency. Students collect and analyze data and present their findings at the Malone University Student Research Symposium. This socialization and practice of research provides them with the capacity and capabilities of conducting research as a professional social worker in the field.

SWK 401 - Professional Issues in Social Work (2)

COURSE DESCRIPTION PER 2014-15 CATALOG: This course draws together learning from students prior courses and prepares students for their senior field placement and future professional social work practice. Students critically examine social work's role in society and the basis for its knowledge, values, and skills. Students are sensitized to social work's role in a

culture rich with diversity, and are equipped with the necessary tools to develop reasoned responses to issues facing practice. Students both present and write case studies that focus on applying professional social work ethics and the integration of these ethics with faith and worldview perspectives. Students also critically examine and analyze and apply theory to a practice setting they plan to work in in the future. Prerequisite(s): SWK 347, 348; or permission of the Department Chair. Offered each Fall.

This course draws together learning from students' prior courses and prepares them for their senior field placement as well as future professional social work practice. Students critically examine social work's role in society and the basis for its knowledge, values, and skills. Students are reinforced and sensitized to social work's role in a culture rich with diversity, and are provided with the opportunity to demonstrate that they are equipped with the necessary practice behaviors to develop reasoned responses to issues facing practice.

Students both present and write case studies that focus-professional social work ethics and the integration of these ethics with personal faith and worldview perspectives. They critically assess how to recognize the importance of spirituality in the human experience, and are reinforced in their understanding of the diversity of spiritual perspectives that exist amongst those they will service through their practice. Through these case studies their ability to attend to professional roles and boundaries and tolerate ambiguity in the midst of ethical conflicts as well as to apply strategies of ethical reasoning to arrive at ethical decisions is assessed.

This course has often been taken by students in the same semester that they take SOC 310: American Minorities. For the past three years SOC 310 was taught by a member of the social work faculty and the majority of SOC 310 students have been social work majors. The course content has reinforced social work values of inclusiveness and a celebration of diversity which in turn, reinforces professional understandings toward appropriate practice.

Connecting SWK 401 with Senior Field: Preparing for the Signature Pedagogy

This course applies the student's previous coursework and field placement opportunities to practical case studies, a theory paper, and practical profession assignments (resume, portfolio) to

ultimately prepare them for their senior field placement. During this class, students are also given the opportunity to develop practical professional skills through resume writing, portfolio development and professional advice to prepare them to present themselves professionally at their senior field placement and future social work practice. Students are required to complete two professional interviews with prospective field placement agencies and secure a field placement during this semester to begin the next semester (this process is delayed one semester if the student plans to complete senior field during the summer). The case studies discussed and developed in this course allow students the opportunity to practice their professional learning, ethical practice behaviors and overall competencies in a comprehensive manner to prepare them for their senior field placement.

SWK 440 - Field Instruction in Social Work (10)

Students are required to demonstrate all 11 competencies during this experience.

COURSE DESCRIPTION PER 2014-15 CATALOG: This course gives students an opportunity to observe and practice generalist social work in a professional setting. Field sites give students opportunities to practice micro, mezzo and macro level social work in a variety of settings with a variety of population groups, including the fields of children and family services, mental health, gerontology, medical social work, homeless populations, community development and international settings . Emphasis is on placements that offer opportunity to apply generalist theory and practice as taught at Malone University and that promote social work values in work with diverse ethnic, religious, age-related peoples. Co-requisite(s): SWK 460. Offered each Spring or by arrangement.

Students complete a one-semester, 450 hour (30 hours per/week for 15 weeks) field placement supervised by a licensed social worker. The field supervisor and student work together to formulate a learning agreement with activities that will give them the opportunity to gain experience in all 11 competencies and 44 practice behaviors. The student's faculty liaison (most often a full time member of the social work faculty; but occasionally an adjunct with for over a decade of teaching within the program) meets with the student and their supervisor two times during the semester. Field liaisons are available at any time if concerns arise. Liaisons support

the field supervisor to assure that the student is provided with meaningful experiences within all areas of competency and is able to demonstrate all practice behaviors during senior field. In addition, liaisons are available to provide linkages between the classroom learning and the demonstration of those practice behavior in field.

In addition to individual supervision and field liaison support, students participate in a field seminar (SWK 440) which links their field placement learning with classroom learning. Typically the field liaisons teach or co-teach this course. Students have the opportunity to have weekly discussion about their experiences and learning with their professor/field liaison and classmates. Students are required to provide an in-service presentation in SWK 460 based on what they have learned in SWK 440. This in-service ranges from a focused presentation regarding a specific area of practice to information regarding theoretical models utilized at the agency in which they completed their placement.

At the completion of field placement the field supervisor evaluates the professional competency of each student under their supervision. The instrument utilized for this assessment is directly linked to the social work program's competencies and practice behaviors, and assesses the student's ability to demonstrate entry-level competency. The student also completes a self-evaluation of all of the same areas.

Senior Field: The opportunity to demonstrate entry level competency:

This senior field placement is the signature pedagogy in which students have the opportunity to demonstrate all competencies and 44 practice behaviors. A student's coursework, sophomore and junior field placements each prepare students to enter senior field. This 450-hour senior placement builds upon the developed knowledge, values, skills and competencies students have acquired through their prior social work classes and field experiences. In collaboration with their field supervisor, students write a contract stating practice activities they will participate in during this field placement in order to demonstrate all competencies and practice behaviors. During the course of the field experience, students have the opportunity to practice these competencies in combination with weekly field supervision and a weekly field instruction seminar and related assignments, giving them the opportunity to apply and discuss the ethical dilemmas that arise in

practice and to correctly select appropriate practice skills to resolve such dilemmas. In senior field students continue to grow and develop into competent professionals who have mastered the core competencies. At the end of senior field, supervisors evaluate the student's mastery of all competencies and practice behaviors. Students also do a self-evaluation. These evaluations are discussed with the field supervisor and field liaison during their final visit in order to assess the student's abilities and move them toward any continued and lifelong growth and learning. More extensive information regarding senior field placement can be found below in section 2.3.

[SWK 460 - Field Instruction Seminar \(2\)](#)

COURSE DESCRIPTION PER 2014-15 CATALOG: This course is designed to complement the student's internship. It functions to provide a forum to discuss field experiences and to make systematic connections between theory and practice. Intended Outcome: Entry-level social workers whose practice is systematically guided by theory. Co-requisite(s): SWK 440. Offered each Spring or by arrangement.

Students are required to demonstrate all 11 competencies during this course.

In combination with their senior field practicum (SWK 440), this seminar course gives students the opportunity to discuss the application of learning all 11 competencies and practice behaviors. Students write field logs where they apply theory to their field experiences and critically analyze their experiences through application of social work ethics. All students must create an in-service presentation to be shared with their colleagues in the class. Students also apply their learning from SWK 372 (Methods of Social Research) by completing a research project at their field placement and presenting this research at an interdisciplinary student research symposium at Malone University. This research project assesses their ability to successfully engage in research-informed practice and practice-informed research. At least one in-service presentation and one research presentation is selected to be presented at the senior field banquet to the senior field instructors and to students who will enter senior field the next year.

As a final assessment of each student's ability to successfully accomplish Malone University's Social Work Program Goal 3 and Competency 11, students write a faith-integration paper where

faculty assess their understanding of the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed groups, their articulation of points of convergence and divergence between orthodox Christianity and social work profession, as well as their ability to manage personal values in a way that allows professional values to guide practice. They discuss this paper in class and are encouraged to discuss the assignment with their field placement supervisors.

Connecting SWK 460 with Senior Field: Enhancing the Signature Pedagogy

This field instruction seminar gives students an opportunity to step away from their senior field placement and discuss and apply their experiences with their colleagues and a social work professor (who is typically their field liaison). Students can discuss their challenges, struggles, questions, growth and learning in a safe, confidential environment. Their professor acts as a bridge to help them apply their classroom learning to their real life social work experiences during their field placements, while their classmates can offer colleagues fresh insight and learning from their personal perspectives and their own field experiences. Students also apply their field experience learning through structured field logs, agency presentation, research project, in-service presentation, and final faith integration paper. All of these assignments combine the student's academic learning with practical assignments that demonstrate their developed competencies and move them toward continued life-long learning.

Elective courses

Although not part of the professional curriculum, additional courses are offered by the department. Students are welcome but not required to take these courses. The lower division course (SWK 211) is part of the General Education menu and is open to all undergraduate students. Upper division courses are often open to students outside the major as well, but those with majors outside of social work must have junior or senior status to sign up for the class.

Elective Social Work Courses Include:

SWK 211 - Community Based Cross-Cultural Experience (2)

COURSE DESCRIPTION PER 2014-15 CATALOG: This course requires both classroom experience and a 30-hour community experience throughout the semester. It provides an opportunity for students to engage with cultures or subcultures that are outside their cultural milieu. Class meetings present information on the historic, cultural, economic, and political realities faced by those served by the agencies in which the students are assigned. Prior to the experience, each student is required to meet with the faculty member in charge of the course to ascertain best times and placements for the student. Offered each semester.

Fulfills the Cross-Cultural Encounter component of the General Education Program, but is not required within the major.

SWK 450 - Advanced Topics (1-3) This course is offered as often as requested by students. No student has requested to take this course since the social work program's last reaccreditation. *An opportunity for the student to pursue, under supervision, an area of special interest either on his/her own initiative or in a small group. Not required for the major. Open to juniors or seniors who are majors in this area and who have completed or are taking regularly scheduled courses. Permission of the Department Chair is necessary for enrollment.*

SWK 470 - Social Work Specialization Seminar (1-3)

COURSE DESCRIPTION PER 2014-15 CATALOG: Provides students with an opportunity to study special topics within the domain of social work, dependent upon faculty availability. Not required for the major. Prerequisite(s): Junior or senior standing in Social Work.

SWK 473 - Global Practice (4)

COURSE DESCRIPTION PER 2014-15 CATALOG: This Capstone Course for the Global and International Studies Program and social work elective prepares students with a beginning understanding of global issues that impact both local and domestic practice with international populations. From an interdisciplinary practice perspective, students learn about current international issues and their impact on society. Utilizing an anti-oppressive framework, students will develop ethical skills based on principles of social justice, reconciliation, peace, and truth in preparation for both international and domestic practice in global contexts. A 40-hour domestic internship will be part of this course. Offered each Fall.

The above information provides the documentation that the Malone University Social Work Program has thoroughly and thoughtfully designed its program to assist students toward mastery of the Core Competencies required by the Council on Social Work Education. Its program is grounded in the liberal arts, which provides foundational content to its students. Support courses enhance and strengthen the foundational content. The mission and goals of the Malone

University Social Work Program are consistent with the core competencies that define generalist practice. The program emphasizes a person and environment construct, as well as a wide range of prevention and intervention methods across micro, mezzo and macro levels of practice. The program utilizes the 10 core competencies as well as an additional competency which reflects the program's context as a faith based institution. It provides an intentional structure by which students can appropriately learn the core competencies through the introduction of material related to appropriate practice behaviors in 200 level courses, the reinforcement of that material in 300 level courses and in SWK 401 (Professional Issues in Social Work), and finally by the utilization and mastery of appropriate practice behaviors in senior field placement.

A.S.B. 2.0.5. [The program] describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

The Malone Social Work Program provides the necessary knowledge, values and skills to operationalize each competency. All practice behaviors within the program are introduced, reinforced, assessed at least twice within the explicit curriculum, and demonstrated by students during senior field. The Social Work Course Grid which outlines this intentionally progressive curriculum and the more detailed Social Work Curriculum Activity Map (found electronically as an attachment and within the hard copy of Volume I in a plastic sleeve after Table 7, p. 65). Both provide the specific assignments, readings, lectures and activities that assist Malone University social work majors to master the program's core competencies.

The graphs and narrative below provide additional information regarding curriculum development and how it moves students toward mastery of entry level practice.

SWK 222: Introduction to the Profession and Practice of Social Work

Malone University Social Work Competencies and Practice Behaviors introduced and assessed in this course include:

Specific Practice Behaviors <i>Introduced</i>	2.1.1 a-f; 2.1.2 a-d; 2.1.3c; 2.1.4 a-d; 2.1.5c; 2.1.6 a,b; 2.1.7b; 2.1.10 a-c; 11
Specific Practice Behaviors <i>Assessed</i>	2.1.2b; 11 a,b

SWK 242: Human Behavior and the Social Environment

Malone University Social Work Competencies and practice behaviors introduced, reinforced and assessed in this course include:

Specific Practice Behaviors <i>Introduced</i>	2.1.3 a,b; 2.1.5 a; 2.1.7 a; 2.1.9 a
Specific Practice Behaviors <i>Reinforced</i>	2.1.1 b,e; 2.1.2 a-c; 2.1.3 c; 2.1.4 a-d; 2.1.6 b; 2.1.7 b; 2.1.10 a; 11 a,c
Specific Practice Behaviors <i>Assessed</i>	2.1.4 c; 2.1.5 a; 2.1.7 b

SWK 311: History of Social Welfare Policy

Malone University Social Work Competencies and practice behaviors introduced, reinforced and assessed in this course include:

Specific Practice Behaviors <i>Introduced</i>	2.1.5 b; 2.1.8 a
Specific Practice Behaviors <i>Reinforced</i>	2.1.3 a; 2.1.4 a, c; 2.1.5 a; 2.1.9 a; 2.1.1 a
Specific Practice Behaviors <i>Assessed</i>	2.1.3 a; 2.1.4 a; 2.1.5 a, b; 2.1.8 a; 2.1.9 a, b

SWK 312: Social Welfare Policy Analysis

Malone University Social Work Competencies and practice behaviors introduced, reinforced, demonstrated and assessed in this course include:

Specific Practice Behaviors <i>Introduced</i>	2.1.8 b
Specific Practice Behaviors <i>Reinforced</i>	2,1,1 a; 2,1,3 a, c; 2.1.4 a; 2.1.5 a-c; 2.1.7 a,b; 2.1.8 a, b; 11 a, b
Specific Practice Behaviors <i>Demonstrated</i>	2.1.3 a; 2.1.4 a; 2.1.5 a
Specific Practice Behaviors <i>Assessed</i>	2.1.1 a; 2.1.3 c; 2.1.5 b, c; 2.1.7 a, b; 2.1.8 a, b; 11 a, b

SWK 345: Practice Skills I (Practice with Individuals)

Malone University Social Work Competencies and practice behaviors introduced, reinforced, demonstrated and assessed in this course include:

Specific Practice Behaviors Introduced	2.1.9b. All Malone University Social Work Competencies and practice behaviors have been introduced earlier in the curriculum.
Specific Practice Behaviors <i>Reinforced</i>	2.1.1 a-f; 2.1.2 a-d; 2.1.3a-c; 2.1.4 a-d; 2.1.5 a, b; 2.1.6 a,b; 2.1.10 a-d; 11 a-c
Specific Practice Behaviors <i>Demonstrated</i>	2.1.1a, f,; 2.1.2 a-d; 2.1.3 b, c; 2.1.4 a, b; 2.1.5 b; 2.1.6 b; 2.1.7 a,b; 2.1.9 a; 2.1.10 a-d; 2.1.11 a-c
Specific Practice Behaviors <i>Assessed</i>	2.1.1 b, c, d, f; 2.1.3 c; 2.1.4 a, c, d; 2.1.10 a-d; 11 c

SWK 347: Social Work Practice Skills II (Practice with Families and Groups)

Malone University Social Work Competencies and practice behaviors introduced, reinforced, demonstrated and assessed in this course include:

Specific Practice Behaviors <i>Introduced</i>	all competencies and practice behaviors have been introduced earlier in the curriculum.
Specific Practice Behaviors <i>Reinforced</i>	2.1.1 a-e; 2.1.2 a-d; 2.1.3 a-c; 2.1.4 a-d; 2.1.5 a; 2.1.6 b; 2.1.7 a,b; 2.1.9 a; 2.1.10 (a) a, b; 2.1.10 (b) a, d; 2.1.10 (c) b, c, d, e; 2.1.10 (d); 11 a-c
Specific Practice Behaviors <i>Demonstrated</i>	2.1.2 a, b; 2.1.3 b; 2.1.4 a, b, d; 2.1.7 a, b; 2.1.10 (a); 11 (c)
Specific Practice Behaviors <i>Assessed</i>	2.1.3 c

SWK 348: Social Work Practice Skills III (Practice with Organizations and Communities)

Malone University Social Work Competencies and practice behaviors introduced, reinforced, demonstrated and assessed in this course include:

Specific Practice Behaviors <i>Introduced</i>	All competencies and practice behaviors have been introduced earlier in the curriculum.
Specific Practice Behaviors <i>Reinforced</i>	2.1.1 a, b, c, e, f; 2.1.2 a-d; 2.1.3 a-c; 2.1.4 a-d; 2.1.5 a-c; 2.1.7 a, b; 2.1.9 a,b; 2.1.10 (a) a, b, c; 2.1.10(b), a, b, c, d; 2.1.10(c) b, c, d, e; 2.1.10 (d); 11a-c
Specific Practice Behaviors <i>Demonstrated</i>	2.1.1 c, d, e, f; 2.1.2 a, b, d; 2.1.3 a-c; 2.1.4 b, d; 2.1.5 c; 2.1.7 a, b; 2.1.9 a,b; 2.1.10 (a) a, b, c; 2.1.10 (b), b, d; 2.1.10 (c), 2.1.10 (d)
Specific Practice Behaviors <i>Assessed</i>	2.1.4 b; 2.1.10 (b) a; 2.1.10 (c) a, b, c, e

SWK 372: Methods of Social Research

Malone University Social Work Competencies and practice behaviors introduced, reinforced, demonstrated and assessed in this course include:

Specific Practice Behaviors <i>Introduced</i>	All competencies and practice behaviors have been introduced earlier in the curriculum.
Specific Practice Behaviors <i>Reinforced</i>	2.1.3 a-c; 2.1.6 a-b; 2.1.7 a-b; 2.1.10(a);11 a, c
Specific Practice Behaviors <i>Demonstrated</i>	11 c
Specific Practice Behaviors <i>Assessed</i>	2.1.3 a; 2.1.6 b

SWK 401: Professional Issues in Social Work

Malone University Social Work Competencies and practice behaviors introduced, reinforced, demonstrated and assessed in this course include:

Specific Practice Behaviors <i>Introduced</i>	All competencies and practice behaviors have been introduced earlier in the curriculum.
Specific Practice Behaviors <i>Reinforced</i>	2.1.1 b, e; 2.1.3 b, c; 2.1. 4 a-d; 2.1.5 a-c; 2.1.6 a-b; 2.1.7 a-b; 2.1.8 a-b; 2.1.9 a; 2.1.10 (a); 2.1.10 (b) a, c, d; 2.1.10 (c); 11 a, b
Specific Practice Behaviors <i>Demonstrated</i>	2.1.1 c; 2.1.2 a-d; 2.1.3 a; 2.1.7 a; 2.1.10 (b) d; 2.1.10 (d) a; 11 c
Specific Practice Behaviors <i>Assessed</i>	2.1.1 c; 2.1.2 b, c, d; 11 a, c

SWK 440: Field Instruction in Social Work (Senior Field Placement)

Malone University Social Work Competencies and practice behaviors introduced, reinforced, demonstrated and assessed in this course include:

Specific Practice Behaviors <i>Introduced</i>	All competencies and practice behaviors have been introduced earlier in the curriculum.
Specific Practice Behaviors <i>Reinforced</i>	All competencies and practice behaviors are reinforced during senior field.
Specific Practice Behaviors <i>Demonstrated</i>	Students are required to demonstrate all 11 competencies and are assessed on all practice behaviors during senior field.
Specific Practice Behaviors <i>Assessed within senior field</i>	Students (1) are assessed by their senior field supervisors on all practice behaviors during senior field specifically, the supervisor assesses whether the student demonstrates entry level competence based on the Malone University Social Work competencies and practice behaviors and (2) complete a self-assessment which mirrors the one completed by their field supervisors.

SWK 460: Field Instruction Seminar (Senior Seminar)

Malone University Social Work Competencies and practice behaviors introduced, reinforced, and assessed in this course include:

Specific Practice Behaviors <i>Introduced</i>	All practice behaviors and competencies have been introduced earlier in the curriculum.
Specific Practice Behaviors <i>Reinforced</i>	All Malone University Social Work Competencies and practice behaviors are reinforced in senior seminar.
Specific Practice Behaviors <i>Assessed</i>	2.1. 2 a; 2.1.6 a, b; 2.1.10 (d) a; 11 a, b

The **Social Work Curriculum Activity Map, Appendix I** (attached electronically and in the plastic sleeve behind page 65, after Table 7, within the hard copies of Vol. 1) of the social work courses

is included by which program evaluators can note which lectures, assignments, speakers, and tasks assist students to obtain entry level competence in a given area.. A detailed demonstration of competency two is noted below. This competency was selected by the faculty due to the critical importance of ethical behavior in the profession.

Competency #2 (EPAS 2.1.2) Apply Social Work Ethical Principles to Guide Professional Practice:

2.1.2.a recognize and manage personal values in a way that allows professional values to guide Practice

SWK 222 Introduction to the Profession and Practice of Social Work - I (Introduce). Within the first course in the professional sequence, students are introduced to the NASW Code of Ethics, core values of social work practice, and the ethical decision making process. Chapter One in the Supples/Wells text (2008) also introduces a question asking the students to think about how to manage their personal values in a way that allows professional values to guide their practice. Students also read the NASW Code of Ethics then discuss it in class. There is lecture on social justice as a core value. Students discuss what this definition means to them and how it lines up with their personal values. Students also have the opportunity to discuss their personal values as they relate to social work values and ethics and to discuss any conflicts they may feel in understanding social work values, how to resolve these conflicts to allow their professional values to guide their practice. This gives the students the opportunity to see how their personal values may or may not line up with social work values and to determine if this is the right profession for them. After reading Keith-Lucas's book, "So You Want to be a Social Worker," students write a paper in which they discuss their personal worldview and faith values as they relates to social work values. This paper helps them to begin to develop their thoughts on how personal values relate to social work values and to discuss any conflicts that they may feel.

SWK 242 Human Behavior and Social Environment - R (Reinforce) SWK 242 builds on information provided in SWK 222 by providing multiple opportunities for students to reflect on their own lives and on social work ethics. Requiring students to write a series of personal reflection journals which parallel information provided by lectures and texts, students practice

reflecting on their personal values and distinguishing those values from those that might be held clients. Alternative ways of viewing the world are provided through such films as “Arranged” and “Smoke Signals.” During lectures, faculty emphasize the need to utilize the code of ethics and to begin with the client’s story and understanding rather than the student’s own. Thus, students are given opportunities to consciously discover their personal values and through faculty comment and group discussion are guided toward the selection of professional values in practice. This prepares them to choose and rehearse professional behaviors in the practice classes in the SWK practice sequence.

SWK 345 Practice Skills I - RD (Reinforce, Demonstrate) This practice behavior is further developed in SWK 345. Readings come from Murphy and Dillon (2008), Chapter 1 and 2 in addition to online copies of the NASW Code of Ethics. Students are given content about ethical behaviors and ethical dilemmas as they apply to social work practice. Social work values and the NASW code of ethics with each category are covered in week 2. Several in-class activities provide opportunities for students to discuss value dilemmas with each other and as a class at it relates to working with different clients and in different situations. - In addition, students must demonstrate ethical practice behaviors and are assessed on the appropriateness of that demonstration during their TRIAD assignment sessions.

SWK 347 Social Work Practice Skills II - RD (Reinforce, Demonstrate). Content on values in social work with families and groups is reinforced through lectures on values and ethics related to family issues that come from Nichols, chapter 3 (2011). Students also address value dilemmas in two family reflection paper assignments that requires students to construct a position on a family topic/issue from class from a worldview/theological/faith-based perspective on their understanding of a topic that is related to families. For example, construct a position paper describing an understanding of family, marriage, divorce, same sex marriage, parenting, gender issues, child discipline/punishment, alcohol, etc. One question that guides the paper is: “Does it pose any ethical or value dilemmas for you?” and students reflect on personal and professional value issues. Students also develop a family project where they define their view of family and the culture of their family. They are asked to respond to the question *“Are there ways in which your family culture differs from the dominant paradigm? (Remember, culture is a set of values and customs unique to a group of people, not necessarily connected to racial/national*

origin.) How has your family culture impacted you and your family?" Reinforcing material is provided on a lecture on culturagrams from an article by Congress and also a podcast on culturagrams.

SWK 348 - Social Work Practice Skills III - RD (Reinforce, Demonstrate) Social Work 348 builds on the information provided in earlier classes, with specific reference to ethical practice in community organizing and development. The NASW Code of Ethics is applied to macro level practice. Lectures include a discussion on how social work values and ethics relate to community organization and development. This lecture is followed by a discussion of how personal values and social work ethics apply to community organizing and development and how there may be conflicts between these values when doing grassroots community development. Students apply their experiences of their field placement to this discussion. As some of our students do their junior field placement in faith-based organizations and/or desire to work in faith-based practice settings, there is a discussion on how faith values and social work values relate to macro practice. There are specific discussions of faith values that relate to relationship building. Students discuss any value conflicts or ethical dilemmas they see and the course instructor shares suggestions on how some of these conflicts may be resolved through sharing practice experiences in community development. In their field placement, students also demonstrate the practice of ethical social work in community based agencies. Class discussions allow the students to discuss how their personal values and social work values interact during their field placement and how to resolve any dilemmas they face.

SWK 401 Professional Issues in Social Work - D (Demonstrate) Students demonstrate this practice behavior by working through an ethical dilemma and presenting the results of that dilemma to their colleagues in class. Each of these dilemmas includes ethical issues and religious, spirituality and/or faith components, including conflicts between religious (i.e. Christian, Muslim, Jewish, and Native spirituality) and faith values within the case scenarios. The rest of the class participates in discussion, and as a class they discuss ethical and personal dilemmas in order to draw ethical conclusions. In this process the students display competency in their ability to manage personal values in way that allows professional values to guide practice. Students also demonstrate this practice behavior on a personal level through their Ethical Dilemma paper. They write a case that includes an ethical dilemma they could see themselves facing in practice. Then they analyze this case and draw conclusions that exhibit how their

professional values guide their practice decisions. The students use NASW Code of Ethics and their learning from their prior classes and field practicums as a guide to help students in their ethical decision making.

SWK 440 Field Instruction in Social Work - DX (Demonstrate, Assess) FIELD INSTRUCTOR STUDENT EVALUATION The student's field instructor observes the student's ability to recognize and manage personal values in a way that allows professional values to guide practice. During the final week of field placement, the field instructor rates the student's mastery of this practice skill: *apply social work ethical principles to guide professional practice.*

SWK 440 Field Instruction in Social Work - X (Assess) STUDENT SELF EVALUATION The student evaluates him/herself on mastery of this practice skill: *apply social work ethical principles to guide professional practice.* On a likert scale, the student assesses to what extent she can recognize and manage personal values in a way that allows professional values to guide practice.

SWK 460 Field Instruction Seminar - X (Assess) SENIOR FAITH INTEGRATION PAPER As part of field seminar, students write about their experiences at their field sites. They have nine logs that must be completed during the 15 weeks of senior field. As part of the requirement for these field logs, students discuss ethical dilemmas that might be reflected in the situation or what ethical principles may have guided/should have guided the decisions that were made. In addition all students write a paper as part of the requirements of field seminar in which they discuss how they plan to integrate/reconcile professional ethical practice behavior and their faith.

2.1.2b: make ethical decisions by applying standards of the NASW, and if applicable the International Federation of Social workers/International Schools of Social Work Ethics in Social Work Statement of Principles

SWK 222 Introduction to the Profession and Practice of Social Work - IX (Introduce, Demonstrate) After reading the NASW Code of Ethics and listening to lecture material regarding the nature and scope of the NASW Code of Ethics, students apply the Code of Ethics to case scenarios in class. Their MIDTERM EXAM presents scenarios that include an ethical issue. Students are asked to make a decision regarding the appropriate response by the social worker. The correct responses are discussed in class after the midterm and then students are reevaluated during their final exam. Readings from the text and course content through lecture guide students toward an understanding of professional ethical practice.

SWK 222 Introduction to the Profession and Practice of Social Work - RX (Reinforce, Assess) FINAL EXAM- Students are given a scenario regarding an ethical dilemma and are asked to make a decision on the social worker's response.

SWK 242 Human Behavior and Social Environment - Social Work 242 builds on the work begun in SWK 222. During the second week of class students read about their obligation to conduct themselves in a professionally ethical way and are reminded of the purpose of social work, as well as the profession's core values and standards. The CSWE core competencies with an emphasis on ethical behavior on the part of social workers are discussed and expanded upon within the context of HBSE. (Shriver, [2015] Chapter 1). A discussion of ethical social work practice in regards to members of diverse populations is reinforced in SWK 242 as part of the discussion of alternative theories of development. Connections are made for students between the strong client centered stance of the Code of Ethics and alternative approaches to human development.

SWK 345 Practice Skills I - RD (Reinforce, Demonstrate) Students are provided with lecture material as well as readings which provide them with additional information about ethical practice. They are expected to demonstrate these skills when working as social workers in discussions, in class practice sessions, and within their TRIADS. They are asked in the BPSS assignment to apply values and ethics both on a personal and professional level during a case assessment. They are also asked a question on the final exam to list the social work values. Readings come from Murphy and Dillon (2008) Chapter 1 and 2 in addition to online copies of the NASW Code of Ethics.

SWK 347 Social Work Practice Skills II - RD (Reinforce, Demonstrate). Content on ethical decisions making is covered in lecture from Nichols chapter 3 and is also covered in discussion involving the codes of ethics from NASW, AAMFT, and APA are discussed in relation to ethical dimensions (Nichols [2011] chapter 3). An example is how they would resolve the dilemma of infidelity in marriage counseling with a focus on who is their client and informed consent. Students are given the assignment to write a family reflection paper to outline their position describing an issue facing families such as , marriage, divorce, same sex marriage, parenting, gender issues, child discipline/punishment, alcohol, etc. Questions to guide them are: *Describe personal, professional, legal, and ethical issues. How do you understand the issue in light of scripture, your church/denomination, your faith/beliefs, or your personal worldview?*

Does it pose any ethical or value dilemmas for you? How does a faith-based understanding of the issue intersect with contemporary American life? These questions force the students to apply personal and professional values and ethics to situations they might encounter as future social workers.

SWK 348 Social Work Practice Skills III - RD (Reinforce, Demonstrate) Course content for SWK 348 includes an information regarding the ethical practice at a macro level. Course lecture and discussion supports the learning from previous classes and helps the students to learn how to apply it to work within community based agencies. Students demonstrate ethical behaviors during their field practicum and discuss any ethical dilemmas they may face during field discussion times. For example, the class discusses the importance of confidentiality when working in grassroots community based agencies that may not have as strict of an ethical code as social workers are expected to abide by. They are reminded of the challenge of keeping client information confidential when working in a close knit community, but the reason behind this value is to show respect for our clients' lives and stories. This discussion, and their practical demonstration during their field placement, prepares the students for their demonstration of this practice behavior during SWK 401 and in their senior field placement..

SWK 401 Professional Issues in Social Work - DX (Demonstrate, Assess) Students demonstrate ethical practice through case study presentations and related discussions. Students present these case studies in groups and then the class discusses them, coming up with ethical decisions. Students also demonstrate this practice behavior individually through writing an ETHICAL DILEMMA PAPER. Students write a case study with an embedded ethical dilemma. Students analyze, develop an ethical course of action, cite relevant sections of the NASW code of ethics, as well as describe ethical and professional issues and appropriate roles and boundaries. Then they analyze the case and draw conclusions that exhibit how their professional values guide their practice decisions. Students use NASW Code of Ethics and their learning from their prior classes and field practicums as a guide to help students in their ethical decision making. These case studies and the ethical dilemma paper prepare students for ethical social work practice during their senior field practicum and in their future social work practice.

SWK 440 Field Instruction in Social Work - DX (Demonstrate, Assess): FIELD INSTRUCTOR STUDENT EVALUATION The student's field instructor observes the student during senior field. The field instructor evaluates the student's progress regarding the student's

mastery of the ability to make ethical decisions by applying standards of the NASW Code of Ethics, and if applicable, the International Federation of Social Workers/International Schools of Social Work Ethics in Social Work Statement of Principles. During the final week of field placement, the field instructor rates the student's mastery of this practice skill: *make ethical decisions by applying standards of the National Association of Social Worker's Code of Ethics and, as applicable, of the International Federation of Social "Workers/International Association of Schools of Social Work, Ethics in Social Work, Statement of Principles.*

STUDENT SELF EVALUATION The student evaluates him/herself utilizing a likert scale to indicate whether s/he can make ethical decisions by applying standards of the NASW Code of Ethics, and if applicable, the International Federation of Social Workers/International Schools of Social Work Ethics in Social Work Statement of Principles. During the final week of field placement, the student rates their own mastery of this practice skill: *make ethical decisions by applying standards of the National Association of Social Worker's Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work, Ethics in Social Work, Statement of Principles.*

SWK 460 Field Instruction Seminar - R (Reinforce)

During Senior Seminar, all field logs are to include references to the NASW Code of Ethics, and, if applicable other Ethical guidance documents.

2.1.2.c. tolerate ambiguity in resolving ethical conflicts

SWK 222 Introduction to the Profession and Practice of Social Work - (Introduce) Although the main focus is on introducing the foundations of appropriate ethical behavior, through this lecture and discussion students discover that ethical conflicts do exist. Students are introduced to the need to tolerate ambiguity when resolving ethical conflicts when introduced to the Code of Ethics and related cases. For example, one of the ethical conflicts discussed includes a situation where a social worker's pastor asks the social worker about a client that also attends the church. Students learn that they cannot even discuss if this person is a client of their agency or not (even if the pastor acts as if he knows that she is). Students have the opportunity to discuss issues of confidentiality and dual relationships as it relates to this case.

SWK 242 Human Behavior and Social Environment - R (Reinforce) Much of the work of HBSE is to assist students to tolerate ambiguity at multiple levels. For example in weeks 3 and 4

students are introduced to multiple ways that behavioral scientists have viewed the world and how each way of viewing the world can lead to different conclusions about the outcomes of research. Discussions of studies during these weeks provide students with examples of the sometimes “messy world” of research. Readings in Shriver (2015, Chapter 3) reinforce these ideas. Assisting students to see that even when behavioral scientists search for “truth” outcomes rarely if ever, does it lead to a single answer and prepares them to search for multiple possible answers to hard questions in practice as well as prepares them to examine multiple ways of examining an ethical issue within a practice setting in their practice methods courses.

SWK 345 Practice Skills I - RD (Reinforce, Demonstrate) The information above is both reinforced and demonstrated in SWK 345. The importance of ethical practice is discussed both at the beginning of the semester (week 2) and in the final week (week 15) with lecture and readings from Murphy and Dillon (2008) chapter 2 and chapter 5. The students demonstrate this practice behavior during in class activities that present ethical and value dilemmas in social work practice and are used as basis for class discussion for students to demonstrate critical analysis. Students demonstrate the management of personal values in the BPSS assessment (Ethics and Values-- Identify an ethical dilemma in this case and your approach to resolving it with the question “What values helped shape your perspective of this case? Personal? Professional?”_and in the Triad #4 with the prompt “Were there any obstacles you felt got in the way of your performance as a worker? For example were there value issues, gender or cultural issues, or did you lacked information in any area about your client and their issue?” At the end of the class at week 15 values and ethics are revisited and discussed.

SWK 347 Social Work Practice Skills II - R (Reinforce). This information is reinforced in a lecture on values and ethics related to family issues such as GLBTQ families and marriage, infidelity, and divorce. The codes of ethics from NASW, AAMFT, and APA are discussed in relation to ethical dimensions Nichols (2011) Chapter 3 p. 44-51. Students also are given the assignment to write a family reflection paper. This includes writing a 3-5 page paper requiring them to construct a position on a family topic/issue from class from a worldview/theological/faith-based perspective on their understanding a topic that is related to families. For example, construct a position paper describing an understanding of family, marriage, divorce, same sex marriage, parenting, gender issues, child discipline/punishment, alcohol, etc. Questions to guide you are: Define the issue—What is the issue and why did you

choose it? Describe personal, professional, legal, and ethical issues. How do you understand the issue in light of scripture, your church/denomination, your faith/beliefs, or your personal worldview? Does it pose any ethical or value dilemmas for you? How does a faith-based understanding of the issue intersect with contemporary American life? The Family project assignment also cover

SWK 348 Social Work Practice Skills III - R (Reinforce). Utilizing their knowledge, values and skills from previous coursework and internships, students are reminded of the ambiguity that can take place when applying the Code of Ethics to social work practice. This is especially challenging when practicing some models of community organizing and development where dual relationships are more likely to occur. We discuss models of community development, the values behind these models and apply them to the NASW Code of Ethics. Students also read Si Kahn's book, *How People Get Power* NASW Press, (1994). Students discuss the ambiguity that has the potential to exist in his model of community organizing, then share their perspectives on this model as it relates to the NASW Code of Ethics. The course instructor also shares her experiences doing community development and organizing in a small community and how she chose to live within this ambiguity and how she resolved ethical conflicts that existed.

SWK 401 Professional Issues in Social Work - DX (Demonstrate, Assess) The teaching of the practice behavior culminates in students working in groups to complete case studies of ethical dilemmas. All of the students read each case presentation, but take turns presenting the cases to the class. Students analyze and develop an ethical course of action, cite relevant sections of the code of ethics, describe ethical and professional issues and appropriate roles and boundaries and ethical dilemmas that exist. The class discusses the potential courses of action that might exist and the potential conflicts that may arise. They work to arrive at a decision. Due to the ambiguity that can exist in these cases, at times multiple courses of actions and likely consequences to these actions. After students present, the course instructor summarizes the discussion and reminds the students of any missing elements that may need to be presented in order to tolerate the ambiguity and resolve ethical conflicts that may exist. Students also practice these skills and arrive at a principled decision through their ethical dilemma paper. At times, students struggle with coming up with a case that has an ethical dilemma (rather than a clear ethical response). The course instructor helps the students develop their cases to include an ethical dilemma in which ambiguity exists. Students are to discuss the ambiguity that exists in arriving at an ethical

decision, describing their rationale for making the ethical decision they chose to make. These assignments provide students with a final opportunity to practice utilizing the NASW Code of Ethics to identify ethical dilemmas to understand that many ethical situations can have a variety of answers, to develop possible courses of action and to defend the course of action which is selected prior to entering senior field.

SWK 440 Field Instruction in Social Work - DX (Demonstrate, Assess) **STUDENT SELF EVALUATION** The student evaluates him/herself on mastery of this practice skill: *Tolerate ambiguity in resolving ethical conflicts*. S/he evaluates whether s/he believes s/he can tolerate ambiguity in resolving ethical conflicts in professional situation.

FIELD INSTRUCTOR STUDENT EVALUATION Each student is expected to demonstrate an ability to tolerate ambiguity when selecting a strategy to arrive at ethical decisions in practice.. The student's field instructor evaluates the student's progress on a likert scale from much less competent to much more competent than an entry level social worker in his/her ability to tolerate ambiguity in resolving ethical conflicts. During the final week of field placement, the field instructor rates the student's mastery of this practice skill: *tolerate ambiguity in resolving ethical conflicts*.

SWK 460 Field Instruction Seminar - R (Reinforce) A primary objective of SWK 460 is to provide a formal setting where students can process what they are learning and demonstrating in senior field. Students are often confronted with one of the important realities of working with people: that there are many ways in which social workers respond to clients, many ways in which clients respond to social workers and that true practice is never as straightforward as what one has practiced in the classroom. Recognizing that there can be more than one solution to an ethical concern, and that not all solutions are easily discovered is indicative of mastery in this practice behavior. This class provides an opportunity for students to present issues that they encounter/confront in field. In many cases, students gain insight not only from the reflection provided by the faculty member(s) who oversee the class but from their student colleagues as well.

2.1.2.d. apply strategies of ethical reasoning to arrive at principled decisions

SWK 222 Introduction to the Profession and Practice of Social Work - I (Introduce) During the lectures which introduce the Code of Ethics and ethical decision making, discussion

regarding ways to arrive at principled decisions are discussed. After students have read the NASW Code of Ethics and had a brief discussion in class, students presented with case studies in which they work in groups to arrive at principled decisions. In this process they need to cite the NASW Code of Ethics as applied to the case. Examples of cases include discussion of how to keep appropriate confidentiality if one sees a client in a public place, but also when it is appropriate to breach confidentiality if someone's life is in danger of being harmed. Students are introduced to strategies of ethical reasoning to arrive at principled ethical decisions that uphold social work values and ethics.

SWK 345 Practice Skills I - RD (Reinforce, Demonstrate). Lecture on ethical decision making models from Chapter 2 of Murphy and Dillon (2008) reinforces the processes of making ethical decisions. The lecture involves discussion that ethical dilemmas often generate a conflict between a clinician's "tried and true" personal values and the profession's values and ethical obligations. These dilemmas may involve choosing between two "rights." Models are presented that might be a helpful first step in attempting to make an ethical decision. The lecture covers students who are faced with ethically challenging situations. Our authors recommend that students consult with a supervisor or other senior colleagues. Students demonstrate in class scenarios their thought process in ethical dilemmas and it is reinforced that notes on ethical dilemmas be recorded for reference.

SWK 347 Social Work Practice Skills II - R (Reinforce). This information is reinforced in a lecture on values and ethics related to family issues such as GLBTQ families and marriage, infidelity, and divorce. The codes of ethics from NASW, AAMFT, and APA are discussed in relation to ethical dimensions (Nichols [2011] chapter 3, p. 44-51).

SWK 348 Social Work Practice Skills III- RD (Reinforce, Demonstrate) Students are provided with lecture content with specific applications to ethical issues in macro level practice. Students discuss how to come to principled decisions when doing macro level practice at the community and organizational levels. They must demonstrate this work in their junior field placements. Ethical issues and concerns are discussed and debated during the periods of the class that are dedicated to discussing the student's field work. Students also have the opportunity to discuss how they will come to principled decision if faced with ethical dilemmas of community based practice. Then their course instructor describes how she resolved ethical dilemmas to come up with principled decisions in her macro level social work practice.

SWK 401 Professional Issues in Social Work - DX (Demonstrate, Assess) The teaching of the practice behavior culminates in students working in groups to complete case studies of ethical dilemmas that they present to the class. As part of this assignment, students must select a strategy and apply ethical reasoning to a case study. Students must demonstrate how they arrived at a principled decision based on the information provided about the case. They also apply ethical reasoning to come to principled decisions in their ethical dilemma paper. These exercises help prepare students for making ethical decisions in their senior field placement and future professional practice.

SWK 440 Field Instruction in Social Work - STUDENT SELF EVALUATION: DX

(Demonstrate, Assess). The student evaluates him/herself. S/he evaluates whether s/he believes s/he can apply strategies of ethical reasoning in professional situation. The student evaluates him/herself on mastery of this practice skill: *apply strategies of ethical reasoning to arrive at principled decisions.*

FIELD INSTRUCTOR STUDENT EVALUATION Students must demonstrate ethical decision making during practice in their senior field placement. They are assessed by their senior field placement advisors regarding their mastery of their ability to apply strategies of ethical reasoning to arrive at principled decisions. During the final week of field placement, the field instructor rates the student's mastery of this practice skill: *apply strategies of ethical reasoning to arrive at principled decisions.*

SWK 460 Field Instruction Seminar - R (Reinforce). This class provides an opportunity for students to present issues that they encounter/confront in field. In many cases, students gain insight not only from the reflection provided by the faculty member(s) who oversee the class but from their student colleagues as well. In their presentation of field logs, students are asked to provide information regarding the ethical implications of the situation they have written about in the past week. The student presenting the information applies strategies of ethical reasoning to the situation and arrives at what he/she believes is a principled decision about that situation. The class and professor discuss the course of action presented; when appropriate, they provide additional possible courses of action or possible next steps toward an ethical resolution.

References:

Kahn, S. (1994). *How People Get Power*. NASW Press.

Murphy & Dillon (2008). *Interviewing and Action in a Multicultural World*. Brooks & Cole.

Nichols, M. P. (2011). *The Essentials of Family Therapy*. Allyn & Bacon.

Schriver, J. M. (2015). *Human Behavior and the Social Environment*. Pearson.

Educational Policy B2.2 – Generalist Practice

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

The Generalist Social Work Perspective at Malone University:

The program’s definition of generalist practice states: “Generalist practice is grounded in the liberal arts and the person and environment construct. Generalist social work empowers individuals, families, groups and communities to protect, enhance and create relationships that foster the profession’s six core values: competency, service, caring relationships, personal uniqueness and worth, social justice and integrity towards the goals of fostering people’s well-being and freedom of choice.” (Adapted from CSWE 2008, Reamer 1982)

Social Work’s emphasis on person and environment fit sees people’s strengths and their concerns within the context of their social functioning. As people identify strengths and relate them to their concerns, they strengthen relationship-building skills, improve social functioning, and are in a position to contribute to the building of community. Social Work’s holistic, theoretical, orientation suggests *three functions* social workers are trained to do: (1) help people make personal changes, (2) link people to resources, and (3) help people to initiate changes in social policies, laws, and institutions which impact their lives. Social Work facilitates change, helps build strengths, and helps people solve problems ([Malone University Social Work Program Handbook, p.6](#)) The program prepares students to utilize assessment skills to assist client systems of all sizes, to build upon client strengths, and facilitate change in these systems and to empower systems toward articulated and wanted change.

Murphy and Dillon wrote (2015) that “we believe that there are biological, psychological, sociopolitical, political, economic, spiritual, and environmental influences in what appears to be ‘individual’ human behaviors...that people can be best understood in the context of relationships,

resources, and barriers to well-being in their lives” (p. 16). The program at Malone University strongly asserts this generalist practice paradigm. Students are challenged to consider the implications of clients’ decisions at all levels of social interaction. They are introduced to a variety of ways to conceptualize issues, but are trained to consider each perspective from eco-systemic and anti-oppressive perspectives. The program believes that this method of social inquiry provides students with opportunities to think critically about the issues and concerns of clients and communities. Schriver (2015) notes, “Who we are as individuals is influenced greatly by the community contexts in which we live. Who we are as individuals significantly influences the nature of the communities in which we live.” (p. 260)

The Social Work faculty at Malone seek to integrate the importance of professional integrity and client empowerment with the ideals of social justice for those who are marginalized by society. The program has adopted Micah 6:8 (“What does the Lord require of you but to do justice, love mercy and walk humbly with your God”) as the biblical foundation of our program. It is our belief that beginning with the expressed needs of clients, utilizing the skills learned in both classroom and field, students will be able to assist those devalued within the dominant paradigm to find their place and their voice within society.

Each social work course at Malone is designed to foster student growth toward the program’s mission, goals and the student’s mastery of the program’s competencies. All social work course syllabi list the program mission statement, goals, and objectives of the program. Each syllabus lists specific competencies and practice behaviors that are addressed in the specific course as well as outcomes which should be present when students successfully complete the course ([See Social Work Course Syllabi, Vol. II, p. 2 and 3 of each syllabus](#)). Within each course, tasks, assignments, and lectures are utilized to create the context in which students can achieve the practice behaviors noted in the syllabus. Each practice behavior is measured at least twice within the program. These measures are used to determine if the program is successfully accomplishing its goal of graduating individuals who are capable of competent entry level practice.

As detailed in section 2.0.5, the Social Work Program creates an educational atmosphere where students are first introduced to, then given opportunities to integrate liberal arts and social work knowledge, skills and appropriate practice behaviors. Students are encouraged to complete this

link by thinking critically about their practice within the context of the liberal arts and of the content provided by support courses. The program is dedicated to assisting students to accept and celebrate diversity of thought, expression, and behavior. In this way, students are encouraged to critically integrate self-understandings of their lives and culture with a broader understanding of personal stories, lifestyles, and cultures that are different than their own.

Educational Policy 2.3 - Signature Pedagogy: Field Education

Accreditation Standard 2.1 - Field Education

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

NOTE: While completing the work for this reaffirmation document, it was discovered that field manuals referred to agency-based instructor field as field supervisors within the reaffirmation document. The program has endeavored to consistently use the term “field instructor,” however manuals may utilize the term field supervisor. Both terms refer to the person working within the field agency site who oversees the work of a student intern.

The field education program is an integral part of social work education at Malone University. Field placements within the professional curriculum provides students three opportunities to develop and apply professional skills which can lead to mastery of professional competencies. Students complete their first field placement in SWK 222: Introduction to the Profession and Practice of Social Work. While students are developing a beginning knowledge and understanding of social work concepts, theory and practice, they experience and observe practice within a social service agency during this 40 hour placement. During this placement students learn the core values of social work, foundational theories of practice and the importance of

evidenced based practice approaches. Through regular field discussions in class and field logs students apply course learning to the social work practice experiences they are having during their field placement. Students also learn how to research and read scholarly journal articles which apply to the field of practice in which they are placed: and apply the information learned from the articles to their field placements.

Students complete their junior level field placement in conjunction with SWK 348: Social Work Practice Skills III. This course focuses on macro practice skills. The majority of students have already completed SWK 345: Practice Skills I in which they have learned and practiced theory and practice skills for working with individuals. They typically complete SWK 347: Practice Skills II the same semester as Practice III, although some students who transfer into the program with their AA but join the program in the spring semester are given permission to take the course. (The program does not allow students to take SWK 347: Social Work Practice Skills II, without having completed SWK 345: Practice Skills I. If the program did not make this exception, such students would be required to spend an additional year in the program as SWK 345 is only offered in the fall). During their 60 hour field placement students work in community-based agencies and grassroots organizations in Canton and Akron. Two or more students are placed at each organization. Students write field logs applying course learning and practice behaviors 2.1.10c (a) Intervention; Social workers initiate actions to achieve organizational goals, 2.1.10c(c) Intervention: Social workers help clients resolve problems, 2.1.10c(b) Intervention: Social workers implement prevention interventions that enhance client capacities, and 2.1.10c(e) Intervention: Social workers facilitate transitions and endings, to their field placements. During SWK 348: Practice Skills III class field discussions, students discuss how they are applying their knowledge of theory, social work ethics to their field placement. While focused mostly on macro practice skills students also work in groups to complete a field placement project in which they practice macro level skills, allowing them opportunities to apply their learning from Practice Skills II and III during this field placement. Students have to apply macro level skills to the planned change process including a requirement that each group create and evaluate a project that meets organizational goals. Options for projects include: community-based assessments, program development and writing a grant. Students need to carry-out this project and then evaluate the project's effectiveness.

After all social work coursework is complete, students complete a 450 hour senior field placement. Students typically enter senior field spring semester of their senior year. Students who need additional time to complete their requirements can opt to complete their senior field placement during the summer (May-August) as well. The goal of this senior field placement is for students to apply all their learning from prior field experiences and coursework through entry-level generalist social work practice under the supervision of a licensed social worker. Students work in coordination with their field instructor and faculty liaison (typically a full-time social work faculty member, but occasionally a long-time adjunct who is an LISW) to apply their social work theoretical knowledge, values and skills to entry-level social work practice experiences. Students meet weekly with their field instructor for supervision. Field supervision and weekly field seminar both give students the opportunity to discuss their practice activities and the linkage of this practice activities with theory and conceptual frameworks of generalist social work practice. Their seminar assignments enable them to link specific practice activities with their social work education. Structured field logs give them the opportunity to apply theory and ethics to their field practicum experiences. Students complete a research project at their field placement and present results at a campus-wide research symposium. Through completing a literature review and independent research project, students practice their learning from their Social Work Research course in order to use practice experience to inform scientific inquiry and to use research evidence to inform practice.

A.S.B.2.1.2 [The program] discusses how its field education program provides generalist practice opportunities for students to demonstrate the core competencies.

The field education program at Malone University provides generalist practice opportunities for students to demonstrate the core competencies. While taking SWK 222: Introduction to the Profession and Practice of Social Work, students complete their first field placement in the social work program, broadly defined in sophomore field placement. Students work in a wide variety of agencies which provide social work services in a variety of settings including services for at-risk youth, case management services within foster care, elderly and mental health fields, homeless services, nursing home social services and services for people with disabilities through the

probate court. While students are learning the foundations of generalist practice through their SWK 222 coursework, they are experiencing generalist practice at their field placement. Although a 40 hour placement provides limited experiences and each placement may emphasize different aspects of social work, students are expected to experience each of the 11 competencies. Together with their field instructor, students complete a field contract in which they list at least one task they will complete for each of the competencies. Example tasks are given to help assist the supervisor and the student, but they are to come up with realistic tasks specialized to the specific field placement. At the end of the placement students' supervisors evaluate their competency in each area. Students are not expected to master each competency, but to be evaluated in comparison to others in their first social work class.

By the time the students do their junior field placement, students have been introduced to all the competencies and practice behaviors in previous classes and have had one field experience. During their junior level placement, students do a sixty hour placement in the community at community-based agencies while also taking SWK 348: Practice Methods III, Malone's practice class focused on community and organizations. These agencies include Lighthouse Ministries After-School Program, Stark Social Worker's Network, and South Street Ministries, all which are involved in grassroots community development with programs to empower the community and meet local needs. This past year students were also placed at United Way, working on projects related to county-wide community development. Depending on the placement students participate in after school program in impoverished neighborhoods, prison re-entry programs, and other community and/or organizational development initiatives.

Through field logs and other field related assignments, the program assesses the following course learning and practice behaviors as they relate to their field hours: 2.1.10c(a) *Intervention: Initiate actions to achieve organizational goals*, 2.1.10c(c) *Intervention: Help clients resolve problems*, 2.1.10c(b) *Intervention: Implement prevention interventions that enhance client capacities*, and 2.1.10c(e) *Intervention: Facilitate transitions and endings*. Although students do some micro level work with individuals, they are expected to learn and practice macro level generalist skills during this placement. They learn how to assess communities and understand person-in-environment as it relates to the community needs and assets. They complete field logs in which

they write about what they have learned about the community they are serving and how practice at the field site links with their overall assessment of the community. As a part of their internship hours, students ride Canton's public bus and write a paper assessing their experience and the communities visited. Students are asked to discuss their personal biases and how they will work to overcome these biases. Students also write field logs in which we assess their understanding of the intervention process as well as field logs exploring how the agency and themselves as interns are initiating micro, mezzo and macro level actions to achieve organizational goals (EP 2.1.10c *Intervention*: (EP 2.1.10c(b) *implement prevention interventions*, and EP 2.1.10c (c) *helping clients resolve problems*). At the end of their placement they are to write about how they are facilitating transitions and endings at the micro, mezzo, or macro levels.

As the signature pedagogy, the students' 450-hour senior field placement allows them the opportunity to practice all of the competencies and practice behaviors that have been introduced, reinforced, demonstrated and assessed through prior field experiences and coursework. During this placement, students are supervised by a licensed social worker. At the beginning of their placement, together with their field instructor, students develop a field contract in which they create realistic activities that will allow them to practice all 11 competencies and 44 practice behaviors. They are given a sample contract with ideas of activities that are acceptable, but they need to come up with obtainable activities that are relevant to their specific placement (see [Student Learning Contract in the Senior Field Manual, Vol. III A](#)). Students spend the course of the semester doing micro, mezzo and macro level practice skills that fit within these competencies. The field seminar course (SWK 460: Field Instruction Seminar) not only provides an opportunity for them to discuss their learning in field, but also provides assignments to practice specific competencies. Students work with their field instructor and field liaison to determine a research project relevant to the practice setting that will allow them to engage in research-informed practice and practice informed research (EP 2.1.6a & b: *Engage in research-informed practice and practice-informed research. Social workers (a) use practice experience to inform scientific inquiry and (b) use research evidence to inform practice.*). As most field instructors are not primarily researchers, their field liaison helps guide the process. Students complete this project by presenting a poster presentation of their research at a campus-wide research symposium. Students' senior level faith integration paper also enables them to

demonstrate the culmination of their ability to *appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience* (2.1.11). As this competency and the related practice behaviors are specific to Malone University and field instructors may have different levels of comfort with assessing this practice behavior, faculty provide this assignment as a way of assessing the students' developed competency of appropriate faith integration.

In addition to weekly supervision with their agency based field instructor, students are assigned a faculty member as a liaison between the program and agency. This person is typically a member of the full time faculty in the social work program, but occasionally (when faculty load is too high or if full time faculty are not available for summer work), the program has employed a long-term adjunct to fulfill this role. The faculty member assigned as the liaison visits the student and supervisor two times during the semester to discuss their internship experience and field contract. If the student and supervisor are having trouble finding ways for the student to meet any of the competencies and practice behaviors, the faculty field liaison will help them determine activities that can help them to meet these practice behaviors and adapt the contract as necessary. In addition, if the field instructor is noticing that the student is behaving below expectations in any of the competencies or practice behaviors, the faculty liaison and the field instructor work together to discuss this with the student and help them work toward progress in obtaining satisfactory ability.

At the end of the semester, the field instructor evaluates the student's ability to meet all the competencies. The student also fills out a self-evaluation using the same scale. The instructor and the student then have the opportunity to discuss the outcomes and any areas for continued growth and learning. If there are any major differences between the self-evaluation and the field evaluation, this will also become a matter of discussion in order to support the students' continued growth and learning.

A.S.2.1.3 [The program] discusses how its field education program provides a minimum of 400 hours of field education for baccalaureate programs.

The social work program at Malone University provides students with more than 400 hours of field education. A typical student who completes all their coursework at Malone will complete 550 hours of fieldwork. As noted above, students taking SWK 222 (Introduction to Social Work) complete a 40 hour field practicum in a social work agency. Students who transfer into the program, having completed the equivalent course at the associate's level, have part of their associate level practicum count for this experience. Students taking SWK 348: Social Work Practice Skills III (Practice in Communities) complete a 60 hour field practicum that focuses on macro-level practice skills. The only exception to this is if a student transfers this class from a different BA level accredited program which has occurred only once since the 2008 reaffirmation.

Finally, students who have completed all social work prefix courses within the major, and who have met the additional requirements to enter senior field are eligible to enter senior field (SWK 440: Field Instruction in Social Work). At Malone, senior field is a 450 hour block placement. Students spend 30-35 hours a week at the agency and participate in a two-hour weekly field seminar (SWK 460: Field Instruction Seminar).

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

Students cannot begin their senior field placement without meeting Malone University's specific criteria for entering field. The following information is taken from the 2014-15 Social Work Program Handbook (section on "Application to Field Work)

To enter the senior field placement, the student must meet the following criteria:

1. Be accepted as a social work major.

2. Maintain a 2.5 major GPA (calculated as the GPA for all SWK prefix courses and all required support courses). If a student does not meet the GPA requirement, prior to entering senior field placement he/she must retake support and or SWK courses until he/she has achieved a 2.5 GPA. In some cases, student GPA is not calculated until after a student has been placed in senior field. If it is determined that the student did not maintain a 2.5 GPA, the student will be removed from senior field, and will not be allowed to count the hours completed toward senior field credit at a later time. As of January, 2015 this requirement has been expanded to include an additional requirement that students must earn above a “C” in SWK 345, 347 and 348 to advance within the major.

3. Complete all required SWK prefix courses

4. Have a criminal background check on file with the Malone University Administrative Services Office.

If a student has not been able to meet criteria, faculty work with the student to develop a plan that would assist the student to meet the needed criteria or discuss the student’s alternative options. For example, faculty advisors discuss a student’s GPA during advising meetings to underscore the GPA requirements for the program. If a student's social work GPA is near or below 2.5, we encourage them to develop an academic plan to achieve the 2.5 goal. If they are unable to achieve this goal, we advise them of what classes they could retake to improve their GPA the most. In extreme circumstances, when they are nearing their senior field placement and still unable to obtain a 2.5 GPA, we present alternative options, such as exploring a liberal arts major with social work as one of the cognates, as the GPA requirement is lower and they do not have to complete senior field. (*See Vol. III: Excerpt from Malone University 2014-15 Catalog p.77 for additional information regarding a liberal arts major*)

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

Criteria for Selecting Placements

Malone University's Social Work Field Coordinator works to providing meaningful field experiences for sophomore, junior and senior level placements. Each summer new field directories are developed for sophomore and senior level placements. A letter is sent out to former and potential new organizations and agencies that meet the criteria for a field placement. After responses are received from interested and available field placements, the Sophomore and Senior Field placements are developed. As students are placed in groups for this placement, the field coordinator discusses the number of students each placement is willing to take before placement of students.

Quoted from the Sophomore Field Manual, the sophomore level placement require criteria for field agencies is as follows:

- 1. Provide social services to at-risk client population(s).*
- 2. Have an interest in, and commitment to, the educational objectives of the Malone University Social Work Program.*
- 3. **Have experienced and appropriate staff to serve as field instructors.** Sophomore field instructors must hold a bachelor's or master's degree from a CSWE accredited university and a valid license to practice social work in the state of Ohio. In some situations (subject to prior approval by the Malone University Field Coordinator) agencies which provide social services but do not employ staff with the credentials listed above may be utilized.*
All Field Liaisons are asked to submit a copy of their current Ohio license and academic degree(s) to the Social Work Program Office at Malone University.
- 4. Be willing to provide appropriate opportunities for learning to the student as suggested in the section [within the field manual] on Typical Assignments.*

Junior placements are selected in the Fall semester through direct contact with agencies by the field coordinator. The program had the historical tradition of placing students in two grassroots agencies in the community, Lighthouse Ministries and Stark Social Worker's Network due to the macro level learning opportunities they could provide to groups of students. As the program has grown, it has expanded these placements to include other community based agencies that are willing to receive two or more interns and allow our students to do a macro level project as a part of their internship.

Our senior field placement criteria as listed in the Senior Field Manual is as follows:

The agency must:

- 1. Fall within the social service spectrum.*
- 2. Have an interest and commitment to the educational objectives of the Malone University Social Work Program.*
- 3. Have experienced and appropriate staff to serve as field instructors. At the senior level, field instructors must possess a Bachelor's or Master's Degree in Social Work and a valid social work license. Bachelor's-level instructors must also have two years of experience, post-licensure.*

As of Fall 2002, all Field Instructors are asked to submit a copy of their current Ohio license and Master's Degree to the Field Coordinator at the first Field Placement Conference.

- 4. Be willing to adhere to the required content guidelines listed in Appendix I of the Senior Field Manual, "Student Learning Contract."*
- 5. If a student desires to complete an internship at his/her place of employment, the student must demonstrate in advance that the internship will consist of learning experiences, assignments, and instruction/supervision beyond the normal scope of the student's employment. The student must also be supervised by someone other than his/her employment supervisor. The field placement supervisor must hold the required credentials for field instructors. A student desiring to complete an employment based internship must meet with the Malone University Field Education Coordinator during the semester prior to the internship to discuss his/her wish to intern with his/her employer. The Field Education Coordinator will assess whether the situation is conducive to a valid learning experience taking place. The Field Education Coordinator may require that the student and agency*

submit a Student Learning Contract prior to the end of the semester preceding the scheduled internship.

Content Requirements for Senior Field Placement (from Senior Field Placement Manual)

The University recognizes that social workers operate in a variety of practice settings and that each setting provides unique learning opportunities for students. It is the intent of the faculty to allow students and host agencies to develop assignments based on the students' personal goals and interests, the needs of the host agency, and the expertise of the field instructor. However, certain content areas must be addressed within the Senior Field Placement.

Required Content:

- 1. Orientation to Social Work values and ethics as they specifically relate to the host agency's field(s) of practice. This includes instructions on confidentiality procedures, client rights, grievance procedures, and other related issues.*
- 2. Students must have access to a population-at-risk. Students are generally expected to carry a partial caseload for the second half of their Senior Field Placement. (Students should have opportunities for micro, mezzo, and macro-level practice with populations served by the agency.)*
- 3. Students must complete a research project during the course of their Senior Field Placement. Possible projects include, but are not limited to: a single subject research project, a program evaluation, or needs assessment. These projects must be approved by the Malone University Institutional Review Board and (when applicable) by the field agency's Institutional Review Board.*
- 4. Students should be oriented to the authority structure, chain of command, employee grievance procedure, credentialing body requirements, and agency procedures as soon as possible after beginning the Senior Field Placement.*
- 5. Students should receive at least 1 hour per week of direct supervision from their primary field instructor. The Field Instructor must be a licensed social worker and must hold a Master's or Bachelor's degree from a Council on Social Work Education (CSWE) accredited institution. Bachelor's level supervisors must also have at least two years of social work experience, post-licensure. Other agency staff may be involved in structuring and guiding the student's field experience, but, due to accrediting requirements, senior social work students must*

be supervised as specified above. Field Instructors should be prepared to produce a copy of their license and academic degree during the first meeting with the Field Liaison.

- 6. Field Instructors must guide interns in use of theory appropriate to the population the intern is working with.*
- 7. A learning contract with clear and measurable educational objectives and tasks should be completed within 5 business days of the first day of the Senior Field Placement.*
- 8. Two Field Placement Conferences involving the Intern, Field Instructor, and Field Liaison will take place during the field experience.*
- 9. Students must attend the Field Instruction Seminar on a regular basis. The Field Instruction Seminar will require various field related assignments. These include:*
 - a. Weekly Field Logs*
 - b. Monthly Journal Article Reviews (Articles reviewed must be related to fieldwork. See SWK 440 Syllabus for further details.)*
 - c. Completion of a research project, as discussed in Item # 3.*
 - d. Completion of a faith integration paper (See SWK Syllabus for further details.)*

Placing and Monitoring Students in Field

Before students begin their sophomore placement, they are asked to complete a background check which is kept on file in Malone's Department of Human Resources. In addition, students submit a weekly course and work schedule, their top three areas of interest for a field placement, and if they have a means of transportation. Students are encouraged to be open to new fields of practice that they have not had any work or volunteer experience. The field coordinator considers the student's areas of interest, schedule, and transportation needs and carpooling opportunities in order to determine a placement for each student to contact. Students are given a placement to contact and it is their responsibility to arrange final details of their placement. At times, a placement does not work out (usually due to schedule or transportation conflicts) and the field coordinator works with the student to find a new placement. At times, students request a specific agency they have been interested in interning at. If this agency meets the program's criteria and there is a willing supervisor, an internship can be worked out. Often this arrangement offers an additional benefit of adding to our field directory for future years.

Once a sophomore is placed, their faculty liaison visits the student and their field instructor one time during the semester to discuss the student's experiences, learning and any challenges that exist. The faculty liaison monitors the students by reading the field logs they submit as part of the SWK 222: Introduction to the Profession and Practice of Social Work course and through class field discussions. If any problems arise, another agency visit is made or phone conversations take place to work toward resolutions and support the student in the learning goals.

As part of placing juniors in their junior field placements, field instructors come to campus to introduce themselves and their organizations at the end of the semester prior to the junior placement. After this meeting, the students give the Field Coordinator their top organizations of interest and their schedules. The Field Coordinator works to give the students one of their top choices if it fits within the scheduling needs of the organization. Once the students are in their field placement the SWK 348: Social Work Practice Skills III the liaison monitors their placement through regular field discussions in class, review of field logs, at least one meeting with their field supervisor and through assisting the groups with their group projects.

Seniors must be accepted into the major before signing up for their senior field placement. In the fall of their senior year they are presented with the Senior Field Directory. If they are interested in an agency that is not on the list, they must get approval from the Field Coordinator. Students are required to choose two agencies to call and set up interviews and go through any required application process the agencies have. This gives them both interview experience, and also a chance for the agency and the student to decide if it will be a good fit. Once the students have been accepted to their desired placement, they inform the Coordinator who confirms that they have appropriate supervision. If it is a new field instructor, the Field Coordinator makes sure they have a copy of the Senior Field Manual and understand and agree to the requirements and responsibilities of the internship. Students' senior field placement is monitored through two agency visits in which the students and their supervisor meet with the faculty liaison to discuss the learning contract, research project, daily activities, student learning and any challenges that may arise. Student experiences are also monitored through the weekly field seminar class, which is taught by the faculty liaison(s). Each week students have the opportunity to discuss their field placement experiences as a class. This offers a great opportunity for students to share their

significant learning and practice experiences, ethical issues, and any questions or concerns they may have. The faculty liaison is able to use this time to monitor the placements and provide a bridge between academic learning and students' field practicum experiences. If any concerns or problems arise, faculty schedule additional meetings with students and/or their field supervisor, beyond the standard two meetings.

Maintaining Field Liaison Contacts with Field Education Settings

Each student in field is assigned a field liaison. This field liaison is responsible for maintaining contact with the field agency in order to support both the student and their field liaison in developing and maintaining a supportive learning environment. The Field Coordinator or the faculty liaison contact the field setting before the student begins to make sure that the field supervisor understands their responsibilities and to answer any questions they may have regarding student responsibilities, their responsibilities and related course assignments that students will be doing. During the sophomore and junior internships, one visit is made with the field practicum site during the course of the student's internship. Two visits are made for senior field placements. These visits help to not only monitor the students' learning, but also support the field instructor in their work with the student. Regular email and phone contact is also provided as needed, to maintain contact with the field sites and provide support to the field supervisors. At the end of students' senior field placement, Malone University has a senior field banquet, to celebrate the students' success and to express appreciation and support for the field agencies work with our students. Juniors come for a portion of this event and have an opportunity to learn about the senior's field placement experiences and meet field agency contacts, inviting opportunities for their arranging their senior field placement.

Evaluating Student Learning

As stated in the **Sophomore Field Manual**, sophomore field placement learning is evaluated through the following:

1. Course requirements

- a. Students will spend a minimum of 40 hours in the field over the course of the semester.*

b. Students will attend all field discussion days. Students will be encouraged to share experiences and reactions to field experiences with others in the class, and will be expected to integrate class material and readings with their observations from the field.

c. Students will keep a structured field log that will include:

1) a summary of each day in the field, including client, agency, and community activities.

2) a discussion of the student's reactions to those activities

3) a discussion of the student's development of self-awareness and personal values

d. when appropriate, use examples of community linkage. (Discuss how the agency and clients utilize services offered by other agencies and/or institutions.)

e. Field logs will be turned in for evaluation approximately one week prior to each field discussion day. Field logs will be returned on field discussion day.

4. Students will complete a 4-8-page paper which provides an overview of their field placement agency. This paper should discuss the following:

a. services provided by the agency (including goals, clients served, and needs of the clients);

b. organizational structure of the agency, including titles/job descriptions of employees. Formal and informal tasks should be noted. If the agency is particularly large, students need only describe the administrative line which leads from the agency head to the students' assigned area.

c. the agency-community linkage. Describe how the agency uses other community services to provide for clients' needs when the agency itself does not provide the needed service. How is the agency funded?

d. Describe briefly a "typical" day for a BA-level worker at your agency.

e. Use APA style to cite all sources

5. Journal Article Reviews.

*With the help of field instructors, students should select **scholarly journal articles** related to the work of their field placement agency. Each article must come from a **SCHOLARLY JOURNAL**, such as *Social Work*, *The Journal of Cultural and Ethnic Diversity in Social Work*, or *Social Work and Christianity*. (*Time*, *Newsweek*, *People*, *Social Work Today*, and *New Social Worker**

are NOT scholarly journals. Reviews of non-journal articles will not be accepted. If you have questions regarding whether a certain source is a scholarly journal, please see the class instructor.) After reading the article, the student should summarize the article's findings and discuss why the article is helpful in understanding clients and/or agencies. This assignment must be typed and formatted APA-style.

6. Field Experience Grade: 100 points (recommended by field instructor, assigned by faculty) This grade will be based on the student's attendance, professionalism, and learning/growth over the course of the field experience.

7. Timely submission of required paperwork

a. Memo of Agreement & Malone-Agency Agreement: 15 points

b. Evaluations and Time Sheets: 15 points

The Sophomore Field Experience will provide approximately 30% of the final grade for Introduction to Social Work. Malone University faculty control the awarding of grades to students but field instructor feedback, student discussion in field days and written fieldwork are taken into consideration.

As cited in the SWK 348 syllabus, along with an evaluation sheet and recommended grade from the field placement, the following assignments evaluate the junior field placement:

Junior Field: 100 Points

The Junior Field Placement is a group placement in which a number of students are assigned to a local "grassroots" social service agency. The purpose of the Junior Field Placement is to enable students to better understand mezzo and macro-level social work practice. This focus on mezzo and macro-level practice is designed to assist students to synthesize and integrate information from SWK 347 and SWK 348. While in the field placement, students work in teams to complete tasks as assigned by agency personnel. A faculty field liaison serves as a link between the University and the agency and is available for field discussion days (which take place in the context of SWK 348) and consultation as needed.

The field placement grade will be recommended by agency personnel, but approved by Malone College faculty. The placement will be graded on attendance, participation, professionalism, effectiveness, and quality of work. 100 points

Field Logs: 120 points (6 logs, 20 points each)

Field logs are due throughout the semester and will focus on connecting and integrating class material with experiences in field placement. The description of each log is in the course calendar on the day it is due. Failure to submit a log on the day it is due or failure to cover the points in the prompt will result in deduction of points. Recommended length of each log is 2 double-spaced pages. Each log is worth 30 points, for a total of 180 points over the course of the semester. PLEASE SUBMIT THE LOGS ON THE ECOMPANION JOURNAL TAB. PLEASE INCLUDE THE NUMBER OF THE LOG AS YOUR TITLE.

Organization Project: 100 points

Project Proposal

Your project will give you the opportunity to gain practice skills at the Macro Level (Community and/or Organization). This project will also give you the opportunity to work in a small group of classmates.

This proposal should include: Names of group members, summary of your project (including the goal of your project), and a one page outline of your project plan.

Each project must be a group project, with two to five participants. Each project must address a macro practice skill that contains some aspect(s) planned change process. Your written project in the end must explain how you went through each part of the planned change process in carrying out the project. All projects must include an evaluation of the success of the project, your learning and how you would do this project differently if given the opportunity. The end product must be a cumulative group paper or portfolio describing the project and its results, but also must include individual components such as individual logs evaluating the progression of the project. A minimum of five outside sources (which may include your textbooks) must be used as references in the planning and implementation of your project. These references must be cited in the project that is turned in.

Final Project must include:

- I. **Justification of Project** (Engagement and Assessment)- this may be similar to above, but more detail. (10%)*
- II. **Description of how you planned the project** (Planning). This should include logs explaining activities you did and who was involved, along with any materials you used, such as advertising, curriculum, etc. (20)%*

III. Project Details (30%) (Intervention)- Describe the steps you took to carry out the project, who took responsibility for what aspects, and any materials that you used in facilitating the project. Some projects will have materials that describe step by step aspects of the problem (such as a curriculum for a group activity), along with a short narrative of what you did. Others will include a longer narrative, describing what you did step-by-step, without detailed materials other than your narrative.

IV. Your results (20%) (Termination and Evaluation)- What was the outcome of your project? This is where you explain your results. If you are doing a client satisfaction survey or community assessment, this will be the largest part of your project. If you are developing a program, section III will be larger and this will just be explaining the details of who, showed up, any changes that were made to your original plan, and how the project was carried out in reality.

V. Evaluation of the project (Evaluation) - Write and present an overall group evaluation of the process. Describe the strengths and weaknesses of the project, whether or not you feel it was successful, your learning and how you would do this project differently if given the opportunity. (10%). Also include individual evaluation written up by each group member separately, which describes your role in the completion of the project and your personal evaluation of the group process (10%).

All groups should be prepared to share results with the class and with agency internships (when appropriate)

Organizational Presentation

Apply the knowledge you have gained in class to analyze the agency in which you have completed your junior field practicum. Please address the following points in a group presentation.

Utilizing PowerPoint or other type of slide show presentation, present the following information to the class:

1. What is the agency's mission? (Ideally, this would be found in a mission statement. If the organization does not have a formal mission statement, ask staff and administrators to identify the agency's mission.) Does the agency function in a way which is congruent with its mission?
2. Describe the formal and informal organizational structure of the agency.
3. Describe the organization's funding sources.

4. *Who are the agency's clients and constituencies? Do the agency's various constituencies and clients ever have conflicting needs? If so, identify these and explain how the agency manages these situations.*
5. *Apply an organizational theory from class to analyze the agency and its functioning? How is this theory useful in understanding the organization? How do the agency's practices align with the theory; how are they different?*
6. *Describe a time that change has happened at the agency (you may need to talk to staff or administrators if you have not observed a time of change at the agency). How did the change process fit with the organizational change processes discussed in class?*

During the senior field placement, student learning is evaluated through the SWK 440 course assignments (See Syllabus, Vol. I. and Senior Field Manual, Vol. III A) and through the field evaluation form their field instructors complete, which evaluates their competency on all of the Practice Behaviors (see Appendix 3 and Social Work Student Evaluation, Senior Field Manual, Vol. III A). Students also fill out a self-evaluation, giving a personal evaluation of their competency on all 44 practice behaviors (See Appendix 4, and Social Work Student Self Evaluation, Senior Field Manual, Vol. III A).

Evaluating Field Setting Effectiveness

The program believes it is important to evaluate the effectiveness of field settings. At the end of the sophomore and senior field placements, students fill out an evaluation of their field placement (See Appendix 4, Social Work Student Self Evaluation; and Senior Field Manual, Vol. III A). Field discussions and field logs also provide opportunities for students to share their concerns and challenges, which also help us to monitor the effectiveness of field placements at the sophomore, junior and senior placements. As the program is small, faculty know the students well and share openly their concerns. Faculty utilize all this information to determine field placement opportunities for the next school year, and when necessary, decide to remove placements if they do not provide an effective learning environment.

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

The Malone University Social Work Program's **Sophomore Field Manual** states that sophomore field placement settings must:

Have experienced and appropriate staff to serve as field instructors. Sophomore field instructors must hold a bachelor's or master's degree from a CSWE accredited university and a valid license to practice social work in the state of Ohio. In some situations (subject to prior approval by the Malone University Field Coordinator) agencies which provide social services but do not employ staff with the credentials listed above may be utilized.

When at all possible the program utilizes a licensed social worker with a social work degree supervising our **sophomore level placements** as field instructors; however if the Field Coordinator determines that a social service setting can provide valuable social work learning opportunities for a student, but there is not a licensed social worker on staff, permission can be granted for the student to be placed within that agency. In such cases the field coordinator works to ensure the agency supervisor understands the unique requirements of social work placements as compared to having a general intern or volunteer. The Field Liaison, who is typically a member of the full time faculty and is always a licensed independent social worker will help the supervisor fill out the contract with appropriate social work activities related to all of the competencies, giving explanations where needed. The social work perspective is reinforced in the classroom through regular field discussions and deliberate links to field placement work during regular course lectures and discussions.

The **junior level field placements** are a unique placement where students work in grassroots community based agencies involved in community development. Not all of the field placements have social workers present; however, the program believes the opportunities at these agencies for specific learning as it relates to community and organizational development still offers the students a unique social work perspective on macro level work. The Field Coordinator meets with these agency field instructors to insure they understand the requirements of the field experience and helps them to understand the links to course content and student learning so they can help the student make connections to their social work learning. In order to help students bridge their social work macro practice skills development to their field experiences even more directly, linkage is regularly made during course lectures and discussions, which brings classroom learning from theory to applied practice.

At the **senior level**, the program takes very seriously the need for students to have a qualified social worker as their supervisor and be able to provide social work practice experiences as learning opportunities that demonstrate program competencies.

The agency must have experienced and appropriate staff to serve as field instructors. At the senior level, field instructors must possess a Bachelor's or Master's Degree in Social Work and a valid social work license. Bachelor's-level instructors must also have two years of experience, post-licensure.

As of Fall 2002, all Field Instructors are asked to submit a copy of their current Ohio license and Master's Degree to the Field Coordinator at the first Field Placement Conference. (Criteria for Field Experience Agencies, Senior Field Manual, Vol III A)

The University recognizes that social workers operate in a variety of practice settings and that each setting provides unique learning opportunities for students. It is the intent of the faculty to allow students and host agencies to develop assignments based on the students' personal goals and interests, the needs of the host agency, and the expertise of the field instructor. However, all

program competencies must be addressed within the Senior Field Placement. Per social work program policy as noted in in the Senior Field Manual, *Content Requirements for Senior Field Placement*, the Field Instructor must be a licensed social worker and must hold a Master's or Bachelor's degree from a Council on Social Work Education (CSWE) accredited institution. Bachelor's level supervisors must also have at least two years of social work experience, post-licensure. The agency must be willing to adhere to the required content guideline and to the requirements for Field Instructors.

In rare circumstances when there is not a field instructors on staff at the agency with these credentials, but the site has been approved as a quality social work learning opportunity, the program hires an experienced licensed social worker from outside the agency to meet weekly for an hour with the student. This supervisor supplements the supervision of the supervisor at the agency by providing an experiences social work perspective.

The University recognizes that social workers operate in a variety of practice settings and that each setting provides unique learning opportunities for students. It is the intent of the faculty to allow students and host agencies to develop assignments based on the students' personal goals and interests, the needs of the host agency, and the expertise of the field instructor. However, certain content areas must be addressed within the Senior Field Placement. Per program policy listed in the Senior Field Manual, *Content Requirements for Senior Field Placement*, the agency must be willing to adhere to the required content guidelines

Content Requirements for Senior Field Placement (Senior Field Placement Manual, p. 9, Vol. III A)

Agencies selected as sites for senior field placements must be willing to adhere to the content guidelines set forth by Malone's Social Work Program. The required content that guides field supervisors' process of developing appropriate learning opportunities for our students:

1. *Orientation to Social Work values and ethics as they specifically relate to the host agency's field(s) of practice. This includes instructions on confidentiality procedures, client rights, grievance procedures, and other related issues.*

2. *Students must have access to a population-at-risk. Students are generally expected to carry a partial caseload for the second half of their Senior Field Placement. (Students should have opportunities for micro, mezzo, and macro-level practice with populations served by the agency.)*
3. *Students must complete a research project during the course of their Senior Field Placement. Possible projects include, but are not limited to: a single subject research project, a program evaluation, or needs assessment. These projects must be approved by the Malone University Institutional Review Board and (when applicable) by the field agency's Institutional Review Board.*
4. *Students should be oriented to the authority structure, chain of command, employee grievance procedure, credentialing body requirements, and agency procedures as soon as possible after beginning the Senior Field Placement.*
5. *Students should receive at least 1 hour per week of direct supervision from their primary field instructor. The Field Instructor must be a licensed social worker and must hold a Master's or Bachelor's degree from a Council on Social Work Education (CSWE) accredited institution. Bachelor's level supervisors must also have at least two years of social work experience, post-licensure. Other agency staff may be involved in structuring and guiding the student's field experience, but, due to accrediting requirements, senior social work students must be supervised as specified above. Field Instructors should be prepared to produce a copy of their license and academic degree during the first meeting with the Field Liaison.*
6. *Field Instructors must guide interns in use of theory appropriate to the population the intern is working with.*
7. *A learning contract (See Appendix 1 [within Social Work Field Manual]) with clear and measurable educational objectives and tasks should be completed within 5 business days of the first day of the beginning of the Senior Field Placement.*
8. *Two Field Placement Conferences involving the Intern, Field Instructor, and Field Liaison will take place during the field experience.*
9. *Students must attend the Field Instruction Seminar on a regular basis. The Field Instruction Seminar will require various field related assignments. These include:*
 - a. *Weekly Field Logs*
 - b. *Monthly Journal Article Reviews (Articles reviewed must be related to fieldwork. See SWK 440 Syllabus for further details.)*

- c. *Completion of a research project, as discussed in Item # 3.*
- d. *Completion of a faith integration paper (See SWK Syllabus for further details.)*

In addition to these requirements, students' weekly field seminar provides regular opportunity for students to have social work perspectives reinforced linking their social work course learning to their field experiences.

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

The Malone University field education program provides formal and informal orientation, field instruction training and continuing dialog with field education settings and field instructors. When a new field instructor agrees to supervise a student, the Field Coordinator provides the instructor with the relevant field manual and insures that the field instructor understands their responsibilities, as well as the students' responsibilities. The Field Coordinator or faculty liaison meets with field instructors by phone or in person to ensure that they are prepared for the responsibilities of field instructor. The faculty liaison from the social work program remains in regular contact through agency visits and phone calls, as needed, to ensure that the field instructor feels supported and understands their role and the student requirements. Faculty liaisons discuss any concerns they have with students and have additional meetings with the student if necessary to support the students learning.

All sophomore and junior field instructors, as well as potential instructors, are invited to an annual field training. During these trainings the Field Coordinator emphasize the importance of the role of the field instructor and the valuable role instructors have in creating social work learning opportunities for social work students. The Field Coordinator discusses expectations and responsibilities of field practicums, guiding participants through the learning contract and evaluation paperwork. She spends time responding to their questions and discusses any challenging scenarios field instructors have faced or anticipate facing with Malone University

social work students. Case studies are presented and discussed to help guide field instructors in appropriate courses of action. When experienced field instructors are present, they often offer helpful guidance to new field instructors. This furthers the opportunities for support and learning.

At the end of the Spring semester, the Annual Social Work Senior Field Banquet celebrates the accomplishments of the graduating seniors and provides an opportunity for the program to express appreciation for the dedicated work of our field instructors, encouraging a continued relationship for future student learning opportunities with them.

A.S.2.1.8: [The program] discusses how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment

The Malone University Social Work Program's policy regarding field placements at the same site as a student's place of employment can be found in the [2014-2015 Social Work Student Handbook \("Application to Field Work"\)](#), Vol. III A, as well as in both the [sophomore and senior field placement manuals \("Criteria for Field Experience Agencies"\)](#), Vol. III A.

To ensure the role of the student as the learner, if the student desires to complete a field practicum at the same location where they are employed, they must have new and different responsibilities than that of their employment job description, duties and responsibilities. The field coordinator will work with the student and assigned supervisor to ensure that employment and internship responsibilities are not the same and that new learning is taking place during the student's practicum experience.

This policy applies to all field practicums that students enroll in for credit (sophomore, junior and senior level practicums).

References:

Schriver, Joe M. (2015). *Human Behavior and the Social Environment*. Pearson.

Johnson, L.C. and Yanca, S. J. (2009). *Social Work Practice: A Generalist Approach*. Pearson.

3. Implicit Curriculum

Educational Policy 3.1 - Diversity

Accreditation Standard 3.1 - Diversity

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

The Malone University Social Work Program makes continuous and specific efforts to provide a learning environment in which respect for all persons and the understanding of diversity and difference are practiced. Teaching within the mission of an evangelical faith based institution, the program provides significant opportunities for students to move toward cultural humility, to critically evaluate their preconceived ideas about individuals belonging to diverse populations, and to celebrate the uniqueness of every human being.

Three policies guide this effort; the first is the University's statement regarding diversity and inclusion; second, its policy on accessibility/disability inclusion and; third, the program's statement on diversity. These policies are listed below:

MALONE UNIVERSITY DIVERSITY AND INCLUSION MISSION STATEMENT

Guided by Malone University's mission statement and foundational principles, we recognize that God has worked throughout history to bless and redeem the world and create a kingdom composed of every nation, tribe, people, and language. Malone University, as a learning community committed to biblical principles, seeks to value and reflect the diversity in God's creation. Therefore, we are committed to promoting inclusive excellence and furthering our understanding of diversity as we live out our mission and educational goals.

DIVERSITY DEFINITION

We recognize differences from multiple perspectives and provide opportunities for mutual excellence within the context of our foundational principles.

<http://www.malone.edu/student-life/multicultural-services/diversity-inclusion.php>

ACCESSIBILITY SERVICES – DISABILITY ACCOMMODATIONS STATEMENT

If you are a student with a physical, learning, and/or psychological disability and plan to request any academic accommodations for class, you are required to bring your instructor an authorization letter from Malone's Center of Student Success - Accessibility Services listing the permitted accommodations. The instructor will work with you to arrange your accommodations from the point in time that you deliver and discuss such an authorization letter with him/her. The director of Accessibility Services will keep your disability documentation confidentially in that office alone. Please note that reducing assignments, extending the due dates of assignments, or reducing the class attendance requirement are never permitted as accommodations for a disability at the college level.

The Malone University Social Work policy on inclusion as found in the social work program handbook is shown in italics below:

DIVERSITY AND THE MALONE UNIVERSITY SOCIAL WORK PROGRAM

Acceptance and encouragement of diversity have long been hallmarks of the profession of social work. The Malone University Social Work Program is also committed to these practices. *The [social work] program does not and will not discriminate in its admissions or education based on a student's age, class, color, disability, ethnicity, family structure, gender, political stance, marital status, national origin, race, religion, or sexual orientation. Students are expected to abide with the guidelines of the Malone Attitudinal and Behavioral Expectations and the Community Agreement as outlined in the University Catalog. Further, students are expected to understand and abide by the expectations outlined within this Handbook and the NASW Code of*

Ethics. The program is committed to presenting students with various perspectives on social issues, and will strive to assist students to become culturally competent.

The Social Work program at Malone has a campus-wide reputation as a program that celebrates and encourages diversity of thought and critical thinking. It is a welcoming program that professes a wide range of ideas, beliefs, orientations, abilities and cultures. Professors model openness and respect for student ideas and expect students to demonstrate compassion and respect for their classmates. The program encourages social work majors to listen well to those around them, to work towards cultural humility and to model inclusive respect for their classmates, not only on campus, but also as they work within the larger community.

Faculty and students within the program proactively work to bring issues of diversity and inclusion before the student body and conversely, encourage social work majors to be present at campus events that present alternative viewpoints on a variety of issues.

Diversity Issues and Campus Climate

Not unlike many smaller Christian institutions of higher learning, Malone's campus is relatively homogeneous as compared to larger campuses. In 2014, 85.8% of the 1977 students registered at Malone identified as Caucasian, 8% identified as Black/Non-Hispanic, 2.3% identified as multiracial, 2.2% as Hispanic, .6% as Asian, .3% as American Indian /Alaska native, .2% as Native Hawaiian/pacific Islander with the remaining .7% listing "unknown". In addition, 26 students matriculated at the University from countries outside the U.S including; Brazil (1), Burundi (1), Canada (2), China (1), Denmark (1), Germany (5), Jamaica (1), Kenya (1), Mexico (1), Nepal (1), Poland, (2), Serbia (2), South Africa (1), Spain, (1), St. Lucia (1), the United Kingdom (3), and Zimbabwe (1) (2014 Malone University Fact Book p.9).

Both international students and students of color are offered services through the Office of Multicultural Services. This office offers a wide variety of services to students that include both nurture and connection to the wider Malone Community. Examples include:

- Student Organizations: Three multicultural student organizations exist to provide both multicultural students and other students an opportunity to engage and interact through social and educational programming which focuses on multi-ethnic culture and activities. The student senate funded organizations are: MSU (Multicultural Student Union), MISA (Malone International Student Association), and One Voice Gospel Choir.
- The Office of Multicultural Services also oversees a peer support program open to international students as well as students of color born in the United States. Called the SMARTSTART Mentoring Program, the program is designed to help acclimate first year African American and International students to Malone University. The program serves to advise students on how to succeed during their academic career. Students of color who are performing successfully with a 2.7 GPA or above are selected to become mentors and are trained to provide mentee students with early exposure to university related resources and other relevant information that will help them adjust during their first year at Malone. Mentees participating in the SMARTSTART program are also provided emotional and social support during their first year. Mentors contact mentees at least once a week and participate in activities related to their social, personal, spiritual and academic growth throughout their first year. The program aims to help students feel less isolated and optimize their first year experience. The program also helps reduce the attrition rate among first year African American and International Students and build on a successful completion.

In addition to overseeing student organizations and SMARTSTART, the Office of Multicultural Services provides a wide variety of programming to the broader student community. During the 2014-15 academic year the activities included:

A Look into Diversity: Issues of Social Justice Film series: This film series highlights issues of diversity with discussion afterward with a Malone University Professor. The series is designed to give students another perspective of the diverse cultures in our society and throughout history. The format of the film and commentary is designed to attract and engage students. The goal of this program is to increase awareness of social issues that impact a variety of cultures represented not only at Malone, but the wider community. Providing diverse perspectives on social issues will increase the capacity for students to think, respond, and engage in conversation

about complex issues in a manner reflective of Christ's mission to love one another. This series includes both domestic and international films which tell a stories from a diverse perspective. Each event includes commentary from faculty, staff, or community leaders with insight and knowledge of the film's theme. 2014-2015 films included: *Red Tails*, (discussion lead by a member of the History Dept. with expertise in this period of American History) *Water* (Discussion led by the Dean of Student Services) and *Lemon Tree* (Discussion Led by a member of the History Dept. with expertise in Middle Eastern History).

Culture Fest: A week-long celebration of the various cultural and ethnic traditions of Malone Students. Past week events have included events in University Convocations, food festivals, dance and exhibits.

Celebration of both Black and Hispanic Heritage Months: Both are national celebrations in February (Black History Month) and September 15 – October 15 (Hispanic Heritage Month). The activities focus on the achievements, contributions, and experiences the African Americans and Latinos have made to American society. All events which are sponsored by the office of Multicultural Services bring local and national leaders, performers, and artists to campus to provide cultural education and experiences

Two “Brown bag” series luncheon opportunities each year where prominent members of the community discuss issues of race and community. These are primarily open to faculty and staff, but the social work program was granted permission for our majors to attend. During the fall of 2014, the brown bag speaker was the director of the Hartville Migrant Center, an agency that provides a range of support and advocacy services to migrant workers in northern Stark County. The spring speaker was a woman who worked for the prosecutor's office in Stark County and is currently the county's Director of Compliance.

OneVoice Gospel Choir: A multiracial student and community group open to all who enjoy gospel music. OVGC typically gives one concert each semester.

Evening Panel Discussions: These discussions are held 1-2 times per year on topics which are timely and relevant to both student body and the larger community. For example, this spring's

panel was entitled A Discussion of Race & the Justice System. Open to the public, this discussion utilized the book, *The New Jim Crow*, as a catalyst for discussion. Featured speakers were an African American male who is both a Malone Alumnus and the Pastor of a local church, the enrollment manager of the local branch of Kent State University who has lectured extensively on the African American Experience, and Jane Hoyt-Oliver, Chair of the Social Work Program.

International Student Emphasis Week- typically held in March. During this week, students are provided with opportunities to learn about the home countries of fellow students, chapel services focus on international concerns and special lectures and events are offered across campus.

Multicultural Graduation Banquet- typically held in April.

In the past seven years, Malone has engaged in a conversation regarding diverse ideas and opinions in a deliberate and wide-ranging manner. Some of these events were created and sponsored by campus staff, some through student initiative and one upon the initiative of an outside group. All events, however, were held with support and an openness on the part of the administration. Unlike some faith based institutions, Malone's administration leans into rather than leaning away from addressing difficult social and religious issues. This openness allows both faculty and students freedom to fully discuss sensitive issues from a multiplicity of perspectives and standpoints.

The Office of Student Development is also concerned about and invested in issues of diversity on campus. Malone's Dean of Student Development during the 2014-15 academic year has provided leadership on many initiatives for both those living in the dorms and those students who live off campus. Examples of initiatives that Student Development address diversity include:

One of the larger dorms on campus created a week-long campus-wide awareness event called **Let Love Lead**, designed to expose the Malone student body to some of the needs existing in Stark County regarding poverty. The dorm partnered with a local non-profit grassroots organization called Lighthouse (this agency also serves as a field placement for students in SWK

348). Residents in the dorm provided various activities throughout the week including a night where the children involved a Lighthouse came to the Malone library to read stories to Malone students, and a lunch option in the cafeteria where Malone University students eat a meal that would be an equivalent to \$1.25 (the food budget of a person living at the poverty line). In addition, students raised money for some of the programs that Lighthouse offers such as the After School Program, the Summer Enrichment Program, and Summer Field Trips. Through this program, the hope was that Malone students will be empowered to demonstrate that small changes are possible and positive.

World View Forums: Forums occur twice a semester and are well attended. Forums are NOT debates where one side or another “wins” but provide students with an opportunity to hear diverse views on a wide variety of topics and to ask questions from the presenters. Forums are monitored by members of the Malone faculty. Selected topics which expanded student’s understanding of diversity since the social work program’s last reaffirmation include:

November 2008 Why Didn't Canton Riot in 1968? It's More Than Black and White
 September 2010 Peacemaking Through Mutual Understanding: Christian and Muslim Perspectives on Scripture, Clothing, Democracy, and the Afterlife.
 November 2010 You are What you Grow: Food Systems and the Human Soul
 March 2011 Civil Disobedience: Should Christians Break the Law? Moderator, Ken Stoltzfus, PhD, Associate Professor and Chair, Social Work Department, Malone University
 March 2012 [Can a Christian be a Democrat? Can a Christian be a Republican?](#) Moderator Jane Hoyt-Oliver, Ph.D., Professor of Social Work, Malone University
 September 2012 Persuasion or Propaganda? The Effects of Public Relations on Elections.
 January 2013 Unions: Friend or Foe of the Worker.
 March 2013 [Capital Punishment: How Should a Christian Respond?](#)
 October 2013 Gay and Christian: A Dialogue on a Faith-Driven Life .
 November 2013 [A Conversation about the United States' Mission in the World.](#)
 April 2014 Black Lives, Blue Lives: Race, Law Enforcement, and the Christian Response

Another initiative that is supported by the Office of Student Development is the university's participation in ongoing research regarding the needs and concerns of students. Malone is one of a number of campuses within the evangelical tradition which is participating in a longitudinal study of the experience of gay students who identify as Christian and who are attending Christian Universities. Researchers are tracking the students' experiences over ten years (gathering data from questionnaires and a subset of interviews annually). Research participants complete an online questionnaire that takes approximately 30 minutes to complete and have the option of indicating a willingness to participate in a 45-minute phone interview. Research questions [NOTE: *research question language is the language utilized by the research team*] include; (1) *How do Christian sexual minorities experience the campus climate at Christian colleges and universities (CCUs)?* (2) *How do sexual attitudes change over time among Christian sexual minorities who attend CCUs?* (3) *How do sexual behaviors change over time for Christian sexual minorities who attend CCUs?* (4) *What resources do Christian sexual minorities need or have available concerning sexual identity?*]The Dean of students is hopeful that preliminary data

from this study could provide information that would assist her to strengthen services to LGBTQ students at Malone.

The Office of Student Development has partnered with the Department of Social Work and the Ohio Domestic Violence Project (ODVN) in a multi-year campus climate initiative which began in March 2014. This ongoing initiative began with a random sampling of students, staff and administrators regarding relationship violence. The results of this survey will provide information which will inform campus wide training regarding relationship violence as well as bystander training for students, administrators and staff. Follow up research will measure the impact of the training on campus climate. Malone is one of four schools in Ohio and the only faith-based institution to be selected to be a part of this research.

In addition to the Offices of Multicultural Services and the Office of Student Development, the Office of Student Accessibility Services offers a broad range of services to students. The Director of this office is a Graduate of Malone University's Social Work Program who has been proactive regarding students who need accommodation. The rights of such students are noted below. Following the rights and responsibility statement, a list of services provided by her office is included.

Rights and Responsibilities of Students with Disabilities

Students with disabilities at Malone University have the right to:

- Equal access to courses, programs, services, jobs, activities and facilities.
- Equal opportunity to work and to learn, and to receive reasonable accommodations.
- Information, reasonably available, in accessible formats.
- Privacy and confidentiality

Student with disabilities at Malone University have the responsibility to:

- Meet regular admission requirements (minimum scores achieved with or without academic accommodations)
 - Self-disclose with the Office of Student Accessibility as a student with a disability.
 - Document that the disability meets all criteria established for a current, functional limitation at the college level.
 - Request academic accommodations and/or auxiliary aids needed prior to the start of each semester.
 - Deliver accommodation request letter to each instructor upon receipt of letter.
 - Meet program and course requirements.

Accommodations available to Malone University students with disabilities

- Extra time on tests in distraction reduced environment
- Electronic copy of textbooks
- Audio Books
- Braille conversion
- Professional tutor
- Housing accommodations
- Transcription services
- Screen Readers
- Interpreter

- Academic counseling
- Read Write & Gold and JAWS software
- Permission to use service animals
- FM system

A.S.3.1.2 The Program describes how its learning environment models affirmation and respect for diversity and difference

Respecting Diversity: A Hallmark of Malone University's Social Work Program

The Malone University Social Work Program models affirmation and respect for diversity and difference. Both in and out of the classroom respect for difference is modeled and celebrated. Students in the program are welcome to share their stories, to have those stories honored and kept confidential. Within the years since our previous reaffirmation, the program has been privileged to see that openness to diversity results in a wide range of students with diverse backgrounds who enter the program.

Examples include:

Age: Students within this cycle of reaffirmation have ranged in age from 18 through their mid 60's. This represents a broader age range than many other undergraduate programs on campus. Students of all ages tend to bond with one another and work toward common goals within the program. Students of varying ages work together on small group projects, and learn from each other as colleagues.

Class: More than 90% of Malone's students receive some type of financial aid. Ninety percent of students graduate with loan debt: the average amount of debt that students incurred was \$31,823 in 2014. Although there are often a few students who have grown up in homes with few financial worries, it is far more likely that our students have grown up in families which were comfortable but not well off. Recognition of this reality coupled with the ethos of the University allows faculty to assist students to search for the strengths of each individual rather than assigning class distinctions.

Disability: Students within the program have the privilege to work with colleagues who faced issues of diversity and disability. Both differently-abled and those who are not differently-abled have learned from this rich opportunity. For example during one class in HBSE when the topic of differing abilities was being discussed, one student in a motorized cart noted how difficult the (newly installed) security system in the dorms was to operate for her. Swiping her student ID then opening the door within the required time was almost impossible to be accomplished. Once aware of this issue, students worked with her to bring the issue up with security services. During this accreditation cycle, the program has graduated students who required motorized transportation to navigate around campus, several students with neurological or congenital illness, and a student who elected to become a social worker after requiring a heart transplant in her early 30's. One of the students who will be a senior at the time of the field visit is legally blind. The Director of Student Accessibility Services noted: "I believe the Social Work department at Malone University creates an atmosphere that supports diversity within the student body in an inclusive environment. In embracing and encouraging diversity the Social Work department prepares students to practice in a variety of social work environments" (personal communication 4/17/14). Since the social work program's last reaffirmation, the Director noted that the Department of Student Accessibility Services had worked with a number of students who had also been served by her department. The needs of the students are included below with any issues which required social work faculty intervention noted:

Student A. - Medical Condition (2011 graduate): Special arrangement for internship, Note Taker, Extra time on tests in distraction reduced environment, Professional Tutor

Student B: Visual Impairment (Expected graduate 2016) Special arrangement for internship (placement has been discussed and informally agreed upon as of the date of this writing) Extra time on tests in distraction reduced environment, Electronic copy of textbook, Tests printed in Braille, Professional tutor.

Student C. Learning Disability (Expected 2018) Extra time on tests in distraction reduced environment, Professional tutor, Note Taker

Student D. Medical Condition (graduated 2012)

Student E. Visual Impairment (2014) Material printed in large font, Note Taker

Student F - Psychiatric Diagnosis, Learning Disability (Expected 2016), Note Taker, Extra time on tests in distraction reduced environment, Screen reader during tests

Student G- Psychiatric Diagnosis (Graduated 2009) The Director of Accessibility Services noted: This student really showed remarkable development. She started out as a part-time commuter with very low self-esteem. She really did not expect to finish her degree. Each semester she would challenge herself to try something new. When she succeeded at reaching a goal she gained the confidence to continue trying new things. By the time she graduated she was a full time resident student in a leadership role on campus. Note Taker, Extra time on tests in distraction reduced environment, Weekly Academic counseling

Student H - Learning Disability (graduated 2010), Note Taker, Extra time on tests in distraction reduced environment.

Student I - transferred to Malone University to be closer to family when she was diagnosed with a rare form of cancer. Faculty provided ongoing accommodations as she worked hard to complete the requirements of the program as she was undergoing treatment; both in an in-state hospital and at an out-of-state research facility. She completed the program, graduated with honors, passed the licensure exam and worked as a social worker for 6 months before becoming too ill to continue.

Racial/Ethnic Identification: During the 2014-15 academic year, 78.1% (n=43) of the social work majors self-identified as Caucasian, 10% (n=6) identified as African American, 7% (n=4) were listed as Hispanic; one student self-identified as Asian and one as being of Multiple race/Identity. Although this racial makeup is overwhelmingly Caucasian, it should be noted that the makeup of the program is slightly more diverse than the overall Malone University student body (85.8% Caucasian) and the surrounding community of Stark County (88.8% Caucasian: www.quickfacts.census.gov/qfd/states/39/39151.html)

Gender: Although the program graduates far more females than males, the last few years have seen an increasing number of men entering the program. During the 2014-15 academic year, the program had (1) one male of the four students in the senior class, (2) two males of nine students in the junior class, and (4) four males of 22 students in the sophomore class. Thus men make up close to 13% of the students within the program. This is considerably lower than male representation in some other majors on campus; similar to the percentage of men (15%) in nursing at Malone, although lower than the percentage of men in the School of Education (23%).

Gender identity and expression: As noted above, students must abide by the University's community agreement. There is no specific prohibition within the agreement regarding the expression of gender identity and to this point, this has not been an issue on campus. This could easily be an issue of students selecting not to matriculate at Malone given its publically evangelical mission. The faculty are committed to inclusion and respect for students who would wish to discuss issues of identity, and would be able to refer a student with identity questions or concerns to supportive services in the Stark County area. Because this is an issue that is often not as easily addressed on a faith-based campus, the curriculum and the faculty put particular emphasis on issues of identity and inclusion within the curriculum as noted in the Social Work Activity Curriculum Map. Students in the program who are out to faculty are given support and the level of confidentiality that they desire. Faculty work continuously to assure that respect is modeled to those majors who choose to be "out" to their fellow students by all within the classroom. The Dean of Students as well as the faculty liaison to Safe Space have both noted that social work is seen as a major where students can be open about their identity if they so choose. In addition, at a Professional Advisory Committee meeting this spring, one member of the Social Work Program's Professional Advisory Committee (PAC) who is lesbian noted that she had met several Malone University students at an event off campus. These students were questioning their sexual identity and not knowing of safe places to go to discuss their concerns. The PAC member had suggested they come to speak to the Chair of the Social Work Program and added that that they would be listened to and respected if they chose to come. This is exactly the atmosphere that the program desires to continue to achieve.

Immigration status: To our knowledge, we have not had any students within the program whose legal immigration status was questioned by Federal authorities.

Political ideology: The diversity of political ideology in the program is both welcomed and often creates lively conversation. Students in the policy class are given the opportunity to express their views during debates, and are encouraged to participate in the political process. As Ohio is a Bellwether State, and Stark County is a Bellwether county within a Bellwether State, students in SWK 311 are encouraged to participate in political campaigns and can count such work as an alternative assignment in mid-term or Presidential election years. Faculty encourage reasoned dialogue over ideological pronouncements; knowing that the latter often comes prior to the former.

Sexual orientation: A number of social work students identify as gay or lesbian and are “out” either to other social work majors or within the Malone Community. The program acknowledges that this takes courage and resilience on an evangelical Christian campus. The Dean of students indicated during an interview regarding diversity information for this document, that LGBTQ students do find pockets of “support on campus” and that the social work program is perceived on campus as a supportive major. LGBTQ students have found support within the social work program: in 2012 a social work major along with some of his straight social work colleagues and a charismatic and confident student leader who majored in political science worked to create a SafeSpace chapter on campus. Although the chapter was not sanctioned as an official student organization on campus, the group continued to meet and its student leader had regular lunch meetings with the Dean of Students until he graduated from Malone in 2013. He was accepted into the George Warren Brown School of Social Work, where he plans to complete his Ph.D. In addition, when Soul Force, a LGBTQ outreach of faith-based students who traveled as advocates for inclusion to a number of evangelical schools came to campus, social work majors were in the forefront of the group of students welcoming participants to campus.

Each year, the social work program sponsors a workshop for alumni and the professional advisors to the program. Typically, we provide an offering that deals with either social work ethics or social work supervision since both topics are required as part of the continuing education hours for social work licensure in Ohio. In 2011, we asked a long time member of our professional advisory board who is lesbian to provide a training on *Ethical Practice with Gay and Lesbian Clients*. All juniors and seniors in the program were required to attend the training. The students were joined by over 20 additional members of the community, members of the regional NASW and by Malone Alumni. The workshop was received positively by the great majority of those in attendance. Since all of the students who attended this training have since graduated, plans are to repeat this training in the fall of 2015.

Connecting the Program to the Wider Community:

The social work program views itself as being equally rooted within the campus community and within the larger community that surrounds it. Students connect within Malone as participants

and leaders for campus groups, but also by reaching out to the broader community through volunteering and field work.

For example, for almost 2 decades, the social work program along with the local Domestic Violence agency and Malone University's office of Student Development has organized and hosted Canton's annual Take Back the Night event. The event typically draws several hundred people. For many years the event primarily consisted of songs, poems and a testimony from a survivor, but in the past two years, the event has broadened its scope. In 2012-13, the program invited members of a local community college drama club to present a series of vignettes based on early the life of a Malone University employee who along with family had suffered years of physical abuse from her father. In addition to the powerful performance, the art department at Malone provided space for a local artist's work which showcased the intersection between the abuse of pets and the abuse of people. That same year, the local Domestic Violence agency, (Domestic Violence Project, Inc.), the social work program and the Office of Student Development received a grant to bring Jackson Katz (creator of the program Mentors in Violence Prevention) to campus, sponsoring both an evening presentation and a three hour professional workshop the following day for which social work CEUs were provided. In the 2014-15 event, the program invited speakers from OH- MAN (a state -wide anti violence initiative focused on engaging men and boys) to speak in the topic: Domestic Violence: Not just a Woman's Issue." Social work students took the lead in planning this event, with several students producing a short video clip asking men and women on campus "What do you do to stay safe?" This video highlighted the lack of planning that the young male students felt was needed versus the amount of thoughtful planning and precautions that female students made. It was a powerful testimony to the concerns of women on campus. Over 200 students and members of the community attended this event.

The social work program is an approved provider of Social Work CEUS for the State of Ohio. Any program sponsored by Malone is open to students to attend for free. The program provides CEUs on a variety of topics to the broader community, including specific offerings that have implications for diverse populations and populations at risk. Programs which have been provided to professional social workers in the past 5 years include:

Examples of Social Work Program Sponsored CEU and Continuing Education/Living Long Learning Events within the last 5 years include:

2014-2015	The Ethics of Social Media and New Technologies, Human Trafficking 101, Child Welfare: Updates from the Field
2013-2014	National Child Abuse Prevention Month: Where are we today?, Field Supervision: Practical Strategies and Case Studies, Social Work and Faith: Compatible or in Conflict?, Anti-Opressive Practice: What is it and how can we apply it?, Cyberbullying at the College Campus: Information and Intervention Strategies, Parental Understanding of Transracial Adoption
2012-2013	Cyberbullying: How to Spot it and Interventions, Field Supervision for Social Work Students, Bystander Intervention: An Overview of the Mentors in Violence Prevention Model
2011-2012	The social work department hosted the Ohio Association of Social Work Educators Conference: Building a Solid Foundation: Empowering the Next Generation of Social Workers. This day-long conference brought together close to 100 students and faculty members from across the state. Both Educators and students presented research. Ethical Practice with At-Risk Populations (with an emphasis on ethical practice with LGBT clients), Creating a Successful and Cross-Cultural Field Experience for College Students.

In addition, students themselves contribute to community wide conversations not only within the field but through their research. Every student in senior field is required to conduct a research project for their agency as part of their senior field placement. Results of the research projects are provided to the agencies but are also submitted to Malone University's annual student research symposium for presentation at this juried event.

Social Work Student Research Accepted for the Symposium: (2013-2015)

2015 titles

- “Harbor Light Hospice Bereavement Support Survey”
- “Effectiveness and Importance of Post Adoptive Services”

2014 titles

- “Waiting Out the Flood: Floating or Sinking,”[The effects of the flooding of an agency’s building on employees and clients]
- “Transitions, Evaluating the Success of a 24 Month Transitional Housing Program,”
- “Domestic Violence Perpetrators Among Homeless Men”
- “Post [NASW] Advocacy Day Review: Effectiveness[of lobbying] on Ohio Legislators
- A Needs Assessment Survey for Potential Bereavement Support Group
- An Exploratory Study on the Lack of Prenatal Care in Expectant Mothers

2013 titles

- Assisted Living Medicaid Waiver Program: Which facilities will accept payments?
- Aultman Woodlawn Readmissions: factors that contribute to when a patient is readmitted to the hospital.
Faith Integration in Social Work
- New Medicaid Rules: Benefits and Costs to Client [Mental health] Care
- The Effectiveness of School Based groups from the Parent’s perspective
- Animal-Assisted Therapy at the End of Life
- The Perception of the Effect of Father Absence [in homeless men]
- A Customer Satisfaction Survey conducted for Child and Adolescent Behavior Health, Stark County, Ohio
- The Effects of Homelessness on Mental Health

Students from Malone accompanied faculty to the North American Association of Christians in Social Work APM in 2010 (Durham, N.C.) and 2012 (Pittsburgh, PA). Both years they attended

professional workshops and acted as volunteers for various programs throughout the four-day conference.

One junior social work major worked with a faculty member and a junior nursing major to develop a wellness initiative which will be presented to the Canton community during the 2015-16 academic year. The initiative was selected by a local hospital to be funded providing the student with a \$5000 scholarship for the coming year.

Finally, several students in the social work program have assisted area professionals in the annual point-in-time homeless count for the past two years. This has provided the students with hands-on experience working with the homeless population as well as connecting students with others in the community who are working to positively impact the needs of homeless individuals. The above information makes clear that Malone University welcomes diverse viewpoints and encourages students to think critically about diversity and difference. Students in the social work program utilize this foundation of openness to strengthen their commitment to cultural humility and concern for those who are marginalized and oppressed by society. In addition, students give back to the community by providing research which strengthens the delivery of services within the agencies where they have been placed.

A.S.3.1.3 The Program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Members of the social work faculty work together to improve the learning environment to affirm and support persons with diverse identities. In many cases, students actively collaborate with the faculty on these efforts. Plans for the coming academic year include: (1) Inviting a member of the professional advisory committee to come to speak about working with LGBTQ individuals. (2) Collaborating with the History, Philosophy Social Science professor in a book club which will discuss the book *Our Kids* by Robert Putnam, (3) Participating with other campus groups to coordinate a “poverty simulation” exercise which will include participation of community members as well as students, (4) planning and coordinating the annual “Take Back the Night”

event on campus, (5) Creating an opportunity for students to participate in an all-day disability simulation exercise with follow up discussions with the Director of Disability Services and the Dean of Student Development, (6) collaborating with political science professors around electoral issues, (7) creating a professional speaker series where area social workers are invited to come and speak about their work with diverse populations.

Educational Policy 3.2 – Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student's professional development.

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

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

Since the last reaffirmation, most majors at Malone no longer have a specific process for admission: students need only register for a major at the registrar's office. The Social Work Program; however, maintained a process by which students are formally admitted to the program. This information can be found in the Malone University Social Work Handbook. The information below can be found on in the section titled "Application to the Major" in the Malone University Social Work Program 2014-2015 Handbook:

"Acceptance into the social work major is a multi-step process. Once two social work classes have been completed, a student interested in majoring in social work should apply to become a social work major. STUDENTS WITH INCOMPLETE APPLICATIONS WILL NOT BE ACCEPTED BY THE PROGRAM."

Basic information regarding eligibility:

Students must maintain a 2.5 major GPA to remain a major in good standing. Both SWK prefix and the Malone University support courses for the social work program are included in this calculation of the GPA. In addition, students must receive a C or higher in SWK 345, SWK 347, SWK 348 and SWK 401. To remain in the program, students must abide by the NASW Code of Ethics and by program policies as outlined within the Social Work Program Handbook.

A. Prior to entry into SWK 222-L (by the fall of sophomore year) or by the time of application to major, each social work student must have taken and passed a criminal background check. *A copy of this report must be on file in the Malone University Administrative Services office before Sophomore Placement begins.*

B. By the fall semester of the junior year, the student must:

1. provide two reference forms in sealed envelopes (Social Work Student Handbook, Appendix IV). At least one letter must be from a professional in a helping profession (i.e., counselor, social worker, program director, or administrator) who has worked with you and observed you in a human services or in a human services related field (e.g., your supervisor if you worked as a camp counselor). One reference form may be from a faculty member who knows your work but who does not teach within the Social Work Program. Forms must be completed by those who have observed your work since you have become a college student.

Please consult your faculty advisor if you have any questions regarding choices for an appropriate reference. References from relatives and friends are not acceptable.

2. At least 10 days prior to the formal interview (# 3 below), submit a brief statement (2-4 pages in length) to the department chair indicating why you want to be a social work major. This statement, autobiographical in nature, should include reference to both personal and professional ethics, and should discuss how much of an impact the student's faith has had on his/her decision. If references are used, students should remember to utilize APA citations and a source page. (Source page is not included in the total statement page count)

3. Meet with department faculty for a formal interview. At that time, faculty may ask questions about the references, the written statement regarding social work, and may reflect with the student about his/her abilities and areas of growth. TRANSFER STUDENTS: If a student transfers into the program s/he should plan for this interview to take place at the end of his/her second semester at Malone.”

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

Students can apply to enter the major after two semesters in the program. Once they have provided references, have the appropriate GPA and have submitted their paper regarding why they want to become a social worker, they are asked to sign up for an interview with faculty members. Each interview lasts between 20-30 minutes and provides faculty members with an opportunity to discuss the student's progress, potential areas in which the student needs to grow and possible future professional plans. Once the interview is complete, faculty members meet to decide if the student can be accepted into the major.

From the Malone University Social Work Program Handbook: [After completing the steps noted above] the department may take one of three actions:

- 1. Accept the student into the major.*
- 2. Deny the student acceptance into the major.*
- 3. Postpone consideration of acceptance or denial to a later date; this would typically only occur if there were extenuating circumstances facing the student such as health problems or school interruptions.*

The student should hear of the faculty determination of initial acceptance within 10 business days of the interview.

Students are informed via a formal letter delivered by email of the faculty's decision. If a student does not find this method of delivery useful (e.g. in increasingly rare circumstances students do not have access to email over the summer) a written letter can be sent to the student.

In addition to initial acceptance, students must continue to maintain the program's standards for continued acceptance within the program. The information below, taken from the Malone

University Social Work 2014-2015 Handbook, section titled “Application to the major, B4 and 5,” provides the information students need for continuing acceptance as social work majors.

4. Show satisfactory academic progress, maintaining a 2.5 major GPA. ...[S]tudents must be aware that the support course GPA is factored by the registrar in determining SWK GPA. In addition, students are expected to maintain the University based requirements for overall GPA, and comply with the Malone University Community Agreement to remain in the program.

5. Have on file with the social work program a signed release of information form, (Appendix III). Please note: although signing this form is not required, faculty will not release any information to prospective employers nor will they release information regarding a student’s attendance at the university without such written permission. The only exception to this would be if the University was issued a subpoena and deemed that it was required to release the information under the law.

If these steps have not been completed, the students may not enter in Senior Field Placement.

Once a year, typically in May, full time faculty members will meet to review the work that has been accomplished by those who are majors and/or have indicated their desire to become social work majors. Faculty will review each student’s progress based on the criteria noted above. If concerns are raised during this meeting, a letter outlining such concern will be sent to the student with appropriate, measurable steps which that student must take to remain in good standing within the program as well as specific dates by which these steps must be accomplished. Failure to accomplish the steps may jeopardize a student’s good standing within the program.

If a student wishes to appeal the steps outlined within the letter, s/he may use the steps outlined within the formal grievance procedure. (*see academic grievance procedure in this handbook*).

In addition to the above, the handbook also outlines the policy on course performance. On the section titled “Course Performance” in the student handbook, the policy states:

Students who do not meet the program’s academic requirements may repeat a course. Such students must complete all academic requirements for the repeated course as if the course had

not ever been taken previously by the student. By Malone University policy, those students who successfully repeat a course at the University will be able to substitute the higher grade for the initial, lower grade on their transcripts. Those who take that course at another institution however, will have that grade factored into their overall GPA with the lower grade remaining on the transcript.

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

The transfer policy of the Malone University Social Work Program (2014-2015 Handbook) states:

Any student transferring to the social work program must complete all the above steps. The time frame for completing these steps will be adjusted by the Chair of the Program in consultation with social work faculty on a case by case basis.

Transfer credits from other CSWE accredited social work programs will be evaluated by the Chair of the Department of Social Work. The Chair's recommendations regarding social work transfer credit will be provided to the registrar's office. Students can receive social work credit for courses taken within a CSWE-accredited program. If courses are evaluated to be equivalent to a Malone University social work course taken within a CSWE-accredited program or a program which is formally associated with a CSWE-accredited program (e.g., a "2+2 program,") credit will be granted.

Students who desire to transfer support course or General Education credit will follow the procedures outlined in the University catalog. The registrar's office evaluates such courses to determine if Malone will allow the transfer of credit.

A.S.3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

The Malone University Social Work 2014-2015 Student Handbook, section titled “Advanced Placement: Academic Credit through Examination,” states:

University credit may be earned through a variety of ways including such methods as examination, proficiency examinations, professional training, and experiential learning.

Per CSWE regulations, no student shall be granted advanced credit or life learning experience credit for social work courses or for Field Instruction. Both advanced credit and experiential learning credit are available to assist qualified students to meet general education requirements. Please refer to the University Catalog for details on these programs.

This policy is available to all students at www.malone.edu/socialwork. Students who have been working in the field as paraprofessionals, and/or transfer into the program are informed of this policy during their initial interview.

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

Incoming first year students are initially advised by a representative from the Malone University Center for Student Success. The Center staff meet with the Chair of the Social Work Program each year to receive updates about the program. They are provided with one page outline of the general education and support courses students should take if they enter Malone planning on declaring social work as their major. The spring of a student’s first year, he or she is assigned to a member of the full time faculty within the social work program. Because faculty advisors are designated as the individuals who grant permission for a student to register for courses in an

upcoming semester, a student must sign up for an advising appointment with the assigned faculty advisor. If a student has elected to become a dual major (e.g. Social Work and Global/International studies), he or she will be assigned a faculty advisor from each major. Only one faculty member needs to grant approval for that student to register, but faculty members routinely encourage such majors to meet with the non-granting advisor as well.

Transfer students typically meet with a full-time member of the faculty prior to matriculating at Malone. The faculty member reviews the student's transcript and informs the registrar's office what courses should transfer or not transfer into the social work program. The member is welcome to indicate what general education and support questions might transfer in, but the registrar has the ultimate decision making authority in those cases. Transfer students are assigned to a full time faculty advisor upon admission to the University. Once a student is assigned within the department, s/he will be advised by that full time faculty member within social work until graduation, unless the student requests to be transferred to another social work faculty member for advising. If a faculty member goes on leave or on sabbatical, his/her advisees will be assigned as co-advisors to another social work faculty member. When the first faculty member returns, the student has the option to return to his/her original advisor or to remain with the co-advisor. If a student has an advising need that is critical and his/her advisor is not available (e.g. during the summer when only one full time faculty member is covering), students can log in to their advising file and allow the faculty member access to the student's records.

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

The program informs students about program policies and procedures in text and online. Both Malone University policies for handling grievances and the social work department's policies can be found in the Social Work Handbook. Hard copies of the handbook are available in the social work office, and an electronic version is always available online at www.malone.edu/socialwork. Students have access to printed copies of the social work

handbook by coming to the social work office and obtaining a copy. Printed copies are updated at least annually. The handbook is also available online at [www.malone.edu/social work](http://www.malone.edu/social_work). The online version of the handbook is updated within one month of when changes to policies and procedures are made. The Malone University Program Handbook contains the criteria for admission to the program as well as the criterion for maintaining one's status in the program.

As noted above within the document, all social work syllabi contain information about the course as well as the Malone University Social Work Program policies for student accountability guidelines, the Social Work Program Policy on Academic Writing, and the Malone University attendance and accessibility statements.

Malone utilizes a system called “early alert” which provides a way for any faculty member to express a concern about a student's performance. This can include poor grades, attendance or writing skills. The first alerts go first to the Center for Student Success which works 1-1 with students around the concerns expressed by the faculty member. If the issue appears to be ongoing, or if more than one faculty member registers concern, the student's academic advisor is often asked to meet with the student as well.

If a student receives a D or F in any course either at mid-term or as a final grade, both the student and the student's advisor receives this information formally from the office of the registrar. The student is encouraged to contact their advisor and in most cases the advisor will proactively contact the student to request a meeting.

Information is sent to majors at the beginning of every academic year, and typically once or twice during the year updating them regarding any changes that might affect the program. Students are welcome to contact their advisors if issues or concerns arise.

Students have the right to protest a grade, policy or action by a member of the faculty. The Malone University Social Work Student Handbook spells out the University grievance procedure. The grievance procedure is provided to social work students under the section titled “Academic Grievance Procedure” in the 2014-2015 Social Work Handbook and in the Malone University Catalog under the section titled, “Grievance Procedure - Academic.” They state:

“The purpose of this grievance procedure is to provide undergraduate Malone students an opportunity to process grievances regarding academic issues (e.g., course grades, class procedures, or academic integrity). A student wishing to pursue an academic grievance should follow the procedure described below.

Informal Process

Initially the student shall present his or her academic grievance informally in a meeting with the appropriate faculty member and his or her immediate supervisor (i.e., the chair of his or her department; or if the school has no chairs, the dean of the school). In the case of a grievance against a department chair, such informal meeting shall be with the department chair and the appropriate dean; and for a grievance against a dean, the meeting shall be with the dean and the Provost. The purpose of any such meeting shall be to seek clarification and resolution through a discussion of the student’s grievance. The student, faculty member, and/or other appropriate academic official shall suggest means of bringing the grievance to resolution. If a satisfactory resolution of the matter is not reached in that manner, the student may then enter the formal process described below.

Formal Process

After following the informal grievance process, the student must submit the grievance in writing to the faculty member and his or her immediate supervisor, provided the appropriate conditions are met (see “conditions for filing and handling grievances” below). The student, the faculty member, and his or her supervisor shall meet to review the matter.

If the faculty member against whom the grievance has been filed is a regular faculty member in an academic department with a chair, then the immediate supervisor is the department chair.

If the faculty member against whom the grievance has been filed is in a school without chairs, then the immediate supervisor is the Dean of the school.

If the faculty member against whom the grievance has been filed is a department chair, then the immediate supervisor is the Dean of his or her school.

If the faculty member against whom the grievance has been filed is a dean, then the immediate supervisor is the Provost.

Conditions for filing and handling grievances

- 1. The student must submit the academic grievance in writing to the immediate supervisor of the faculty member (as defined above). This grievance shall be submitted no later than thirty (30) class days from the date final grades were issued by the Registrar for the course in question. The grievance shall include statements of the grounds for the grievance, supporting evidence and suggested steps to resolve the matter. In the event the grievance is related to a final grade, one or more of the following conditions must be met for a formal grievance to be filed:*
- 2. The student shall provide written evidence that the assigned grade was based on arbitrary, unlawful, or non-academic criteria.*
- 3. The student shall provide written evidence that the assigned grade did not accurately reflect his or her fulfillment of course requirements and/or course policies, as stated in the course syllabus (for example, class attendance, grade standards, or penalty for late or incomplete work), or other applicable requirements of the University.*
- 4. A copy of the grievance shall be given to the appropriate faculty member. Within ten (10) class days of the receipt of the written grievance, the immediate supervisor shall meet with the student and with the faculty member against whom the grievance has been filed to review the matter. The immediate supervisor shall respond in writing to the student and the faculty member, indicating his or her decision and recommendations regarding the matter, within ten (10) class days of meeting with the student. In the event the formal grievance involves a course grade, the immediate supervisor may recommend that the faculty member change the grade, or that the faculty member review course and/or grading requirements and re-evaluate the grade accordingly, or the immediate supervisor may determine that there is insufficient evidence to support the grievance.*

5. *Either the student or the faculty member against whom the grievance has been filed may appeal in writing to the next appropriate administrator, provided the appropriate conditions are met (see “conditions for filing and handling appeals” below). The next appropriate administrator is determined as follows:*

6. *If the grievance has first been submitted to a department chair, the written appeal shall be submitted to the dean of that chair’s school.*

7. *If the grievance has first been submitted to a dean, or if the grievance has been ruled upon by a dean and subsequently appealed by either the student or the faculty member against whom the grievance has been filed, the written appeal shall be submitted to the Provost.*

Conditions for filing and handling appeals

Either the student or the faculty member may appeal the decision of the immediate supervisor in writing to the next appropriate administrator who will render a decision in writing within thirty (30) calendar days of receiving the written notice of appeal. A copy of the appeal notice, which must include copies of the grievance and appealed decision shall be given to the party against whom the appeal has been filed, the immediate supervisor who heard the initial grievance, and (if applicable) any other appropriate administrator who has handled the appeal (e.g., a dean or the Provost). After reviewing the appeal notice and accompanying documents, this next appropriate administrator may summarily dismiss the appeal if he or she determines that the appeal clearly is without merit, or if he or she determines that the above-stated conditions for filing a grievance have not been satisfied. If the appeal is summarily dismissed by this administrator there is no further basis for appeal. If he or she has not summarily dismissed the appeal, he or she may meet with the student, faculty member, and/or appropriate administrators who heard the appeal previously to seek further information regarding the merits of the appeal and to assist in making his or her determination.

1. *In the event that an appeal has been ruled upon at the Provost level and has not been summarily dismissed by the Provost, either the student or the faculty member against whom the grievance has been filed may appeal the decision of the Provost in writing, to the Deans Council*

with a copy to the Provost. Following receipt of such appeal notice, if all previous steps of the formal grievance process have been taken, and the grievance has not been summarily dismissed, the Provost within thirty (30) calendar days, shall convene a meeting of the Deans Council which shall act as a review panel for the matter. The Deans Council shall request that Student Senate appoint two student participants and one alternate (to serve if one of the appointees has a conflict of interest or cannot otherwise attend) as ad hoc members for the sole purpose of hearing the appeal. Prior to the meeting, materials, including, but not limited to, the following, shall be distributed to members of the Deans Council: the student's written grievance (a copy of which shall have been provided to the appropriate faculty member, department chair, dean, and Provost), and any evidence provided by the student in support of it, along with an account by the faculty member, presenting his or her decisions and rationale regarding the matter, and any pertinent information provided by the Provost including the communication regarding his or her decision concerning the resolution of the matter. Neither the Provost, the dean, nor any other directly involved official shall have a vote in this proceeding, nor shall any such official participate in the meeting of the Council concerning said appeal, unless called in by the Deans Council as a resource person. Council members who have a conflict of interest in the matter shall recuse themselves from the discussion and deliberations of the Deans Council concerning such matter. Acting in its capacity as a review panel, the Deans Council is not empowered to change a grade given by a faculty member, or to force a faculty member to change a grade. In grievance cases related to a final grade, the Deans Council may take one of three actions:

- a. The Council may recommend that the faculty member change the grade.*
- b. The Council may recommend that the faculty member review course and/or grading requirements and re-evaluate the grade accordingly.*
- c. The Council may deny any requested grade change.*

The Deans Council will submit its recommendations in writing to the student, and to the faculty member, department chair, dean, and Provost within fifteen (15) calendar days of the above-described meeting of the Council.”

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

The Malone University Social Work handbook notes its policies for terminating a student from the program for reasons of academic and professional performance under the section titled "Termination from the Program." That policy is stated below:

"Students must meet and maintain an acceptable level of performance to graduate from the Social Work program. A student will be terminated from the program if one or more of the following are found to be present.

- 1. He or she does not meet the academic requirements for admission/retention in the social work program as outlined above.*
- 2. The student is terminated from the school for academic or other reasons.*
- 3. He or she fails to abide by the "student accountability" guidelines.*
- 4. She or he is found in ongoing violation of the NASW Code of Ethics while participating in a Social Work Program sponsored activity, classroom or field experience.*
- 5. She or he fails to satisfactorily complete the Senior Field Practicum.*

Termination Process:

If a student is in jeopardy of termination from the program the following process will be utilized:

If the student is terminated from the program due to a University determination (#1 and 2 as noted above), Malone University procedures will take precedence over departmental procedure. The student is welcome but not required to speak to social work faculty about the University decision.

If the student is in jeopardy of termination for alleged violations of departmental policy or the NASW Code of Ethics, the following procedure will be followed.

- 1. Prior to initiating a formal process, the concerned faculty member must meet with the Chair to discuss issues regarding student performance. The Chair will decide whether to proceed with the formal process.*

The Formal Process:

- 2. If the formal process is warranted, the Chair will contact the student in question. The student will be informed of the concern and will be informed that the formal process for possible termination has been initiated. The student will be asked to set up an appointment with the Chair of the program within 5 school days to discuss allegations and concerns. The faculty member who has expressed concerns will be asked to be present at this meeting except in unusual circumstances. If the concern involves a field-related issue, the Field Coordinator will be present at the meeting.*
- 3. At this meeting, the Chair will provide the student with written documentation of the concerns. The student will be asked to respond in writing to the concerns. The written response must be provided to the Chair within 10 school days of the meeting. If the written response is not received by the tenth day, the process will automatically move forward.*
- 4. The student's response will be placed in the student's official social work record. Within 5 school days of receiving the response, (or, in the case of the students' having not responded, 15 school days after the initial meeting) the Chair will convene a meeting of full-time faculty to determine what action is appropriate. The student will be sent written notification of the recommended action. A copy will be placed in the student's official social work record. The letter must be postmarked no later than 7 school days from the receipt of the student's response (or, in the case of the students' having not responded, 22 school days after the initial meeting with the Chair).*
- 5. Actions may include, but are not limited to, (1) no action needed; (2) remedial work needed, (3) termination from the program. If remedial work is warranted, the student will be placed on program probation until the remedial work has been completed. A full time faculty member will monitor probation.*
- 6. If the student is dissatisfied with the decision, he or she can initiate the University grievance policy that is described in the University catalog.”*

A.S.3.2.9 The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

In the spirit of the Friends evangelical tradition, students are encouraged to come to faculty when they have issues of concern or issues of governance. The faculty handbook lists both faculty and student responsibilities. These responsibilities are also listed in the Social Work Program Handbook under the sections titled “Faculty Accountability” and “Student Accountability.” The faculty and student responsibilities as stated in the Social Work Program Handbook, are listed below:

FACULTY ACCOUNTABILITY

Faculty members recognize their responsibility to provide students with the opportunity to learn the foundations of generalist practice. To this end, students can expect that members of the social work faculty will:

- a. Be accessible to students by maintaining regular office hours. These will be posted on each faculty member's office door and within course syllabi.*
- b. Will return work to students promptly.*
- c. Will provide appropriate verbal and/or written feedback to students on all papers, exams, and exercises.*
- d. Will grade students' work fairly and without bias.*
- e. Will link social work theory and practice in ways which enhance the student's understanding of the generalist knowledge base.*
- f. Will expect students to complete assignments that are relevant to the changing nature of society and human relationships.*

- g. Will uphold the NASW Code of Ethics.*
- h. Will model the integration of faith and learning both inside and outside the classroom.*

STUDENT ACCOUNTABILITY

Social work is a profession. It is the faculty's desire to enhance the profession by educating students to become outstanding generalist workers. To this end the faculty have developed a set of minimum guidelines required of each student. These guidelines are as follows:

- a. All work, unless specifically exempted by your instructor, must be typed neatly with appropriate margins and headings, utilizing APA formatting.*
- b. All work should be completed and submitted on time. Exceptions should be made directly with a student's instructor in advance of the date due.*
- c. Plagiarism will not be tolerated.*
- d. All students are expected to attend class, be prepared, participate actively and attend field trips when assigned.*
- e. Students are expected to dress appropriately when doing field work or on field trips.*
- f. Students are expected to seek help when necessary. Faculty are not required to "guess" when assignments appear confusing to individual students.*
- g. Students are expected to be accountable to others. They are expected to take tests the day they are given unless prior authorization is received from a faculty member.*
- h. Students are expected to "pull their share of the weight" during group projects. Students who fail to complete their segments of group projects may find themselves sanctioned by peers or by faculty members.*

i. Students are expected to complete homework and readings. The faculty understand and take seriously the reality that majors will enter a profession that affects vulnerable people's lives. A failure to complete work indicates a student takes this reality lightly. It will be judged accordingly.

j. If problems arise, students are to follow the University Grievance procedure as described in the University Catalog and in the section titled “Academic Grievance Procedure” of this Handbook.

In addition to these formal policies, faculty seek student input into changes within the curriculum during the fall and spring departmental convocations. These times are set aside for students and faculty to come together to discuss the major and program development. Student input is sought about potential changes to course offerings and policies.

In addition to the written/online information, students remain informed about the program during meetings held each semester that are open to all those who are declared majors or interested in the program. During these meetings, faculty discuss upcoming changes to the department policies or procedures and solicit feedback from students.

During the course of the past 7 years, the faculty have attempted to utilize more formal “student representative” opportunities regarding policy changes, but these have not yielded the ongoing commitment from those students who have been appointed by other students to represent them at faculty meetings. For example, early in this reaffirmation cycle, the faculty sought to have formal representation of students at faculty meetings once a month. Two students eagerly signed up to provide input but within a semester had stopped coming to meetings. The faculty then attempted to work with the leadership of the social work club, who were interested in updates about curricular changes, but also found it difficult to attend faculty formal meetings.

However, the program had more success with student input during our 2011-12 faculty hiring process. When the program was given permission to hire a new faculty position, students were active in this process; sitting in on candidates lectures, taking each candidate to lunch, and meeting as a small group with the candidate, without faculty present. Students assisting with the

process were given the same evaluation sheet to rate the strengths and areas of growth for each potential candidate. Their input was strongly considered in the candidate's selection.

With the changes in senior faculty, the awarding of a sabbatical to the Chair of the Program and changes at the University level, the issue of strengthening formal student input to curriculum and program changes was overlooked. This will clearly be an area for development within our next accreditation cycle. That said, students are capable and encouraged to voice issues and concerns as they arise. For example, for the past 10 years, SWK 348 (Practice with Communities) students have had an assignment where they must ride the bus from campus to a part of town that has gone through some significant changes in re-development. Traditionally this has been a challenging project for Malone University social work students, most of whom live in a car centered culture. After several students completed this assignment, the professor asked the class if they felt the route was a good route or if a different route may be better, such as going to and from the neighborhood of their junior field placement, which are typically in more impoverished neighborhoods. One of our non-traditional students who routinely used the bus and his bicycle for transportation challenged the project indicating that the project was not difficult AND that it didn't seem to go into the "rougher" sections of Canton, but went instead to a working class neighborhood. Others indicated that this was a good route, and had challenged them, but suggested students in the future be given a choice between the selected route and an option of taking the bus from a designated point to the neighborhood of their field placement. A lively discussion of the goals of the assignment occurred and the professor is planning to revise this assignment for 2015-16, including the changes suggested by the students.

In addition to the above, students within the program can utilize the University's avenues for change in policies. The primary organization which represents students is the Malone University Student Senate. The Malone University Student Handbook (p.19) states

Student Senate acts as a single unified group, representing students in the decision-making processes of the University, and SS also guides Student Organizations. They represent students to administration and faculty. Student Senate is the official channel for student participation in formulating institutional policy affecting academic and student affairs. Student Senate plays a significant role in shaping the total academic, spiritual and social life of the Malone community.

The SS is made up of student-elected representatives and class representatives. For more information or how to join: <http://www.malone.edu/student-life/activities-and-organizations/student-senate>.

A.S.3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

The Social Work Club has provided social work students the opportunity to work together as students to organize educational and service activities around interests pertaining to their social work major. The social work club sponsored a group from Lehman Middle School to talk to the group about social work as well as provide them with interactive activities with emotions and self-esteem. The social work club has helped with Take Back the Night and also sponsored a babysitting night to raise money. The money raised went to sponsor a van to take social work students to Columbus for NASW social work lobby day. The social work club also led a department chapel and, along with the participants in departmental chapel, wrote notes to all incoming first year social work majors during social work month to welcome them to the program. This organization provides students an opportunity to organize and lead a group based on their chosen profession.

Pi Eta Chapter of the Phi Alpha Honor Society

Malone University has been a member of the Phi Alpha Honor Society for social workers since 2008. In most years, the students who have been members of Phi Alpha have joined with the Social Work Club in outreach and special projects.

Student Led Individual Initiatives

Students who have an interest or a concern in particular issues often find support and encouragement both from their peers and from social work faculty. For example, several years ago a student concerned with the plight of women around the world organized a showing of *Girl Rising* at a local theater which drew a sell-out crowd. Another student who was deeply concerned about issues of sex trafficking traveled with a faculty member to our state capitol in Columbus to

the annual symposium on Human Trafficking which drew more than 200 participants. Several months later, the faculty member provided information regarding a local 2-day event held at a local church which was organizing an anti-trafficking effort and had brought speakers from the surrounding area, from Columbus, and regional representatives from law enforcement and the FBI. The student has now graduated and continues to work with the local anti-human trafficking coalition. Last year, students initiated a campus-wide activity on the dangers of stereotyping. They arranged for students to receive campus-wide Spiritual Formation credit for this activity.

Educational Policy 3.3 – Faculty

Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio 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, 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.

Accreditation Standard 3.3 – Faculty

A.S.3.3.1: The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

The faculty teaching within the Social Work Program at Malone University are qualified to teach in a CSWE accredited program. The program maintains an appropriate student-faculty ratio. All faculty are committed to teaching, to scholarship and to service within the community.

The faculty within the social work program work well together. They support one another and the students entrusted to their care. The faculty models connection and cohesion which assists us as a small department to provide exemplary education to students. Although most departments meet monthly, the social work program typically meets formally 10 of the 14 weeks in a given semester to assess student and departmental needs, discuss policy and plan events. As offices are close by one another, informal interactions occur multiple times during the week. In addition, end of the year meetings and a yearly ½ to full day assessment retreat at the beginning of the academic year provide ample opportunity for strength and interaction. The Dean has indicated to the Chair and faculty several times throughout the years that social work is a department that functions well for within the University and for the students.

Qualifications for teaching

All full time faculty members are qualified to teach social work at the baccalaureate level in a CSWE accredited program. As noted in the curriculum vitae, all full and part time faculty members teaching within the professional course curriculum at Malone are licensed as Licensed Independent Social Workers with Supervisory Designation (LISW-S) by the State of Ohio. LISW's are granted only to those social workers who have graduated from CSWE accredited programs, have two years post master's experience under supervision by another social worker who is herself independently licensed, and who have successfully passed the Advanced Social Work exam given by the ASWB. Supervisory designation can be obtained by any LISW who successfully completes six clock hours of additional training in supervision. The designation is maintained by completing at least three clock hours of continuing education each 2-year license cycle.

Full and Part time faculty are listed below:

Jane Hoyt-Oliver Dr. Hoyt-Oliver is Chair of the program and teaches SWK 242: HBSE and has taught the policy courses (SWK 311, 312) within the curriculum. She has acted as a field liaison for both sophomore and senior level students when her faculty load permitted the opportunity. Her area of specialization in her Master's program was in Community Organization

and Planning. She has credentialed as an LISW-S and has more than 2 years post mater's experience. She is qualified to teach practice courses.

Elizabeth Patterson Roe: Dr. Patterson Roe teaches SWK 222 Introduction to the Profession and Practice of Social Work, Practice III, SWK 401 (Professional Issues in Social Work) and acts as Field Coordinator. She has acted as a field liaison for sophomore, junior and senior students in the field. She has credentialed as an LISW-S and has more than two years post-master's experience. She is qualified to teach practice courses.

Karen Slovak: Dr. Slovak teaches SWK 345 (Practice I), SWK 346 (Practice II) and SWK 372 (SWK Research). She has acted as a field liaison for senior level students. She has worked in a variety of practice settings with both individuals and groups, and has acted as a research consultant prior to her appointment at Malone. She has credentialed as an LISW-S and has more than 2 years post-master's practice experience. She is qualified to teach practice courses.

Part time faculty include:

Stephanie Bradford: Ms. Bradford has acted as a field liaison for sophomore, junior and senior field placements, and has been hired on the rare occasion there is not a qualified social work supervisor in a senior field setting, to provide social work supervision for students within that setting. In addition, she has taught SWK 345 (Practice I) as an adjunct. With more than 20 years clinical practice experience, she is qualified to teach practice courses in the program.

Curriculum vitae included within AS 3.3.1 provide insight regarding individual achievements, but portions of the social work program's 2014-15 annual report, excerpted below provide summative information as well.

Jane Hoyt-Oliver, MSW, ACSW, LISW-Supv., PhD., Chair

Dr. Hoyt-Oliver graduated from Syracuse University with her MSW in 1977. She obtained her ACSW in 1981 and was licensed as an Independent Social Worker in 1984. She has been continuously licensed by the State of Ohio since that date, receiving her supervisory designation

from Ohio the first year it was required. Dr. Hoyt-Oliver received her PhD from Case Western Reserve University in 2005. She has taught within the social work program at Malone either full or part time since 1984 with the exception of the 1994-95 academic year when she was a full-time doctoral student.

Prior to coming to Malone, Dr. Hoyt-Oliver worked in North Carolina in what was then designated an ICF-MR, and in a community based outreach program for the elderly population of Durham County. After moving to Ohio in 1980, she worked in a local acute care hospital, as well in local homecare agencies and hospices. She is qualified to teach all courses within the curriculum, with more than 2 years post master's practice experience.

Scholarship

Her book, *Parenting in Transracial Adoption: Real Questions and Real Answers* (ABC-CLIO-Praeeger) is scheduled for publication in October, 2016. In this academic year, she presented on her research for NASW-OH Region 8 and as well as a presentation regarding the integration of faith and professional practice for NASW-OH region 8 in January, 2014.

Service

Dr. Hoyt-Oliver serves as a member of an Impact Council of the United Way of Greater Stark County, and as community representative to the Quality Assurance Committee of Community Services, Inc. She continues to act as the professional assigned to provide professional oversight to workshops and online offerings for the national Assn. of Christians in Social Work as part of NACSW's compliance with regulations of the Association of Social Work Boards. In addition, she continues to serve as coordinator of the Ph.D. level scholarship for students who are researching the impact of social policy concerns on the state level for the social work organization formally called Influencing State Policy, and now called Influencing Social Policy. She received the Lifetime Achievement Award from Region 8 of the National Association of Social Workers, OH Chapter in 2014. In addition, she is serving as the outside reader for a student who is enrolled in the Ph.D. in Organizational Leadership program at Eastern University. Dr. Hoyt-Oliver was elected to the Promotion and Tenure Committee this past fall; which in addition to its typical duties created a document which will replace outdated P&T materials

currently in the faculty handbook. She also served as a member of a faculty member's P&T Committee during 2014. Her work with the Ohio Domestic Violence Network and the Ohio Sexual Violence Prevention Coalition, paved the way for Malone University to be one of three universities invited to participate in a climate survey regarding relationship violence. In 2014 she was a grant evaluator for the HealthPath Foundation of Ohio for the third year in a row. She participated as a panel member for MU's community-wide discussion of Race and the Criminal Justice System held in the spring of 2015 sponsored by the Office of Multicultural Services.

Elizabeth Patterson Roe, MSW, LISW- Supv., Ph.D., Field Coordinator

Qualifications

Dr. Patterson Roe graduated from Roberts Wesleyan College with her MSW in 2001. She received her LISW from the State of Ohio in 2007, and received her supervisory designation the first year it was required by the State. She received her PhD from Memorial University (Newfoundland, Canada) in 2015. Prior to coming to Malone, Dr. Patterson Roe worked as the Social Programs Director for Veritas, a faith based outreach in Sighisoara, Romania from 2001-2006. There she supervised the directors of social programs provided to poor and institutionalized Romanian citizens, as well as providing social work supervision to BA level students completing field work at the agency. She is qualified to teach all courses within the curriculum with more than two years post masters practice experience.

Scholarship

Dr. Patterson Roe presented *International Practicums: Maximizing the benefit minimizing the challenges* (based on findings from her dissertation) at the North American Assn. of Christians in Social Work (NACSW) APM in Annapolis, MD this fall. She is also completing the edits for a second edition of a book chapter, *Social Work: A Faith Based, Anti-Oppressive Approach* for a new edition of *Christianity and Social Work: Readings on the Integration of Christian Faith and Social Work Practice*. This is NACSW's leading textbook on faith-integration and social work practice.

Service

Dr. Patterson Roe has collaborated with other faculty and staff toward the submission of a grant on Food Insecurity through Stark Community Foundation. She continues to serve Malone on the Worldview Forum Committee and Cross-Cultural Committee. In 2014-15 she was the chair of a faculty member's peer review committee and on the honor's committee for a thesis student double majoring in English and Global and International Studies. She helped to coordinate a Worldview Forum on race, which brought together police, clergy, and a community activist to discuss how Christians can respond to current events surrounding black lives and police. She also coordinated a Project Rebuild admissions event, which hosted a group of young adults considering a transition into college. In 2014 she was selected as OH Region 8's Social Worker of the Year. She continues to serve as a member of the Stark State Professional Advisory Board for their Human Services Program, member of the Veritas (Romania) U.S. Advisory board, as well as a consultant and co-manager for the NACSW annual conference. She is a board member for the Romanian Studies Program U.S. legal board. She has lead two service learning trips to Romania in May of 2013 and May of 2015.

Karen Slovak, MSSA, LISW-Supv., PhD

Qualifications

Dr. Slovak received her MSSA in 1996 from Case Western Reserve University, and her PhD from the same institution in 1997. She is licensed as an Independent Social Worker in the State of Ohio and was awarded her supervisory designation by the state. She has worked in a variety of positions post MSW, including within the social work department at University Counseling Services at CSWRU and at Basset House, an agency providing support recovery services to chemically dependent juveniles. Prior to coming to Malone, Dr. Slovak worked at a number of publically funded universities within Ohio. She is qualified to teach all courses within the social work curriculum with more than two years post master's practice experience.

Scholarship

Dr. Slovak has published a number of articles in the past year and has several others under review. In addition, she presented at the APM for the North American Assn. of Christians in Social Work. Her publications and presentations include: (1) Slovak, K., & Singer, J. (2014).

School social workers use of cyberbullying interventions and perceptions of the phenomenon. *Journal of School Social Work*, 39, 1-16; (2) Slovak, K. (November, 2014). *Learning by doing: Research students cyberbullying project*. North American Association of Christians in Social Work, 64th Annual Convention. (3) Slovak, K., Stryffler, B., & Crabbs, H. (Forthcoming). Cyberbullying on a college campus: Can faith make a difference? *Social Work and Christianity*. The co-authors on this article are former Malone students who assisted Dr. Slovak developing, implementing and analyzing survey results. (4) Pope, N., Slovak, K., & Brewer, T. (In Progress). Geriatric case managers' perceptions of prescription drug abuse with clients (5) Slovak, K., Pope, N., & Brewer, T. (Under Review). Firearm assessment and safety counseling behaviors in geriatric case managers, (6) Broussard, A., Ji-Young, K., & Slovak, K. (2013, Under Review). A Comparison of School Social Worker Roles in South Korea and the United States. *International Social Work*. She has submitted a visionary grant to the American Psychological Foundation In addition, she developed and taught two online classes for the first time: SOC310 American Minorities and SWK470 Child Abuse and Neglect. Dr. Slovak serves on the review Board for the *Journal of Poverty*, as well as the *Journal of Rural Community Psychology*. She also served as a reviewer for a prospective text: *Violence and Maltreatment in Intimate Relationships* ((Miller-Perrin, Perrin, and Renzetti).

Service

Dr. Slovak has been the Advisor for the Social Work Club. The Club had a successful fundraising event and raised \$130 providing enough money to pay for the van for student's attendance at NASW lobby day in Columbus. She served on Malone University's Institutional Review Board, on the Aultman Community Health Scholarship Committee, and the Research Symposium Committee. She also served on the Friends of the Homeless Board, an agency caring for homeless people in Tuscarawas County. She continues to write Association of Social Work Board's examination item questions for social work licensure. For her SWK 347 Families and Groups class she continues to develop a relationship between the community agency TIQVAH and Malone University's SWK 347 students. Dr. Slovak also mentored a student, in the student's successful submission of a grant application to the Aultman Foundation. The grant, entitled *Mental Health and Obesity* (<http://www.malone.edu/daily/wellness-scholarship.php>) includes a \$5000 scholarship for the student.

CURRICULUM VITAE

1. NAME: Jane Hoyt-Oliver, Ph.D., ACSW, LISW-Supv,

2. Degree Information:

Ph.D. Case Western Reserve University, Cleveland, OH: Mandel School of Applied Social Sciences. Dissertation Defended and accepted: November, 2004. Graduation: January, 2005. Dissertation: “Homeless Mothers in Rural Ohio Communities: Investigating Issues of Child Custody.”

M.S.W. Syracuse University: The School of Social Work, Syracuse, New York. Major: Community Organization and Planning. (Accelerated program) 5/1977

B.A. Syracuse University, Syracuse, New York: The College of Arts & Social Sciences. Degree awarded cum laude with Honors in Social Sciences. 5/1976

Gerontology Certificate completed, All University Gerontology Center, Syracuse, New York 5/1976

A.A. Pine Manor College, Chestnut Hill, MA Degree awarded with high honors in Liberal Arts. 6/1974

CURRENT RESEARCH INTEREST: Completing work on a multi-year qualitative study of couples who adopt transracially. This research focuses on both the parent’s understanding of the place that culture and their attitudes about race, plays in their roles as parents. Interviews were conducted in both Ohio and Massachusetts.

3. Academic Appointment: Full-time

Malone University

Canton OH. 1984-1994, 1995-present

9/2012-present: Chair, Dept. of Social Work

5/2012: successful post-tenure review

2/2005: Promoted to Professor.

2/2000: Awarded Tenure.

5/86-9/87, 5/99- 8/2008;7/2012- Present:: Director /Chair of Department of Social Work.

5/98- 5/99: Interim Co-Chair of the Department of Social Work.

9/ 2007–7/2012: Director, General Education Program.

1985-present: Evaluate life experience essays for Malone University Management Program.

Case Western Reserve University

Cleveland, Ohio, 9/95-12/95, 1/96-3/96

Social Work lecturer

University of Akron: Wayne Campus

Orrville, Ohio, 1/93-6/94

Social Work lecturer

4. Professional post-baccalaureate and post-master's social work experience:

- Aultman Hospital Hospice Program. 6/92- 1/99

Bereavement program social worker (6/92-5/94). Provided professional oversight of records on a quarterly basis (9/95- 1/99).

- Windsor Medical Center. Consultant 1/90 - 6/90.

Provide master's level social work input and expertise to BA level worker.

- Case Western Reserve University. 1/90 - 5/93, 1/96-1998.

Field Supervisor, Supervise both A stream & B stream students from M-SASS Intensive Semester Program.

- McKinley Life Care Centre. Consultant 3/89 - 6/90.

Responsibilities include supervision of master's level social worker toward Licensed Independent status.

- Timken Mercy Homecare Network. 7/88 - 6/90.

Duties include assessment/ intervention for homebound clients.

- Manor Care, Belden Village. Consultant 5/88 - 6/90.

Responsibilities include supervision of LISW, in-service training, patient advocacy.

- Hospice of Stark County, Inc. Consultant. 4/85 - 6/86.

Duties included: Supervision of master level counselor.

- Hospice of Stark County, Inc. 1/84-8/84.

Bereavement Care Coordinator

- Aultman Hospital, Canton, Ohio. 9/80-11/83

Social Worker

- Coordinating Council for Senior Citizens, Durham, North Carolina. 10/79-6/80

Social Worker

- Summer Youth Employment Program, Durham, North Carolina. 6/79-8/79.

Counselor

- Murdoch Center, Butner, North Carolina. 9/77-11/78.

Social Worker II

5. Current Professional, Academic, Community Related and Scientific Memberships

- 1981-present: National Association of Social Workers
- Council on Social Work Education
- Baccalaureate Program Directors:
- 1995- present Influencing State Policy, (2015) now called Influencing Social Policy: (2010-present) Chair, Ph.D. Scholarship Committee
- 1997- present: National Association of Christians in Social Work
- 2011- present: NACSW Consultant and reviewer of continuing education and online workshop presentations offered for CEU credit; ;2010-2012: Coordinator of APM presentation submissions 2009- 2011: Member of the 2011 APM planning committee .

6. Community Service Responsibilities and Activities for the past 3 years

- 1995-present: Member, United Way of Greater Stark County Income Impact Council, 2006-present.
- 10/13- Present: Member, Community Advisory Committee: Community Building Partnerships, Canton, OH.
- 1/09-present: Community Representative, PQI, Committee, Community Services of Stark County, Inc.
- 3/08-present: Chair of the Ph.D. Scholarship Award Committee: Influencing State Policy (a nationally recognized organization for BA social work faculty who teach social welfare policy)

7. Special Awards and Fellowships in the Past Three Years

- 2014 Lifetime Achievement Award, NASW-OH Region 8
- 2012. Awarded sabbatical for spring 2014 semester to continue research on transracial adoption.

8. Professional Presentations in the past 5 Years

- (2/2013) “Journeys of Transracial Adoption: A Parent’s View”, Pathway Caring for Children Parent’s support group discussion.

- (11/2012) “Journeys of Transracial Adoption: A Symposium for Those Who Have Walked the Walk” (2) 6 hour workshops, Friday and Saturday, one for professional adoption workers, the other for those in the process of adopting transracially
- (10/2012) “Parental Understandings of Transracial Adoption”. North American Assn. of Christians in Social Work, APM, St. Louis, MO.
- (11/2010) “The Supervisor as Manager: Utilizing Ecosystems to Manage in a Bureaucratic World” North American Assn. of Christians in Social Work, APM, Durham, N.C.

9. Professional Publications in the past 5 Years

- (forthcoming: accepted for publication) Hoyt- Oliver, J., Haslam Straughan, H. & Schooler, J. *Parenting in Transracial Adoption: Real Questions and Real Answers*. ABC-Clio Preager. Anticipated publication date, Dec. 2015.
- (2010) “Implementing the University Mission through Service–Learning” in Cooksey, M.A & Olivares, K.T. (2010). *Quick Hits for Service Learning: Successful strategies by award-winning teachers*. Bloomington, Indiana: Indiana University Press.

1. NAME: Elizabeth Patterson Roe , Ph.D., LISW-S, MSW

2. Degree Information:

Ph.D., Memorial University, School of Social Work, *PhD*,
St. John's Newfoundland, Canada

M.S.W. Roberts Wesleyan College, Rochester, NY, 1999-2001
church social work concentration

B.A. in Social Work with a minor in Missions

Mount Vernon Nazarene University, Mount Vernon, Ohio, 1994-1998
Honors Graduate- Magna Cum Laude

*Licensed Independent Social Worker with supervisory status in the state of Ohio

3. Academic Appointment

Malone University

Canton, Ohio, 8/07-present

Associate Professor

U.S. liaison for the Veritas Romanian Studies Program (9/06-3/09)

4. Professional post-baccalaureate and post-master's social work experience

- Veritas. 9/01-7/06.

Social Programs Director in Sighisoara, Romania. Supervised directors of social programs, who lead programs for and on behalf of institutionalized children, poor children and families, elderly and the disabled. Provided staff and volunteers resources and opportunities to increase their knowledge and skills in order to best meet the needs of those they serve. Supported staff in their professional and spiritual development as individuals and as a team. Acted as a liaison between Veritas staff, volunteers and students studying and serving through the Romanian Studies Program. Coordinated student teams working with Veritas programs.

- Bethel Christian Fellowship, Social Work Dept. 9/00-5/01.

Graduate Internship. Provided case management and advocacy services for individuals in need. Conducted needs assessment of an impoverished community. Assessed church programs to contribute to their development.

- Salvation Army Genesis House. 9/99-5/00.

Graduate Internship. Provided case management services to homeless and runaway youth to help meet their physical, mental, and emotional needs.

5. Current Professional, Academic, Community-related, and Scientific Memberships

- Council of Social Work Education
- National Association of Social Workers
- North American Association of Christians in Social Work

6. Community Service Responsibilities and Activities for the Last 5 Years

- Southeast Canton community organizing

Co-facilitated community meetings towards toward developing food security partnerships in a food insecure section of Canton. Wrote a planning grant for funding for these efforts, 2015

- Kingdom Leadership Alliance member, Akron, Ohio, 2015

Member, Community Organization Alliance to serve Akron, Guest Speaker

- Romanian Studies Program, board member. Summer 2014-present.

Secretary and founding member.

- Word of Grace Church volunteer, since 2013.

Small group leader. Women's Tea speaker. Assisted in organization and re-development of the counseling center.

- Stark State College. Fall 11-present.

Professional Advisory Committee. Advise Human and Social Service department on program development. Consult on how to bridge students from AA at Stark State College to BA at Malone University.

- North American Association of Christian Social Workers. Fall 11-present.

National conference coordinator. Assisting national director in coordinating volunteer leaders of various aspects of conference administration and events.

- OH National Association of Social Workers. 08-13.

International Service Committee, Regional Representative. Active in attending and planning statewide events and trainings on international domestic and overseas issues in social work

- Veritas. 01-present.

Advisory Board Member. Offer accountability for the Romanian legal NGO of Veritas. Assist in overall strategy and decisions on behalf of Veritas. Write articles for newsletter, Veritas View. Help with fundraising initiatives.

7. Special Awards, Fellowships, grants, or any other Recognition for the Last 3 Years

- 2014. Social Worker of the Year, NASW OH, Region 8
- 2013. MSW Alumni of the Year Award, Roberts Wesleyan College
- 2013. Memorial University Going Global Grant. Travel to Lithuania to teach on Anti-Oppressive Practice and International Development at Lithuania Christian College
- 2012. Summer Research Grant to explore outcomes of semester long study abroad experiences.

8. Professional Presentations for the Last 5 Years

- Roe, Elizabeth Patterson (2014). International Practicums: Maximizing the benefit minimizing the challenges. Peer reviewed presentation at the NACSW National Conference, Annapolis, MD.
- Patterson, Elizabeth (2014). How can international practicums benefit social workers? Peer reviewed presentation at The Association of Baccalaureate Program Directors Annual conference. Louisville, KY.
- Patterson, Elizabeth. (2013, October). How can international practicums benefit social workers? Peer reviewed presentation at the NACSW National Conference, Atlanta, GA.
- Patterson, Elizabeth (2013, April). Faith-Based Anti-Oppressive Practice: An International Social Justice Model. LCC International University, Lithuania. Peer reviewed presentation at interdisciplinary conference.
- Patterson, E. (2013, January). Anti-Oppressive Practice: What is it and how can we apply it? Invited presentation at NASW-OH Regional Meeting. Canton, OH.
- Patterson, E (2013, January). Field Supervision: Practical Strategies and Case Studies. Invited presentation at Malone University
- Patterson, E (2013, January). Field Supervision: Practical Strategies and Case Studies. Malone University.

- Patterson, E. (2013, January). Anti-Oppressive Practice: What is it and how can we apply it? NASW-OH Regional Meeting. Canton, OH
- Patterson, E (2013, April). Faith-Based Anti-Oppressive Practice: An International Social Justice Model. LCC International University, Lithuania, peer reviewed presentation at interdisciplinary conference
- Patterson, E. (2013, October). How can international practicums benefit social workers? Peer reviewed presentation at the NACSW National Conference, Atlanta, GA.
- Patterson, E. (2012) Faith-Based perspectives on international social work: Domestic and Abroad. NACSW National Conference, St. Louis, MS.
- Patterson, Elizabeth (2011, May). *International social work*. NASW-OH Regional Meeting, Malone University.
- Patterson, Elizabeth (2010, November). *Can Cross-cultural social work be anti-oppressive?* Peer reviewed presentation at NACSW National Conference, Durham, N.C.
- Patterson, Elizabeth (2010, October). *Faith based perspectives in International social work*, peer reviewed presentation at NACSW regional conference, Malone University.
- Patterson, Elizabeth, Stoltzfus, K.; Stewert, J. & Rakin, M. (2010, October). *Faith based perspectives in International social work*, Presentation for NACSW regional conference, Malone University.

9. Professional Publications for the Last 5 Years

- Roe, Elizabeth Patterson. (2015, pending publication). International Social Work: A Faith Based, Anti-Oppressive Approach, In Scales, T.L. & Kelly, M.S. (Eds.) Christianity and social work: Readings on the integration of Christian faith and social work practice, 5th edition. (p. 371-386). Botsford: NACSW.
- Patterson, Elizabeth. (2012) Faith-Based perspectives on international social work: Domestic and Abroad. In Scales, T.L. & Kelly, M.S. (Eds.) Christianity and social work: Readings on the integration of Christian faith and social work practice, 4th edition. (p. 371-386). Botsford: NACSW.

1. NAME: Karen Slovak, Ph.D. LISW- SUPV

2. Degree Information

Ph.D. Case Western Reserve, University, Cleveland Ohio

Social Welfare, May 1997

MSSA (Masters in Social Science Administration), May 1996

Mandel School of Applied Social Sciences

Case Western Reserve University, Cleveland Ohio

B.A. Major in Psychology, May 1990

Bowling Green State University, Bowling Green, Ohio

TRAINING:

- *Trainee* (1 of 25). Summer Research Institute, Suicide Prevention Research, 6/11/06-6/16/06. Sponsored by NIMH and the University Rochester Medical Center, Center for the Study and Prevention of Suicide. Rochester: NY. Full support provided.
- *Trainee*. Spring Research Institute, Suicide and Community Based Participatory Research, 4/26/08-4/30/08. Sponsored by NIMH and the University of Rochester Medical Center, Center for the Study and Prevention of Suicide: NY. Full support provided.
- *Attendee* (1 of 20 university teams). Community for Engaged Scholarship Faculty Development Charrette, 5/28/08-5/30/08. Sponsored by Community-Campus Partnerships for Health (CCPH) in partnership with the University of Minnesota and the University of North Carolina Chapel Hill.

3. Academic Appointments

Malone University
Canton, Ohio, 9/12-Present
Associate Professor

Ohio University Chillicothe
Chillicothe, Ohio 5/13-Present
Adjunct Professor, Online

Capella University
Dissertation Mentor for DSW program
Ohio University Zanesville

Zanesville, Ohio, 9/04-9/13
Associate Professor

Miami University
Oxford, Ohio, 8/03-7/04
Assistant Professor

Youngstown State University
Youngstown, Ohio, 1/03-5/03
Assistant Professor

Ohio University
Athens, Ohio, 8/98-6/01
Assistant Professor

Miami University
Oxford, Ohio, 8/97-5/98
Visiting Assistant Professor

4. Professional post-baccalaureate and post-master's social work experience

- American Association of Social Work Boards. 6/13-Present. National Social Work Examination writer for the Bachelors level national social work licensure examination.
- [Chrysalis Counseling Center, Inc.](#) 5/07-5/08. Ongoing relationship with this counseling center to provide school based contract work including consultation for local school on anti-bullying programming, discipline intervention group, and other support groups as needed.
- Flores and Associates, Inc. 9/99-9/00.

Support group facilitator. Co-facilitate support domestic violence intervention group for male batterers.

- Bassett House. 10/99-6/00.

Support group facilitator. Facilitate stress management and support recovery groups for chemically dependent juvenile delinquents.

- University Counseling Services, Case Western Reserve University. 9/96-5/97.
- Graduate Trainee. Assist in providing counseling to university students on an individual and group basis surrounding a variety of mental health issues.
- Cleveland Clinic Foundation, Social Work Department. 9/95-5/96.

Intern. Field placement where responsibilities included psychosocial assessments, ongoing counseling, and resource networking for Cancer Center patients. Also, participated in ongoing support group and cancer related research group.

- Catholic Counseling Center. 9/93-5/94.

Intern. Field placement in the child, adolescent, and family services. Responsibilities included psychosocial assessments, evaluations, chemical dependency assessments, and co-facilitation of adolescent substance abuse prevention, intervention, and treatment group.

- Alcohol and Drug Dependency Services, Inc. 12/93-6/94.

Intern. Field placement with the Cloverleaf Junior High School. Responsibilities included individual counseling, group facilitation, and support group curricula development.

- Student Assistance Program. 8/90-5-93.

Counselor (8/90-5/92) Coordinator (8/92-5/93). Provided tobacco, alcohol, and other drug prevention, intervention, education, and support for all schools. Responsibilities included coordination and facilitation of support groups, development of support group curricula, individual counseling, providing presentations, grant writing, training peer counselors, serving as field instructor for social work students, and managing budget.

5. Current Professional, Academic, Community-related, and Scientific Memberships

- Council on Social Work Education (CSWE)
- National Association of Social Workers (NASW)
- National Association of Christian Social Workers (NACSW)

6. Community Service Responsibilities and Activities for the Last 3 Years

- 9/04-Present, Editorial Board: Journal of Rural Community Psychology
- 9/07-Present, Editorial Board: *Journal of Poverty*
- 2/15-pending. Board member for Personal and Family Counseling Services Board.
- Friends of the Homeless.
- 9/12- 11/14. Board member for the Tuscarawas County homeless shelter that oversees shelter and recovery house.
- 5/3/11. Testified as an expert witness on SB127 (Cyberbullying legislation for schools) in front of the Ohio Senate Education Committee.
- 8/26/11. Interviewed on Cyberbullying for Master's thesis film for student at Chatham University.

7. Special Awards, Fellowships, Grants, Recognitions during the Last 3 Years

- Spring 2015. One of the top three Teacher of the Year Award Nominees, Malone University.
- Summer 2014. Summer Research Grant. Malone University.
- Fall 2011. University Faculty Fellowship (Sabbatical). Ohio University.
- 12/11. Recognition for Excellence in Teaching in Ohio Magazine's 2011 Excellence in Education edition.
- 6/11 Awarded the Ohio University Regional Higher Education Outstanding Professor.
- 10/10-3/1/11. Created an Online Teaching and Learning Community for the campus of Ohio University Zanesville.
- 1/31/-2/2/11. Secured funding for our Learning Community to attend the Ohio eTech conference.

8. Professional Presentations Presented during the Last 5 Years

- Slovak, K. (November, 2014). *Learning by doing: Research students cyberbullying project*. North American Association of Christians in Social Work, 64th Annual Convention.
- Slovak, K., & Singer, J. (2014). *A national study of school social workers and cyberbullying interventions*. School Social Work Association of America, 17th National School Social Work Conference
- Slovak, K., & Pope, N. (2013) *Geriatric case managers' knowledge, attitudes, and behaviors of client prescription drug abuse*. Council on Social Work education Global Social Work—The World is Here, 59th Annual Program Meeting.
- Slovak, K. (November 2012). Firearm safety counseling messaging strategies. Poster
- Presentation at the 2012 NASW Conference on Empowering Others, Empowering Ourselves.
- Slovak, K. (2012). *Lethal Means restriction: Clinical concepts and messaging strategies to parents of depressed and suicidal adolescents*. Poster presentation at the 45th American Association of Suicidology annual Conference. Baltimore: MD
- Slovak, K. (November 2011). Creating an Online Teaching and Learning Community. 17th
- Annual Sloan Consortium International Conference on Online Learning: Online Learning, Teaching, and Research in the New Media Ecology.
- Slovak, K. (August 2010). CBPR methodology: An emerging paradigm. The 5th
- Interdisciplinary Social Sciences. University of Cambridge, Cambridge, England.
- Slovak, K. (April 2010). Client Firearm Assessment and Safety Counseling in Suicide
- 44th American Association of Suicidology Conference: Community Systems and Suicide.

9. Professional Publications for the Last 5 Years

- Slovak, K., Pope, N., & Brewer, T. (Under Review). *Firearm assessment and safety counseling behaviors in geriatric case managers*. Journal of Gerontological Social Work
- Slovak, K., Stryffler, B., & Crabbs, H. (Fall 2015, Forthcoming). Cyberbullying on a college campus: Can faith make a difference? *Social Work and Christianity*.

- Slovak, K., & Singer, J. (2014). School social workers use of cyberbullying interventions and perceptions of the phenomenon. *Journal of School Social Work, 39*, 1-16.
- Slovak, K. (October 2013). The role of national prevention strategies, organizations, and campaigns in the prevention of suicide. In D. Lester and J. Rogers (Eds.) *Praeger Perspectives*.
- Singer, J., & Slovak, K. (2013). Bullying. In C. Franklin (Ed.). *Encyclopedia of social work online*. National Association of Social Workers (NASW) and Oxford University Press.
- Joseph, A., & Slovak, K., Broussard, A., & Webster, P. (2012). School Social Workers and multiculturalism: Changing the environment. *The Journal of Ethnic and Cultural Diversity in Social Work, 21*, 129-143.
- Slovak, K., & Singer, J. (2012). Engaging parents of suicidal youth in a rural environment. *Child and Family Social Work*. (Special Edition on Parental Engagement with Services when Children may be at Risk), 17, 212-221
- Slovak, K. (2012). Messaging strategies of clinicians for firearms means restriction counseling with parents of depressed and suicidal adolescents. *Social Work and Mental Health, 10*, 72-88.
- Hamel-Lambert, J., Millesen, J., Slovak, K., Harter, L. (2012). Faculty for the Engaged Campus: Reflections on Faculty Development and Institutional Identity. *Journal of Higher Education Outreach and Engagement, 16*. 129-148.
- Singer, J., & Slovak, K. (2011). School social workers experiences with youth suicide: and Exploratory study. *Children and Schools, 33*, 215-228.
- Slovak, K., & Sparks, A. (2011). Attention to rural populations in Social Work's scholarly journals. *Journal of Social Services Research, 37*, 428-438.
- Slovak, K., & Carrel, S. (2011). A case study on relationship development within the CBPR framework. In, L. Harter, J. Hamel-Lambert, & J. Millesen (Eds.) *Case studies in Community Based-Participatory Research*, p. 405-414. Dubuque, IA: Kendal Hunt.
- Slovak, K., & Singer, J. (2011). School Social Workers Perceptions of cyberbullying: An exploratory study. *Children and Schools, 33*, 5-16.
- Joseph, A., Slovak, K., & Broussard, A. (2010). School social workers and a renewed call to advocacy. *School Social Work Journal, 35*(1), 1-20.

- Slovak, K., & Brewer, T. (2010). Suicide and firearm means restriction: Can training make a difference? *Suicide & Life Threatening Behavior*, 40, 63-73.

Part time faculty teaching within the professional program includes:

Stephanie Bradford, ACSW, LISW-S, LISW, NASW, CDCA

1. NAME: Stephanie Bradford, ACSW, LISW-S, NASW

2. Degree Information

DSW, Doctorate of Social Work to begin July 2015, anticipated completion 2018

University of St. Thomas / University St Catherine's; St. Paul, Minnesota

MSSA, Master Science Social Administration 1982, Case Western Reserve University, School of Applied Social Sciences; Cleveland, Ohio; Specialization: Family and Child

B.A. 1975, Kent State University; Kent, Ohio; Major: Social Work

TRAINING: Ohio Child Welfare Adoption Assessor Training, Tier I and II; completed April 2001, Ongoing continuing education to meet the requirement for Ohio licensure; noted focus areas have included ethics, supervision, motivation, interviewing, and trauma

3. Academic Appointments

Malone University

Canton OH. 2002-present

Adjunct professor

4. Professional post-baccalaureate and post-master's social work experience

- Crisis Intervention and Recovery Center 2/2013 -- present

Outpatient Services Therapist; provide individual and group therapy services to clients with severe and persistent mental illness and or substance use disorders with a multidisciplinary team of behavioral health practitioners

- Trillium Family Solutions. 8/05-present.

Director of Clinical Operations- Massillon Site; manage the clinical operations of the Massillon site of Trillium Family Solutions; clinical program development, operations, Massillon site clinical program budget, direct supervision of clinicians and graduate interns (University of Akron); provide direct client services of diagnostic assessment, treatment planning and ongoing psychotherapy for individual adults, marital, adolescents and children, including alcohol and substance dependence

- Vista Psychological Counseling Centre, LLD. 10/10-present.

Provide psychotherapy, individual adult, adolescent and children, pre-marital, marital, and family

- Crisis Intervention Center. 2/10-present.

PRN crisis counselor, answer and 24 hour crisis hotline, assessment of crisis situations, suicide, alcohol and substance dependences

- Kaleidoscope Counseling Services. 8/05 –9/10.

Provide psychotherapy, individual adult, adolescent and children, pre-marital, marital and family

- Nova Behavioral Health/Westcare Mental Health Center. 94-05.

Case Management program director. (94-96).

Outpatient Therapist. (96-05).

- Private Practice. 94-02.

- New Hope Adoptions International Inc. 99-02.

Contract Social Worker, home study assessment and evaluation, pre and post adoptive placement

- Stark County Job and Family Service. 99-01.

Contract Social Worker, complete home study evaluations

- Catholic Community League (currently Community Services of Stark County). 82-94.

Clinical Social Worker- individual, marital, child and family therapy, adoption, foster care; coordinate and facilitate court affiliated divorce group; supervise graduate and undergraduate interns (Malone University and Mandel School of Applied Social Sciences, Case Western Reserve University

- Summit County Children Services Board. 76-81.

Social Worker- child protective services, foster care, adoption and intake assessment

5. Current Professional, Academic, Community-related, and Scientific Memberships

- National Association of Social Workers (NASW)
2003-present. Ohio committee on ethics, region 8 representative.
- Phi Eta Chapter of the Phi Alpha Honor Society- Honorary Member

6. Community Service Responsibilities and Activities for the Last 3 Years

- Pathway Caring for Children; program committee. 07-present.
- Crossroads United Methodist Church; Board of Trustees. 05-present
Pre-marital counseling and wedding coordinator (06-present).
- East Ohio Conference of the United Methodist Church; Commission on the Status and Role of Women. 02-present.
- Vassar Park Neighborhood Association; secretary. 11-present.
- Junior League of Stark County- sustainer member. 95-present.

7. Special Awards, Fellowships, Grants, or any other Recognition from the Last 3 Years

None listed

8. Professional Presentations for the Last 5 Years

- Training video created for NASW- Creating and Maintaining an Ethical Agency Culture, June 22, 2009, co-presenter
- Pathway Caring for Children, Ethics: Confidentiality, Boundary Issues, Ethical Decision-Making and Agency Culture; Spring 2010
- Commission on Status and Role of Women; Human Trafficking; March 2011
- Trillium Family Solutions, October 2011; Ethical Decision-Making in Review of Major Problem Areas in Social Work Practice
- Malone University, October 2013; panel participant of DSM-IV: A Brief Overview for Counselors, Social Workers and other interested people

9. Professional Publications from the Last 5 Years - None

A.S. 3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty’s teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.

The program currently has 55 majors and three full-time faculty members. It is within the suggested faculty to student ratio of 1:25 noted above. In the social work program, classes rarely have more than 25 students. In 2014-15, class size ranged from 1-27 students with an average class size of 13. Faculty members at Malone understand that the University is primarily a teaching institution, although scholarship and service are required components for promotion and tenure. This has recently been underscored by the development of more explicit promotion and tenure guidelines approved by the Malone University Board of trustees in May, 2015. Dr. Hoyt-Oliver currently sits on the Promotion and Tenure Committee. That said, if faculty members desire to be involved in significant research projects that are funded by grant monies, that faculty member can buy out up to three credits of faculty load from their contract with permission from the Chair, Dean and Provost.

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

The program has three full-time faculty members assigned to the program. All have a master’s degree from a CSWE accredited University; Dr. Hoyt-Oliver, from Syracuse University, Dr. Patterson Roe from Roberts Wesleyan University and Dr. Slovak from Case Western

Reserve University (MSSA). In addition, all faculty have received their PhD: Dr. Hoyt-Oliver and Dr. Slovak from Case Western Reserve University and Dr. Patterson Roe from Memorial University of Newfoundland, Canada.

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

Form F2_2008-Duplicate and expand as needed. Provide table(s) to support self study narrative addressing *Accreditation Standards* below.

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

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

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

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

M3.3.3 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

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

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
					Previous Positions**		Current Position**			
			BSW	MSW	BSW	MSW	BSW	MSW	BSW	MSW
J. Hoyt-Oliver	8/1984	C		7	N/A	N/A	30		100%	
E. Patterson Roe	8/2007	C	2.5	6	N/A	N/A	7.5		100%	
K. Slovak	8/2012	C		2	13	2	3		100%	

S. Bradford	8/2002	C		30			5		PT	
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Council on Social Work Education: Commission on Accreditation (COA), Faculty Summary—Part 2

Form F2_2008-Duplicate and expand as needed. Provide table(s) to support self study narrative addressing *Accreditation Standards* below.

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

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.

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

M3.3.3 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

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

Initials and Surname of Faculty Member	Current Rank or Title	(✓ One)		Tenure-Track (✓ One)		Tenure (✓ One)			Gender (✓ One)	
		Part-Time	Full-Time	Yes	No	Yes	No	NA	M	F
J. Hoyt-Oliver	Professor, Dep’t Chair		X	X		X				X
E. Patterson Roe	Associate Professor, Field Coordinator		X	X		X				X
K. Slovak	Associate Professor		X	X			X			X
S. Bradford	Adjunct	X			X			X		X

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

Faculty members are expected to teach between 22-24 credit hours (typically four courses per semester) per year. Faculty members within the social work program teach fewer than four courses but are awarded the same number of hours as other full time faculty because the Malone University administration allows load hours to faculty based on the additional time which is needed for quality oversight of field and student practice experiences. The breakdown of faculty load for professional courses is as follows:

Table 11: Faculty Load

COURSE NO.	COURSE NAME/LOAD HOURS
SWK 222	(Introduction to the Profession and Practice of SWK) 3 cr for classwork <i>plus</i> 1 faculty load hour p/8 students for Sophomore field
SWK 242	(HBSE) 4 credits
SWK 311	History of Social Welfare Policy -3 credits
SWK 312	Social Welfare Policy Analysis -3 credits
SWK 345	4 credit hours <i>plus</i> 1 faculty load hour for every 3 students over 10 (thus if there are 16 students in the class, faculty load would be 4+2 =6 credit hours for the class)
SWK 347	2 credit hours
SWK 348	4 credits <i>plus</i> 1 credit hour for every 3 students over 10
SWK 401	2 credit hours
SWK 440	10 credits: Faculty load = 1 hour load for every 2 students in field
SWK 460	2 credit hours

The faculty load sheet for 2015-16 provides an example of faculty load for the department is shown on the next page. Please note that one course offered in 15-16 (SWK 262) will be new to the major as of the fall of 2016, thus was not part of discussion of professional courses during this reaffirmation cycle.

FACULTY LOAD ASSIGNMENTS FOR ACADEMIC YEAR 2015-16

DEPARTMENT: Social Work

FALL SEMESTER	SPRING SEMESTER	COMMENTS/TOTAL
<p>Faculty Member: Karen Slovak</p> <p>Courses and/or other responsibilities Load New</p> <p>SWK 345 Practice Skills I (day) 5</p> <p>Enrollment > 10 - SWK 345 14 students 5 1.67</p> <p>SWK 372 SWK Research Intro 3</p> <p>SWK 222L Lab 8:1 load # of sts.= 12 2.00</p> <p>Total Social Work load for Semester 11.67</p> <p>Grant Release Time? (unconfirmed a/o 4/16/15) 3</p> <p>Total Load for Semester 11.67</p>	<p>Faculty Member: Karen Slovak</p> <p>Courses and/or other responsibilities Load New</p> <p>SWK 440 Senior Field # of sts. 16 6</p> <p>SWK 460 Field Instruction Seminar 1</p> <p>SWK 347 Practice Skills II 2</p> <p>SWK 470-OL SWK Specialization Seminar 3.00</p> <p>Total Social Work load for Semester 12</p> <p>Total Load for Semester 12.0</p>	<p>three hours of release Grant</p> <p>23.67</p>
<p>Faculty Member: Jane Hoyt-Oliver</p> <p>Courses and/or other responsibilities Load New</p> <p>SWK 262 Research and Writing for SWK Professionals 2</p> <p>SWK 311 Hist of Social Welfare 3</p> <p>Department Chair 3</p> <p>Total Social Work load for Semester 5.00</p> <p>GEN 460(5) Intimacy: Creating Human Relationships 3</p> <p>Total GEN load for Semester 3</p> <p>Total Load for Semester 8</p>	<p>Faculty Member: Jane Hoyt-Oliver</p> <p>Courses and/or other responsibilities Load New</p> <p>SWK 312 Policy Analysis 3</p> <p>SWK 211 Cross Cultural Experience 2</p> <p>SWK 242 HBSE 4</p> <p>Department Chair 3</p> <p>Total Social Work load for Semester 9</p> <p>Total HON load for Semester 0</p> <p>Total Load for Semester 9</p>	<p>3 hrs release per sem for Chair</p> <p>Total = 23</p> <p>17</p>
<p>Faculty Member: Elizabeth Patterson Roe</p> <p>Courses and/or other responsibilities Load New</p> <p>SWK 222 Intro to Profession and Practice 4</p> <p>SWK 401 Professional Issues in SWK 2</p> <p>SWK/GISP Global Practice (inc. SWK 450) 4</p> <p>Field Director 3</p>	<p>Faculty Member: Elizabeth Patterson RoeRoeRoe</p> <p>SWK 348 Practice Methods III 8</p> <p>SWK 440 Senior Field # of sts. 2 1</p> <p>SWK 460 Field Instruction Seminar 1</p> <p>Field Director 3</p>	<p>3 hrs release per sem for Field Director</p> <p>Total = tchg + 6</p>

Educational Policy 3.3 – Faculty

Total Load for Semester				13					13	teaching=	26
Faculty Member: Bradford/Bowers					Faculty Member: Bradford						
Courses and/or other responsibilities				Load	New	Courses and/or other responsibilities				Load	New
SWK 345	Practice Skills I (evening)	SB	4			SWK 348 Lab		1		5	
SWK 211	Community Cross-Cultural	GB	2								
Total Load for Semester				6		Total Load for Semester				1	7

The faculty recognizes that this is a generous distribution of hours. They find that it allows them to be attentive to the needs of students throughout matriculation at the University. This distribution allows the faculty within the social work program to comprehensively meet the program's mission and goals and to assist students to develop mastery of the program's competencies.

Faculty are assigned primarily within the social work program but all have taught courses outside the program as well. For example, Dr. Hoyt-Oliver created a General Education course with a social work prefix (SWK 211: the Community Cross-Cultural Experience) which she has taught each semester for the past 5 years. In addition, when faculty load permitted, she has taught a capstone course for the General Education program which was developed in 2011 (GEN 460: Intimacy: Creating Human Connection within Community). Dr. Patterson Roe has taught a capstone course for the Global and International Studies major. (GISP 473): Global Practice. This course was initially developed as a social work specialty course which is now incorporated into the Global and International Studies major as its capstone. The course is now cross-listed as a social work specialty course. Finally, Dr. Slovak has taught SOC 310: American Minorities.

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

The curriculum vitae included in this document provide a detailed summary of the work that each faculty member has accomplished in the past few years. It was felt, however that a detailed summary of the work accomplished in the 2014-15 academic year would provide highlights of scholarly work. This information is a demonstration of the faculty's engagement in ongoing professional development as teachers, scholars, and practitioners which supports both the institutional priorities and the social work program's mission and goals.

Scholarship

Dr. Jane Hoyt-Oliver's book, *Parenting in Transracial Adoption: Real Questions and Real Answers* (ABC-Clío-Praeger) is scheduled for publication in December, 2016. She attended the Ohio NASW Annual Conference in March of 2014, as well as the Council on Social Work Education Meeting in Tampa, Fla, in October 2014. She maintains her professional license through attending continuing education workshops primarily sponsored by NASW-OH chapter and NACSW.

Professor Elizabeth Patterson Roe has completed her dissertation work, *Exploring the Influence of International Social Work Practicums on Career Choices and Practice Approaches*. She presented *International Practicums: Maximizing the benefit minimizing the challenges* at the North American Assn. of Christians in Social Work (NACSW) APM last fall. This year Dr. Patterson Roe completed the edits for a second edition of a book chapter, *Social Work: A Faith Based, Anti-Oppressive Approach* for a new edition of *Christianity and Social Work: Readings on the Integration of Christian Faith and Social Work Practice*. She also collaborated with community members and wrote and submitted a grant proposal on Food Security through Stark Community Foundation.

Dr. Karen Slovak presented *Learning by doing: Research students cyberbullying project* at the APM for the North American Assn. of Christians in Social Work. Her publications this year include (1) Slovak, K., & Singer, J. (2014). School social workers use of cyberbullying interventions and perceptions of the phenomenon. *Journal of School Social Work, 39*, 1-16; (2) Slovak, K., Stryffler, B., & Crabbs, H. (Forthcoming). Cyberbullying on a college campus: Can faith make a difference? for *Social Work and Christianity*. The co-authors on this article are former Malone students who assisted Dr. Slovak developing, implementing and analyzing survey results. She has submitted a visionary grant to the American Psychological Foundation.

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

Each faculty member is committed to modeling the behavior and values of the profession in the educational environment. Faculty responsibilities are outlined within the Malone University Social Work Program Handbook (Faculty Responsibilities section), and as noted in the Faculty Accountability section in A.S. 3.2.9 above. Respect for students and their work is a hallmark of the program. Students receive assignments back from full-time professors within two weeks of the assignment being turned in, and in many cases earlier than that time frame. Faculty post and maintain office hours: the minimum required number of hours for Malone University faculty is five hours per week, but most social work faculty post more hours than the minimum and are often in the office and available to students outside of those posted hours. In addition, faculty members are consistent about confidentiality and respect for student privacy: for example, it was disclosed to a faculty member that the student was struggling with a mental health issue and was willing to have other faculty know that there was a struggle, but did not want the *nature* of the issue to be discussed with other faculty members. The faculty member was able to ascertain that the student was not a danger to self or others, and that the student was receiving appropriate professional help, but respected the student's request not to disclose additional information to other faculty.

In addition to respecting students and their needs, the faculty model respect for one another both in and out of the classroom. Faculty typically discuss concerns together and discuss policy issues together when these issues arise prior to having discussions with students or faculty outside the department. This may occur in formal ways (such as during faculty meetings), or informal interactions during the week. Decisions are made cooperatively with all faculty members being allowed to voice their opinions and ideas before arriving at a conclusion. If a conclusion has already been reached (for example when decisions are made by the administration and departments are simply asked to carry them out), department faculty meet together and decide how to address the directive within the department.

Representative sections of departmental minutes:

11/6/13 meeting excerpt:

III: Discussed student grades in practice courses. This discussion led to the consideration that we should change the requirements for the major to require that students receive a C or above in

social work courses, including support courses. Now they are required to have a 2.5 GPA. This change would make the requirement more specific to each course. Elizabeth Patterson will ask [Dean of Education] Rhoda Summers about how they do gatekeeping within the education major.

5/6/15 meeting excerpt:

III. Discussion regarding at-risk students. A letter will be sent to five students who have a 2.6 or lower GPA. Other students whose names were brought up as being at risk for issues other than GPA will have those concerns addressed in an interview with the student. Formal letters will only be sent to those with “at-risk” GPA’s.

In addition, faculty meet regularly (at least twice a month, and more often than not, weekly) to discuss issues of concern to the program, concerns raised by students and issues that might affect either students or the program. If concerns are voiced regarding an issue in the classroom or a concern for/about a particular student, a strategy is developed by which this issue can be addressed. All faculty members have a voice in such discussions, and faculty work to balance respect for a student's right to self-determine and the consequences of the variety of decisions that the student might make. For example, during an interview for admittance to the major, a student self-disclosed that she had been diagnosed several years earlier as ADHD but was not on medication. In addition to full time coursework, this student worked almost full time and indicated that the people at work knew that when she became unfocused or had panic attacks, they would “cover” for her. This new information provided the faculty with insight into the student’s work habits at school as well as specific behaviors that had limited her effectiveness in her junior field placement. Faculty members discussed their concerns as faculty and then scheduled a meeting with the student to discuss the observed concerns regarding classroom and field. They suggested that the student revisit her decision not to take medication since as a professional social worker, she might jeopardize clients and that in a professional setting there might not be anyone to “cover” for her. Faculty linked this to the Code of Ethics pointing to the sections which require professionals to report impaired colleagues who might be at risk of

harming client. The student considered this information and made the decision to begin treatment. She completed senior year successfully and obtained a job in her field of choice.

Because the program is well established in the community, field supervisors are able and willing to come to faculty when there are issues and concerns. For example, during this accreditation cycle, a student who had shown promise in sophomore year began to have increasingly difficulty with the completion of her work, understanding the complexity of assignments and coming to class. In addition, it appeared that as she attempted to advance in the program she became *more* likely to address an issue in a concrete manner rather than critically analyzing appropriate strategies. Faculty met with her several times during her junior year culminating in a written contract which outlined specific behaviors (e.g. turning in all assignments on the days listed in the syllabus, completing all sections of the assignments etc.). This was linked to ethical practice and respect for clients: that clients deserve a social worker who can complete needed tasks completely and on time. After consideration, she signed thanking us for the opportunity to continue. The following semester faculty noted improvement. The student was able to advance into senior field but within two weeks of her placement it was clear that she was not going to be able to fulfill the requirements of her field contract. Her supervisor contacted the field liaison who in turn, contacted the Chair of the program. Within two days, on a Friday, a meeting was held between the Chair, Field Liaison, Field Instructor and the student, in which the student was informed that the agency was terminating the placement. A meeting between the student and the Chair was set for the following Tuesday.

Over that weekend, the Chair contacted the Dean of the College of Arts and Sciences to discuss the situation. He, in turn, contacted the registrar, and they were able to determine that the student had enough credits to graduate with a liberal arts degree. The following Tuesday the Chair presented this as a possibility to the student, and this alternative was accepted. Thus, over time, faculty modeled appropriate ethical practice by at first setting boundaries for the student, allowing for the opportunity for improvement within specific guidelines related to professional practice behaviors and the Code of Ethics, but ultimately terminating the student from the program after determining that the student could not fulfill the requirements specified by the

program. However, an alternative solution was provided to this student, not only through the work of the faculty and Chair, but through the administrative structure of the University as well.

In addition to the administrative and largely internal demonstration of ethical practice on the part of faculty, all are involved in organizations which promote social work as a profession. Dr. Hoyt-Oliver and Dr. Patterson Roe are active in the Ohio Chapter of NASW; both have served in either regional or state positions during this reaffirmation cycle. Dr. Slovak is also a member of NASW; she often attends the annual conference in Columbus and has been the Malone faculty representative for NASW Lobby Day for the past two years, taking all junior level students with her for this event. All three faculty members have been active in the North American Association of Christians in Social Work: Dr. Patterson Roe has had a national leadership position as co-Chair of the APM for the past four years and Dr. Hoyt-Oliver provides oversight of continuing education offerings as part of the organization's application to grant CEUs by ASWB. Faculty members take turns going to CSWE's APM and to BPD. All maintain their state licenses at their own expense; thus modeling the need for continuing education and lifelong learning.

CONNECTION WITH COMMUNITY SERVICES

In addition, faculty reflect appropriate professional practice by serving the community. Below are highlights of each full-time faculty member's service for the 2014-15 academic year.

Dr. Hoyt-Oliver serves as a member of an Impact Council of the United Way of Greater Stark County, and as community representative to the Quality Assurance Committee of Community Services, Inc. As noted above, she acts as the professional assigned to provide professional oversight to workshops and online offerings for the national Assn. of Christians in Social Work as part of NACSW's compliance with regulations of the Association of Social Work Boards. In addition, she continues to serve as coordinator of the Ph.D. level scholarship for students who are researching the impact of social policy concerns on the state level for the social work organization Influencing State Policy. She received the Lifetime Achievement Award from Region 8 of the National Association of Social Workers- OH Chapter. She is serving as the outside reader for a student who is enrolled in the Ph.D. in Organizational Leadership program at

Eastern University. Dr. Hoyt-Oliver was elected to the Promotion and Tenure Committee this past fall; which has spent a good deal of the year creating a document which replaced outdated Malone University P&T materials. She also served as a member a P&T Peer Review Committee for a member of the Dept. of Theology. Her work with the Ohio Domestic Violence Network and the Ohio Sexual Violence Prevention Coalition, paved the way for Malone University to be one of three universities invited to participate in a climate survey regarding relationship violence. She has been a grant evaluator for the Health Path Foundation of Ohio for three years. She participated as a panel member for MU's community-wide discussion of Race and the Criminal Justice System held in the spring of 2015 sponsored by the Office of Multicultural Services.

Dr. Patterson Roe serves Malone on the Worldview Forum Committee and Cross-Cultural Committee. In 2014-2015 she was the chair of the Peer Review Committee for a member of the Department of Natural Sciences as well as on the honor's committee for a thesis student double majoring in English and Global and International Studies. She helped to coordinate a Worldview Forum on race, which brought together police, clergy, and an activist to discuss how Christians can respond to current events surrounding black lives and police. She coordinated a Project Rebuild admissions event, which hosted a group of young adults considering a transition into college. Last year Dr. Patterson Roe was selected as OH Region 8's Social Worker of the Year. This year, she has co-organized a community development initiative towards food security in Southeast Canton, working with community members towards the development of a grant project to assess and plan sustainable food security strategies in the Southeast Canton area which is considered a food desert. She continues to serve as a member of the Stark State Professional Advisory Board for their Human Services Program, member of the Veritas (Romania) U.S. Advisory board, as well as a consultant and co-manager for the NACSW annual conference. She is also a board member for the Romanian Studies Program U.S. legal board. She also led a service learning trip to Romania in May of 2015.

Dr. Slovak was nominated for the 2015 Distinguished Teaching Award at Malone University. She has served as the Advisor for the Social Work Club. The club had a successful fundraising event which raised enough money to pay for the van for student's attendance at lobby day in Columbus. Dr. Slovak served on the Malone University Institutional Review Board, on the

Aultman [Hospital] Community Health Scholarship Committee, and the Malone University Student Research Symposium Committee. She served on the Friends of the Homeless Board, an agency caring for homeless people in Tuscarawas County. She continues to write Association of Social Work Board's examination item questions for social work licensure. Dr. Slovak is on the review Board for the *Journal of Poverty* and served as a reviewer for a prospective text: *Violence and Maltreatment in Intimate Relationships* (Miller-Perrin, Perrin, and Renzetti). She continues to develop a relationship between the community agency TIQVAH Hands of Hope and Malone University's SWK 347 students. Dr. Slovak mentored a student, toward the student's successful submission of a grant application to the Aultman Foundation. The grant, entitled *Mental Health and Obesity* (<http://www.malone.edu/daily/wellness-scholarship.php>) includes a \$5000 scholarship for the student.

Faculty value these connections both within and outside the university and believe this work provides for a richer understanding of community and a richer experience within the classroom for students.

Educational Policy 3.4 - Administrative 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. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4 – Administrative Structure

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

Malone is structured as a University. The institution hosts three schools (the School of Education and Human Development, the School of Business/Leadership, and the School of Nursing and Health Sciences,) as well as the College of Theology, Arts and Sciences (CTAS). CTAS is the

largest of these three entities with over half of the faculty of the University employed within the College.

The social work program is currently one of 10 departments within the College of Theology, Arts and Sciences. Although bureaucratically associated with the school, the program is given significant autonomy both over its budget and the administration of the program. This autonomy is manifest both administratively and within its budget. Information about administrative autonomy is found below; information regarding budget can be found in section 3.5.1.

ADMINISTRATIVE AUTONOMY

The program is recognized as an independent department. The Chair of the program meets with other department Chairs from the School of Theology Arts and Sciences monthly. Reports regarding the program, faculty load sheets and budgetary issues are sent throughout the year by the chair to the Dean, as are the minutes of the program's weekly faculty meetings.

Decisions that affect other departments are often discussed informally between members of those departments and social work faculty, between department members and the chair, and more formally, between Department Chairs and the Deans of the schools. As noted above, Department Chairs within CTAS meet with the Dean once a month as a group. Each chair meets individually with the Dean as needed. The CTAS Dean is open and available for individual consultation. He is both a thoughtful and a supportive administrator.

A.S.3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

The program's faculty have control of the program curriculum. Full-time faculty order their own books for classes. Part-time faculty also are responsible for the books that are ordered for their classes, but typically order text in consultation with full-time faculty members. Part-time faculty

who are teaching a section of a course that is also taught by full-time faculty utilize the same text and basic outline of the course syllabus. Part-time faculty are informed of the practice behaviors that are taught within the course and are expected to utilize the rubrics developed to assess practice behaviors. No person outside the department is required to sign off on faculty materials or approve course content. Faculty have the freedom to provide content and materials to students that reflect the mission, goals and objectives of the program. In the 30 years that the Chair has taught at Malone there has never been a time when social work course content was challenged by the administration.

The social work program has authority to approve changes within the currently approved curriculum content of the department. Social Work faculty are expected to be knowledgeable in their field and are perceived by the administration as having the best understanding of the current needs of students and the profession. Only social work faculty members initiate all curriculum changes within courses.

That said, given the nature of the University as a Friends Institution, changes that can be made to either the number of courses offered, the sequencing of courses or changes to the connections between the support courses and professional courses, are subject to a process of review by the full Malone University faculty before the proposed changes is set in place. Developed in the past five years, the “formative wheel” provides opportunity for faculty and administrators to weigh in regarding proposed curricular changes within the university. The Academic Proposal Review process is a *faculty-driven collaborative review* for new courses, programs, changes to course offerings and select academic initiatives of the University. It is divided into two major components known as the "Formative Review Wheel" and the "Approval Chain." The “Formative Review Wheel” is utilized so that faculty and select administrative support units have the opportunity to review and comment upon a proposal. The approval chain begins with the Academic Policy Committees, both Undergraduate and Graduate (UAPC and GAPC for short) and ends with a proposal being approved and codified in the catalog or other appropriate document or rejected by full faculty vote.

If a program or Department believes it needs to change its curriculum, the Chair discusses changes within the Department and creates a document detailing the changes. The document

requires a rationale for the change, how the change reflects the mission of the University, as well as the changing nature of the program. In addition, the proposal needs to outline how the change will impact the program, faculty load and other departments or programs.

The proposal is then sent to the entire faculty who receive electronic notice of a proposed change. If a specific department (e.g. Psychology) or academic entity (e.g. Gen Ed) might be affected by the change, an additional email message is sent to the Chair or Director of that program as well, specifically inviting the entity affected to comment. If the change is substantive (e.g. changes to program hours, addition/deletion of courses, significant changes in course offerings) the change must be posted for 30 days. If it is deemed a minor change (e.g. changes to the prerequisites of major courses, changes in administrative procedures such as the requirements for students to maintain their status within the program), the changes will be posted for comment for 10 days. Any comments posted can be viewed by the full faculty and are specifically sent to the department Chair who had posted the proposed change. It is expected that concerns that are posted during this timeframe will be addressed, and often if those changes are not substantive, the original poster can indicate the modifications which will be made to the proposal.

After the comment period is closed, the proposal will be sent to the Undergraduate Policy Committee (UPC) which is charged with overseeing all changes to undergraduate curriculum. If the UPC deems the change acceptable, the proposed change goes before the entire faculty for an up or down vote. If the change is accepted, it is sent to the administrator in charge of the course catalog and the new information is entered and available to students.

This procedure, which has been in place for two complete academic years, provides strong faculty ownership of curriculum. Programs and departments have the opportunity to hear from interested faculty members about the impact of program changes, and have time to comment over the 30 day posting period. By the time the changes come to a vote before the faculty, issues and concerns have often been addressed within the curricular wheel.

The full faculty meets as a body once a month to discuss the assigned business of the university. The full faculty has the final authority to approve all changes related to academic structure of all academic programs at the university.

It is important to note that this vote does not constitute *approval of curriculum content* but, as noted above, approval of the *overall program outline and load hours*. Goal setting, program planning, and the achievement of goals are left to the department.

The Provost and Dean have been supportive of the program and affirm the program's overall autonomy. The current President of the University has his undergraduate degree in social work and is aware of the value of the profession.

ADMINISTRATIVE AUTONOMY: CURRICULAR DECISIONS AFFECTING THE DEPARTMENT

As noted above, the department has the authority to set program goals and objectives as long as those goals and objectives are consistent with the mission of the University.

The program maintains authority over curriculum evaluation. Evaluations are developed within the department. Faculty members are responsible for developing, selecting and interpreting the various evaluations utilized by the department. Faculty members hold formal yearly discussion of evaluation outcomes. Informal conversations during our weekly faculty meetings are normative. In addition, several times a year social work program faculty members discuss the validity and reliability of the evaluation outcomes as well as discuss modifications of content and curriculum that might be needed based on assessment results.

The program is expected to connect some of its evaluative outcomes with University wide goals; to this end the Chair of the Department creates a report that is due every October to the Director of Evaluation for the University. (See [Malone University 2014 Social Work Academic Program Assessment Report, Vol. III-A](#))

In the spring of 2015, after several years when faculty were not directly assessed by students, a student satisfaction survey was reinstated with results sent directly to faculty.

A.S. 3.4.3: 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.

HIRING OF FACULTY

Since the last reaffirmation, the social work program completed a successful faculty search. The full-time social work faculty members were involved in all aspects of this search.

The procedure both followed a typical search for faculty at the University and also had a few unique facets to it. The search process is outlined below.

When one of the social work faculty members announced he had accepted a position at Lithuanian Christian University, the department sought the opportunity to post for a faculty position. The Chair's request for a replacement faculty slot was sent to the Dean who met with the Chair. The Dean was supportive of the replacement faculty request and advocated strongly with the Provost that the social work program fill this slot.

Just before Christmas break, the Chair was informed that the program would be given permission to conduct a search. The faculty developed a job description for the third slot, discussed possible classes that would be taught by the new hire, and discussed together what qualities would be needed to fit both the program's needs and the needs of the institution. That job description was forwarded to the Provost and was placed on Malone's website. The posting ran from 1/23/12-2/23/12. In addition, the social work faculty informally contacted individuals who might have knowledge of eligible candidates. The position was posted/advertised on the job search sites for the following organizations: Baccalaureate Program Directors (listserve), Inside Higher Education, Christian College Coalition website, Council for Christian Colleges & Universities, The Chronicle of Higher Education, Diverse Issues in Higher Education, the Canton Repository, (both print and online), the Akron Beacon Journal (both print and online) NASW-OH Joblinks website, and NACSW's Joblinks website. Because of the short amount of time between the postings for the job and the time for interviews, particular attention was paid to websites and periodicals with short turn-around times for publication.

Per the policy of the University, the Dean appointed one additional faculty member from outside the Department to join the interview team. The faculty member who was leaving was not a part of the deliberations from this time forward. The remaining two faculty members reviewed each completed application and selected six individuals who appeared to suit both the needs of the program and the needs of the institution. Telephone interviews lasting between 1-1 ½ hours were conducted by the interview team with these individuals. After these interviews, the faculty contacted references. In most cases, the references for each candidate were divided between the team members, so that all team members could have an impression of all candidates. However, one candidate was a long-time friend of one of the faculty members and had taught as an adjunct for the program in the past: in that case the Field Coordinator and the faculty member from outside the department interviewed all her references.

The interview team selected the top candidates, and ranked them in order of fit with the needs of the program. The ranking was discussed with the Dean of Theology, Arts and Sciences. Both the Dean and the Provost accepted the rankings of the faculty and gave permission to bring the top three candidates to the campus.

As with many searches, the process is not always smooth. One of the top ranked candidates (a white male with significant experience) withdrew within 24 hours of the Provost's go-ahead. The team then selected another candidate to bring to campus.

Three candidates were contacted and accepted the opportunity to come to campus. Two of the candidates, both white females with significant teaching experience, lived within 25 miles of Malone University. A third candidate, a Native born Indian man with significant teaching experience, came from out of state. Each was scheduled separately for a day of interviews with a variety of administrators and staff and with representatives from Faculty Senate. Each presented a class to the students on material that was part of the syllabus for the course in which the presentation occurred. The Dean, the outside faculty member and both social work faculty members, as well as students, were present for the classroom presentation. In addition, each candidate met separately with the social work faculty candidates, had lunch with students, and participated in a separate one-hour meeting with social work students without the social work faculty present. All groups provided feedback. The administrator and faculty evaluations went to

the Dean's office, the student feedback was sent to the social work faculty, who collated the data. This was reviewed by faculty on the search committee. The interview team met together to rank the candidates based on the feedback provided. They were given access to the evaluations by the administration and faculty. Dr. Hoyt-Oliver who would be taking over as Chair of the Social Work Program, met with the Dean regarding the ranking of choices made by the interview team. The selection process was communicated to the Dean. Dr. Slovak was considered the top candidate for the position. This choice was deemed as acceptable by the Provost and the President of the University and the program was given the go ahead to hire Dr. Slovak.

As this process indicates, the Dean and the Provost have the ultimate authority regarding both faculty slots and hires, but the social work faculty and the outside faculty member provided crucial input and most of the legwork in the hiring process. Although final authority to offer a position rests with the Provost, it is clear from the above process that the social work program faculty members have significant input as to who will be selected for hire.

PROMOTION AND TENURE

Promotion and tenure at Malone is a collaborative process. Although the ultimate decision as to whether a faculty member is promoted/tenured rests with the Board of Trustees of the University, faculty provide guidance and support to those in the process. Below find a brief outline of the promotion and tenure process.

The journey toward tenure begins when the faculty member is hired. During the new faculty member's first two years, s/he is assigned a mentor from outside of the department. Mentors meet with new faculty about once a month to discuss the new faculty member's adjustment to Malone. If the faculty member is new to teaching, the mentor is there to assist with suggestions and strategies to strengthen teaching. Mentors provide a report to the Provost regarding these contacts but the report is summative in nature. In addition, new faculty members meet as a group with two seasoned professors who hold monthly discussions about the basics of university teaching, the ethics and governance of Malone and other concrete topics. New faculty members are given one course release per semester to assist them with their adjustment. They are not assigned advisees in their first year nor are they asked to serve on faculty committees.

During the first semester of their second year at Malone, new faculty attend a faith integration class for which they are given one course release. Led by the same faculty members who run the first year seminar, the course provides time for the faculty member to examine faith and how faith integration is conceived by faculty across campus. All faculty are required as a part of this course to write a research paper in which the faculty member integrates faith in his/her discipline. An updated version of that paper is a component of the faculty member's promotion materials when she comes up for tenure.

In the fall of a faculty member's third year, three faculty members (one from the faculty member's department and two from outside the member's department) are convened by the provost to assist the new faculty member to begin the preparation for promotion. The three faculty members attend classes, review scholarly and service activities and assist the new faculty member to set realistic goals towards the preparation for the documents needed for promotion/tenure. A letter from the Chair of the 3rd year committee is sent to the candidate as well as to the Provost.

The University also requires evaluation of faculty teaching. In the years leading up to promotion and/or tenure, faculty members are evaluated regarding their teaching by members of the peer review committee selected to assist the faculty member's preparation for promotion/tenure.

Five months before the candidate submits materials toward promotion/tenure, the faculty member receives a letter from the Provost noting that materials will be due to the Deans by the following October. The faculty member is again assigned three committee members to assist with the preparation of the P/T documents. Committee members read the candidate's materials and make suggestions if needed. They sit in on classes and provide feedback to the candidate about teaching. A report of their activities is sent to the candidate who is given 10 days to respond to the letter; both the letter from the committee as well as the faculty member's response to the letter are included in the packet of information sent to the Promotion and Tenure Committee, as is a letter from the Chair of the faculty member's department and the Dean.

The Promotion and Tenure Committee (P&T Committee) at Malone reviews all materials from candidates who are up for Promotion and/or tenure. The Committee consists of seven members

elected by the faculty. The Chair is appointed from those elected members by the members of the Faculty Senate. The P&T committee reviews candidates' portfolios and sends recommendations to the Provost. The Provost reviews these recommendations and provides information to the Board of Trustees during their February meeting. It is at this meeting that the final decisions are made. Candidates are informed by the Provost within a week of the February Board meeting.

A.S. 3.4.4 The program identifies the social work program director.

Jane Hoyt-Oliver, MSW, ACSW, LISW-Supv. PhD is Chair of the Program

B3.4.4 (a): The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE- accredited program and a doctoral degree, preferably in social work.

As noted in her curriculum vitae within this document, Dr. Hoyt-Oliver received her BA in social services from Syracuse University. This was at the time the program was exploring candidacy, but before it was accredited by CSWE.- She briefly sat on the committee which assisted with the development of the B.A. candidacy application for Syracuse University's program. She received her M.S.W. (CSWE accredited at the MSW level) in 1977. She earned her ACSW in 1981 and was licensed as a Licensed Independent Social Worker by the State of Ohio in 1984. She was able to obtain her supervisory status the first year such a credential was allowed by Ohio law. She earned her PhD at the Mandel School of Applied Social Sciences (Case Western Reserve University) in 2005.

During her extensive tenure at the University, she has been responsible for overseeing the development and implementing changes within the social work program. She has taught every

course within the professional curriculum except for SWK 345 (Practice I). She has overseen curricular changes throughout her career and has developed a number of courses which allowed the program to respond to the changing nature of social work. For example, she introduced strength-based practice and the ecosystems perspective to the program in the early 1990s moving it from the “problem solving” theory base which had been utilized by a previous Chair, and created two of four specialty courses in social justice and social work ethics taught in the late 1990s and early 2000’s. Currently, in response to and in conjunction with, the strong work by her colleague Elizabeth Patterson Roe, she is revising the HBSE course to include more in depth content on anti- oppressive practice as well as including more content on the impact of trauma on human development. She will be developing a new course that will be part of the professional curriculum beginning in the fall of 2015: SWK 262: Research and Writing for Social Work Professionals, which will be required for social worker majors. Dr. Hoyt-Oliver has been a part of four reaffirmation cycles for the program and has been the primary author of three of those four reaffirmation documents.

For the past several years, she has been the primary investigator on a project to explore how parents who adopt transracially understand the concepts of race and culture. This qualitative study is the basis of a book *Adopting Transracially: Real Answers to Real Questions* which will be published by ABC-Clio-Praeger in 2016.

Dr. Hoyt-Oliver is the outside reader for a PhD student at Eastern University’s School of Organizational Leadership who is exploring women’s leadership in the Rescue Mission movement. In addition she serves on the Board of several community non-profit organizations and on an impact council for the United Way.

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

Jane Hoyt-Oliver, MSW, ACSW, LISW-Supv., PhD is chair of the social work program. She is appointed full-time to the program. She has been Chair of the Program a position she has held a

number of times throughout her tenure at Malone; from 1986-1987, 1998-2008 and from 2012-present. Dr. Hoyt-Oliver has been a member of the faculty at Malone either full or part time since 1984; the only year that she was not teaching within the social work program either full or part time was during the 1994-1995 academic year when she was a full time doctoral student at CWRU.

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

As faculty load sheets indicate, (EP 3.3, page 211 of this volume), the Program director receives three load hours (25% of a full time load) per semester to carry out the administrative functions of the program. This is sufficient to cover the administrative load for the program and is the standard course reduction for Chairs within the College of Theology Arts and Sciences.

A.S.3.4.5: The program identifies the field education director.

Elizabeth Patterson Roe, Ph.D., LISW-Supv, is the Field Coordinator for the Malone University Social Work Program.

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

When hired into her current position, Dr. Patterson Roe brought extensive understandings of community development and the nature of social work field placements to the program. Prior to teaching full time, when she was coordinator of social services for Veritas (Romania), she supervised field practicums for students from several different U.S. based, CSWE accredited social work programs. While acting as the liaison for the program, she developed new partnerships with universities for international field practicums. Both of these positions gave her familiarity with the value of field education and CSWE accreditation guidelines for field practicums. Her PhD coursework and dissertation has focused on the impact of international field practicums on social work students in order to understand and maximize the positive outcomes and bring to light and minimize the negative outcomes of such experiences. With a theoretical focus on anti-oppressive practices and cultural humility, her coursework has only strengthened the strong skills and competence she has brought to the program.

This work has been recognized by the professional community. Dr. Patterson Roe presents regularly both in statewide and national conferences on international social work and anti-oppressive practice. She has served on the international service committee for NASW -OH and was the Social Worker of the Year in 2014 for Region 8 of NASW. In addition, she has written two chapters for books dealing with international social work.

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

Dr. Patterson Roe meets the requirements outlined above. She graduated from Mount Vernon Nazarene College's social work program when the program was in candidacy. After working in Sighisoara, Romania for six months, Dr. Patterson Roe returned to the United States and completed her MSW at Roberts Wesleyan University, (a CSWE accredited program). She then returned to Romania to work for five years to work in social work practice.

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

Dr. Elizabeth Patterson Roe, Ph.D., LISW-Supv., is the Field Coordinator for the Malone University Social Work Program. As the faculty load sheet (EP 3.3 of this volume) indicates she receives a three hour per semester load reduction for her work as field coordinator. This constitutes 25% of a full time faculty load and is sufficient to accomplish the duties required of the position. This assigned time has been built into the position of Field Coordinator since the program was initially accredited in 1983.

In addition, she (as well as other faculty members when needed) receives additional faculty load hours for supervising students in sophomore, junior or senior placements. Additional load hours are provided as follows: sophomore field (SWK 222- L) one load hour p/eight students in placement; junior field (SWK 348) one load hour for every three students over 10 [e.g. if there are 16 students in the class Dr. Patterson Roe receive six load hours: four for the class of 10 students and two additional load hours for the six students over 10; and senior field (SWK 440) one load hour for every two students supervised. These course-based additions are awarded to the faculty member who is overseeing each of these placements, and provide faculty with the time to creatively provide supervision to students; thus allowing the minimum release for field coordinator to be sufficient.

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

Each year the program Chair, in consultation with the social work faculty, develops a budget detailing the department's projected fiscal needs of the coming year. The proposed budget is routed to the Dean of Theology, Arts and Sciences and then to the Provost and CFO for review. The three latter individuals jointly determine the budgetary appropriation for each department. The Chair of the program is informed of the social work program budget for the following year and is authorized to spend against the allotment. The Chair receives monthly reports as to how much of each line item remains in the budget. Line items can be accessed down to the individual purchase or charge. The Dean monitors the expenditures within the Department and listens carefully to the Chair when discussing departmental needs. For example, during this reaffirmation cycle, the Chair requested additional money to hire a consultant/reader toward reaffirmation. Although the 2015-16 academic year has been financially challenging for the University, the Dean and Chair were able to discuss the additional monies that could be spent and the outcome was satisfactory for both parties. In recognition of the aforementioned financially challenging times, the Chair informed the Dean of both the formal expenses related to the CSWE reaffirmation and the projected expenses of the site visit based on previous cycles of reaffirmation and the information provided at the reaffirmation workshop. The Dean successfully advocated for the program to receive the amount requested.

All financial transactions equal or less than \$249.99 can be authorized by the Chair and approved by the Dean of the School of Theology, Arts and Sciences. All purchases over \$249.99 must be approved in advance by the Chair, the Dean of the School, and the Provost. All transactions of \$500 or more must be signed by the Chair, the Dean, the Provost, and the Vice President for Finance. No one is permitted to approve payment for him or herself. There must be a signature of an immediate supervisor. (See [Business Handbook, p.7, "Submitting an Invoice for Payment."](#) Vol. III A)

Per Malone policy, no individual is permitted to approve payment to him or herself. In such cases, the request must also be approved by the Dean of Arts and Sciences. Payment request information from our business office, as listed on the Malone University Payment Request Form is shown in a text box below.

Educational Policy 3.4 - Administrative Structure

The Administrative Assistant is provided with a business credit card to use for departmental expenses. So, for example, the cost of travel and conference expenses can be placed on the business credit card of the Administrative Assistant if she makes travel arrangements for staff. Per institutional policy, faculty members pay for their own expenses during conferences and are reimbursed by the college within the institution's per-diem rate, although a cash advance can be authorized. Turn-around for these expenses are usually less than two weeks from the date they are submitted to the business office.

*The maximum limit for petty cash is \$100. Do not split requests or receipts to circumvent the approval process.

*Petty cash/travel advances will not be issued to employees with a Malone credit card, except for reimbursement.

*All petty cash receipts and change should be returned to the Business Office within 2 days of the date received, but no longer than 1 week from the date of the advance. Additional funds will not be released until previous petty cash/travel advance is cleared.

*Receipts must accompany all requests for reimbursement of goods purchased.

*No one is permitted to approve payment for him or herself. The signature of an immediate superior is required.

*All payment requests and invoices of \$250 or more must be signed by the Vice President of your area in addition to the signature of your Supervisor/Dean.

*All payment requests and invoices of \$500 or more must be signed by the Vice President of your area AND the Vice President for Finance, in addition to the signature of your Supervisor/Dean.

*Student organizations (822-225-xxxx accounts) require the approval of the Vice President for Student Development in addition to the Advisor.

*Checks are run on Tuesday and Friday mornings and requests must be submitted by 2:00 p.m. on the preceding day. Checks are available after 1:00 p.m. on the day they are printed and will not be distributed through campus mail.

*A completed IRS Form W-9 (available in the Business Office) must accompany the check request for any individual being paid for a service to the University. An IRS Form 1099-MISC will be issued at the end of the calendar year for anyone receiving payments totaling \$600 or more.

*Any additional payments for service or stipends to employees must be submitted to Human Resources to be included in the next regular paycheck.

This process is responsive to the particular needs of the department. For example, when limits were placed upon the number of conferences that an individual faculty member could attend by the institution, the Chair discussed the need for Social Work faculty to be involved in both National (CSWE/BPD), regional (OH-NASW), professional (Conference on Suicidology/NACSW) and other discipline-specific conferences tied to faculty areas of research. An exception was made for the department. The college administration has continued to allow the exception, but conference spending is closely watched due to University budget restraints. In response and out of respect for this process, the social work program has never exceeded its overall budget in the past 15 years.

The University administration has also recognized the unique connection between the social work program and the professional community. University administrators allowed the social work program to add a line item for community involvement. In some cases, this item allows the department to have a funded presence at community events sponsored by local agencies. It also provides monies to provide small “thank-you” stipends/gifts those who work with our students in junior and senior field.

If emergency situations arise, the Chair may appeal through the administrative chain for additional funds. It has been the personal experience of this Chair that the administration works responsibly and does assist department Chairs to meet the legitimate and documented needs of the department.

A.S.3.5.2: The program describes how it uses resources to continuously improve the program and address challenges in the program's context.

Table 12: 2014-2015 Social Work Department Budget

(Does not include Salary Expense)

2014-2015 SOCIAL WORK DEPARTMENT
BUDGET

Beginning Balance	7/1/2014		
Account #	Account Title	Beginning Balance	End. Balance
153-632-6120	Office Supplies	\$1,300.00	\$654.89
153-632-6123	Copy/print charges	\$2,000.00	\$1,067.73
153-632-6125	Postage Expense	\$129.00	\$66.79
153-632-6130	Long Distance Tolls	\$60.00	\$60.00
153-632-6133	Dues/Membership	\$1,236.00	\$239.00
153-632-6135	Travel & Entertainment	\$800.00	\$617.80
153-632-6137	Conference/Mtg Reg.	\$1,750.00	\$405.00
153-632-6140	Teaching	\$1,100.00	\$953.82
153-632-6145	Miscellaneous	\$100.00	\$100.00
153-632-6277	Community Social Work	\$2,060.00	\$2,060.00
153-632-6320	Ads and Promotional	\$206.00	\$14.19
153-632-6670	Professional Development	\$4,300.00	\$3,056.92
153-632-6673	Social Work Accreditation	\$6,265.00	\$595.60
153-632-6857	Events Expense	\$1,800.00	\$1,566.00
Total Ending Balance	May 11, 2015	\$23,106.00	\$11,457.74

* Note that this budget example ending balance is dated May 11, 2015, not June 30th, which would be our end of the 2014-2015 fiscal year. Therefore, there are still monies remaining in the budget's ending balance.

The social work program works to maximize the monies it receives to strengthen its ability to carry out its mission and goals. AS noted in EP1, *The Mission of Malone's Social Work Program draws on its unique context as an Evangelical Friends institution with access to urban, rural, and international practice opportunities to prepare entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations who promote social justice and who can ethically integrate Christian faith with social work practice.* Faculty members use the budget of the department to assist students toward this mission. For example, the budget provides a line item for teaching supplies which provides every faculty member monies to update materials to assist students to grow in their practice skills. A second line item, that for copy/print charges, not only allows faculty to, when legally allowed, print up-to-date materials for students from newspapers, blogs or other "just-in-time" items, but also allows students to send their papers to faculty via email and, if the faculty members desires to make a hard copy, the budget is generous enough that copies can be made. In addition, the Department has a line item (Community Social Work) which provides monies to agencies that agree to host students in junior and senior field. Although the amount is not large (typically about \$150 per agency), the agencies utilize this money in creative ways: for example, one agency utilizes it for continuing education scholarships for employees, another for a scholarship fund run by the agency.

The University provides monies for professional memberships for faculty and institutional memberships to BPD, CSWE, NACSW, Influencing State Policy and NASW that connect faculty to the wider worlds of professionals and social work educators.

The Professional Development Line Item used together with Conference/Meeting registration, allows faculty to model the need for ongoing professional development and the ability of faculty to maintain their connections with field of practice. The budget provides monies that are generous enough that each faculty member can attend at least one if not two major conferences during the academic year. This provides the faculty with opportunities to update their skills and

learn about emerging practice, bringing that information back to both the classroom and to the administration of the program. In many cases, faculty bring that information directly back to the classroom, modeling for students Goal 1 of the program: *prepare students for beginning generalist social work practice. This includes developing entry level competency across system levels, meeting licensure requirements, and developing an awareness of the importance of ongoing professional development.*

The budget also contains an “event expense” line item which provides monies for students, Professional Advisors and others to meet for continuing education events on or off campus. The faculty are deliberate about providing events that will offer opportunities for students to stretch their understanding of the world and to celebrate diversity. This reinforces the second goal of the program which is to *assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own.*

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

In our last cycle of reaffirmation, the only concern cited by the site visitors was that the program did not have a full time administrative assistant. At that time, our assistant was shared with another larger department, although both departments realized that social work took up approximately 60% of the Administrative Assistant's time. This situation has not improved since the previous reaffirmation cycle: indeed the situation has become more complex. When a number of University wide positions were cut, the responsibilities of the Administrative Assistant assigned to social work were increased to include responsibilities toward half of another large department on campus. The Chair of Social Work, knowing that reaffirmation was, at that point two years away, met with the Dean regarding the need for additional administrative support. A creative solution was found by which a student with exceptional administrative and organizational skills was hired for eight hours per week for the full academic year funded in part by student Federal work study and in part through the accreditation line item in the social work

budget. Her job was to organize charts and information and to check for inconsistencies that might have arisen over time between the documents and syllabi, and to assist the Administrative Assistant (who has been working with the social work program through three (3) reaffirmation cycles) toward the production of this document. She has worked closely with both faculty and the Administrative Assistant which has been invaluable in the overall process.

This situation has allowed the program to maintain adequate records as the administrative assistant is employed full time year round, however the administrative assistant reports that because of the complex assessment requirements relative to CSWE, the social work program with its three member faculty takes 60% of her time, leaving 40% of her time for the other nine faculty distributed between two additional departments.

A.S. 3.5.4: The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

The department receives monies to use at its discretion for the purchase of library books, audio/videotape/CD purchases, and professional journals. Full control of these purchases lie within the department, with the Chair having sign-off authority on all purchases. Full and part-time faculty are welcome to make their desires known and to request what they believe is needed to increase the professionalism of instruction and student understanding. If books are already available within the OhioLINK system, the faculty member is informed of this: if the faculty member still would like it to be a part of the library holdings the book is purchased. One caveat to this however, should be noted. In the past two years, faculty have not been informed of the outstanding balances that departments might have to purchase books or media. As the Chair was on sabbatical last spring, she did not know that this policy change had occurred, and it was only when the CSWE library report was submitted that it was discovered that the program had not completely used its allocated funds for the past two years. A discussion between the library Director and the Chair of the Program took place early in the spring of 2015 and the program has stepped up its purchases once again.

The program has a strong and professional relationship with the library staff. The Director of the library has been employed at Malone for nearly as long as the Chair and she is open and flexible about the needs of the program. For example, she has been able to strengthen online offerings for policy research and has worked to maintain resources such as the *Hannah Report*- an extensive and very helpful resource for policy students who need to research state wide policies and the inner workings of the Ohio legislature. The library report follows below.

Librarian's Report

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

This report is used to evaluate the program's compliance with Accreditation Standard (AS) 3.5.4.

AS 3.5.4

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

In a narrative report of social work library resources, including those used in distance education or off-site programs, address the items in each bullet below. Tables, charts, or spreadsheets may be used to provide data. Address the following:

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

Malone's catalog offers 287,124 total items. Of those, 3059 physical items are cataloged with social work call numbers. Malone's catalog also offers nearly 1500 social-work-related e-books.

Most of Malone's periodical holdings are acquired through participation in the OhioLINK consortium or as part of a database subscription. The Cattell Library subscribes to a few social work journal titles that are not currently available in any of those larger packages. That list is shown in the chart below. The entire list of all available journals is available on the library's web page through the [Journals A-to-Z List](#).

Title Name	Format
Families in Society : the Journal of Contemporary Social Services	Print
Journal of Ethnic & Cultural Diversity in Social Work	Print + Online
Journal of Gay and Lesbian Social Services	Print + Online
Journal of Social Work Practice in the Addictions	Print + Online
Social Service Review	Print
Social Work Today	Print

Malone students and faculty have access to 183 electronic databases. Although many of the various databases are useful to social work researchers, a few of the most pertinent are listed below. The entire list can be found on the library web page [Research Databases List](#).

Social Work-related databases paid by Malone
Ohio Capitol Connection*
Social Work Abstracts
Social Work-related databases available through OhioLINK
GPO Monthly Catalog
PSycINFO
SocINDEX with full text
Sociological Collection

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

The library staff consists of 5 full-time degreed librarians, 1 part-time degreed reference librarian who works on Sundays, and 2 support staff workers: 1 full time and 1 part time. The circulation desk is also staffed by 18 students who are paid through the work study program. An additional 3 student workers assist with technical services.

- Budget for social work library resources for the last, current and upcoming academic years. The budget for next fiscal year has not yet been set, but the current and past years' budgets are shown in the chart below.

Social Work Budget	Social Work Allocation	Actual Expenditures	Total Capital Budget
2013-2014	\$3331.75	\$2572.75	\$170,000.00
2014-2015	\$3222.04	\$2175.41	\$125,000.00

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

Resources used by social work students come from multiple databases and call numbers throughout the entire collection, including anything from cultural studies to ethics to leadership to criminology, etc. However, the items specifically cataloged as “social services” are included in the statistics chart below. Usage statistics show that 67% of the items have been used at least once.

Social Work items	3092
Used in library	174
Checked out	1905
Total used	2079 = 67%
Social Work Abstracts	2013/14 = 44 abstracts + 12 links 2014/15 (to April) = 69 abstracts + 6 links
Ohio Capitol Connection	2013/14 = 1067 page views + 103 searches July-Dec 2014 = 225 page views + 14 searches

- Equipment and technology available to social work (computers, copiers and printers). The library provides 25 public computers for use by current students, faculty, and employees. If availability permits, Malone alumni and current patrons from other OhioLINK universities can be logged on to computers by Cattell library staff. One additional computer is available for catalog access only. The library provides 3 networked copier/printers; 2 are black/white and 1 is a full-color printer. All printer/copiers also have scanning capability.

The university’s Media Services department is located in the library’s lower level. Students or faculty can request a wide variety of media equipment. Media Services workers bring the equipment to the circulation desk where borrowers can retrieve and later return the items they have requested.

The lower level of the library also contains 2 computer labs and a video editing suite.

- 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).

Student and faculty circulation policies are in Vol. III

- 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).

Malone belongs to the OPAL (Ohio Private Academic Libraries) consortium. The 25 members of OPAL maintain a shared catalog and contribute funds toward a few shared resources. Students can find items through a standard catalog search box or through the EBSCO Discovery Layer which searches all physical and electronic books and journals. The library's web page also includes several Research Guides created through LibGuides.

OPAL is part of the larger OhioLINK consortium which offers access to the cataloged holdings of most college and university libraries in the state. OhioLINK also maintains an extensive database of full-text journals and e-books, and provides access to more than 100 databases. Through our OPAL and OhioLINK memberships, Malone students have the combined resources of all OhioLINK institutions, including state and private universities with social work programs. OhioLINK has also partnered with SearchOhio, a consortium of public libraries, to offer easy borrowing from public library catalogs throughout the state. Current students, faculty, and staff can access all of these resources either on-campus or from any off-campus location through remote online authentication. More information about OhioLINK can be found at their web site: <https://ohiolink.edu/>.

Graduate and honors students at OhioLINK schools have the opportunity to contribute to the ETD (Electronic Theses and Dissertations Database). The ETD offers worldwide access to the research prepared by Ohio scholars. As of the current school year, Malone honors and graduate students are invited to participate. ETD submissions are governed by faculty at submitting schools.

Although Malone's consortial connections provide millions of articles, books, and other items, students or faculty who are doing specialized research may still need additional sources. The Cattell Library uses OCLC to facilitate worldwide interlibrary borrowing. The majority of books

and articles are obtained for free. Any charges which are assessed by the lending institution are passed on to the requestor.

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

The Cattell Library maintains a staffed reference desk 67 hours/week with additional on-call reference 12.5 hours/week. Circulation staff is available to assist patrons for the remaining 10 hours each week. The **attached reference schedule** provides an hourly overview of reference availability.

Although the library does not currently have instant messaging, the web site does provide a general reference and a general circulation email address in addition to the contact information for all library staff members.

- **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 social work liaison is a degreed librarian. See the next question for more complete information.

- **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?

A list of departmental liaison expectations is attached to this report. In addition to regular liaison duties, the social work liaison also stays current on government document research and information sources.

(a) The library's instruction librarian offers general library orientation to most freshman composition classes. The library's reference staff is currently crafting a general instruction plan that will set instructional goals and objectives for all Malone students throughout their study at Malone regardless of major and will help guide our assessment process. The Social Work Library Liaison provides in-depth instruction and on-going individual assistance for all students enrolled in the Social Welfare Policy Analysis course each semester.

(b) The Social Work Liaison maintains an online LibGuide specifically designed for the Social Work Policy class. This guide can be viewed at <http://libraryguides.malone.edu/SWK> . There are additional guides for government documents and for general library and web site assistance.

(c) Alumni are invited to continue to check out library resources through an annually updated community patron card. They can continue to use library computers and order OhioLINK resources. Online databases are available in the library only. Because of licensing agreements, only current students and employees can access from off-campus.

Although most OhioLINK patrons request items through the online catalog for automatic delivery, all are welcome to visit Malone's library or to have their items delivered here for pickup. The Cattell Library also offers a community patron card that allows area adults to visit the library and check out a limited number of Malone items. The service is used mostly by area pastors or researchers who are interested in Malone's academic collection. A public library is located just down the street for recreational use.

(d) The Director of Library Services participates as a non-voting member on the university's Academic Policy Committees. These committees vet all curriculum and academic policy changes before approving (for minor changes) or passing them along for a full-faculty vote (for major changes). All librarians with faculty status are included in general faculty votes and full-faculty business meetings.

(e) Each summer the university offers a few weeks of on-campus training for all employees. (IT topics, university finance management, etc.) The Instruction Librarian presents a workshop on various library research topics or tips or updates, etc. as a part of the menu. New faculty hires are also invited for a 1-session library orientation during the week before fall classes begin. Individual faculty members are always welcome for additional one-on-one assistance.

- **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.**

A “Request New Items” link is provided on the library’s web site. The library also accepts email and written faculty requests for new items. As long as funds permit, most items requested by faculty are purchased promptly. Large and/or on-going expenses (such as databases) are given strong consideration and then monitored through usage statistics.

Every spring the Serials Librarian contacts each department through the Annual Resources Review. The library sends each department a list of all their periodical and standing order titles. The departmental faculty members are then asked for input about titles that should be stopped or new titles that would be helpful.

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

A monthly list of new items is posted on the library’s web page. As soon as new items are processed, they are shelved in a prominent location just inside the front door for the first year. Faculty can also ask to be notified when the items they have requested are ready for checkout. One of the circulation supervisors sends an email or calls the requestor and the items are placed on the hold shelf for up to 10 days.

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

Members of the social policy classes are some of the social work department’s heaviest users. Beyond those numbers and the circulation statistics mentioned above, though, it is not possible to determine the number of people who use our social work resources.

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

Our social work library liaison teaches one full session each semester to the Social Welfare Policy Analysis class. The students learn how to trace the history and justification for a selected

federal law, and how to follow the implementation of that law at the state and local levels. The liaison then works with many of these students individually throughout the semester as they complete their policy project. The numbers vary each semester.

Spring 2014 = 8

Fall 2014 = 3

Spring 2015 = 18

Students complete a survey at the end of the presentation session to help the presenter gauge the helpfulness of the instruction. On-going individual assistance and completion of the project also allow the instructor to assess learning. **A sample of the survey is attached to this report.**

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

The library is located at the center of campus, close to most classrooms and dormitories.

All circulating books, DVDs, and CDs are shelved on the 2nd floor. Reference items and microfiche/microfilm are located on the main floor. Bound periodicals and archives are housed on the 3rd floor. Reserves are kept at the circulation desk and updated each semester or as needed. Links to online content can also be embedded in e-courses.

- **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 is open 89.5 hours each week during the regular school year and 61 hours a week during summer school. The chart below shows the exact times.

	Regular School year	Typical Exam Week	Summer	breaks
Sunday	2:00 pm - 10:00 pm	1:00 pm - 1:00 am	closed	closed
Monday	7:30 am - 11:30 pm	7:00 am - 1:00 am	8:00 am - 7:00 pm	8:00 am - 5:00 pm
Tuesday	7:30 am - 11:30 pm	7:00 am - 1:00 am	8:00 am - 7:00 pm	8:00 am - 5:00 pm

Educational Policy 3.4 - Administrative Structure

Wednesday	7:30 am - 11:30 pm closed 10 - 11am for community worship	7:00 am - 1:00 am	8:00 am - 9:00 pm	8:00 am - 5:00 pm
Thursday	7:30 am - 11:30 pm	7:00 am - 7:00 pm	8:00 am - 7:00 pm	8:00 am - 5:00 pm
Friday	7:30 am - 7:00 pm	8:00 am - 7:00 pm	8:00 am - 5:00 pm	8:00 am - 5:00 pm
Saturday	10:00 am - 5:00 pm	10:00 am - 5:00 pm	10:00 am - 5:00 pm	closed

89.5 hours	75 hours	61 hours	40 hours
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The extended exam week hours are the library’s response to a request from Student Senate a few years ago for more library time during finals week. Senate recently expressed a desire for the library to stay open at least until 2:00 am, although they would prefer 24-hour access. When the library director told them that the library does not have the budget necessary to staff any additional hours, the students explained that they want study space, computers, and working printers rather than actual library services. Several campus leaders (including the library director) are currently examining possibilities.

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

The library’s assessment report for the 2013/2014 year is attached. In addition to the feedback surveys completed by classes at the end of bibliographic instruction, the library’s student work staff provides feedback each year. **A sample of the feedback form is attached.**

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

The library’s greatest strength is found in its caring, service-oriented staff. Their primary concern is assisting library patrons, and they excel at providing individual attention as students seek information and work through projects. The work of the librarians enables our students to

use the resources we provide. We are also encouraged by a library-supportive Provost who values the role of libraries and librarians in the educational process.

Another of our collection strengths comes from our participation in the OhioLINK consortium. OhioLINK provides our students with easy access to millions of books, full text journal articles, and other resources.

Our Social Work Collection Development Policy outlines our concerns about and plans for the social services collection:

In the course of ensuring that the collection contains relevant and up-to-date publications, the library has placed less than adequate emphasis on weeding and discarding the existing collection. Thus there are many out-of-date publications crowding the helpful and useful materials. The current goals of the collection, therefore, are to continue acquiring new and current materials, but also to significantly weed the collection and remove useless and misleading materials.

Currently, the library is working to discard government documents that are no longer useful to the program, retaining only those requested by faculty and librarians if said items are not requested by other institutions. Before the next policy review, the government document deaccessioning will be complete, and the weeding of the general social work collection will be underway.

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

Classroom space is sufficient at the University. Classrooms are assigned according to class size and the particular needs of the course. For example, SWK 345: Practice Skills I, often requires students to work in groups. In that case, a classroom is assigned where the seating is flexible. Although the number of “traditional” classrooms outnumbers the more flexible spaces, renovations to the traditional classrooms have provided opportunities for modified flexibility:

(e.g. single person seating vs. Lecture halls). For the social work program, classroom size and space is sufficient.

Faculty office space is also sufficient. Every full-time faculty member has a private office and offices are all in the same building and on the same floor. Faculty are provided with a computer (pc or laptop: faculty members are allowed to choose which would best suit their needs), as well as adequate desk, chair bookshelf and file cabinet. Every faculty member is provided with a Kensington Clicker to use in the classroom: if it is lost, however, faculty member must replace the clicker at their own cost. The budget for office supplies and copies is sufficient to meet the needs of the program.

A.S. 3.5.6: The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

All faculty members have access to a PC or laptop that is owned by the University. The social work program, like the majority of faculty at Malone University, utilize Microsoft -based software, but mac based software is accessed by some departments and individual faculty on campus (e.g. music and communications). These materials are maintained by the IT department. Specific software programs that faculty desire to be added to the basic software package (e.g. SPSS/Atlas ti) can be requested and, if accepted, will be installed and will be afforded regular updates. In some cases, the faculty member may need to discuss what applications might be needed. For example, a number of faculty (including one of the social work professors) had requested a qualitative software package be made available to faculty. Because the request came from several departments, IT requested that the departments discuss together which program might be best suited to the broadest range of interested faculty. That meeting took place and it became clear that Atlas ti was the best program suited to the needs of the majority. IT purchased a number of licenses, and the department in question was able to utilize the software.

As noted above, if a faculty member loses her Kensington clicker it must be replaced at faculty expense. Fortunately for faculty, Malone University is an exceptionally safe and friendly place: periodically an all faculty email is sent out indicating a clicker or the USB for the clicker was found in “X”: classroom, and it can be found at “y” public space; thus the vast majority of “lost” items are found and returned.

If students with special needs require special accommodation (for example a student who needs her work in Braille, or specially tinted paper so that she could read materials), administrative staff work with faculty to provide what is needed for the faculty member to meet the student’s academic needs.

In sum, the social work program at Malone both in its implicit and explicit curriculum, seeks to provide a high quality and comprehensive program guided by the Program’s mission and goals. The program has hired experienced and capable faculty members who are dedicated to the profession of social work, to social work education and to preparing their students to work in a diverse and ever changing world. The program is supported by Malone University’s Administration and by members of the larger faculty who may not be directly connected to the program. These strong bonds provide the program with opportunities to impact student lives and also the wider community through our student’s fieldwork and service to the community.

Educational Standard 4.0 - Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0.1: The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program's competencies (AS B2.0.3)

Assessment has been an integral component of the Malone University social work program's competency based educational design. The data that has been generated from assessment has informed changes to our curriculum during the years since our last reaffirmation. All practice behaviors which make up CSWE's core competencies as well as Malone's additional competency integrating faith and professional practice are assessed at least twice, most being measured three or more times within the professional curriculum. These measures include; imbedded assignments which are assessed by faculty, evaluations of a student' professional competence by sophomore and senior field instructors, and a student self- evaluation of his/her competence that parallels the senior field instructor's evaluation of the student's performance. In addition, the program has drawn on an alumni survey to provide additional information from graduates.

Finally, the program is provided with one additional indirect but critical measure of our student's mastery of entry-level competence, the rate by which graduates of Malone's social work program pass the ASWB Bachelor's Basic level examination. Passage of this exam is required by the State of Ohio for jobs with the title "Social Worker." To be eligible to sit for the Bachelor's level exam in Ohio, candidates must graduate from a school accredited by CSWE, pass a criminal background check, take an online Ohio laws and rules exam and pay a \$60 fee in addition to the fee charged by ASWB. As noted in ES 1, until 2014, state or county employees were exempt

from the requirement to obtain a license but that exemption has been eliminated, except in cases of county level workers who retain the designation of child welfare workers.

Malone's passage rate has been above the national pass rate since our last reaffirmation. This is particularly noteworthy since the program graduates a smaller number of students than many other social work programs, and in any given year several graduates do not take the exam as they plan to leave Ohio and return to their home states, some of which do not license at the BA level. Pass rates are provided to programs in May, thus the 2014 rate was sent to the program May 20, 2015. The pass rates for the past 4 years are listed below:

Table 13: Licensure Pass Rates

Year	Malone	North American Pass Rate
2014	100%	71%
2013	92%	77%
2012	86%	70%
2011	100%	71%

Malone was last accredited in 2008 and thus benefited from 7 years of discussion both within the program and at professional conferences about the implementation of the 2008 EPAS. The major changes represented by the new standards provided opportunities for significant improvements in the program's assessment strategy.

The faculty began devising the assessment of MU Social Work Program competencies and practice behaviors in the fall of 2008 several months after our successful reaffirmation. This was deemed necessary because the person then assigned as Chair, Dr. Ken Stoltzfus, had been awarded a Fulbright scholarship and expected to be in Russia for the 2009- 2010 academic year. The faculty agreed that it would be best to study the new standards and devise a plan which would be implemented in 2009-10 rather than waiting until he returned in the fall of 2010.

The faculty worked diligently on this process, holding several ½ day meetings to discuss how practice behaviors would be measured and by which courses. Once agreement was reached as to which practice behaviors would be assessed within which courses, the faculty member teaching a

particular course adapted or created assignments within the course which could measure specific behaviors as well as the rubrics for measuring each assessment. These rubrics were shared with the other members of the faculty. Comments and suggestions were made as to how to strengthen assignments and rubrics as needed. The assignments and rubrics were revised by the faculty member responsible and once again brought back to the full faculty. When agreement was reached, the assignments and rubrics were placed within the curriculum.

Implementation of the new assessments began in the fall of 2009. Because faculty began this work early in the reaffirmation cycle and they desired to create a thorough assessment plan, the plan that was developed, in hindsight, was more complex than it needed to be. However, by the time that the complexity was noted, the faculty had already assessed several years of data and utilized those results to modify the program. In addition, the University had moved to require all programs to provide ongoing assessment of University learning outcomes which the social work program had tied to assessment of specific practice behaviors. [See 2014 department assessment report, Vol. III-A](#). After discussion, the social work faculty agreed to continue with the plan as devised so that the program could utilize data over time to improve student competency. Once the current cycle of assessment leading to the reaffirmation of the program is complete, faculty will revise and streamline the assessment plan which will reflect in the 2016 EPAS guidelines.

MALONE UNIVERSITY SOCIAL WORK ASSESSMENT PLAN:

Within the professional program, the vast majority of practice behaviors are assessed more than the minimum requirement of two times. Only three practice behaviors are assessed at this minimum standard, and the faculty determined that these practice behaviors are best measured only at the end of the program. Practice Behaviors measured only twice within the professional program measures include: (1) 2.1.3.b (analyze models of assessment, prevention, intervention and evaluation); and (3) 2.1.9b (provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services).

All practice behaviors (and thus all competencies) are measured within the senior field evaluation (completed by the student's field instructor during the final week of senior field placement) and the student self-evaluation of the mastery of the Malone University Social Work

competencies (completed by each student during the last weeks of senior field). These evaluations mirror one another, the only difference being the pronoun utilized to describe the practice behavior.

Table 14: Senior Field Evaluations Example

Senior Field Placement Evaluation (completed by Field Advisor)

Please note: each of the items below refers to a specific competency and practice behavior on the Student Learning Contract completed at the beginning of the Senior Field Placement.

In comparison to the typical entry level social worker, this student:

(Please circle the appropriate box below)

Competency and Practice Behaviors	Much less competent	Slightly less competent	As competent	Slightly more competent	Much more competent
2.1.1 a. Identifies as a professional social worker and conducts himself/herself accordingly					
b. advocates for client access to the services of social work					
c. practices personal reflection and self-correction to assure continual professional development					

Senior Self-Evaluation (Completed by student)

Please note: each of the items below refers to a specific competency and practice behavior on the Student Learning Contract completed at the beginning of the Senior Field Placement.

In comparison to the typical entry level social worker, I:

(Please circle the appropriate box below)

Competency and Practice Behaviors	Much less competent	Slightly less competent	As competent	Slightly more competent	Much more competent
2.1.1 a. Identify as a professional social worker and conducts himself/herself accordingly					
b. advocate for client access to the services of social work					

c. practice personal reflection and self-correction to assure continual professional development					
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The Malone University Social Work Assessment Plan below outlines where each practice behavior is measured within the curriculum. The plan is organized by Educational Policy/Competency. In the left hand column, each practice behavior is noted. In the second column, the courses in which the practice behavior is taught by faculty or demonstrated by students are noted. **Not all practice behaviors listed in the second column are assessed within the course.** In the final column, the courses in which the practice behaviors are assessed are noted.

Table 15: Malone University Social Work Program Assessment Plan

CSWE Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.		
Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.		
EP. 2.1.1		Assessment Strategy
Alumni Survey question: I was prepared by the MU social work program to identify as a professional and conduct myself accordingly		Social Work Alumni Survey

Practice Behavior	Course(s)	Assessment Strategy
Social workers:		
a. advocate for client access to the services of social work	SWK 345 SWK 312 Soph, Jr., Sr. Field SWK 347/348	1.Field Evaluation 2.SWK 312 Advocacy Project 3. Sr Student Self Evaluation
b. practice personal reflection and self-correction to assure continual professional development	SWK 345 Soph, Jr., Sr. Field SWK 347/348	1. Field Evaluation 2. SWK 345 Triad Assignment (Changed from OSCE ASSIGNMENT 13/14) 3. Sr. Student Self Evaluation
c. attend to professional roles and boundaries	SWK 345 SWK 401 Soph, Jr., Sr. Field SWK 347/348	1. Field Evaluation 2. SWK 345 Triad Assignment (Changed from OSCE ASSIGNMENT 13/14) 3. SWK 401 Ethical Dilemma Project 4. Sr. Student Self Evaluation
d. demonstrate professional demeanor in behavior, appearance, and communication	SWK 345 Soph, Jr., Sr. Field SWK 347/348	1. Field Evaluation 2. SWK 345 Triad Assignment (Changed from OSCE ASSIGNMENT 13/14) 3. Sr. Student Self Evaluation
e. engage in career-long learning; and	SWK 401 Sr. Field SWK 242	1. Field Evaluation 2. SWK 242 Oral Final 3. Alumni Survey 4. Sr. Student Self Evaluation
f. use supervision and consultation	SWK 345 Soph, Jr., Sr. Field SWK 347/348	1. Field Evaluation 2. SWK 345 Triad Assignment (Changed from OSCE ASSIGNMENT 13/14) 3. Sr. Student Self Evaluation

<p>CSWE Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</p>		
EP 2.1.2		Assessment Strategy
Alumni Survey question: I was prepared by the MU social work program to apply social work ethical principles to guide professional practice		Social Work Alumni Survey

Practice Behavior	Course(s)	Assessment Strategy
Social workers:		
a. recognize and manage personal values in a way that allows professional values to guide practice	SWK 345 SWK 401 Soph, Jr., Sr., Field SWK 347/348	1. Field Evaluation 2. Senior Faith Integration paper 3. Sr. Student Self Evaluation
b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	SWK 222 SWK 345 SWK 401 Soph, Jr., Sr., Field SWK 347/348	1. Field Evaluation 2. SWK 401 Ethical Dilemma Project 3. SWK 222 Midterm Exam 4. SWK 222 Final Exam 5. Sr. Student Self Evaluation NOTE: Count data re: student attendance of CEU ethics workshops will be collected for supporting documentation
c. tolerate ambiguity in resolving ethical conflicts	SWK 345 SWK 347/348 SWK 401 Soph, Jr., Sr., Field	1. Field Evaluation 2. SWK 401 Ethical Dilemma paper 3. Sr. Student Self Evaluation
d. apply strategies of ethical reasoning to arrive at principled decisions	SWK 345 Soph, Jr., Sr., Field SWK 347/348 SWK 401	1. Field Evaluation 2. SWK 401 Ethical Dilemma paper 3. Sr. Student Self Evaluation

<p>CSWE Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.</p>		
EP 2.1.3		Assessment Strategy
Alumni Survey question: I was prepared by the Malone University social work program to apply critical thinking to inform and communicate professional judgments		Social Work Alumni survey

Practice Behavior	Course(s)	Assessment Strategy
Social workers:		
a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom	Sr. Field SWK 372 SWK 401 SWK 311	1. Field Evaluation 2. SWK 372 EBP Paper 3. SWK 311 Short Paper 2 4. Sr. Student Self Evaluation
b. analyze models of assessment, prevention, intervention, and evaluation	Sr. Field SWK 312 SWK 401	1. Field Evaluation 2. Sr. Student Self Evaluation
c. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	SWK 312 SWK 345 Soph, Jr., Sr. Field SWK 347/348	1. Field Evaluation 2. SWK 345 Triad Assignment (Changed from OSCE ASSIGNMENT 13/14) 3. SWK 312 Advocacy Assignment 4. SWK347 group analysis paper 5. Sr. Student Self Evaluation

<p>CSWE Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</p>		
EP 2.1.4		Assessment Strategy
Alumni Survey question: I was prepared by the MU social work program to engage diversity and difference in practice		Social Work Alumni Survey

Practice Behavior	Course(s)	Assessment Strategy
Social workers:		
a. recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	Soph, Jr., Sr. Field SWK 345 SWK 311 SWK 347/48	1. Field Evaluation 2. SWK 311 paper #1 3. SWK 345 Cultural Competence Paper 4. Sr. Student Self Evaluation
b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	Soph, Jr., Sr. Field SWK 345 SWK 347/348	1. Field Evaluation 2. Sr. Student Self Evaluation 3. SWK 348: Out of Class final exam question
c. recognize and communicate their understanding of the importance of difference in shaping life experiences	Soph, Jr., Sr. Field SWK 401 SWK 345 SWK 347/348 SWK 242	1. Field Evaluation 2. SWK 345 Cultural Competence Paper 3. SWK 242 Final Presentation 4. Sr. Student Self Evaluation
d. view themselves as learners and engage those with whom they work as informant	SWK 345 Soph, Jr., Sr. Field SWK 347/348	1. Field Evaluation 2. SWK 345 Triad Assignment (Changed from OSCE ASSIGNMENT 13/14) 3. Sr. Student Self Evaluation

<p>CSWE Educational Policy 2.1.5—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers</p>		
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recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.		
EP 2.1.5		Assessment Strategy
Alumni Survey question: I was prepared by the MU social work program to advance human rights and social and economic justice		Social Work Alumni survey

Practice Behavior	Course(s)	Assessment Strategy
Social workers:		
a. understand the forms and mechanisms of oppression and discrimination	SWK 345 Soph, Jr., Sr. Field SWK 311 SWK 242 SWK 347/348	1.Field Evaluation 2.SWK 311 Paper #1 3. SWK 242 final presentation 4. Sr. Student Self Evaluation
b. advocate for human rights and social and economic justice	SWK 312 SWK 345 Soph, Jr., Sr. Field SWK 311 SWK 347/348	1.Field Evaluation 2.SWK 312 advocacy project 3. SWK 311 Paper #2 4. Sr. Student Self Evaluation
c. engage in practices that advance social and economic justice	SWK 345 Soph, Jr., Sr. Field SWK 312 SWK 347/348	1.Field Evaluation 2.SWK 312 Advocacy Project 3. Sr. Student Self evaluation

<p>CSWE Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</p>		
EP 2.1.6		Assessment Strategy
Alumni Survey question: I was prepared by the MU social work program to Engage in research-informed practice and practice-informed research		Social Work alumni survey

Practice Behavior	Course(s)	Assessment Strategy
Social workers:		
a. use practice experience to inform scientific inquiry	Sr. Field	1. Field Evaluation 2. Sr. Research Project-further develop link to field placement 3. Sr. Student Self Evaluation
b. use research evidence to inform practice	Sr. Field	1. Field Evaluation 2. Sr. Research Project-further develop implications for practice 3. SWK 372 Paper 4. Sr. Student Self Evaluation

<p>CSWE Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.</p> <p>Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</p>		
EP 2.1.7		Assessment Strategy
Alumni Survey question I was prepared by the MU social work program to apply knowledge of human behavior and the social environment		Social Work Alumni survey

Practice Behavior Social workers:	Course(s)	Assessment Strategy
a. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Sr. Field SWK 312 SWK 345 SWK 347/348	1. Field Evaluation 2. SWK 312 policy analysis paper 3. Sr. Student Self Evaluation
b. critique and apply knowledge to understand person and environment	Sr. Field SWK 242 SWK 312	1. Field Evaluation 2. SWK 242 final exam 3. SWK 312 Policy Analysis Paper 4. Sr. Student Self Evaluation

<p>CSWE Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</p>		
EP 2.1.8		Assessment Strategy
Alumni Survey question I was prepared by the MU social work program to engage in policy practice to advance social and economic well-being and deliver effective social services		Social Work Alumni Survey

Practice Behavior	Course(s)	Assessment Strategy
Social workers:		
a. analyze, formulate, and advocate for policies that advance social well-being	Jr, Sr. Field SWK 312 SWK 311	1.Field Evaluation 2. SWK 312 Policy Analysis Paper 3. SWK 311 Short Paper 2 (Assessed first 13/14) 4. Sr. Student Self Evaluation
b. collaborate with colleagues and clients for effective policy action	Jr, Sr. Field SWK 312	1.Field Evaluation 2.SWK 312 Policy Analysis Paper 3. Sr. Student Self Evaluation

<p>CSWE Educational Policy 2.1.9—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</p>		
EP 2.1.9		Assessment Strategy
Alumni Survey question: I was prepared by the MU social work program to respond to contexts that shape practice		Social Work Alumni Survey

Practice Behavior	Course(s)	Assessment Strategy
Social workers:		
a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	SWK 242 SWK 345 Jr., Sr. Field SWK 347/348 SWK 311	1.Field Evaluation 2.Alumni Survey 3. SWK 311 Short Paper 2 (Assessed first in 13/14) 4. Sr. Student Self Evaluation
b. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	SWK 345 Jr., Sr. Field SWK 347/348 SWK 312	1.Field Evaluation 2. Sr. Student Self Evaluation NOTE: Information regarding students' involvement in developing new/innovative programs in some field placements may be useful as supporting data

<p>CSWE Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</p> <p>Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.</p>		
EP 2.1.10 (a)-(d)		Assessment Strategy
Alumni Survey question: I was prepared by the MU social work program to engage, assess, intervene and evaluate with individuals, families, groups organizations and communities		Social Work Alumni Survey

<p>Educational Policy 2.1.10(a)—Engagement</p> <p>Social workers:</p>		
Practice Behavior	Course(s)	Assessment Strategy
a. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	SWK 242 SWK 345 Soph, Jr., Sr. Field SWK 347/348	1. Field Evaluation 2. SWK 345 Triad Assignment (Changed from OSCE ASSIGNMENT 13/14) 3. Sr. Student Self Evaluation
b. use empathy and other interpersonal skills	SWK 345 Soph, Jr., Sr. Field SWK 347/348	1. Field Evaluation 2. SWK 345 Triad Assignment (Changed from OSCE ASSIGNMENT 13/14) 3. Sr. Student Self Evaluation
c. develop a mutually agreed-on focus of work and desired outcomes	SWK 345 Soph, Jr., Sr. Field SWK 347/348	1. Field Evaluation 2. SWK 345 Triad Assignment (Changed from OSCE ASSIGNMENT 13/14) 3. Sr. Student Self Evaluation

CSWE Educational Policy 2.1.10(b)—Assessment		
Social workers:		
Practice Behavior	Course(s)	Assessment Strategy
a. collect, organize, and interpret client data	SWK 345 Soph, Jr., Sr. Field SWK 347,348	1. Field Evaluation 2. SWK 345 Triad Assignment (Changed from OSCE ASSIGNMENT 13/14) 3. SWK 345 BPSS Assessment 4. Sr. Student Self Evaluation
b. assess client strengths and limitations	SWK 345 Soph, Jr., Sr. Field SWK 347/348	1. Field Evaluation 2. SWK 345 Triad Assignment (Changed from OSCE ASSIGNMENT 13/14) 3. Sr. Student Self Evaluation
c. develop mutually agreed-on intervention goals and objectives	SWK 345 Soph, Jr., Sr. Field SWK 347/348	1. Field Evaluation 2. SWK 345 Triad Assignment (Changed from OSCE ASSIGNMENT 13/14) 3. Sr. Student Self Evaluation
d. select appropriate intervention strategies	SWK 345 Soph, Jr., Sr. Field SWK 347/348	1. Field Evaluation 2. SWK 345 Triad Assignment (Changed from OSCE ASSIGNMENT 13/14) 3. Sr. Student Self Evaluation

CSWE Educational Policy 2.1.10(c)—Intervention		
Social workers:		
Practice Behavior	Course(s)	Assessment Strategy
a. initiate actions to achieve organizational goals	SWK 345 Soph, Jr., Sr. Field SWK 347/348	1. Field Evaluation 2. SWK345 BPSS 3. SWK 348 Journal 4. Sr. Student Self Evaluation
b. implement prevention interventions that enhance client capacities	SWK 345 Soph, Jr., Sr. Field SWK 347/348	1. Field Evaluation 2. SWK 348 Journal 3. BPSS Assessment 4. SWK345 TRIAD 5. Sr. Student Self Evaluation
c. help clients resolve problems	SWK 345 Soph, Jr., Sr. Field SWK 347/348	1. Field Evaluation 2. SWK 348 Journal 3. SWK 345 Triad Assignment (Changed from FINAL EXAM 13/14) 4. BPSS Assessment 5. Sr. Student Self Evaluation
d. negotiate, mediate, and advocate for clients	SWK 345 Soph, Jr., Sr. Field SWK 347/348	1. 1. Field Evaluation 2. SWK345 BPSS assessment 3. Sr. Student Self Evaluation
e. facilitate transitions and endings	SWK 345 Soph, Jr., Sr. Field SWK 347/348	1. 1. Field Evaluation 2. SWK 345 BPSS Assessment 3. SWK345 TRIAD Assignment 4. Sr. Student Self Evaluation

CSWE Educational Policy 2.1.10(d)—Evaluation		
Social workers:		
Practice Behavior	Course(s)	Assessment Strategy
a. critically analyze, monitor, and evaluate interventions	SWK 345 Soph, Jr., Sr. Field SWK 347/348	1. 1. Field Evaluation 2. Senior Field Research Project 3. SWK345 TRIAD Assignment 4. Sr. Student Self Evaluation

<p>Malone University Social Work Program Core Competency #11 (added to 10 core competencies from 2009 EPAS): Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience. The social work profession developed in part due to Christian charitable work in the late 19th century. As a result, Christian faith and the profession of social work share a number of values, including: a holistic understanding of human need; a high view of human potential; a desire for human flourishing; a concern for the plight of the poor, marginalized, disenfranchised, and oppressed; and a commitment to justice and reconciliation.</p>		
<p>MU SWK Program Core Competency 11</p>		<p>Assessment Strategy</p>
<p>Alumni Survey question: I was prepared by the MU social work program to appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.</p>		<p>Social Work Alumni Survey.</p>

<p>Practice Behavior Graduates of the Malone Social Work Program:</p>	<p>Course(s)</p>	<p>Assessment Strategy</p>
<p>a. Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups</p>	<p>SWK 222 SWK 345 SWK 312 SWK 401 SWK 440/460 SWK 347/348</p>	<p>1. SWK 222 Soph. Faith Integration Paper 2. Senior Faith Integration Paper 3. SWK 312 Test 3 4. Field Evaluation 5. Sr. Student Self Evaluation</p>
<p>b. Are able to articulate points of convergence and divergence between orthodox Christianity and the profession of social work</p>	<p>SWK 222 SWK 345 Sr. Field SWK 312 SWK 347/348</p>	<p>1. SWK 222 Soph. Faith Integration Paper 2. Senior Faith Integration Paper 3. SWK 312 Test 3 4. Field Evaluation 5. Sr. Student Self Evaluation</p>
<p>c. Recognize the importance of spirituality to the human experience</p>	<p>SWK 222 SWK 242 SWK 345 SWK 401 Sr. Field</p>	<p>1. SWK 401 case presentation (group) 2. SWK 345 TRIAD 3. SWK345 BPSS Assessment 4. Field Evaluation 5. Sr. Student Self Evaluation</p>

Rubrics and Measurement

As noted in section 4.0.1, each faculty member devised rubrics for the parts of the professional curriculum that were measured in the faculty members’ classes. In the first year, some rubrics were developed which had 4 point scales and others had 5. As the initial data was discussed, it was clear that, to be able to determine the level at which a particular practice behavior was demonstrated, uniformity of the rubrics would be needed. Faculty determined that a uniform 5 point scale would be created for all rubrics, with a benchmark of “3” (“average”) being the minimum benchmark required for competency. Note that on senior self-evaluations and the senior field instructor evaluations, “3” is utilized “as competent as others at entry level practice,” which social work faculty believe is the equivalent of “average” in the classroom. At that same time, faculty elected to move from assignment specific rubrics (Rubric A: below) to a more uniform rubric that could be applied across assessments) which focused on the assignment not the student (Rubric B):

RUBRIC A	1 (Below Standard)	2	3 (Standard)	4	5 (Exemplary)	MEAN
SHORT PAPER #2 Critical thinking skills.	Student does not compare nor contrast current and ancient policy.	Student mentions that there are differences between ancient and current policy but no specifics are given.	Student makes one connection between ancient and current policy.	Student provides several concrete comparisons and/or contrasts between ancient policy directed toward the marginalized group and current U.S. policy.	Student critically examines comparison s and/or contrasts between ancient policy directed toward the marginalize d group and current U.S. policy.	
Year	0	0	0	0	0	Mean for year

RUBRIC	1	2	3	4	5	MEAN
B	Very Poor	Poor	Average	Above Average	Excellent	
Student integrates multiple sources of knowledge, including EBP and practice wisdom.	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.	
Year	0	0	0	0	0	Mean for year

The uniformity of the newer assessment rubrics has allowed for adjustments in the structure of assignments without the need to restructure the assessment plan: as long as the assignment assesses a particular practice behavior, the rubric will be useful. For example, in the upcoming year, the faculty member teaching the SWK 311 course will still assess critical thinking but rather than utilizing a format where the students write a paper, she will be assessing oral presentations by groups of students who will debate the findings of Robert Putnam’s (2015) book *Our Kids* from liberal, conservative and alternative (e.g. libertarian, green) political perspectives.

At the time that this more uniform set of measures were set in place, faculty elected to use an aggregate mean of practice behaviors for each core competency, (80% of students score a 3 or higher on the assessed practice behavior items within the competency) as the standard by which the program would measure its outcomes.

Scoring the Alumni Survey Items

In the 2014 Alumni survey, the program also utilized a 5 point scale for many of the questions regarding practice behaviors and competencies. The scale ranged from 1 (Not prepared at all) - 5

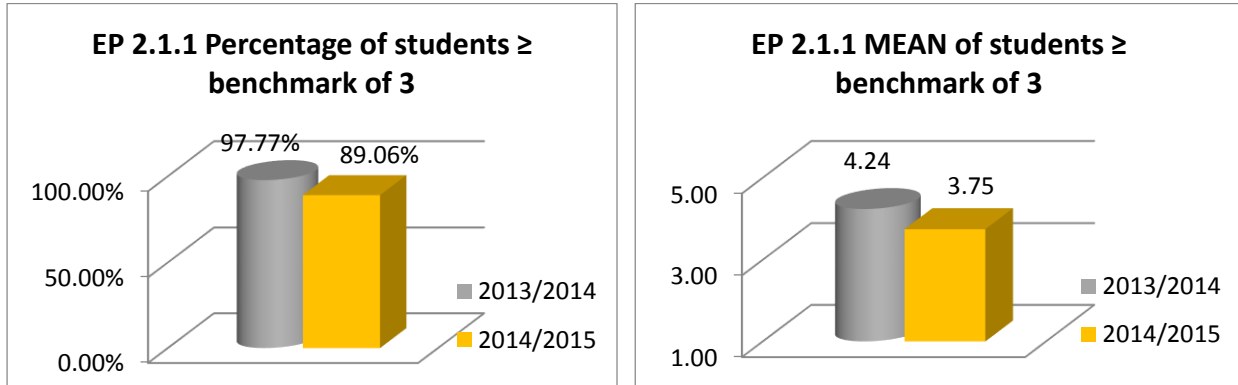
(Very Prepared). A concern regarding this scale arose with the narrative prompts for the scale; 3= neutral and 4= somewhat prepared. Thus, alumni who believed the program had done a better than “neutral” job (“3”) of preparing them for the mastery of specific practice behaviors but had not assisted them to be “very prepared” (5) marked 4 (“somewhat prepared”). If alumni surveys are sent to graduates in the future, the value of 4 will be labeled simply “prepared”.

A.S. 4.0.2: The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.

Below is a narrative summary of data and outcomes for the assessment of each Malone University Social Work Program competency for the past two years, with more detailed information in the appendices. We have included two years of data but need to note that only three students graduated in either December or May of the 2014-15 academic year. Four additional students will complete senior field over the summer but their senior field instructor and senior self-evaluation will not be completed until three weeks after this report is due to CSWE. Faculty believe that the combined senior outcome data from both years provides a more comprehensive understanding of student mastery of the program’s competencies.

The raw data included in section 4.0.5 includes assessment data from throughout the program. The summary below emphasizes the senior level outcomes as ranked by senior field instructors, as it is at the point of graduation when students must demonstrate mastery of professional behaviors and of the program’s competencies and are compared with entry level professional social workers.

Since items were assessed at the level of practice behaviors and were also assessed across the curriculum, the faculty has examined not only (1) individual item means, but (2) the mean of the item means for each practice behavior (*the aggregate mean for the practice behavior*) and (3) the mean of the means of the practice behaviors within each competency (*aggregate mean for the competency*).

SUMMARY DATA:**Educational Policy 2.1.1 - Identify as a professional social worker and conduct themselves accordingly**

The program’s benchmark for EP 2.1.1 was met. Over 97% of students met the benchmark of 3 (average/as competent as entry level social workers) in 2013-14 with the aggregate mean score of 4.2 (4= slightly more competent than other entry level workers) and 89% met the benchmark in 2014-15 with the aggregate mean score of 3.75 (3= as competent as other entry level workers) for the items assessed within 2.1.1. Over 81% of alumni indicated they were “very prepared” to demonstrate this competency.

Highlights of the assessment of the data for this competency include:

2.1.1a: Students were rated as “slightly more competent than entry level social workers” (“4”) by field instructors in regard to *advocating for client access to the services of social work* for both years included in this study. In 2014-15, one student scored “2” (“slightly less competent than entry level social workers”) but the scores of other students were higher, providing for the mean score of “4” both years.

2.1.1.b: Although the aggregate mean score for the class of 2015 (3.79; 3= “as competent as entry level social workers”) was lower than the aggregate mean score for the class of 2014, (4.27; 4= slightly more competent than entry level social workers) 100% of both groups achieved the benchmark of “as competent”(3) as other entry level social workers *regarding self-reflection and self-correction*.

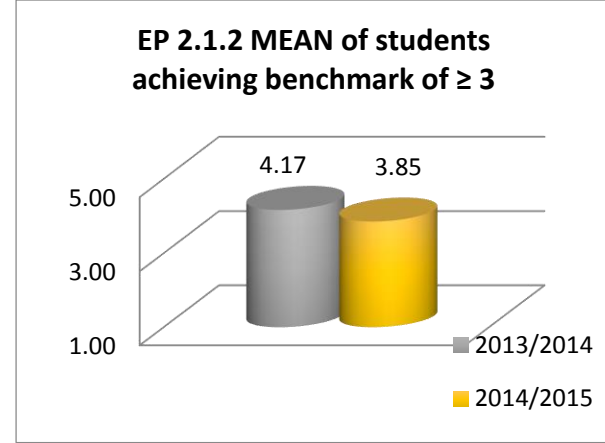
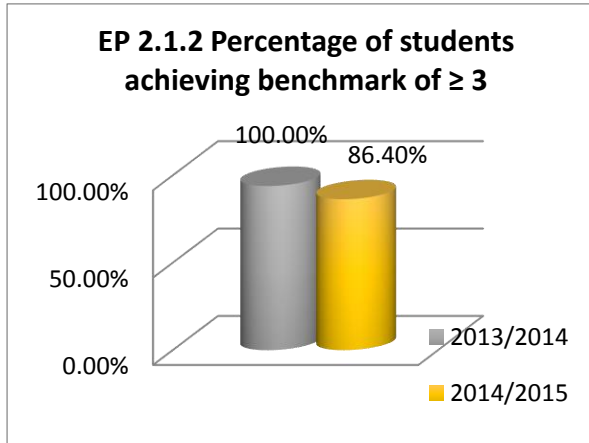
2.1.1c: In both years, students completing coursework regarding ethical dilemmas appear to have strengthened their ability *to attend to professional roles and boundaries* in their senior field placements. The mean score by senior field instructors in 2013-14 was 4.36, and for 2014-15, 4.0 (“slightly more competent than entry level workers”). In both years, the mean scores of the student's self-assessment of their professional ability to attend to these roles and boundaries was lower (2013-14 =3.80, 2014-15 =3.33) than their senior field instructor’s ranking of that ability.

2.1.1d: Although the mean score for the class of 2015 as rated by field instructors (3.33; 3 = as competent as entry level workers) was lower than in 2014, (4.45; 4= slightly more competent) both groups achieved the benchmark of “as competent” as other entry level workers regarding *professional demeanor in behavior, appearance and communication*. Ninety-seven percent of students in 2014 and 88.5% of students in 2015 achieved the benchmark of “3” regarding this practice behavior.

2.1.1.e Although the mean score given by senior field instructors to the class of 2015 (3.67; 3= as competent as entry level workers) was lower than in 2014, (4.45; 4 = slightly more competent), *regarding career long learning* , both groups achieved the benchmark of “as competent” as other entry level workers. In addition, sophomore students in 2015 were assessed to have an increased understanding of the need to engage in career long learning (2014= 3.67; 2015=4.33) which had been an emphasis within HBSE in 2015 by faculty in response to the assessment data from previous years. Finally, 63% of alumni surveyed (graduates from 2010-2014) indicated that they have pursued graduate education.

2.1.1.f Although the mean score by field instructors of the class of 2014-2015 (3.33; 3= as competent as entry level workers) was lower than in 2014 (4.55 4= slightly more competent entry level workers, both groups achieved the benchmark of “as competent” as other entry level workers. *The use of supervision was seen as an important strength* of the 2013-2014 cohort of graduates.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice



The program's benchmark for 2.1.2. was met in both 2013-14 and 2014-15. In 2013-2014 93.96% of students achieved an aggregate mean score of 3 or above on the assessed practice behaviors. The aggregate mean score for that year was 4.17. In 2014-2015, 86.4% of students achieved a score of 3 or above in the assessed behaviors with the aggregate mean score of 3.85. Over 90 % of alumni indicated they had been "somewhat prepared" (somewhat prepared = 4) or "very prepared" (very prepared= 5) by the program to demonstrate this competency.

Highlights of the assessment of the data for this competency include:

2.1.2.a Although the aggregate mean score for this practice behavior in 2014- 2015 (4.0; 4.= slightly more competent entry level workers) was lower than in 2013-14 (4.28), both groups achieved the benchmark of "as competent" as other entry level workers *regarding the ability to recognize and manage personal values* when rated by their field instructor.

As part of senior seminar, students are required to write a paper which details their understanding of faith and professional practice. One of the aspects of this paper assesses a student's ability to recognize and manage personal values in a way that ensures professional values guide practice. The mean score in 2014 was 4.78 (above average); the mean score for 2015 was 5.0 (excellent). Although positive overall, one aspect of the assessment of this practice behavior was of concern: in 2015 one field instructor rated a supervisee as 2 ("poor as compared with other entry level

2.1.2a ACTIONS STEPS: The issues which led to this rating were known to the Malone University Field Liaison and Field Coordinator and were discussed in several meetings which included the Field Instructor, the Malone University Field Liaison, the Malone University Field Coordinator and the student. Additional discussions of the situation were held between the Field Liaison, the Field Coordinator and the Chair of the program. The full time faculty will be discussing this particular placement and related student issues as a focused case study during our assessment meeting in the fall of 2015.

students”). Because this cohort had an n of three students, the percentage of students meeting the benchmark of “3” for this one measure was 66%

2.1.2.b Knowing an appropriate application of the NASW Code of Ethics (CoE) begins within the Malone University Social Work program with the first class in the professional curriculum (SWK 222: Introduction to the Profession and Practice of Social Work). Students are assessed regarding the Code of Ethics beginning with this class and later, in SWK 401: Professional Issues and at their field placements, and must utilize the CoE throughout the explicit curriculum. In 2014, 100% of students assessed at exit by their field instructors regarding this practice behavior scored at or above the benchmark of “3” (3= as competent as other entry level workers); and in 2015, 66% of students met the benchmark. Field instructors provided a mean score for the class of 2015 (3.67; 3= as competent entry level workers) which was lower than in 2014 (4.27= slightly more competent as entry level workers). In 2014, the aggregate mean score for all the items assessed within the practice behavior was 4.6, with 97.5% of students scoring “3” or above; in 2015 the aggregate mean score was 3.92 with 86.7% of students achieving a score of “3”. Thus, in both years the program achieved the aggregate mean benchmark of “as competent” as other entry level workers regarding *ability to make the ethical decisions by applying the standards of the NASW CoE and, as appropriate, other standards of ethical practice.*

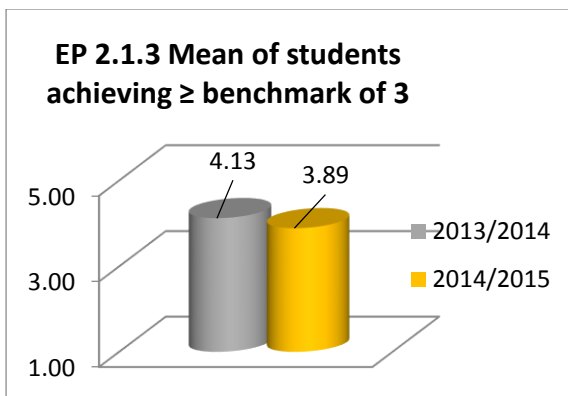
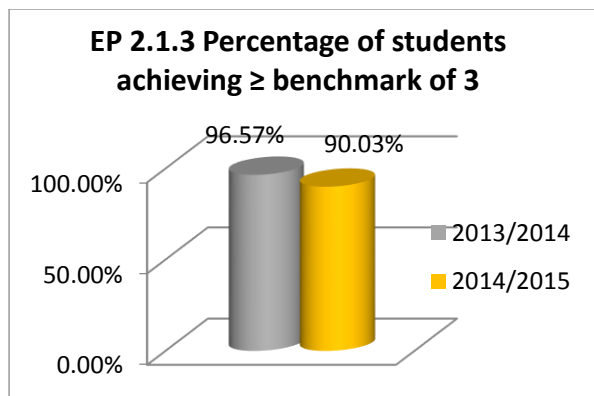
2.1.2.c Although the aggregate mean score for the class of 2015 (3.69; 3= as competent entry level workers) was lower than in 2014 (3.91); both groups achieved the aggregate mean benchmark of “as competent” as other entry level workers regarding *the ability to tolerate ambiguity in resolving ethical conflicts*. An interesting contrast to the lower mean score from field instructors in 2015 as compared to 2014, was the *higher* mean score at which the students

2.1.2c ACTION STEP: Because the student self-evaluation has been in place only 2 years, faculty will monitor this change in the coming years, rather than assuming that students as a cohort are gaining perceptive insight into their overall competency, thus assessing their ability to tolerate ambiguity accurately.

rated themselves in 2015 as compared to 2014. In 2015 students perceived their ability to tolerate ambiguity in practice at the same level (3.67) as senior field instructors. In 2014, the mean score at which the students rated themselves was 3.30 and the field instructor mean score of students = 4.18.

2.1.2.d Although the aggregate score for the class of 2015 (3.72; 3= as competent entry level workers) was lower than in 2014 (3.87), both groups achieved the aggregate benchmark of “as competent” as other entry level workers regarding *the ability to apply strategies of ethical reasoning to arrive at principled decisions*.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.



The program's benchmark for EP 2.1.3 was met in both 2013-14 and 2014-15. The aggregate mean score for assessed items within this competency in 2013-2014 was 4.13 with 96.5% of students achieving the benchmark; in 2014-15 the mean score for assessed items was 3.89 with 90% achieving the benchmark. Over 90% of alumni surveyed indicated they were "somewhat prepared" (4) or "very prepared" (5) by the program to demonstrate this competency.

Highlights of the assessment of the data for this competency include:

2.1.3.a The one assignment in this practice behavior where the mean scores of students did not meet the benchmark was within the first junior level policy course in 2014-15. The aggregate mean score for this assignment was 2.9. In addition, it was noted that the percentage of students who met the mean score for this item has decreased each year for the past three years.

The issues above notwithstanding, students in both years met the benchmark of an aggregate mean score "3." In 2013-2014, 96.3% of students met the benchmark; in 2014-15, 100% of students met the benchmark for their ability to *distinguish appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.*

2.1.3.b Students in both years met the aggregate mean score of 3 (as competent as other entry level social workers) for this practice behavior. In both years students as a cohort rated their own ability to *analyze models of assessment, prevention intervention and evaluation* lower as an aggregate than their field instructors as an aggregate had rated the group.

2.1.3.c A review of the data regarding this practice behavior shows that in both years students were able to demonstrate effective oral and written communication in working with individuals families, groups, organizations communities and colleagues. Faculty rated students higher as the students moved through the program (e.g. for the advocacy assignment assessed in SWK 312:

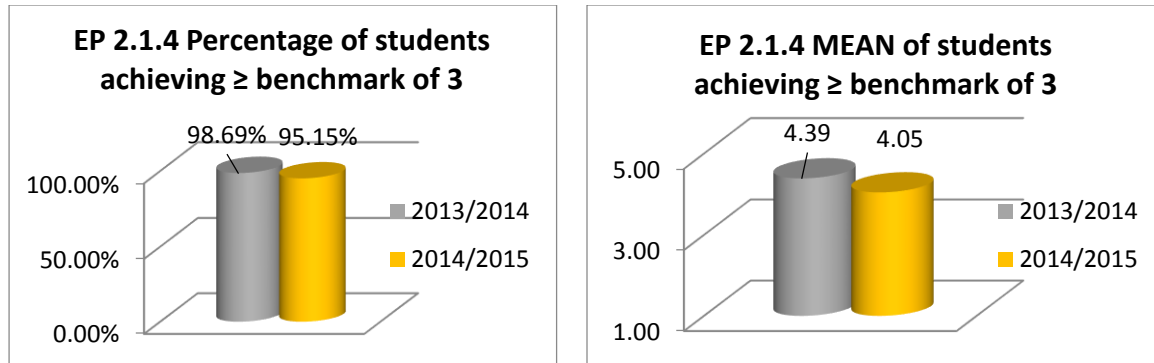
2.1.3c ACTION STEPS: The program has developed a new course required of all social work majors (SWK 262: Research and Writing for Social Work Professionals) which will launch in the fall of 2015. This course is designed to assist students to strengthen their ability to write in a professional manner. Furthermore, the faculty will discuss these findings at their mid- August assessment retreat. With this goal to develop effective strategies to further strengthen student writing.

Policy Analysis of the aggregate mean scores in 2013-14 were 4.57 [4= above average]) for both assignments in SWK 312 and in 2014-15 4.17 and 4.12 for those same assignments. Senior field instructors' ratings provided a mean score of 4.18 in 2013-14 and 3.5 in 2014-15.

A number of the students whose work was assessed by faculty at the junior level in 2014 were in senior field and assessed on this practice behavior in 2015 by senior field instructors. Thus it appears that faculty assessed students moving through the program as more capable of professionally effective oral and written communication than students were able to demonstrate in senior field.

Students in both years met the aggregate mean score of 3 (as competent as other entry level social workers) for this practice behavior. Students were able to *demonstrate effective oral and written communication in working with individuals, families, groups, organizations and colleagues*. In addition, 90.9% of alumni responding to the Malone University alumni survey indicated that they were “very prepared” to demonstrate this practice behavior professionally.

Educational Policy 2.1.4—Engage diversity and difference in practice



The program's benchmark for 2.1.4 was met in both 2013-14 and 2014-15. Over 98% of students met the benchmark in 2013-14 and over 95% met the benchmark in 2014-15 for the items assessed within 2.1.4. The aggregate mean score for assessed items within this competency in 2013-2014 was 4.39 (4= slightly more competent than entry level social workers) with 98.65% of students achieving the benchmark of 3 (as competent); in 2014-15 the mean score for assessed items was 4.0 with 95% achieving the benchmark of 3. 100% of alumni surveyed indicated that they had been either "somewhat prepared" (4) or "very prepared"(5) by the program to demonstrate this competency.

Highlights of the assessment of the data for this competency include:

2.1.4 a The program assists students to progressively *strengthen their ability to recognize the extent to which a culture's structures may oppress, marginalize, alienate or create or enhance privilege and power*. When this practice behavior is first assessed, mid-way through a student's junior year, (SWK 311 first short paper: enhancing privilege 2013-14= 3.75; 2014-15= 2.79) mean scores are lower than the second time this practice behavior is assessed (SWK 345: cultural competence paper 2013-14= 3.86; 2014-15=3.69). Senior Field Instructors' mean score rank students close to or above (2013-14= 4.36, 2014-15 =3.67) the mean scores of the junior level assessments. Students in both years met the aggregate mean score of 3 (as competent as other entry level social workers) for this practice behavior.

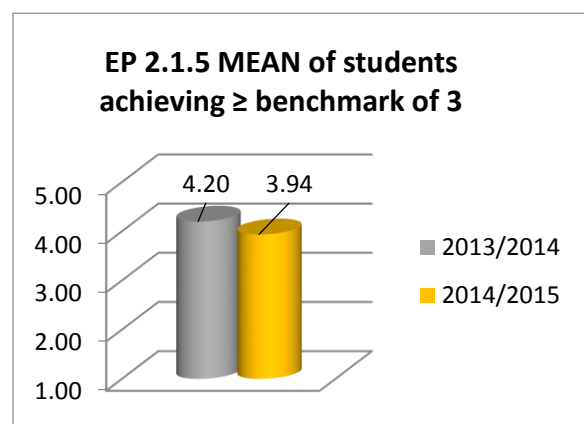
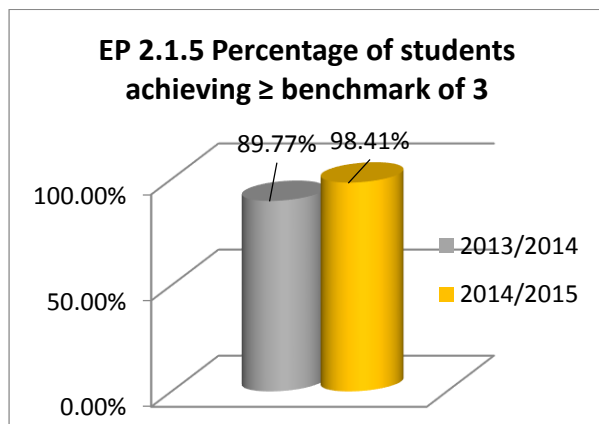
2.1.4.b In both years, all items assessed within the explicit curriculum for this practice behavior met the benchmark of an aggregate mean score of 3 (3= average). In both years, the mean score field instructors rated students was higher than the assessments within the curriculum (2013-14 =4.55; 2014-15=4.0: 4= "slightly more competent"), with 100% of students meeting the

benchmark of 3 (3= as competent). The aggregate mean of all items assessed for 2.1.4 b in 2013-14 was 4.0 (4= above average within the curriculum and “slightly more competent than entry level workers”) with 92.8% meeting that benchmark. In 2014-15, 90.2% of students met the benchmark with the aggregate mean =3.86. This practice behavior outcome is especially important to the program as concerns have been voiced by those within secular programs that students from faith based institutions may have difficulty in *their ability to gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups*. Faculty within the Malone University Social Work Program will continue to develop strategies and strengthen this already strong practice behavior.

2.1.4 c In both 2013-14 and 2014-15 all items assessed within the explicit curriculum and in the field exceeded the benchmark of an aggregate mean of “3”; both assessment items within the explicit curriculum and within both the field instructor and the student self-evaluations received aggregate mean scores of 4.0 (4= “above average” within the explicit curriculum: 4= “slightly more competent” in field instructor and student self-evaluations). Students within the program are able to demonstrate and *recognize and communicate their understanding of the importance of difference in shaping life experiences*.

2.1.4 d In both 2013-14 and 2014-15 all items assessed within the explicit curriculum and in the field exceeded the benchmark of an aggregate mean of “3,” with 100 % of students both years meeting this benchmark. The program demonstrates that its graduates *view themselves as learners and engage those with whom they work as informants*.

Educational Policy 2.1.5—Advance human rights and social and economic justice.



The program’s benchmark for EP 2.1.5 was met in both 2013-14 and 2014-15. Over 89% of students met the benchmark in 2013-14 with the aggregate mean score of 4.2 (4= slightly more competent than other entry level workers). Over 98% met the benchmark in 2014-15 with the aggregate mean score of 3.9 (3= as competent as other entry level workers) for the items assessed within 2.1.5. Ninety percent of alumni indicated they had been “somewhat prepared” (4) or “very prepared”(5) by the program to demonstrate this competency.

Highlights of the assessment of the data for this competency include:

2.1.5.a The aggregate mean scores for items assessing 2.1.5.a all reached the benchmark score of 3 (average) within the explicit curriculum. It is noted that within the explicit curriculum, students

2.1.5a ACTION STEP: THE ADDITION OF SWK 262: Research and Writing for Social Work Professionals) is designed to assist students to increase their ability to demonstrate their competence regarding this practice behavior.

from both 2013-14 and 2014-15 were able to verbally articulate their *understanding of the forms and mechanisms of oppression and discrimination* (as assessed in an oral final exam for SWK 242: HBSE) to a greater degree than they were able to communicate their understanding in written form (as assessed in two short papers during the junior level SWK 311: History of Social Welfare Policy) where the percentage of students meeting the benchmark fell below 80%. The following factors may be in play: (1) overall student writing skills may not be as strong as their verbal skills, (2) junior level classes are open to students who have transferred from other programs or who have completed an AA in Human Services, a curriculum for which emphasizes hands on learning and has less of a focus on writing.

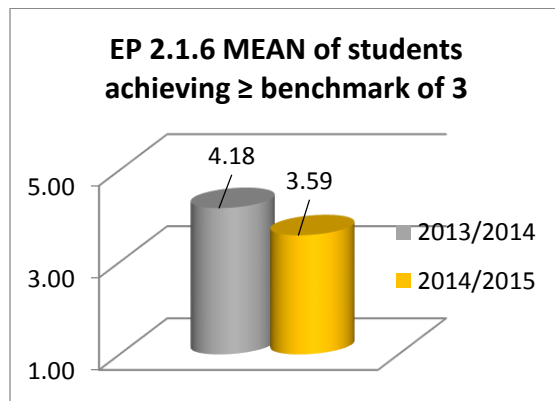
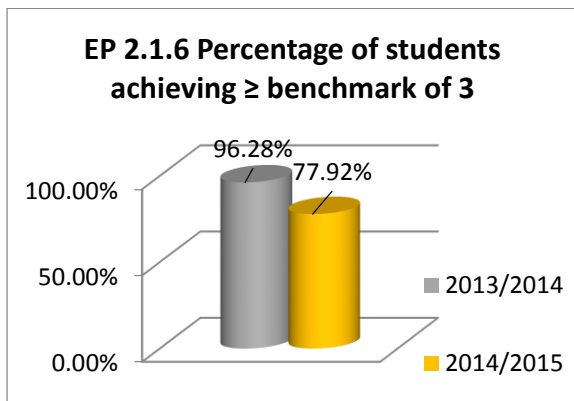
Senior field instructors, however, ranked students higher on this practice behavior: the mean score for 2013-14 was 4.73 (4= slightly more competent as entry level workers); the mean score for 2014-15 was 3.67; (3= “as competent” than entry level social workers). Although 72.2% of alumni responded that the program assisted them to be “very prepared” (5) to understand this concept, 27.27% indicated they believe the program assisted them to be “somewhat prepared

(4). Because this understanding is critical to social work practice, this practice behavior needs additional emphasis within the explicit curriculum.

2.1.5.b Aggregate mean scores for this practice behavior were met in both 2013-14 and 2014-2015, In both years, students within the program were able to adequately demonstrate and to *advocate for human rights and social and economic justice*. In both years, field instructors evaluated 100% of students as meeting or exceeding the benchmark for this practice behavior.

2.1.5.c. Aggregate mean scores for this practice behavior were met in both 2013-14 (88.2% of students met the benchmark with the aggregate mean score = 3.34) and 2014-15 (96.6% met the benchmark with the aggregate mean score=3.9) In the initial assessment of this practice behavior, students are asked to write a letter to a legislator advocating for or against a piece of legislation before a legislative body. Students are able to submit the letter and re-write; scores are calculated on the final submission. Senior field instructors indicated students were able to demonstrate this practice behavior above the benchmark both years (2013-15= 4.8; 4= slightly more competent as entry level workers and 2014-15 3.67; 3= as competent as entry level social workers). Students in Malone University’s social work program are able to demonstrate competency in their ability to *engage in practices that advance social and economic justice*.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research



The program’s benchmark for EP 2.1.6 was met in 2013-14, but was *not* met in 2014-15. Over 96% of students met the benchmark in 2013-14 with the mean aggregate score of 4.1 (4= slightly more competent than other entry level workers) but only 77.9% (< 80%) of students met the threshold in 2014-15 with the aggregate mean score of 3.5 (3= as competent as other entry

level workers) for the items assessed within 2.1.6. In the 2014 survey, 81% of respondents indicated that they believe they were “very prepared” (5) to demonstrate this competency.

Highlights of the assessment of the data for this competency include:

2.1.6a. When the mean of all the program’s assessed items within this practice behavior are included, 94.7% of students in 2013-14 and 76.6% of students in 2015 were able to achieve benchmark scores for this practice behavior, thus the program did not meet its programmatic benchmark of 80% of students achieving a score of “3”. The social work program needs to strengthen content in this area so that at least 80% of students can demonstrate competency in their ability of *using practice experience to inform scientific inquiry*.

A possible explanation for 2014-15 outcome is noted. One of the projects associated with senior field is an agency-based research project each student must complete. All students must design the project, send the appropriate forms and gain approval from Malone University’s IRB Committee (and, if applicable, the agency’s IRB), complete the research and present findings to their peers. For the past several years, students have also been required to submit their research to the Malone University Research symposium held every spring. This is typically a challenging project for students who must demonstrate their ability to do what they have studied in SWK 372: Methods of Social Research. Aspects of this work are assessed by both the field liaisons and by senior field instructors. Mean scores by field instructors indicated in 2014 that students were able to complete this task at a level that was “slightly more competent than entry level workers” (4.4) with 100% of students meeting the benchmark of “3”. In 2015, mean scores for this

practice behavior met the benchmark of 3 (3.33). That year, field instructors rated only 66.6% of students capable of using practice experience to inform scientific inquiry.

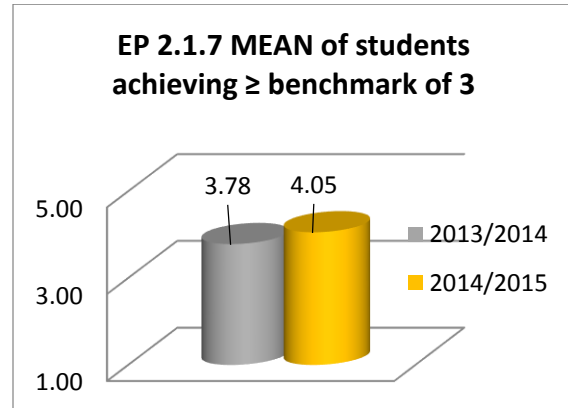
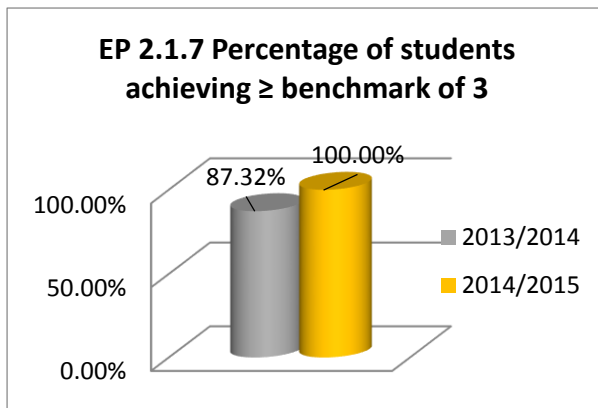
2.1.6b Students in both 2013-14 and 2014-15 met the aggregate mean score for this practice behavior. However, in 2014-15 only 79.1% (less than the program's threshold of 80%) of students met the benchmark score of 3. In 2015 field instructors indicated 66.6% ($n=3$) of students were able to *use research evidence to inform practice*. This is in contrast to the previous

2.1.6a ACTION STEPS: reviewing historical data (2010- 2013) from student outcomes for this practice behavior, it was noted that cohort means for this practice behavior have ranged between 3.8 (2009-10 and 4.4 in 2013-14). During the semester, faculty discussed the difficulty that one student was having completing the steps needed to complete the research project in a timely way. Faculty will review this issue at the fall assessment meeting to discern whether additional interventions/strategies that can be implemented to strengthen student practice in this area.

year. Field instructors indicated in 2014 that students were able to complete this task at a level that was “slightly more competent than entry level workers” (4.4).

2.1.6b ACTION STEPS (In addition to Action Steps for 2.1.6a): reviewing historical data (2010- 2013) from student outcomes for this practice behavior, it was noted that cohort means for this practice behavior have ranged between 3.8 (2009-10 and 4.4 in 2013-14). During the semester, faculty discussed the difficulty that one student was having completing the steps needed to complete the research project in a timely way. Faculty will review this issue at the fall assessment meeting to discern whether additional interventions/strategies that can be implemented to strengthen student practice in this area.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment



The program's benchmark for EP 2.1.7 was met in both 2013-14 and 2014-15. Over 87% of students met the benchmark in 2013-14 with the aggregate mean score of 3.78 (3= as competent than other entry level workers) and 100% met the benchmark in 2014-15 with the aggregate mean score of 4.0 (4= slightly more competent as other entry level workers) for the items assessed within 2.1.7. Over 80% of the alumni responding to the Malone University Alumni survey indicated that they had been "well prepared" (5) by the program to demonstrate this competency.

Highlights of the assessment of the data for this competency include:

2.1.7.a Aggregate mean scores in both 2013-14 and 2014-15 met or exceeded the benchmark of "3" for this practice behavior. Students were able to adequately demonstrate the ability to *utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation*. An area of concern during the 2014 assessment meeting was that junior-level students had difficulty with the utilization of policy analysis frameworks in SWK 312. Although as a cohort, scores met

the mean of 3, only 57.1% of students had achieved the score of “3” or above set by the program, thus the program did not meet the threshold of 80% of students receiving a score of “3” in that year..

In addition, students from the 2013-14 class were reminded by the field liaison during senior field seminar of the need to utilize conceptual frameworks as they assessed, intervened, and evaluated clients during senior field. In both years, senior field instructors indicated that students demonstrated skills that were “slightly more competent” (4.0) regarding this practice behavior.

2.1.7.b Aggregate mean scores in 2013-14 did not meet all the benchmarks set by the program.

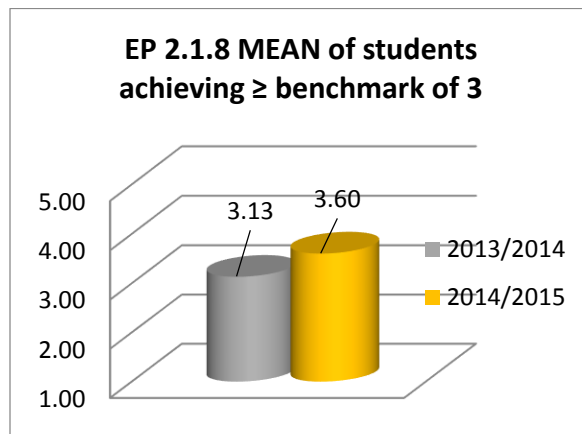
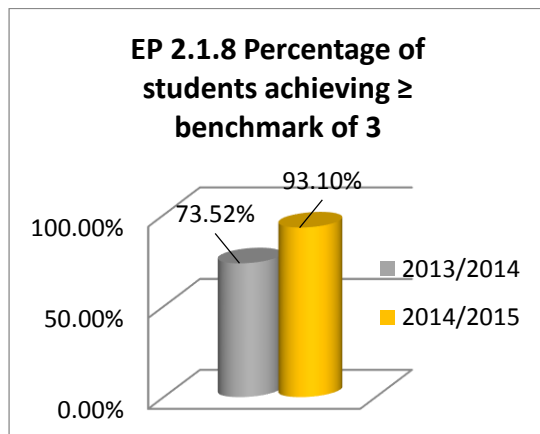
2.1.7a 2014 ACTION STEPS: During the August 2014 assessment meeting, the raw data was examined. Faculty determined that students had either done a very good job of utilizing frameworks or they *done a poor job*. Additional discussion about the frameworks was added into the course content, as well as the addition of a required submission of a rough draft of the paper. These appear to have strengthened the following year’s cohort ability to demonstrate this practice behavior, with 100% of that cohort scoring 3 or above on the item.

Although the aggregate mean score for this practice behavior was 3.14, only 57.14 % of students met this mean for the items assessed.

In 2014-15 100% of students the benchmark of “3” for the items assessed within this practice behavior, with an aggregate mean score of 4.33 with 100% of students meeting the benchmark in all the items which assess this practice behavior. The 2014-15 cohort demonstrated an ability to critique and apply to understand person and environment.

2.1.7b 2014 ACTION STEP: After discussing the 2014 scores during the program’s August assessment meeting, in 2014-2015, additional content was added to SWK 222 (HBSE) which provided students with opportunities to critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.



The program’s benchmark for EP 2.1.8 was not met in 2013-14 but was met in 2014-15. Seventy-three point five percent (73.5%) of students met the benchmark for 2.1.8 in 2013-14 with the aggregate mean score of 3.13 (3= as competent than other entry level workers). In 2014-15, 93.1% met the benchmark with the aggregate mean score of 3.6 for the items assessed within 2.1.8. Over 90% of alumni completing the 2014 survey indicated they were either “somewhat prepared” (4) or “very prepared” (5) by the program to demonstrate this competency.

Highlights of the assessment of the data for this competency include:

2.1.8a Aggregate data concerning this practice behavior indicate that in 2013-14, 79.4% of students met the benchmark of 3 for all items assessed; but the mean score for these items was 3.27. The program did not meet the threshold of 80% of students meeting the benchmark of 3 for that year. However, in 2014-15, 92.8% of students met the benchmark of 3 for the items assessed, with an aggregate mean score of 3.5.

One item assessed within this practice behavior within the explicit curriculum did not meet the mean of “3” (average) in either of the years assessed. This is the first assessment of the practice behavior within the curriculum. The assessment is part of a short paper in SWK 311: History of Social Welfare Policy which requests that students discuss the social policies which govern a particular group and “research and discuss what programs might be currently available to a person in that group...please indicate what other services, if any, you believe might assist the group to meet their expressed need. Should such services be provided by a governmental entity?” In 2013- 14, the mean score for this item was 2.63, (2=poor) with 62.5% of students scoring 3 or above; in 2014-15 the mean score for this item was 2.71 with 57.1% of students scoring 3 or above.

2.1.8a ACTION STEPS: The initial item assessed in this practice behavior, (assessed during SWK 311), has not met the benchmark in either the overall mean or the percentage of students who scored 3 or above for either of the two years in which data has been reported. During the 2014 assessment meeting, this item was discussed and the faculty member teaching the course strengthened course content regarding policy analysis as the students worked on the paper, and yet the mean score for the 2014-15 cohort did not improve over the mean scores of the 2013-14 cohort. Upon review of the Malone University Social Work Course Grid (**found electronically as an attachment and within the hard copy of Volume I in a plastic sleeve after Table 7, p. 65**), it was noted that material regarding this practice behavior is introduced in SWK 311. It may be that students have not had sufficient time to develop their ability to analyze, formulate and advocate for policies that advance social well-being sufficiently at that point in their education. This will be discussed in the August 2015 assessment meeting, and strategies will be developed to strengthen this practice behavior.

The mean score from field instructors in 2014 was 4.0 (slightly more competent than entry level workers), with 100% of students scoring 3 or above; the mean score from field instructors in 2015 was 3.3, again with 100% of students scoring 3 or above. In addition, 63.6 % of alumni indicated that they were “very prepared” (5) by the program in this practice behavior, and 36.3% indicated they believed they were “somewhat prepared” (4 out of a 5-point likert scale) to practice this behavior with competence.

The program plans to take steps to assist Malone University students to master the ability to demonstrate *2.1.8.a competence in analyzing, formulating and advocating for policies that advance social well-being*.

Evidence that students grow in their ability to master this practice behavior as they advance in the program can be found by examining other items assessed within the practice behavior. Mean scores for all other items assessed within this practice behavior met the benchmark mean of “3”, and with the exception of two items in the 2013-14 cohort (one assessed SWK 312: Social Welfare Policy Analysis and the second the student self- assessment completed at the end of the senior field placement), 100% of the students met the benchmark of “3”.

Students within the Malone University Social Work Program are able to effectively demonstrate competency to *analyze, formulate and advocate for policies that advance social well-being* sufficiently at that point in their education.

2.1.8b Aggregate mean scores in both 2013-14 did not meet the threshold of 80% of students meeting a benchmark of 3 set by the program. In that assessment cycle, 67.6% of students met the threshold for the items assessed within the practice behavior. The aggregate mean score of assessed items was 3. In 2014-15 93.3% met or exceeded the benchmark of “3” with an aggregate mean score of 3.7 for the items assessed.

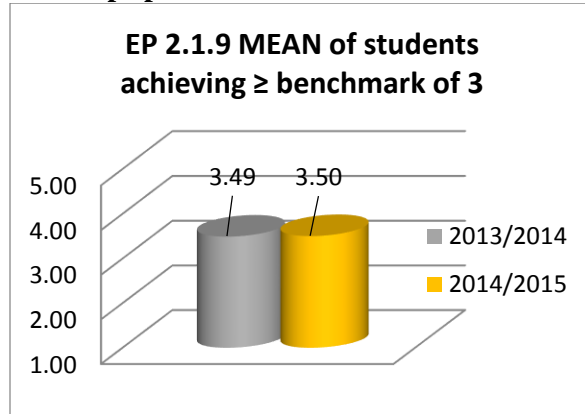
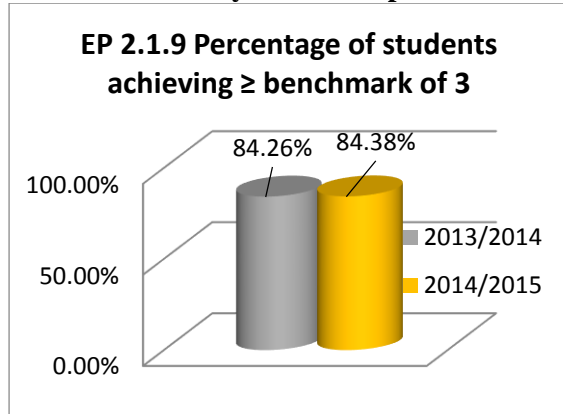
In 2013-14, the mean score for the student presentation of their policy analysis paper was 2.29 with 42% of the students meeting the benchmark of “3” (3= average) . For senior field

evaluations completed by the field instructor, the aggregate mean score for this practice behavior was 3.91. The mean of the students’ self-evaluation that year was below the program’s benchmark of 3 (2014 mean=2.80).

In 2015, mean scores for the policy analysis paper were stronger (mean =4.1) but the mean score for the practice behavior from senior field instructors was lower (3.33).

2.1.8b ACTION STEP: During the August assessment meeting, faculty will develop strategies in which students might strengthen their demonstration of the ability to *collaborate with colleagues and clients for effective policy action* within the explicit curriculum, with the goal of students being able to increasingly demonstrate competence in this behavior in the field.

Educational Policy 2.1.9—Respond to contexts that shape practice.



The benchmark for EP 2.1.9 was met in both 2013-14 and 2014-15. Over 84 % of students in both years (2014= 84.2%; 2015= 84.3%) met the benchmark for 2.1.9. In 2013-14 the aggregate mean score for this competency = 3.49 (3= as competent than other entry level workers) and in 2014-15 the aggregate mean score for the competency was 3.5. Over 90% of alumni indicated they were either “very prepared” (5) or “somewhat prepared (4) by the program to demonstrate this competency.

Highlights of the assessment of the data for this competency include:

2.1.9a. Data from the explicit curriculum and senior field were utilized to assess this practice behavior. The alumni survey was considered relevant for this practice behavior, the ability to *continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services*. While measured in the course of a student's education, this practice behavior becomes particularly important when actually in practice. Over 80% (81.7%) of alumni completing surveys indicate the program assisted them to be either "somewhat prepared" (4) or "very prepared" (5) ($m=4.67$) to demonstrate this practice behavior in practice.

In both years, mean scores for the initial assessment (part of the short paper in SWK 311 which asked students to "know the history of the profession") did not meet the program's benchmark in either 2013-14 (2.63; 2= "poor") or 2014-15 (2.57). During the 2014 assessment retreat concerns about the low score was discussed, and additional content regarding this assessment was added to the syllabus. Since the course is a course on the history of the profession, the concern was raised that the assessment prompt was not explicit enough. However, modifying the assessment itself did not appear to provide significant change in the percentage of students meeting the benchmark score of "3".

2.1.9a ACTION STEP: Additional specific course content regarding the actions of social workers in addressing social problems will be added to SWK 311 in 2015-16. In addition, a revised assignment which will address this practice behavior utilizing the book *Our Kids* by David Putnam will be implemented in the fall of 2014-16.

In senior field, mean scores from field instructors indicated students are "as competent" in their mastery of this practice behavior as entry level workers. 2013-14 aggregate mean score= 4.0; (4="slightly more competent than entry level workers") with 100% of students meeting the benchmark of "3" ("as competent"). In 2014-15 the mean field instructor score =3.33 with 66.6% ($n=3$) of students meeting the benchmark of 3; thus for that item, the program's benchmarks

were not met for this practice behavior. In both years, students' self-evaluation mean scores were above the benchmark; in 2013-14 students self-evaluation mean score was 3.3 for this practice behavior and in 2014-15 the mean score was 3.67.

In both years, the aggregate mean score for the items assessed within this practice behavior met both the program's benchmark of "3" with 80% of students scoring the benchmark. In 2014, 82.6% of students met the benchmark for an aggregate mean of 3.4. In 2015, 85.4% of students met the program's benchmark with an aggregate mean of 3.6. Students within the Malone University Social Work Program are able to *effectively demonstrate competency to continuously discover, appraise and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant service.*

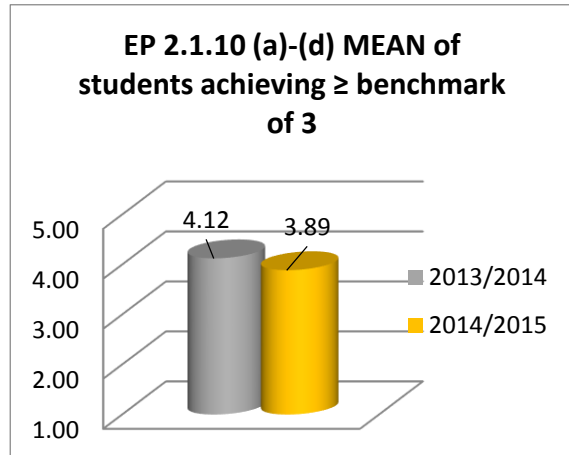
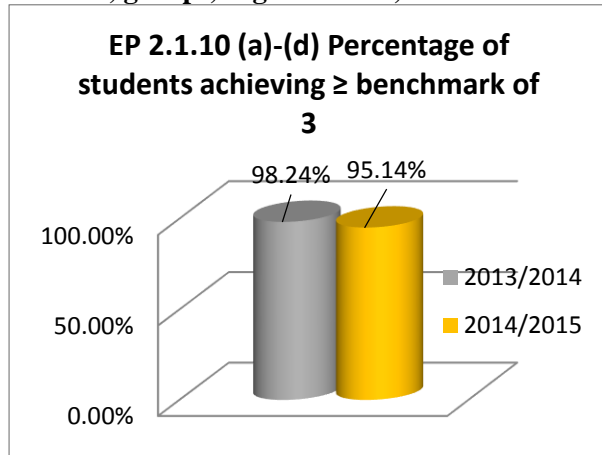
2.1.9.b This practice behavior is only assessed at exit. The two measures utilized were the field instructors' evaluation of the student and the student's self-evaluation. The program's overall benchmark mean for this practice behavior was met in 2014 but not met in 2015 as the percentage of students meeting the benchmark of "3" as evaluated by their field instructor was less than 80% in 2014-15. In 2013-14, the mean score for this practice behavior as evaluated by field instructors was 3.9 (3=as competent as entry level workers) with 91.6% of students meeting the threshold of 3. In 2014-15 the aggregate mean score was 3.3 with 66.6% of students meeting the threshold of 3. ($n=3$). The student's self-evaluations met the program's benchmarks in both years. Over 80% (81.7%) of alumni indicated that the program provided an education that allowed them to be either "somewhat prepared"(4) or "very prepared" (5) for this aspect of

2.1.9b ACTION STEP: Discussion of strategies by which the program can strengthen this practice behavior will take place during the August assessment meeting and the proposed changes will be implemented in the 2015-16 academic year.

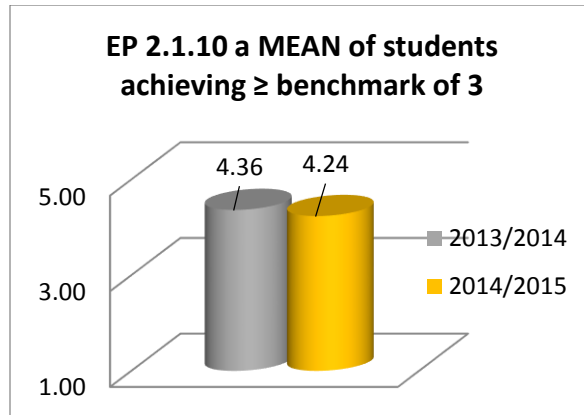
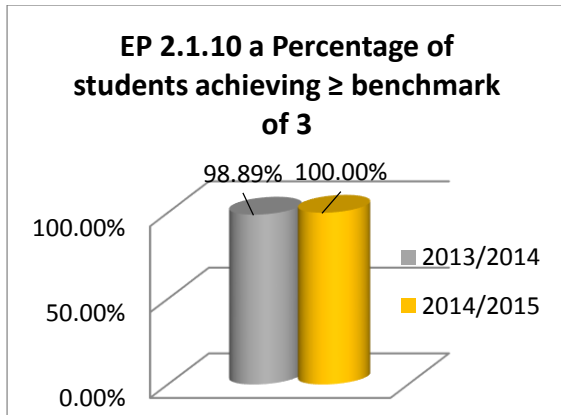
professional practice.

The aggregate mean scores for this practice behavior did meet the program’s benchmarks and its threshold, (2014: 85.8% of students met the benchmark of 3; aggregate mean=3.56. 2015: 83.3% of students met the benchmark of 3 aggregate mean=3.3) but the faculty are committed to strengthening the explicit curriculum so that graduates of the Malone University social work program demonstrate that they can *provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.*

Educational Policy 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.



The benchmark for EP 2.1.10 was met in both 2013-14 and 2014-15. Over 95% of students in both years (2014= 98.24.%; 2015= 95.14 %) met the benchmark for 2.1.10. In 2013-14 the aggregate mean score of 4.12 (4=“above average” within the curriculum, “slightly more competent” than other entry level workers in field evaluations) and in 2014- 15 the aggregate mean score of 3.98 (3=average within the curriculum and as competent as entry level workers in field) for the items assessed within 2.1.10. Ninety percent of alumni indicated they were “very prepared” (5) by the program to demonstrate this competency.

2.1.10 a: Engagement

The benchmark for EP 2.1.10a was met in both 2013-14 and 2014-15. Over 98% of students in both years (2014= 98.89%; 2015=100%) met the benchmark of 3 for items assessed within 2.1.10a. In 2013-14 the aggregate mean score of 4.3 (4= slightly more competent than other entry level workers) and in 2014-15 the aggregate mean score = 4.2 for the items assessed within 2.1.10a.

Highlights of the assessment of the data for this sub set of competency 2.1.10 include:

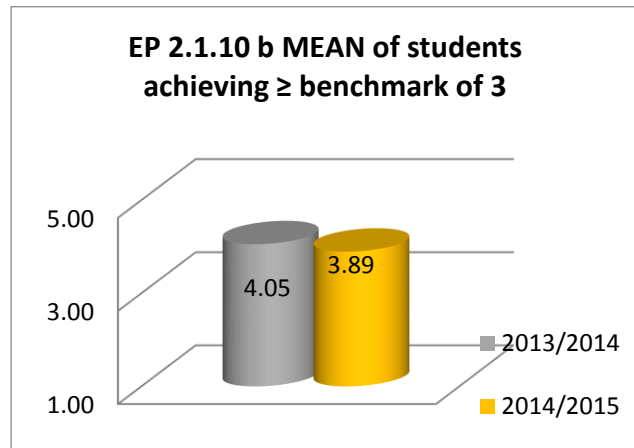
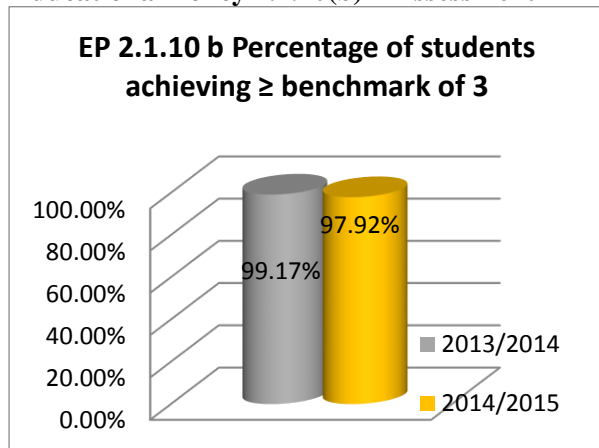
2.1.10a (a)

In both years of assessment, aggregate mean scores were above 4 (4=above average within the explicit curriculum and “slightly more competent than entry level workers in field assessments). In both years, 100% of students met or exceeded the program’s benchmark of 3. Graduates of the Malone University social work program demonstrate competence in their ability to *substantively and affectively prepare for action with individuals, families, groups, organizations and communities.*

2.1.10 a (b): In both years of assessment, aggregate mean scores were above 4 (4=above average within the explicit curriculum and “slightly more competent than entry level workers in field assessments). In both years, 100% of students met or exceeded the program’s benchmark of 3. Graduates of the Malone University social work program demonstrate competence in their ability to *use empathy and other interpersonal skills.*

2.1.10 a (c) In both years of assessment aggregate mean scores were above 4 (4=above average within the explicit curriculum and “slightly more competent than entry level workers in field assessments”). In both years, 100% of students met or exceeded the program’s benchmark of 3. Graduates of the Malone University social work program demonstrate competence in their ability to *develop mutually agreed upon intervention goals and objectives*.

Educational Policy 2.1.10(b)—Assessment



The benchmark for EP 2.1.10b was met in both 2013-14 and 2014-15. Over 97 % of students in both years (2014= 99.1%; 2015= 97.2.%) met the benchmark for 2.1.10b. In 2013-14 the mean aggregate mean score of 4.0 (4= slightly more competent than other entry level workers) and in 2014- 15 the aggregate mean score of 3.89 (3= as competent as entry level workers) for the items assessed within 2.1.10b.

Highlights of the assessment of the data for this sub set of competency 2.1.10 include:

2.1.10b.(a) In both years of assessment, aggregate mean scores were above the program’s benchmarks. One item within this practice behavior did the benchmark aggregate score of 3 in 2015. In that year, the mean score of student self-evaluation for this practice behavior was 3.0 (3= as competent as entry level workers) but only 66.6 % of students (*n*=3) met the benchmark. Thus, the program did not meet its threshold of 80% of students scoring 3 or above.

In 2014, 100% of students met the benchmark with the aggregate mean score =4. In 2015 91.6% achieved the benchmark with the aggregate mean score of 3.88. Graduates of the Malone

University social work program demonstrate competence in their ability to *collect, organize and interpret client data*.

2.1.10b (b) In both years of assessment, aggregate mean scores were above, at, or above 4 (4= “above average within the explicit curriculum and “slightly more competent than entry level workers in field assessments). In both years, 100% of students met or exceeded the program’s benchmark of 3. Within the student’s self- evaluation in 2013-14 aggregate mean score was 3.7, and in 2014-15 the aggregate mean score for this practice behavior within the self-evaluation was 4.0 (3= as competent as entry level workers, 4= slightly more competent than entry level workers). Graduates of the Malone University social work program demonstrate competence in their ability to *assess client’s strengths and limitations*.

2.1.10b(c). The initial assessment of this practice behavior takes place in SWK 345 (Practice I) when students must work in triads to practice engaging clients. In 2013-14, the mean score for this item was 5.0 (5= Excellent) but in 2014-15 the mean score was 3.8 (3= Average). In 2014-15, the program offered two sections of SWK 345 for the first time: on the traditional day (T/TH) format and one offered once a week in the evening. It should be noted that in SWK 345 students are utilizing intervention skills for the first time; it is common at this early stage of practice for students to jump to a solution to “fix” client’s problems. This issue will be discussed in the fall assessment meeting. In addition, in the upcoming assessment season (2015-16,) between-section data will be collected to ascertain if one section’s scores differ significantly from the other.

In 2013-14, senior field instructors’ mean scores for this practice behavior = 4.5 (4= slightly more competent than entry level workers) and in 2014-15 mean score from field instructors = 4.0 for this practice behavior. In 2013-14 aggregate mean scores of the student self-evaluation was 3.5, and in 2014-15 the aggregate mean score within the self-evaluation for this practice behavior was 3.6 (3= as competent as entry level workers). In 2014, 96% of students met the benchmark of “3” for this practice behavior; 100% met the benchmark in 2015. Graduates of the Malone University social work program demonstrate competence in their ability to *develop mutually agreed upon intervention goals and objectives*.

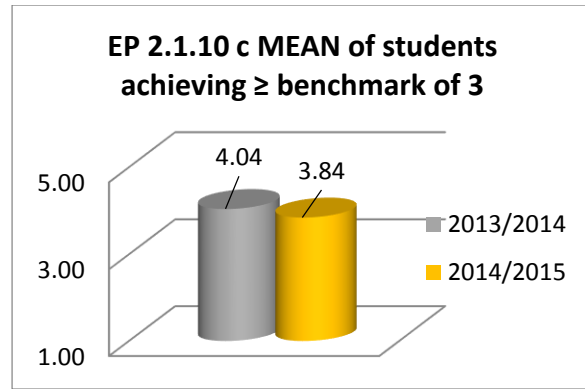
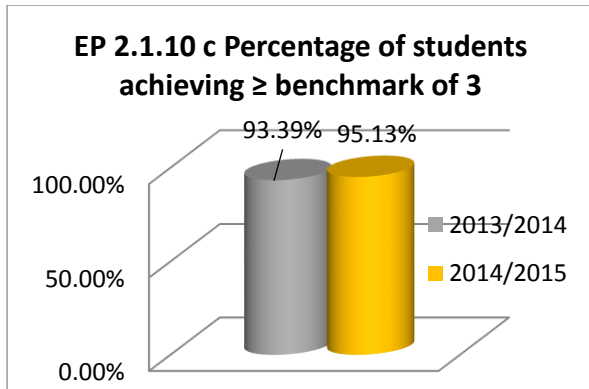
2.1.10b(c) ACTION STEPS: The lower mean score for the triad assignment will be discussed in the August assessment meeting. Strategies to strengthen student's ability to develop mutually agreed upon goals and objectives will be implemented during the 2015-15 academic year. In addition, data from both sections will be collected by section and scores from each section will be examined in January, 2016.

2.1.10b (d). In both years of assessment, aggregate mean scores were above or at 3 (3= "average" within the explicit curriculum and "slightly more competent than entry level workers in field assessments"). 100% of students achieved this benchmark in both years.

The mean scores for this practice behavior were higher when assessed within the explicit curriculum than within senior field. Because the classroom is a more controlled environment, students may have an easier time selecting appropriate intervention strategies in that setting; and they have fewer possible options which they deem feasible during classroom based assessment than they might in the field.

Graduates of the Malone University social work program demonstrate competence in their ability to *select appropriate intervention strategies*.

2.1.10b(d) ACTION STEP: This outcome will be discussed in the August faculty assessment meeting and within the meeting of field advisors in the fall of 2015. Strategies will be developed to assist students to select appropriate interventions during senior field.

Educational Policy 2.1.10(c)—Intervention

The benchmark for EP 2.1.10c was met in both 2013-14 and 2014-15. Over 93 % of students in both years (2014= 93.3%; 2015= 95.1%) met the benchmark for 2.1.10c. In 2013-14 the aggregate mean score of 4.0 (4= slightly more competent than other entry level workers) and in 2014- 15 the aggregate mean score of 3.84 (3= as competent as entry level workers) for the items assessed within 2.1.10c.

Highlights of the assessment of the data for this sub set of competency 2.1.10 include:

2.1.10 c (a) Field instructors in both years assessed students above “4” (slightly more competent than entry level workers) for this practice behavior. In 2013, the mean score for the practice behavior was 4.45; in 2015 the mean score was 4.33. Within the student’s self-evaluation in 2013-14, the mean score was for the practice behavior was 3.57 and in 2014-15 the mean score for this practice behavior in the self-evaluation was 4.0. Graduates of the Malone University social work program demonstrate competence in their ability to *initiate actions to achieve organizational goals*.

2.1.10 c (b) In both years assessed, the aggregate mean for all items achieved the program’s benchmark of “3” or above (3= average within the curriculum and “as competent as entry level workers” in the field), but not all items met the threshold of 80% of students meeting the benchmark. One area of concern noted is that although the mean score for this practice behavior as assessed within (SWK 348: Practice III) junior placement field logs met the program’s benchmark of 3, only 71.4% of students in 2013-14 and 76.47 % of students in 2014-15 scored at or above 3. However, The mean of the field instructor's rating of senior level students for this

practice behavior was 4.27 in 2013-14 and 3.67 in 2014-15, with 100% of students achieving 3 or above for this practice behavior.

Despite these concerns the program's benchmark was met, with over 90% of students achieving the benchmark of "3" for all items assessed within this practice behavior both years. Graduates of the Malone University social work program demonstrate competence in their ability to *implement prevention strategies that enhance client capacities.*

2.1.10c(b) ACTION STEP: Outcomes from subsequent cohorts of students who have taken the SWK 262 Writing Class will provide information as to modifications to the explicit curriculum that might strengthen outcomes for this practice behavior.

2.1.10 c (c) In both years assessed, the aggregate mean for all items achieved the program's benchmark of "3" or above (3= average within the curriculum and "as competent as entry level workers" in the field). The aggregate mean for this practice behavior in 2013-14= 4.1 with 92.2% of students meeting the benchmark, and the aggregate mean for 2014-15 =3.79 with 94.12% meeting the benchmark. Individual items assessed did not meet the threshold of 80% of students scoring "3" or above.

As above, an area of concern was noted for the field log assessments for SWK 348 (Practice III). Although the mean score for this practice behavior as assessed by junior placement field logs met the program's benchmark of 3, only 70.5 % of students in 2014-15 scored at or above 3. However, The mean of the field instructor's rating of senior level students for this practice behavior was 4.0 in 2013-14 and 3.67 in 2014-15, with 100% of students achieving 3 or above for this practice behavior.

Aggregate scores for this practice behavior indicate that graduates of the Malone University social work program demonstrate competence in their ability to *help clients resolve problems*.

2.1.10c(c) ACTION STEP: Discussion of these findings and strategies to strengthen student mastery of this practice behavior will take place at the program's assessment meeting in August and implemented in the coming academic year.

2.1.10 c (d) All items assessed met the program's benchmark of 3 ("average" within the curriculum and "as competent as entry level workers" in senior field), with 100% of students meeting this benchmark in the field both years. The mean score from field instructors for this practice behavior in 2013-14 was 4.55 (4= slightly more competent than entry level workers); the mean for 2014-15 was 3.0 (3= as competent as entry level workers). In 2014-15 an additional item was added to the assessment plan to strengthen the assessment of this practice behavior. The item was specific requirements within a field log for SWK 348 (Practice III). Although the mean score for this item was above the 3.0 benchmark, only 70.5% of students obtained a score of 3 or above, thus the program did not meet the threshold of 80% of students receiving a score of 3 or above for this item.

In 2014, 87.5 % of students scored above the benchmark of 3 with an aggregate mean score of 3.7. In 2015, 92.8% of students scored at or above the benchmark of 3 with an aggregate mean of 3.97. Graduates of the Malone University social work program demonstrate competence in their ability to *negotiate, mediate and advocate for clients*.

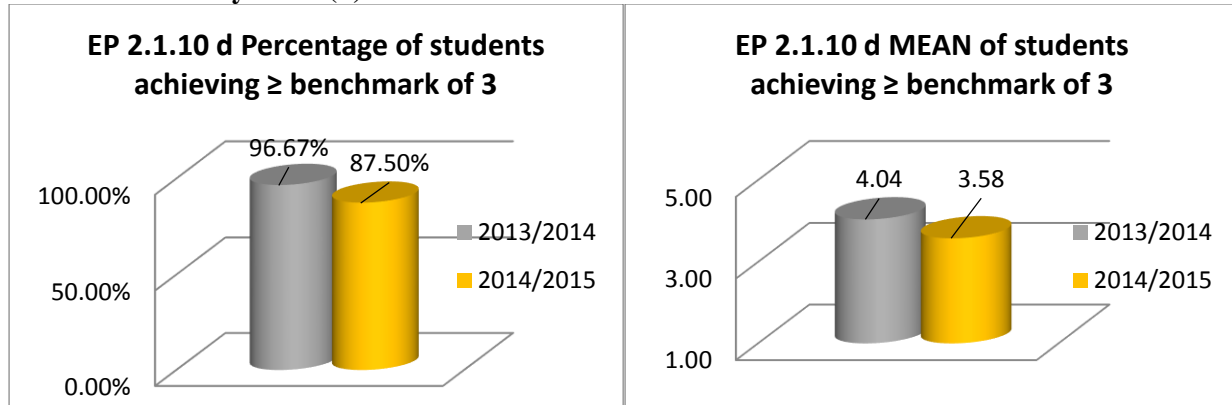
2.1.10c(d) ACTION STEP: Discussion of these findings and strategies to strengthen student mastery of this practice behavior will take place at the program's assessment meeting in August and implemented in the coming academic year.

2.1.10 c (e). All items assessed met the program's benchmark of 3 ("average" within the curriculum and "as competent as entry level workers" in senior field). It is noted that, although both data points meet the program's benchmark, work assessed for this practice behavior in the classroom setting (2013-14 Bio/psycho/spiritual assessment = 4.19; 4= above average) had mean scores that were higher than the a mean scores assessing for the same cohort in the field (2014-15 3.67; 3= "as competent as entry level workers). It may be that transitions and endings are quite artificial in the classroom but must be practiced and demonstrated effectively in the field.

2.1.10c(e) ACTION STEP: The Field Coordinator will discuss this outcome with field instructors during her in-service training in the fall; strategies will be developed to strengthen student competency for this practice behavior.

Graduates of the Malone University social work program demonstrate competence in their ability to *facilitate transitions and endings*.

Educational Policy 2.1.10(d)—Evaluation



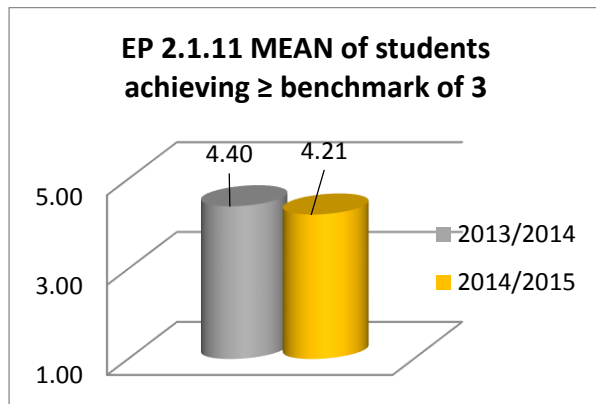
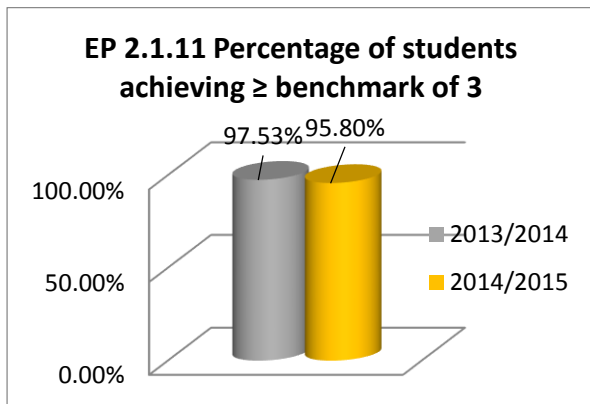
The benchmark for EP 2.1.10d was met in both 2013-14 and 2014-15. Over 87 % of students in both years (2014= 96.6%; 2015= 87.5%) met the benchmark for 2.1.10d. In 2013-14 the mean aggregate mean score of 4.0 (4= slightly more competent than other entry level workers) and in 2014- 15 the aggregate mean score of 3.58 (3= as competent as entry level workers) for the items assessed within 2.1.10d.

Highlights of the assessment of the data for this sub set of competency 2.1.10 include: All items assessed met the program’s benchmark of 3 (“average” within the curriculum and “as competent as entry level workers” in senior field), however in 2015. Mean scores of this practice behavior in the student self-evaluation were lower than the aggregate mean as ranked by the senior field instructors in both 2013-14 and 2014-15. In 2013-14 (and in all previous years since implementing this assessment plan in 2011) 100% of students met the benchmark, however it was noted that in 2015 for one item the program did not reach the threshold of 80% of students scoring 3 or above. That year, 50% of students met the benchmark of 3.

2.1.10 d ACTION STEP: As noted above, the graduating class for 2014-2015 was small. Concerns regarding one student’s research work will be presented as a case study for discussion during the program’s assessment meeting in August, 2015. Adjustments to teaching strategies and program policies will be considered.

Aggregate scores for this practice behavior, meet the program’s benchmark. Graduates of the Malone University social work program demonstrate competence in their ability to *critically analyze, monitor and evaluate interventions*.

Malone University Social Work Program Core Competency #11-Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.



The benchmark for EP 2.1. 11 was met in both 2013-14 and 2014-15. Over 95 % of students in both years (2014= 97.5%; 2015= 95%) met the benchmark for 2.1.11. In 2013-14 the mean aggregate mean score of 4.4 (4= slightly more competent than other entry level workers) and in 2014-15 the aggregate mean score of 4.21 for the items assessed within 2.1.11. Ninety percent of alumni completing the 2014 survey indicated they were “very prepared” to demonstrate this competency. It has been important as a social work program in a Christian University that our students understand the difference between appropriate and inappropriate uses of faith in social work practice and to learn how to appropriately integrate faith with professional practice. This assessment data verifies that are goals of teaching our students how to be competent in this area are being met.

Highlights of the assessment of the data for this competency include:

2.1.11.a All items assessed within this practice behavior met or exceeded the program’s benchmark of “3” (“average” within the curriculum and “as competent as entry level workers” in senior field) and with the minimum of 80% of students achieving a score of “3” on all items,

with the exception one item within the 2014-15 assessment. Student self-evaluation for this practice behavior met the benchmark of “3”, however only 66.6% of students obtained the benchmark score, thus the program did not meet the threshold of 80% of students meeting the benchmark score for that item. One hundred percent of alumni indicated that the program assisted them to be “Very prepared” or “somewhat prepared” in this area when in practice. Mean scores from field instructors (2014= 4.73; 2014 = 4.33; 4= slightly more competent than entry level workers) provides the program with information from both secular and faith based social work professionals who have worked closely with MU seniors. The MU social work program graduates demonstrate competence in their ability to *understand the Christian faith’s commitment to caring for and empowering poor, disenfranchised and/or oppressed people groups.*

2.1.11 b Aggregate mean scores for this practice behavior were the highest overall of all behaviors assessed for this cycle of reaffirmation. In 2013-14, 97.1 % of students met the benchmark of “3” (average” within the curriculum and “as competent as entry level workers” in senior field) with an aggregate mean of 4.26 (4= slightly more competent than entry level workers). In 2014-15, 96.1% of students met the benchmark with an aggregate mean of 4.23 for the items assessed within the practice behavior. All items assessed for 2.1.11 b met or exceeded the program’s benchmark of “3” (with the minimum of 80% of students achieving a score of “3” on the items). At the senior level, 100% of students both years achieved the program’s benchmark for all items assessed. Mean scores from field instructors (2014= 4.69; 2014 = 4.33; 4= slightly more competent than entry level workers) provides the program with voices from both secular and faith based social work professionals that graduates of the MU social work program demonstrate competence in their ability to *articulate points of convergence and divergence between orthodox Christianity and the profession of social work.* Faculty consider this particularly important data as MU graduates will work with diverse people groups who will have a wide variety of ways in which they approach the world.

2.1.11.c All items assessed within this practice behavior met or exceeded the program’s benchmark of “3” (“average” within the curriculum and “as competent as entry level workers” in senior field) and with the minimum of 80% of students achieving a score of “3” on the items.

One hundred percent of alumni indicated that the program had either “somewhat prepared” them (4) or they had felt “very prepared “(5) to recognize the importance of spirituality to the human experience. At the senior level, 90% of students in 2014 and 100% of students in 2015 achieved the program’s benchmark of “3”. Mean scores from field instructors (2014= 4.79; 2014 = 4.33; 4=slightly more competent than entry level workers) provides the program with voices from both secular and faith based social work professionals that graduates of the Malone University social work program demonstrate competence in their ability *to recognize the importance of spirituality to the human experience.*

A.S. 4.0.3: The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.

As has been noted in the summary above the program utilizes the data that is gathered each year to improve opportunities for student learning and their ability to master the professional competencies of the program, to strengthen the program and to critically examine gaps within the overall curriculum design.

Every August just prior to the beginning of the fall semester, the full time faculty and the social work program’s administrative assistant meet for an assessment retreat. Whenever possible, part time faculty join the full time faculty for part of this meeting. Typically the meeting is 4-6 hours in length. Because the program has assessed at the level of practice behaviors, specific items can be discussed and assessed. When particular items assessed at the practice behavior level in which the benchmark of students obtaining a “3” (average) or does not meet the threshold of 80% of students meeting the benchmark, strategies are developed to modify assignments or discuss ways in which student learning can be strengthened. Although the focus of these meetings is on the items that did not meet the program’s benchmark, discussion is also held regarding if/how changes made to items in the previous year have affected the ability of students to move toward mastery of the program’s competencies. All faculty members cooperatively participate in these

discussions of the items. They provide helpful suggestions to each other for changes which may strengthen overall student mastery of BA level competencies. As noted above, the assessment plan utilizing practice behaviors as the initial level of analysis has been in place since the year after our last reaffirmation, the overall design has been modified and has become more uniform. Examples which are found in the minutes of the assessment retreats are noted here:

from 8/14 Assessment retreat minutes

I. Rubrics – SWK 311 and 312 are the only courses that fell below the benchmark of “3” on a 1-5 likert scale. Changes made in curriculum to increase the mean of those areas with a mean below the benchmark of 3:

- *EP 2.1.5.b advocate for human rights and social and economic justice. Additional course content will be added. SWK 311 – paper 2. Note: Subsequent to the meeting, it was decided that this practice behavior assessment would be eliminated for SWK 311.*

- *EP 2.1.9.a continuously discover, appraise, and attend to change: changing locales ...to provide relevant services. Jane will emphasize the need for students to examine the impact of the policy on human rights of the group studied. Examples of human rights violations and disagreements will be added to lectures. In addition, Jane will discuss the need to evaluate and attend to changing locals and conditions as students debate issues in class and emphasize the need for analysis of policy within paper #2.*

These formal meetings also provide a forum where faculty discuss the overall strengths and concerns of the program based on assessment outcomes from the previous year. For example, in the 2014 assessment meeting there was a discussion regarding the high percentage of students who met the Benchmark of “3” on a scale of 5 within our assessments. On the one hand, such a high percentage of students meeting benchmarks may indicate that the program has set the assessment bar too low overall; on the other, it was noted that given our ASWB pass rate, perhaps Malone social work students ARE often above average and that the high percentage of students meeting the benchmark is reflective of their high level of achievement. Because the program had 5 years of assessment data tied to the benchmark of “3”, and would be utilizing the 6th year of data (2014-15) as part of the report to CSWE, it was decided to keep the benchmark

at 3 for 2014-15, but that the faculty would revisit this standard with plans to consider raising it when creating the assessment plan for 2016-2023.

These meetings also provide an opportunity for faculty to discuss the strengths and challenges students face within the program and provide time for faculty to address the emerging needs of students in ways that could strengthen their ability to demonstrate competency. For example, the program includes a selection from the minutes of a year-end meeting 5/13:

Discussion of students in general:

Conversations about student strengths/growth: Faculty went over some areas of concern. Students are “slipping through the cracks.” Department faculty on the whole are becoming aware later within the student’s coursework that the student may have a significant problem completing the social work program. These problems need to be caught sooner and addressed with a plan for improvement, and/or possibly to transfer to another major if the student’s interest area fits better into another major. We need more formal interventions. In Nursing and in Teacher Education students are evaluated at the end of each year. Maybe we should do that as well.

ACTION STEP: *Jane will contact nursing and education assessors to request copies of their protocol/rubrics.*

How do we have conversations with students to go over their progress? We could have students sign off on an ethics and professional behavior contract. We need to include promptness in the contract. Create a series of ethical guidelines at sophomore level and have them sign off on it. If the student violates the agreement it’s a problem. ...This must be addressed in the contract.

ACTION STEP: *Elizabeth and Karen will think about what items might go into a rubric. During our August retreat, we will develop an overall item list and work to develop a rubric. Students will be informed in the fall of this administrative change, and the information will be placed in the MU SWK Handbook.*

Although every year students face challenges in the transition between classroom and field, in 2014-15 one student had an exceptionally difficult experience. Issues about the placement and the student's ability to complete with an appropriate level of professionalism resulted in several discussions in faculty meetings, between the faculty member acting as field liaison and the student, between the liaison and the Field Director, between the liaison, the Field Director, the field supervisor and the student. The student was able to complete the program and graduate but this situation, with its many challenges, will be discussed during the program's assessment meeting in the fall. Mirroring best practices of agencies, all faculty involved will be asked to present their understanding of the issues and the faculty will discuss how such challenges might be mitigated in the future.

In addition to these formal assessment meetings, many faculty meetings provide time to discuss assessment outcomes as well as faculty issues and concerns. As assessments are conducted, faculty often discuss how thoroughly students appear to be understanding and utilizing specific practice behaviors.

In sum, the Malone University Social Work Program assesses its program. Faculty utilize the data received from assessment to strengthen the explicit curriculum. Faculty work cooperatively toward the goal of continuous improvement of the program as demonstrated by our graduates being competent for entry level baccalaureate social work practice.

A.S. 4.0.4: The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely updates (minimally every 2 years) these postings.

The Malone University Social Work Program has utilized form AS 4 (B) to report assessment outcomes every year for the last 4 years. This form is posted on our website www.malone.edu/socialwork, under the accreditation/assessment tab on the left hand side of the webpage. Included below are the forms for the past two cycles of assessment (updated 10/14 and 6/15).

MALONE UNIVERSITY
BACCALAUREATE SOCIAL WORK PROGRAM

ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED ON 10/7/14

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

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

4.0.2 *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.*

4.0.4 *The program uses Form AS 4 (B) and/or AS4(M) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings*

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

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
	Benchmark for each competency is ≥ 3 on a likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.	
Identify as a Professional Social Worker		98.12% (mean % of students who met benchmark for constituent practice behaviors.)
Advocate for client access to social work services		100%
Practice personal reflection and self-correction		100%
Attend to professional roles and boundaries		100%
Demonstrate professional demeanor		100%
Engage in career-long learning		95.83%
Use supervision and consultation		92.86%
Apply Ethical Principles		100% (mean % of students who met benchmark for constituent practice behaviors.)
Recognize and manage personal values		100%
Make ethical decisions		100%
Tolerate ambiguity in resolving ethical conflicts		100%
Apply strategies of ethical reasoning		100%
Apply Critical Thinking		99.40% (mean % of students who met benchmark for constituent practice behaviors.)
Distinguish, appraise, and integrate multiple sources of knowledge		98.21%
Analyze models of assessment, prevention, intervention, and evaluation.		100%
Demonstrate effective oral and written communication		100%

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
	Benchmark for each competency is ≥ 3 on a likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.	
Engage Diversity in Practice		96.22% (mean % of students who met benchmark for constituent practice behaviors.)
Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power		97.62%
Gain sufficient self-awareness to eliminate the influence of personal biases and values		90.48%
Recognize and communicate their understanding of the importance of difference in shaping life experiences		96.78%
View themselves as learners and engage those with whom they work as informants.		100%
Advance Human Rights/ Social and Economic Justice		93.46% (mean % of students who met benchmark for constituent practice behaviors.)
Understand the forms and mechanisms of oppression and discrimination		92.50%
Advocate for human rights and social and economic justice		100%
Engage in practices that advance social and economic justice		87.88%
Engage Research Informed Practice/ Practice Informed Research		97.32% (mean % of students who met benchmark for constituent practice behaviors.)
Use practice experience to inform scientific inquiry		97.88%
Use research evidence to inform practice		96.75%

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
	Benchmark for each competency is ≥ 3 on a likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.	
Apply Human Behavior Knowledge		84.33% (mean % of students who met benchmark for constituent practice behaviors.)
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation		85.71%
Critique and apply knowledge to understand person and environment		82.94%
Engage Policy Practice to Advance Well-Being and Deliver Services		80.36% (mean % of students who met benchmark for constituent practice behaviors.)
Analyze, formulate, and advocate for policies that advance social well-being		89.29%
Collaborate with colleagues and clients for effective policy action		71.43%
Respond to Practice Contexts		87.23% (mean % of students who met benchmark for constituent practice behaviors.)
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends		84.47%
Provide leadership in promoting sustainable changes in service delivery and practice		90%
Practice Engagement		100%

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
	Benchmark for each competency is ≥ 3 on a likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.	
		(mean % of students who met benchmark for constituent practice behaviors.)
Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities		100%
Use empathy and other interpersonal skills		100%
Develop a mutually agreed-on focus of work and desired outcomes		100%
Practice Assessment		<p style="text-align: center;">100%</p> <p style="text-align: center;">(mean % of students who met benchmark for constituent practice behaviors.)</p>
Collect, organize, and interpret client data		100%
Assess client strengths and limitations		100%
Develop mutually agreed-on intervention goals and objectives		100%
Select appropriate intervention strategies		100%
Practice Intervention		<p style="text-align: center;">93.90%</p> <p style="text-align: center;">(mean % of students who met benchmark for constituent practice behaviors.)</p>
Initiate actions to achieve organizational goals		100%
Implement prevention interventions that enhance client capacities		90.48%
Help clients resolve problems		90.48%
Negotiate, mediate, and advocate for clients		100%
Facilitate transitions and endings		88.57%
Practice Evaluation		<p style="text-align: center;">100%</p>

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
	Benchmark for each competency is ≥ 3 on a likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.	
		(mean % of students who met benchmark for constituent practice behaviors.)
Critically analyze, monitor, and evaluate interventions		100%
Integrate Christian faith with professional social work practice <i>(Added by MU Social Work Program)</i>		97.86% (mean % of students who met benchmark for constituent practice behaviors.)
Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups		97.14%
Are able to articulate points of convergence and divergence between orthodox Christianity and the profession of social work		96.43%
Recognize the importance of the spirituality to the human experience		100%

MALONE UNIVERSITY
BACCALAUREATE SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED ON 6/16/15

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

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

4.0.2 *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.*

4.0.4 *The program uses Form AS 4 (B) and/or AS4(M) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings*

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

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
	Benchmark for each competency is ≥ 3 on a likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.	
Identify as a Professional Social Worker		89.06 (mean % of students who met benchmark for constituent practice behaviors.)
Advocate for client access to social work services		93.33
Practice personal reflection and self-correction		100%
Attend to professional roles and boundaries		95.24%
Demonstrate professional demeanor		88.54%
Engage in career-long learning		79.47%
Use supervision and consultation		77.78%
Apply Ethical Principles		86.40% (mean % of students who met benchmark for constituent practice behaviors.)
Recognize and manage personal values		86.67%
Make ethical decisions		86.70%
Tolerate ambiguity in resolving ethical conflicts		88.89%
Apply strategies of ethical reasoning		83.33%
Apply Critical Thinking		90.03% (mean % of students who met benchmark for constituent practice behaviors.)
Distinguish, appraise, and integrate multiple sources of knowledge		92.86%
Analyze models of assessment, prevention, intervention, and evaluation.		83.33%
Demonstrate effective oral and written communication		93.90%

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
	Benchmark for each competency is ≥ 3 on a likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.	
Engage Diversity in Practice		95.15% (mean % of students who met benchmark for constituent practice behaviors.)
Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power		87.72%
Gain sufficient self-awareness to eliminate the influence of personal biases and values		90.28%
Recognize and communicate their understanding of the importance of difference in shaping life experiences		100%
View themselves as learners and engage those with whom they work as informants.		100%
Advance Human Rights/ Social and Economic Justice		98.41% (mean % of students who met benchmark for constituent practice behaviors.)
Understand the forms and mechanisms of oppression and discrimination		95.24%
Advocate for human rights and social and economic justice		100%
Engage in practices that advance social and economic justice		100%

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
	Benchmark for each competency is ≥ 3 on a likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.	
Engage Research Informed Practice/ Practice Informed Research		77.92% (mean % of students who met benchmark for constituent practice behaviors.)
Use practice experience to inform scientific inquiry		76.67%
Use research evidence to inform practice		79.17%
Apply Human Behavior Knowledge		100% (mean % of students who met benchmark for constituent practice behaviors.)
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation		100%
Critique and apply knowledge to understand person and environment		100%
Engage Policy Practice to Advance Well-Being and Deliver Services		93.10% (mean % of students who met benchmark for constituent practice behaviors.)
Analyze, formulate, and advocate for policies that advance social well-being		92.86%
Collaborate with colleagues and clients for effective policy action		93.33%
Respond to Practice Contexts		84.38% (mean % of students who met benchmark for constituent practice behaviors.)
Continuously discover, appraise, and attend to changing locales, populations, scientific and		85.42%

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
	Benchmark for each competency is ≥ 3 on a likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.	
technological developments, and emerging societal trends		
Provide leadership in promoting sustainable changes in service delivery and practice		83.33%
Practice Engagement		<p style="text-align: center;">100%</p> <p style="text-align: center;">(mean % of students who met benchmark for constituent practice behaviors.)</p>
Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities		100%
Use empathy and other interpersonal skills		100%
Develop a mutually agreed-on focus of work and desired outcomes		100%
Practice Assessment		<p style="text-align: center;">97.92%</p> <p style="text-align: center;">(mean % of students who met benchmark for constituent practice behaviors.)</p>
Collect, organize, and interpret client data		91.67%
Assess client strengths and limitations		100%
Develop mutually agreed-on intervention goals and objectives		100%
Select appropriate intervention strategies		100%
Practice Intervention		<p style="text-align: center;">95.13%</p> <p style="text-align: center;">(mean % of students who met benchmark for constituent practice behaviors.)</p>
Initiate actions to achieve organizational goals		98.53%
Implement prevention interventions that enhance client capacities		92.34%

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
	Benchmark for each competency is ≥ 3 on a likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.	
Help clients resolve problems		94.12%
Negotiate, mediate, and advocate for clients		97.78%
Facilitate transitions and endings		92.87%
Practice Evaluation		<p style="text-align: center;">87.50%</p> <p style="text-align: center;">(mean % of students who met benchmark for constituent practice behaviors.)</p>
Critically analyze, monitor, and evaluate interventions		87.50%
Integrate Christian faith with professional social work practice <i>(Added by MU Social Work Program)</i>		<p style="text-align: center;">95.80%</p> <p style="text-align: center;">(mean % of students who met benchmark for constituent practice behaviors.)</p>
Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups		92.49%
Are able to articulate points of convergence and divergence between orthodox Christianity and the profession of social work		96.15%
Recognize the importance of the spirituality to the human experience		98.75%



MALONE UNIVERSITY
CHRIST'S KINGDOM FIRST

SOCIAL WORK PROGRAM

VOLUME 1

Appendix

A.S. 4.0.5: The program appends copies of all assessment instruments used to assess the program competencies.

Included below as an appendix are copies of all assessment instruments used to assess the program competencies.

Appendix 1: Social Work Curriculum Activity Map

(Found in EPAS 2.1, within the hard copy of Volume I in a plastic sleeve after Table 7, p. 65, and electronically as an attachment)

Appendix 2: Plan for Assessment of Individual Practice Behaviors

MALONE UNIVERSITY

APPENDIX 2: Plan for Assessment of Individual Practice Behaviors Associated with Practice Competencies

COMPETENCY	COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK	ANALYSIS PROCEDURE(S)
	Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.				
Identify as a Professional Social Worker				89.06% (Mean % of students who met benchmark for constituent practice behaviors.)	3.75 (MEAN of students achieving ≥ 3)
		Advocate for client access to social work services	Advocacy Project Field Instructor Student Evaluation Student Self Evaluation	93.33%	Aggregate mean of scores within the item measured
		Practice personal reflection and self-correction	Triad Assignment Field Instructor Student Evaluation Student Self Evaluation	100%	Aggregate mean of scores within the item measured

Appendix 2: Plan for Assessment of Individual Practice Behaviors

COMPETENCY	COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK	ANALYSIS PROCEDURE(S)
	Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.				
		Attend to professional roles and boundaries	Triad Assignment Midterm Ethical Dilemma Paper Field Instructor Student Evaluation Student Self Evaluation	95.24%	Aggregate mean of scores within the item measured
		Demonstrate professional demeanor	Triad Assignment BPSS Field Instructor Student Evaluation Student Self Evaluation	88.54%	Aggregate mean of scores within the item measured
		Engage in career-long learning	Oral Final Field Instructor Student Evaluation Student Self Evaluation	79.47%	Aggregate mean of scores within the item measured
		Use supervision and consultation	Triad Assignment Field Instructor Student Evaluation Student Self Evaluation	77.78%	Aggregate mean of scores within the item measured

Appendix 2: Plan for Assessment of Individual Practice Behaviors

COMPETENCY	COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK	ANALYSIS PROCEDURE(S)
	Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.				
Apply Ethical Principles				86.40% (Mean % of students who met benchmark for constituent practice behaviors.)	3.85 (MEAN of students achieving ≥ 3)
		Recognize and manage personal values	Senior Faith Integration Paper Field Instructor Student Evaluation Student Self Evaluation	86.67%	Aggregate mean of scores within the item measured
		Make ethical decisions	Midterm Ethical Dilemma Paper Midterm Exam Final Exam Field Instructor Student Evaluation Student Self Evaluation	86.70%	Aggregate mean of scores within the item measured
		Tolerate ambiguity in resolving ethical conflicts	Midterm Ethical Dilemma Paper Field Instructor Student Evaluation Student Self Evaluation	88.89%	Aggregate mean of scores within the item measured

Appendix 2: Plan for Assessment of Individual Practice Behaviors

COMPETENCY	COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK	ANALYSIS PROCEDURE(S)
	Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.				
		Apply strategies of ethical reasoning	Midterm Ethical Dilemma Paper Field Instructor Student Evaluation Student Self Evaluation	83.33%	Aggregate mean of scores within the item measured

Appendix 2: Plan for Assessment of Individual Practice Behaviors

COMPETENCY	COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK	ANALYSIS PROCEDURE(S)
	Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.				
Apply Critical Thinking				90.03% (Mean % of students who met benchmark for constituent practice behaviors.)	3.89 (MEAN of students achieving ≥ 3)
		Distinguish, appraise, and integrate multiple sources of knowledge	EBP Analysis Short Paper #2 Field Instructor Student Evaluation Student Self Evaluation	92.86%	Aggregate mean of scores within the item measured
		Analyze models of assessment, prevention, intervention, and evaluation.	Assignment on models of policy practice (discontinued in 10/11) Field Instructor Student Evaluation Student Self Evaluation	83.33%	Aggregate mean of scores within the item measured

Appendix 2: Plan for Assessment of Individual Practice Behaviors

COMPETENCY	COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK	ANALYSIS PROCEDURE(S)
	Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.				
		Demonstrate effective oral and written communication	Triad Assignment Advocacy Assignment: Letter Advocacy Assignment: Social Work Speaks Presentation Group Analysis Paper BPSS Field Instructor Student Evaluation Student Self Evaluation	93.90%	Aggregate mean of scores within the item measured

Appendix 2: Plan for Assessment of Individual Practice Behaviors

COMPETENCY	COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK	ANALYSIS PROCEDURE(S)
Engage Diversity in Practice				95.15% (Mean % of students who met benchmark for constituent practice behaviors.)	4.05 (MEAN of students achieving ≥ 3)
		Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	Short Paper #1 Cultural Competence Paper Field Instructor Student Evaluation Student Self Evaluation	87.72%	Aggregate mean of scores within the item measured
		Gain sufficient self-awareness to eliminate the influence of personal biases and values	Community Bus Paper Field Instructor Student Evaluation Student Self Evaluation	90.28%	Aggregate mean of scores within the item measured

Appendix 2: Plan for Assessment of Individual Practice Behaviors

	Recognize and communicate their understanding of the importance of difference in shaping life experiences	Cultural Competence Paper Oral Final Exam: What Have I learned? Field Instructor Student Evaluation Student Self Evaluation	100%	Aggregate mean of scores within the item measured
	View themselves as learners and engage those with whom they work as informants.	Triad Assignment Field Instructor Student Evaluation Student Self Evaluation	100%	Aggregate mean of scores within the item measured

Appendix 2: Plan for Assessment of Individual Practice Behaviors

COMPETENCY	COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK	ANALYSIS PROCEDURE(S)
Advance Human Rights/ Social and Economic Justice				98.41% (Mean % of students who met benchmark for constituent practice behaviors.)	3.94 (MEAN of students achieving ≥ 3)
		Understand the forms and mechanisms of oppression and discrimination	Short Paper #1 Short Paper #2 Oral Final Exam: What Have I Learned? Field Instructor Student Evaluation Student Self Evaluation	95.24%	Aggregate mean of scores within the item measured
		Advocate for human rights and social and economic justice	Advocacy Assignment: Letter Short Paper#2 Field Instructor Student Evaluation Student Self Evaluation	100%	Aggregate mean of scores within the item measured

Appendix 2: Plan for Assessment of Individual Practice Behaviors

		Engage in practices that advance social and economic justice	Advocacy Assignment: Letter Field Instructor Student Evaluation Student Self Evaluation	100%	Aggregate mean of scores within the item measured
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Appendix 2: Plan for Assessment of Individual Practice Behaviors

COMPETENCY	COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK	ANALYSIS PROCEDURE(S)
	Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.				
Engage Research Informed Practice/ Practice Informed Research				77.92% (Mean % of students who met benchmark for constituent practice behaviors.)	3.59 (MEAN of students achieving ≥ 3)
		Use practice experience to inform scientific inquiry	Field Instructor Student Evaluation Student Self Evaluation Senior Field Research Project	76.67%	Aggregate mean of scores within the item measured
		Use research evidence to inform practice	Senior Field Research Project SWK 372 EBP Analysis Field Instructor Student Evaluation Student Self Evaluation	79.17%	Aggregate mean of scores within the item measured

Appendix 2: Plan for Assessment of Individual Practice Behaviors

COMPETENCY	COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK	ANALYSIS PROCEDURE(S)
Apply Human Behavior Knowledge				100% (Mean % of students who met benchmark for constituent practice behaviors.)	4.05 (MEAN of students achieving ≥ 3)
		Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Policy Analysis Paper Field Instructor Student Evaluation Student Self Evaluation	100%	Aggregate mean of scores within the item measured
		Critique and apply knowledge to understand person and environment	Oral Final Exam: What Have I Learned? Policy Analysis Paper Field Instructor Student Evaluation Student Self Evaluation	100%	Aggregate mean of scores within the item measured

Appendix 2: Plan for Assessment of Individual Practice Behaviors

COMPETENCY	COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK	ANALYSIS PROCEDURE(S)
Engage Policy Practice to Advance Well-Being and Deliver Services				<u>93.10%</u> <i>(Mean % of students who met benchmark for constituent practice behaviors.)</i>	3.60 (MEAN of students achieving ≥ 3)
		Analyze, formulate, and advocate for policies that advance social well-being	Policy Analysis Paper Short Paper #2 Field Instructor Student Evaluation Student Self Evaluation	92.86%	Aggregate mean of scores within the item measured
		Collaborate with colleagues and clients for effective policy action	Policy Analysis Paper Field Instructor Student Evaluation Student Self Evaluation	93.33%	Aggregate mean of scores within the item measured

Appendix 2: Plan for Assessment of Individual Practice Behaviors

COMPETENCY	COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK	ANALYSIS PROCEDURE(S)
Respond to Practice Contexts				84.38% (Mean % of students who met benchmark for constituent practice behaviors.)	3.50 (MEAN of students achieving ≥ 3)
		Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends	Alumni Survey Short Paper #2 Field Instructor Student Evaluation Student Self Evaluation	85.42%	Aggregate mean of scores within the item measured
		Provide leadership in promoting sustainable changes in service delivery and practice	Field Instructor Student Evaluation Student Self Evaluation	83.33%	Aggregate mean of scores within the item measured

Appendix 2: Plan for Assessment of Individual Practice Behaviors

COMPETENCY	COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK	ANALYSIS PROCEDURE(S)
Practice Engagement				100% (Mean % of students who met benchmark for constituent practice behaviors.)	4.24 (MEAN of students achieving ≥ 3)
		Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	Triad Assignment Field Instructor Student Evaluation Student Self Evaluation	100%	Aggregate mean of scores within the item measured
		Use empathy and other interpersonal skills	Triad Assignment Field Instructor Student Evaluation Student Self Evaluation	100%	Aggregate mean of scores within the item measured
		Develop a mutually agreed-on focus of work and desired outcomes	Triad Assignment Field Instructor Student Evaluation Student Self Evaluation	100%	Aggregate mean of scores within the item measured

Appendix 2: Plan for Assessment of Individual Practice Behaviors

COMPETENCY	COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK	ANALYSIS PROCEDURE(S)
Practice Assessment				97.92% (Mean % of students who met benchmark for constituent practice behaviors.)	3.89 (MEAN of students achieving ≥ 3)
		Collect, organize, and interpret client data	Triad Assignment BPSS Assessment Field Instructor Student Evaluation Student Self Evaluation	91.67%	Aggregate mean of scores within the item measured
		Assess client strengths and limitations	Triad Assignment Field Instructor Student Evaluation Student Self Evaluation	100%	Aggregate mean of scores within the item measured
		Develop mutually agreed-on intervention goals and objectives	Triad Assignment Field Instructor Student Evaluation Student Self Evaluation	100%	Aggregate mean of scores within the item measured

Appendix 2: Plan for Assessment of Individual Practice Behaviors

		Select appropriate intervention strategies	Triad Assignment Field Instructor Student Evaluation Student Self Evaluation	100%	Aggregate mean of scores within the item measured
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COMPETENCY	COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK	ANALYSIS PROCEDURE(S)
	Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.				
Practice Intervention				95.13% (Mean % of students who met benchmark for constituent practice behaviors.)	3.84 (MEAN of students achieving ≥ 3)
		initiate actions to achieve organizational goals	BPSS Triad Assignment Journal Field Instructor Student Evaluation Student Self Evaluation	98.53%	Aggregate mean of scores within the item measured

Appendix 2: Plan for Assessment of Individual Practice Behaviors

		Implement prevention interventions that enhance client capacities	Journal BPSS Assessment Triad Assignment Field Instructor Student Evaluation Student Self Evaluation	92.34%	Aggregate mean of scores within the item measured
		Help clients resolve problems	Journal Triad Assignment BPSS Assessment Field Instructor Student Evaluation Student Self Evaluation	94.12%	Aggregate mean of scores within the item measured
		Negotiate, mediate, and advocate for clients	BPSS Assessment Field Instructor Student Evaluation Student Self Evaluation	97.78%	Aggregate mean of scores within the item measured
		Facilitate transitions and endings	BPSS Assessment Triad Assignment Journal Field Instructor Student Evaluation Student Self Evaluation	92.87%	Aggregate mean of scores within the item measured

Appendix 2: Plan for Assessment of Individual Practice Behaviors

COMPETENCY	COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK	ANALYSIS PROCEDURE(S)
Practice Evaluation				<p>87.50% (Mean % of students who met benchmark for constituent practice behaviors.)</p>	<p>3.58 (MEAN of students achieving ≥ 3)</p>
		Critically analyze, monitor, and evaluate interventions	Senior Field Research Project Triad Assignment Field Instructor Student Evaluation Student Self Evaluation	87.50%	Aggregate mean of scores within the item measured

Appendix 2: Plan for Assessment of Individual Practice Behaviors

COMPETENCY	COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK	ANALYSIS PROCEDURE(S)
Integrate Christian faith with professional social work practice <i>(Added by MU Social Work Program)</i>				95.80% (Mean % of students who met benchmark for constituent practice behaviors.)	4.21 (MEAN of students achieving ≥ 3)
		Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups	Entry Level Faith Integration Paper Senior Faith Integration Paper Test 3 Field Instructor Student Evaluation Student Self Evaluation	92.49%	Aggregate mean of scores within the item measured
		Are able to articulate points of convergence and divergence between orthodox Christianity and the profession of social work	Entry Level Faith Integration Paper Test 3 Senior Faith Integration Paper Field Instructor Student Evaluation Student Self Evaluation	96.15%	Aggregate mean of scores within the item measured

		Recognize the importance of the spirituality to the human experience	Group Case Presentation Triad Assignment BPSS Assessment Senior Faith Integration Paper Field Instructor Student Evaluation Student Self Evaluation	98.75%	Aggregate mean of scores within the item measured
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Appendix 3: Results for Assessment of Practice Competencies

MALONE UNIVERSITY

APPENDIX 3: Results for Assessment of Practice Competencies

Competency: 2.1.1 Identify as professional social workers and conduct oneself accordingly			
COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEAN FOR PRACTICE BEHAVIOR MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK
Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.			
	Advocate for client access to social work services	3.55	93.33% (Mean % of students who met benchmark for constituent practice behaviors.)
	Practice personal reflection and self-correction to assure continual professional development	3.79	100%
	Attend to professional roles and boundaries.	3.93	95.24%
	Demonstrate professional demeanor in behavior, appearance, and communication.	4.00	88.54%
	Engage in career-long learning	3.36	79.47%
	Use supervision and consultation	3.85	77.78%
Results for Competency:		Mean Score	Percent of Students Achieving Competency

Appendix 3: Results for Assessment of Practice Competencies

Competency: 2.1.1 Identify as professional social workers and conduct oneself accordingly			
COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEAN FOR PRACTICE BEHAVIOR MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK
Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.			
	Advocate for client access to social work services	3.55	93.33% (Mean % of students who met benchmark for constituent practice behaviors.)
	Practice personal reflection and self-correction to assure continual professional development	3.79	100%
	Attend to professional roles and boundaries.	3.93	95.24%
	Demonstrate professional demeanor in behavior, appearance, and communication.	4.00	88.54%
	Engage in career-long learning	3.36	79.47%
	Use supervision and consultation	3.85	77.78%
		3.75	89.06%

Appendix 3: Results for Assessment of Practice Competencies

Competency: 2.1.2 Apply social work ethical principles to guide professional practice.			
COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEAN FOR PRACTICE BEHAVIOR MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK
Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.			
	recognize and manage personal values in a way that allows professional values to guide practice	4.08	86.67% (Mean % of students who met benchmark for constituent practice behaviors.)
	make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics ² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	3.92	86.70%
	tolerate ambiguity in resolving ethical conflicts	3.69	88.89%
	apply strategies of ethical reasoning to arrive at principled decisions	3.72	83.33%
Results for Competency:		Mean Score	Percent of Students Achieving Competency
		3.85	86.40%

Appendix 3: Results for Assessment of Practice Competencies

Competency: 2.1.3 Apply critical thinking to inform and communicate professional judgments.			
COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEAN FOR PRACTICE BEHAVIOR MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK
Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.	distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	3.88	92.86% (Mean % of students who met benchmark for constituent practice behaviors.)
	analyze models of assessment, prevention, intervention, and evaluation	3.71	83.33%
	demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	4.08	93.90%
Results for Competency:		Mean Score	Percent of Students Achieving Competency
		3.89	90.03%

Appendix 3: Results for Assessment of Practice Competencies

Competency: 2.1.4 Engage diversity and difference in practice.			
COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEAN FOR PRACTICE BEHAVIOR MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK
Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.	recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	3.05	87.72% (Mean % of students who met benchmark for constituent practice behaviors.)
	gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	3.86	90.28%
	recognize and communicate their understanding of the importance of difference in shaping life experiences	4.28	100%
	view themselves as learners and engage those with whom they work as informants	4.40	100%
Results for Competency:		Mean Score	Percent of Students Achieving Competency
		4.05	95.15%

Appendix 3: Results for Assessment of Practice Competencies

Competency: 2.1.5 Advance human rights and social and economic justice			
COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEAN FOR PRACTICE BEHAVIOR MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK
Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.			
	understand the forms and mechanisms of oppression and discrimination	3.80	95.24% (Mean % of students who met benchmark for constituent practice behaviors.)
	advocate for human rights and social and economic justice	3.98	100%
	Engage in practices that advance social and economic justice	4.03	100%
Results for Competency:		Mean Score	Percent of Students Achieving Competency
		3.94	98.41%

Appendix 3: Results for Assessment of Practice Competencies

Competency: 2.1.6 Engage in research-informed practice and practice-informed research.			
COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEAN FOR PRACTICE BEHAVIOR MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK
Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.			
	use practice experience to inform scientific inquiry	3.57	76.67% (Mean % of students who met benchmark for constituent practice behaviors.)
	use research evidence to inform practice	3.60	79.17%
Results for Competency:		Mean Score	Percent of Students Achieving Competency
		3.59	77.92%

Appendix 3: Results for Assessment of Practice Competencies

Competency: 2.1.7 Apply knowledge of human behavior and the social environment.			
COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEAN FOR PRACTICE BEHAVIOR MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK
Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.			
	utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	3.97	100% (Mean % of students who met benchmark for constituent practice behaviors.)
	critique and apply knowledge to understand person and environment	4.14	100%
Results for Competency:		Mean Score	Percent of Students Achieving Competency
		4.05	100%

Appendix 3: Results for Assessment of Practice Competencies

Competency: 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services			
COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEAN FOR PRACTICE BEHAVIOR MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK
Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.	analyze, formulate, and advocate for policies that advance social well-being	3.50	92.86% (Mean % of students who met benchmark for constituent practice behaviors.)
	collaborate with colleagues and clients for effective policy action	3.71	93.33%
Results for Competency:		Mean Score	Percent of Students Achieving Competency
		3.60	93.10%

Appendix 3: Results for Assessment of Practice Competencies

Competency: 2.1.9 Respond to contexts that shape practice.			
COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEAN FOR PRACTICE BEHAVIOR MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK
Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.	continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	3.68	85.42% (Mean % of students who met benchmark for constituent practice behaviors.)
	provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	3.33	83.33%
Results for Competency:		Mean Score	Percent of Students Achieving Competency
		3.50	84.38%

Appendix 3: Results for Assessment of Practice Competencies

Competency: 2.1.10a Engage with individuals, families, groups, organizations, and communities.			
COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEAN FOR PRACTICE BEHAVIOR MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK
Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.	substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	4.18	100% (Mean % of students who met benchmark for constituent practice behaviors.)
	use empathy and other interpersonal skills	4.30	100%
	develop a mutually agreed-on focus of work and desired outcomes	4.24	100%
Results for Competency:		Mean Score	Percent of Students Achieving Competency
		4.24	100%

Appendix 3: Results for Assessment of Practice Competencies

Competency: 2.1.10b Assess individuals, families, groups, organizations, and communities.			
COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEAN FOR PRACTICE BEHAVIOR MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK
Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.	collect, organize, and interpret client data	4.00	91.67% (Mean % of students who met benchmark for constituent practice behaviors.)
	assess client strengths and limitations	4.10	100%
	develop mutually agreed-on intervention goals and objectives	3.85	100%
	select appropriate intervention strategies	3.75	100%
Results for Competency:		Mean Score	Percent of Students Achieving Competency
		3.89	97.92%

Appendix 3: Results for Assessment of Practice Competencies

Competency: 2.1.10c Intervene with individuals, families, groups, organizations, and communities.			
COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEAN FOR PRACTICE BEHAVIOR MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK
Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.	initiate actions to achieve organizational goals	4.18	98.53% (Mean % of students who met benchmark for constituent practice behaviors.)
	implement prevention interventions that enhance client capacities	3.73	92.34%
	help clients resolve problems	3.79	94.12%
	negotiate, mediate, and advocate for clients	3.56	97.78%
	facilitate transitions and endings	3.97	92.87%
Results for Competency:		Mean Score	Percent of Students Achieving Competency
		3.84	95.13%

Appendix 3: Results for Assessment of Practice Competencies

Competency: 2.1.10d Evaluate with individuals, families, groups, organizations, and communities.			
COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEAN FOR PRACTICE BEHAVIOR MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK
Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.	critically analyze, monitor, and evaluate interventions	3.58	87.50% (Mean % of students who met benchmark for constituent practice behaviors.)
Results for Competency:		Mean Score	Percent of Students Achieving Competency
		3.58	87.50%

Appendix 3: Results for Assessment of Practice Competencies

Competency: 2.1.11 Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.			
COMPETENCY BENCHMARK	PRACTICE BEHAVIOR	MEAN FOR PRACTICE BEHAVIOR MEASURES	PERCENTAGE CONTRIBUTION TO BENCHMARK
Benchmark for each competency is ≥ 3 on a Likert scale of 1-5. Rubrics are used to assess both embedded assignments and senior field placement performance.	Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups	4.49	92.49% (Mean % of students who met benchmark for constituent practice behaviors.)
	Are able to articulate points of convergence and divergence between orthodox Christianity and the profession of social work	4.23	96.15%
	Recognize the importance of spirituality to the human experience	4.31	98.75%
Results for Competency:		Mean Score	Percent of Students Achieving Competency
		4.21	95.80%

Appendix 4: Course Rubrics

SWK 222 FAITH INTEGRATION PAPER RUBRIC

2.1.11 Appropriately integrate Christian faith with professional social work practice and recognize importance of spirituality in the human experience.

	1	2	3	4	5
	Very Poor	Poor	Average	Above Average	Excellent
Overview of the book and main themes	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

	1 Very Poor	2 Poor	3 Average	4 Above Average	5 Excellent
Able to articulate points of convergence and divergence between orthodox Christianity and the profession of social work 2.1.11.b	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.
2.1.11.a Understanding the Christian faith's commitment for empowering, poor, disenfranchised, marginalized, and/or oppressed groups	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

	1 Very Poor	2 Poor	3 Average	4 Above Average	5 Excellent
Support beliefs by citing Keith-Lucas, other books, journal articles, the Bible, etc.	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

	1 Very Poor	2 Poor	3 Average	4 Above Average	5 Excellent
Quality	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

		improvement is noted.		is noted.	
	1	2	3	4	5
	Very Poor	Poor	Average	Above Average	Excellent
Overall Score	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

**Items in bold used for EPAS Assessment*

SWK 242 ORAL FINAL RUBRIC

Engage in Career long learning (2.1.1.e.)	<p>1 Very Poor This aspect of the assignment is missing entirely or is of extremely low quality.</p>	<p>2 Poor This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.</p>	<p>3 Average This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.</p>	<p>4 Above Average This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.</p>	<p>5 Excellent This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.</p>
Recognize and communicate understanding of the importance of difference in shaping life experiences (2.1.4.c.)	<p>1 Very Poor This aspect of the assignment is missing entirely or is of extremely low quality.</p>	<p>2 Poor This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.</p>	<p>3 Average This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.</p>	<p>4 Above Average This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.</p>	<p>5 Excellent This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.</p>
Understand the forms and mechanisms of oppression and discrimination (2.1.5.a.)	<p>1 Very Poor This aspect of the assignment is missing entirely or is of extremely low quality.</p>	<p>2 Poor This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is</p>	<p>3 Average This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is</p>	<p>4 Above Average This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.</p>	<p>5 Excellent This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.</p>

noted. noted.

SWK 242 RUBRIC RE: GROUPS AND TRANSITIONS

Groups and Group Work: Shriver Chapter 7: complete the Chapter 7:Journal Assignment # 6 Think about a group in which you have been a member. How did the group end? What went well? What might have been better? Discuss your experience with transitions and endings in light of the information in Shriver about endings and transitions pp. 363-7 and in our lectures on groups.

2.1.10 (c) e Social Workers: facilitate transitions and endings

SWK 242 Facilitate transitions and Endings	1	2	3	4	5
	Very Poor	Poor	Average	Above Average	Excellent
Journal Assignment regarding group transitions and endings 2.1.10.c	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

SWK 311 RUBRIC FOR PAPERS

SWK 311 paper assignment: **REVISED 2/27/14**

ED 2.1.4 engage diversity and difference in practice: recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

Short paper # 1

Please briefly outline how that group was cared for, or not cared for, in **one** of the ancient cultures we have discussed.(Ancient Africa, Greece, Rome or Isreal).As this is a very brief paper, the professor expects that you will note the following: how the group was seen by the culture and what, if any interventions were sponsored by the government for those within the category. Do you believe those in power provided meaningful assistnace to those you have studied? Are there ways in which those in power may have hindered the ability of the group to obtain needed resources (including, but not limited to; food shelter, clothing, politcal access and social recognition?)

	1	2	3	4	5
Engaging diversity 2.1.4.a.	Very Poor This aspect of the assignment is missing entirely or is of extremely low quality.	Poor This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	Average This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	Above Average This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	Excellent This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

<p>How structures oppress the marginalized 2.1.4.a</p>	<p>1 Very Poor This aspect of the assignment is missing entirely or is of extremely low quality.</p>	<p>2 Poor This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.</p>	<p>3 Average This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.</p>	<p>4 Above Average This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.</p>	<p>5 Excellent This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.</p>
<p>How structures enhance privilege 2.1.4.a.</p>	<p>1 Very Poor This aspect of the assignment is missing entirely or is of extremely low quality.</p>	<p>2 Poor This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.</p>	<p>3 Average This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.</p>	<p>4 Above Average This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.</p>	<p>5 Excellent This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.</p>

ED 2.1.1 Identify as a professional social worker [Social workers know their profession’s history]

ED 2.1.3 Apply critical thinking to inform and communicate professional judgments

ED 2.1.5 understand the forms and mechanisms of oppression and discrimination

Short Paper # 2 Please compare/contrast how the group was viewed by the ancient culture selected and how that group is viewed today. Then, research and discuss what programs might be available to a person who has a need currently in the United States. How have social workers addressed this concern in the past 50 years? In the final paragraph please indicate what services, if any, you believe would assist the group you have studied. Should such services be provided by a governmental entity? Why or why not?

	1	2	3	4	5
<p>Critical thinking skills 2.1.3.a.</p>	<p>Very Poor This aspect of the assignment is missing entirely or is of extremely low quality.</p>	<p>Poor This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.</p>	<p>Average This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.</p>	<p>Above Average This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.</p>	<p>Excellent This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.</p>
<p>Know the profession’s history 2.1.9.a.</p>	<p>1 Very Poor This aspect of the assignment is missing entirely or is of extremely low quality.</p>	<p>2 Poor This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.</p>	<p>3 Average This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.</p>	<p>4 Above Average This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.</p>	<p>5 Excellent This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.</p>

<p>Communication of professional judgment 2.1.3.a.</p>	<p>1 Very Poor This aspect of the assignment is missing entirely or is of extremely low quality.</p>	<p>2 Poor This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.</p>	<p>3 Average This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.</p>	<p>4 Above Average This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.</p>	<p>5 Excellent This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.</p>
<p>Understand the forms of oppression 2.1.5.a.</p>	<p>1 Very Poor This aspect of the assignment is missing entirely or is of extremely low quality.</p>	<p>2 Poor This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.</p>	<p>3 Average This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.</p>	<p>4 Above Average This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.</p>	<p>5 Excellent This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.</p>

<p>Understand the mechanisms of discrimination 2.1.5.a.</p>	<p>1 Very Poor This aspect of the assignment is missing entirely or is of extremely low quality.</p>	<p>2 Poor This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.</p>	<p>3 Average This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.</p>	<p>4 Above Average This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.</p>	<p>5 Excellent This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.</p>
<p>Application to practice 2.1.8.a.</p>	<p>1 Very Poor This aspect of the assignment is missing entirely or is of extremely low quality.</p>	<p>2 Poor This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.</p>	<p>3 Average This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.</p>	<p>4 Above Average This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.</p>	<p>5 Excellent This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.</p>

SWK 312: ADVOCACY ASSIGNMENT RUBRIC

Three assignments:

1. Advocacy Assignment: Lobby Day, 2.1.1.a
2. Advocacy Assignment: Letter, 2.1.3 c., 2.1.5.b.
3. Advocacy Assignment: presentation 2.1.3.c

Educational Policy 2.1.1 Identify as a professional social worker and conduct oneself accordingly

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

	1	2	3	4	5
	Very Poor	Poor	Average	Above Average	Excellent
2.1.1.a. Student advocates for client access to the services of social work	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

Educational Policy 2.1.5 Social workers advocate for human rights and economic justice

	1	2	3	4	5
	Very Poor	Poor	Average	Above Average	Excellent
2.1.5.c. Student engages in practices that advance social and economic justice	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

improvement
is noted.

Educational Policy 2.1.3 Apply critical thinking to inform and communicate professional judgments

Social workers are knowledgeable about the principals of logic, scientific inquiry and reasoned discernment. They use critical thinking augmented by creativity and curiosity.

Critical thinking also **requires the synthesis and communication and relevant information. Social Workers:**

	1 Very Poor	2 Poor	3 Average	4 Above Average	5 Excellent
2.1.3.c. demonstrate effective written communication in, groups, organizations communities and colleagues	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

	1 Very Poor	2 Poor	3 Average	4 Above Average	5 Excellent
2.1.3.c. demonstrate effective oral communication in, groups, organizations communities and colleagues	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

	1 Very Poor	2 Poor	3 Average	4 Above Average	5 Excellent
2.1.5.b. Social workers advocate for human rights and economic justice	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

SWK 312: POLICY ANALYSIS PAPER

Educational Policy 2.1.7 Apply knowledge of human behavior and the social environment

	1 Very Poor	2 Poor	3 Average	4 Above Average	5 Excellent
2.1.7.a. Students will utilize conceptual frameworks for policy analysis to guide the processes of policy assessment, intervention and evaluation	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.
	1 Very Poor	2 Poor	3 Average	4 Above Average	5 Excellent
2.1.7.b. Students critique and apply knowledge to understand the interaction between person and environment	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

Educational Policy 2.1.8 Engage in Policy Practice to advance social and economic well-being and to deliver effective social work services

	1 Very Poor	2 Poor	3 Average	4 Above Average	5 Excellent
2.1.8.a. Students will analyze, formulate and advocate for policies that advance social well being	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.
2.1.8.b. Students will collaborate with colleagues and clients for effective policy	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

SWK 312: TEST #3

2.1.11 Malone University Social Work Program Core Competency 11: Students will appropriately integrate Christian Faith with professional social work practice and recognize the importance of spirituality in the human experience.

	1 Very Poor	2 Poor	3 Average	4 Above Average	5 Excellent
2.1.11.a. Students will understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized and/or oppressed people groups	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.
	1 Very Poor	2 Poor	3 Average	4 Above Average	5 Excellent
2.1.11.b. Students are able to articulate points of convergence and divergence between orthodox Christianity and the profession of social work	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

SWK 345 RUBRIC FOR BIOPSYCHOSOCIALSPIRITUALASSESSMENT

	1	2	3	4	5
	Poor	Below Average	Average	Above Average	Excellent
Student articulates ideas to initiate actions to achieve organizational goals (2.1.10(c).a)	This aspect of the assignment is missing entirely or is of extremely low quality	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.
Student articulates prevention interventions that enhance client capacities (2.1.10(c).b)	This aspect of the assignment is missing entirely or is of extremely low quality	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.
Student articulates a plan to help client resolve problems (2.1.10(c).c)	This aspect of the assignment is missing entirely or is of extremely low quality	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

<p>Student articulates plan to effectively negotiate, mediate, and advocate for client (2.1.10(c).d)</p>	<p>This aspect of the assignment is missing entirely or is of extremely low quality</p>	<p>This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.</p>	<p>This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted</p>	<p>This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.</p>	<p>This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.</p>
	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>
	<p>Poor</p>	<p>Below Average</p>	<p>Average</p>	<p>Above Average</p>	<p>Excellent</p>
<p>Student articulates plan to facilitate transition and ending (2.1.10(c).e)</p>	<p>This aspect of the assignment is missing entirely or is of extremely low quality</p>	<p>This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.</p>	<p>This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted</p>	<p>This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.</p>	<p>This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.</p>
<p>Student will demonstrate ability to communicate professionally in writing (2.1.1.d)</p>	<p>This aspect of the assignment is missing entirely or is of extremely low quality</p>	<p>This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.</p>	<p>This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted</p>	<p>This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for</p>	<p>This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.</p>

Appendix 4: Course Rubrics

				improvement is noted.	
	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent
Student will demonstrate effective written communication in working with individuals, families, groups, organizations, communities, and colleagues (2.1.3.c)	This aspect of the assignment is missing entirely or is of extremely low quality	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

	1 Poor	2 Below Average	3 Average	4 Above Average	5 Excellent
Student will collect, organize, and interpret client data (2.1.10(b).a)	This aspect of the assignment is missing entirely or is of extremely low quality	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

	1	2	3	4	5
	Poor	Below Average	Average	Above Average	Excellent
Student recognizes the importance of spirituality to the human experience (11.c-Malone Social Work Specific Competency-added to EPAS)	This aspect of the assignment is missing entirely or is of extremely low quality	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

Biopsychosocialspiritual Assessment and Intervention Plan (100 points)

We will be observing a video from which you will develop a biopsychosocialspiritual assessment and intervention plan. The video *Big Mama* chronicles the experience of an older widowed grandmother who is raising her young grandson. Use the outline below to help guide the format of your data collection. The format of the outline is to be used in writing this paper after you have observed an interview in the classroom setting. Use the headings listed below in your paper.

The biopsychosocialspiritual assessment and intervention plan are to be written as though they will be presented to a court or interdisciplinary team. That is, they are to be written in a professional format, rather than as a course paper. This format will be discussed in class. The completed assignment should be typed, double-spaced and contain proper grammar and spelling.

This assignment will be done in stages. Stages are discussed in detail on the following page.

Stage One: Due 10/15

- I. Identifying Information
- II. Presenting Problem

Stage Two: Due 10/29

- III. Background History
- IV. Assessment

Stage Three: Due 11/19

- V. Recommendations/Proposed Interventions
- VI. Social Work Roles

Stage Four: Due 11/21

- VII. Endings and Transitions
- VIII. Ethics and Values
- IX. Final Recommendation

Biopsychosocialspiritual Assessment Format

I. Identifying Information

- A. Demographic information: age, sex, ethnic group, current employment, marital status, physical environment/housing: nature of living circumstances (apartment, group home or other shared living arrangement, homeless); neighborhood.
- B. Referral information: referral source (self or other), reason for referral. Other professionals or indigenous helpers currently involved.
- C. Data sources used in writing this assessment: interviews with others involved (list dates and persons), tests performed, other data used.

II. Presenting Problem

- A. Description of the problem, and situation for which help is sought as presented by the client. Use the client's words. What precipitated the current difficulty? What feelings and thoughts have been aroused? How has the client coped so far?
- B. Who else is involved in the problem? How are they involved? How do they view the problem? How have they reacted? How have they contributed to the problem or solution?
- C. Past experiences related to current difficulty. Has something like this ever happened before? If so, how was it handled then? What were the consequences?

III. Background History

- A. Developmental history: from early life to present (if obtainable)
- B. Family background: description of family of origin and current family. Extent of support. Family perspective on client and client's perspective on family. Family communication patterns. Family's influence on client and intergenerational factors.
- C. Intimate relationship history
- D. Educational and/or vocational training
- E. Employment history
- F. Military history (if applicable)
- G. Use and abuse of alcohol or drugs, self and family

- H. Medical history: birth information, illnesses, accidents, surgery, allergies, disabilities, health problems in family, nutrition, exercise, sleep
- I. Mental Health history: previous mental health problems and treatment, hospitalizations, outcome of treatment, family mental health issues.
- J. Nodal events: deaths of significant others, serious losses or traumas, significant life achievements
- K. Cultural background: race/ethnicity, primary language/other languages spoken, significance of cultural identity, cultural strengths, experiences of discrimination or oppression, migration experience and impact of migration on individual and family life cycle.
- L. Religion: denomination, church membership, extent of involvement, spiritual perspective, special observances

IV. Assessment

- A. What is the key issue or problem from the client’s perspective? From the worker’s perspective?
- B. How effectively is the client functioning?
- C. What factors, including thoughts, behaviors, personality issues, environmental circumstances, stressors, vulnerabilities, and needs seem to be contributing to the problem(s)?
- D. Identify the strengths, sources of meaning, coping ability, and resources that can be mobilized to help the client.
- E. Assess client’s motivation and potential to benefit from intervention
- F. List some techniques that might be used to conduct a spiritual assessment in this case study. Why would this be important and how might this have helped?

V. Recommendations/Proposed Intervention

- A. Tentative Goals (with measurable objective and task)
 - 1. One Short-term
 - 2. One Long-term
- B. Possible obstacles and tentative approach to obstacles

VI. Social Work Roles

- A. Briefly define each role below and explain how the social worker in this case would use the following roles/skills:
 - 1. Negotiator/negotiation
 - 2. Mediator/mediation
 - 3. Advocate/advocacy

VII. Endings and Transitions

- A. Describe 3 major tasks of endings and transitions and apply to this case study
- B. What referrals would you make in this case?
- C. What steps would you take to ensure the best possible referral?

VIII. Ethics and Values

- A. Identify an ethical dilemma in this case and your approach to resolving it.
- B. What values helped shape your perspective of this case?
 - 1. Personal
 - 2. Professional

IX. FINAL RECOMMENDATION—what is your final recommendation in this case?

SWK 345: TRIAD ASSIGNMENT

	1 This aspect of the assignment is missing entirely or is of extremely low quality	2 This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	3 This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted	4 This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	5 This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.
Student will attend to professional roles and boundaries (2.1.1.c)					
Student will demonstrate professional demeanor in behavior, appearance, and communication (2.1.1.d)					
Student will demonstrate effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues (2.1.3.c)					
Student will view him/herself as a learner and engage those with whom he/she works as informants (2.1.4.d)					

Appendix 4: Course Rubrics

	1 This aspect of the assignment is missing entirely or is of extremely low quality	2 This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	3 This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted	4 This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	5 This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.
Student will substantively and effectively prepare for action with individuals (2.1.10(a).a)					
Student will use empathy and other interpersonal skills (2.1.10(a).b)					
Student will develop a mutually agreed-on focus of work and desired outcomes (2.1.10(a).c)					
Student will collect, organize, and interpret client data (2.1.10(b).a)					
2.1.10 (d) a. critically analyze, monitor, and evaluate interventions					

Appendix 4: Course Rubrics

	1 This aspect of the assignment is missing entirely or is of extremely low quality	2 This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	3 This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted	4 This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	5 This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.
Student will assess client strengths and limitations (2.1.10(b).b)					
Student will develop mutually agreed-on intervention goals and objectives (2.1.10(b).c)					
Student will select appropriate intervention strategies (2.1.10(b).d)					
Student articulates plan to facilitate transition and ending (2.1.10(c).e)					
(2.1.10 (c) b) implement prevention interventions that enhance client capacities					

DOCUMENTATION					
	1 This aspect of the assignment is missing entirely or is of extremely low quality	2 This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	3 This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted	4 This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	5 This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.
Student will demonstrate ability to communicate professionally in writing (2.1.1.d)					
Student will demonstrate effective written communication in working with individuals, families, groups, organizations, communities, and colleagues (2.1.3.c)					
Student articulates a plan to help clients resolve problems (2.1.10(c)(c))					

Appendix 4: Course Rubrics

	1 This aspect of the assignment is missing entirely or is of extremely low quality	2 This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	3 This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted	4 This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	5 This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.
Student practices personal self reflection and self correction to ensure continual professional development (2.1.1.b)					
Student will be able to identify areas in which he/she would benefit from supervision/consultation (2.1.1.f)					
11. C. Recognize the importance of spirituality to the human experience					

SWK 347 AA GROUP EXPERIENCE AND PAPER ASSIGNMENT

	1	2	3	4	5
Student will demonstrate effective written communication in working with individuals, families, groups, organizations, communities, and colleagues (2.1.3.c)	This aspect of the assignment is missing entirely or is of extremely low quality	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

SWK 348 COMMUNITY ASSIGNMENT RUBRIC

	1 Very Poor This aspect of the assignment is missing entirely or is of extremely low quality	2 Poor This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality	3 Average This aspect of the assignment is present and is of acceptable quality	4 Above Average This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of assignment may be exemplary, but room for improvement is noted	5 Excellent This aspect of the assignment is present. All parts of this aspect of assignment are exemplary.
Student demonstrates self awareness regarding biases (2.1.4.b)	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.
Student demonstrates plan to eliminate influence of biases/values (2.1.4.b)	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

SWK 348 JOURNAL RUBRICS

	1	2	3	4	5
	Very Poor	Poor	Average	Above Average	Excellent
Student demonstrates understanding of how to initiate actions to achieve organizational goals 2.1.10.c(a)	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

	1	2	3	4	5
	Very Poor	Poor	Average	Above Average	Excellent
Student demonstrates understanding of prevention interventions that enhance clients capacities 2.1.10.c(b)	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

	1	2	3	4	5
	Very Poor	Poor	Average	Above Average	Excellent
Student demonstrates awareness of how agencies are helping clients to resolve problems 2.1.10.c(c)	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

		improvement is noted.	improvement is noted.		
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	1	2	3	4	5
	Very Poor	Poor	Average	Above Average	Excellent
Student demonstrates ability in how to facilitate transitions and endings 2.1.10.c(e)	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

SWK 372 EBP Paper Rubric

	1 Very Poor This aspect of the assignment is missing entirely or is of extremely low quality	2 Poor This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality	3 Average This aspect of the assignment is present and is of acceptable quality	4 Above Average This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of assignment may be exemplary, but room for improvement is noted	5 Excellent This aspect of the assignment is present. All parts of this aspect of assignment are exemplary.
Student distinguishes multiple sources of knowledge, including EBP and practice wisdom (2.1.3.a)					
Use research evidence to inform practice (2.1.6. b)					

SWK 401: Ethical Dilemma Paper

Practice	1	2	3	4	5
Attend to professional roles and boundaries 2.1.1.c.	Very Poor This aspect of the assignment is missing entirely or is of extremely low quality.	Poor This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	Average This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	Above Average This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	Excellent This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.
Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles 2.1.2.b.	1 Very Poor This aspect of the assignment is missing entirely or is of extremely low quality.	2 Poor This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	3 Average This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	4 Above Average This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	5 Excellent This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

<p>Tolerate ambiguity in resolving ethical conflicts 2.1.2.c.</p>	<p>1 Very Poor This aspect of the assignment is missing entirely or is of extremely low quality.</p>	<p>2 Poor This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.</p>	<p>3 Average This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.</p>	<p>4 Above Average This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.</p>	<p>5 Excellent This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.</p>
<p>Apply strategies of ethical reasoning to arrive at principled decisions 2.1.2.d.</p>	<p>1 Very Poor This aspect of the assignment is missing entirely or is of extremely low quality.</p>	<p>2 Poor This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.</p>	<p>3 Average This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.</p>	<p>4 Above Average This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.</p>	<p>5 Excellent This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.</p>

SWK 401 Individual Group Case Presentation Rubric

Practice Behavior	1	2	3	4	5
Knowledge and understanding of article and the concepts and issues discussed	Very Poor This aspect of the assignment is missing entirely or is of extremely low quality.	Poor This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	Average This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	Above Average This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	Excellent This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.
Recognition of the importance of spirituality to the human experience 2.1.11.c.	Very Poor This aspect of the assignment is missing entirely or is of extremely low quality.	Poor This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	Average This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	Above Average This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	Excellent This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

SWK 440: SOCIAL WORK STUDENT SENIOR FIELD EVALUATION

To be completed by the student

Please evaluate yourself in relation to what you consider to be the skills of an entry-level, Bachelor's degreed social work practitioner in each of the following areas. Use the scale below:

Much Less Competent than entry level social worker

Slightly Less Competent than entry level social worker

As competent as an entry level social worker

Slightly more competent than an entry level social worker

Much More Competent than an entry level social worker

NA: Not Applicable or Unable to Rate

Please note: each of the items below refers to a specific competency and practice behavior on the Student Learning Contract completed at the beginning of the Senior Field Placement.

Competency & Practice Behaviors	In comparison to the typical entry level social worker, I: (Please circle the appropriate box below)				
	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
2.1.1 Identify as a professional social worker and conduct myself accordingly.	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
advocate for client access to the services of social work	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
practice personal reflection and self-correction to assure continual professional development	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
attend to professional roles and boundaries	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
demonstrate professional demeanor in behavior, appearance, and communication	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
engage in career-long learning;	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
use supervision and consultation	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent

Comments _____

Competency & Practice Behaviors

In comparison to the typical entry level social worker, I:

(Please circle the appropriate box below)

2.1.2 Apply social work ethical principles to guide professional practice.

Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
---------------------	-------------------------	--------------	-------------------------	---------------------

recognize and manage personal values in a way that allows professional values to guide practice

Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
---------------------	-------------------------	--------------	-------------------------	---------------------

make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles

Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
---------------------	-------------------------	--------------	-------------------------	---------------------

tolerate ambiguity in resolving ethical conflicts

Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
---------------------	-------------------------	--------------	-------------------------	---------------------

apply strategies of ethical reasoning to arrive at principled decisions

Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
---------------------	-------------------------	--------------	-------------------------	---------------------

Comments _____

Competency &
Practice Behaviors

In comparison to the typical entry level social worker, I:

(Please circle the appropriate box below)

2.1.3—Apply critical thinking to inform and communicate professional judgments.

Much
Less
Competent

Slightly Less
Competent

As
Competent

Slightly More
Competent

Much More
Competent

distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

Much
Less
Competent

Slightly Less
Competent

As
Competent

Slightly More
Competent

Much More
Competent

analyze models of assessment, prevention, intervention, and evaluation

Much
Less
Competent

Slightly Less
Competent

As
Competent

Slightly More
Competent

Much More
Competent

demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Much
Less
Competent

Slightly Less
Competent

As
Competent

Slightly More
Competent

Much More
Competent

Comments

Competency & Practice Behaviors

In comparison to the typical entry level social worker, I:

(Please circle the appropriate box below)

Educational Policy 2.1.4—
Engage diversity and difference in practice.

Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
------------------------	----------------------------	-----------------	-------------------------------	------------------------

recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
------------------------	----------------------------	-----------------	-------------------------------	------------------------

gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
------------------------	----------------------------	-----------------	-------------------------------	------------------------

recognize and communicate their understanding of the importance of difference in shaping life experiences

Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
------------------------	----------------------------	-----------------	-------------------------------	------------------------

view myself as a learner and engage those with whom I work as informants

Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
------------------------	----------------------------	-----------------	-------------------------------	------------------------

Comments _____

Competency & Practice Behaviors

In comparison to the typical entry level social worker, I:

(Please circle the appropriate box below)

2.1.5—Advance human rights and social and economic justice.	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
understand the forms and mechanisms of oppression and discrimination	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
advocate for human rights and social and economic justice	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
engage in practices that advance social and economic justice	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent

Comments _____

Competency & Practice Behaviors

In comparison to the typical entry level social worker, I:

(Please circle the appropriate box below)

2.1.6—Engage in research-informed practice and practice-informed research.	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
use practice experience to inform scientific inquiry	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
use research evidence to inform practice	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent

Comments _____

Competency & Practice Behaviors

In comparison to the typical entry level social worker, I:
(Please circle the appropriate box below)

2.1.7—Apply knowledge of human behavior and the social environment.	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
critique and apply knowledge to understand person and environment	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent

Comments _____

Competency & Practice Behaviors

In comparison to the typical entry level social worker, I:
(Please circle the appropriate box below)

2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
analyze, formulate, and advocate for policies that advance social well-being	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
Collaborate with colleagues and clients for effective policy action	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent

Comments _____

Competency & Practice Behaviors

In comparison to the typical entry level social worker, I:

(Please circle the appropriate box below)

2.1.9—Respond to contexts that shape practice.

Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
------------------------	----------------------------	-----------------	-------------------------------	------------------------

continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
------------------------	----------------------------	-----------------	-------------------------------	------------------------

provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
------------------------	----------------------------	-----------------	-------------------------------	------------------------

Comments _____

Competency & Practice Behaviors

In comparison to the typical entry level social worker, I:

(Please circle the appropriate box below)

2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
2.1.10(a)—Engagement					
substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
use empathy and other interpersonal skills	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
develop a mutually agreed-on focus of work and desired outcomes	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
2.1.10(b)—Assessment					
collect, organize, and interpret client data	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
assess client strengths and limitations	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
develop mutually agreed-on intervention goals and objectives	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
select appropriate intervention strategies	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
2.1.10(c)—Intervention					
initiate actions to achieve organizational goals	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
implement prevention interventions that enhance client capacities	Much Less Competent	Slightly Less Competent	As Competent		Much More Competent

Appendix 4: Course Rubrics

				Slightly More Competent	
help clients resolve problems	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
negotiate, mediate, and advocate for clients	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
facilitate transitions and endings	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
Educational Policy 2.1.10(d)—Evaluation					
critically analyze, monitor, and evaluate interventions	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent

Comments _____

Competency & Practice Behaviors

In comparison to the typical entry level social worker, I:
(Please circle the appropriate box below)

2.1.11

Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.

Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
---------------------	-------------------------	--------------	-------------------------	---------------------

Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups
Am able to articulate points of convergence and divergence between orthodox Christianity and the profession of social work
Recognize the importance of spirituality to the human experience

Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent

Comments _____

1. Please note specific areas of strength that you have noticed in yourself through your practicum experience:
2. Please note any specific areas in which you feel you need to grow:

Field Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

This evaluation may be shared as needed for graduate school or employer references.

Field Instructor Signature: _____ Date: _____

SWK 440: SOCIAL WORK STUDENT EVALUATION

To be completed by the Field Instructor (*Note: This evaluation form is available to be electronically completed and submitted at <http://www.malone.edu/academics/social-work/senior-social-work-evaluation-field-instructor.php>. Make a copy **BEFORE** submitting if you want a copy for your records.*)

Please evaluate the student **in relation to entry-level, Bachelor's degreed social work practitioners** in each of the areas below using the following scale:

Much Less Competent than entry level social worker

Slightly Less Competent than entry level social worker

As competent as an entry level social worker

Slightly more competent than an entry level social worker

Much More Competent than an entry level social worker

NA: Not Applicable or Unable to Rate

Please note: each of the items below refers to a specific competency and practice behavior on the Student Learning Contract completed at the beginning of the Senior Field Placement.

Competency & Practice Behaviors	In comparison to the typical entry level social worker, this student is:				
	(Please circle the appropriate box below)				
2.1.1 Identifies as a professional social worker and conducts himself/herself accordingly.	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
advocate for client access to the services of social work	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
practice personal reflection and self-correction to assure continual professional development	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
attend to professional roles and boundaries	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
demonstrate professional demeanor in behavior, appearance, and communication	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
engage in career-long learning;	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
use supervision and consultation	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent

Comments _____

<p>Competency & Practice Behaviors</p> <p>2.1.2 Apply social work ethical principles to guide professional practice.</p>	<p>In comparison to the typical entry level social worker, this student is:</p> <p>(Please circle the appropriate box below)</p>				
<p>recognize and manage personal values in a way that allows professional values to guide practice</p>	<p>Much Less Competent</p>	<p>Slightly Less Competent</p>	<p>As Competent</p>	<p>Slightly More Competent</p>	<p>Much More Competent</p>
<p>make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles</p>	<p>Much Less Competent</p>	<p>Slightly Less Competent</p>	<p>As Competent</p>	<p>Slightly More Competent</p>	<p>Much More Competent</p>
<p>tolerate ambiguity in resolving ethical conflicts</p>	<p>Much Less Competent</p>	<p>Slightly Less Competent</p>	<p>As Competent</p>	<p>Slightly More Competent</p>	<p>Much More Competent</p>
<p>apply strategies of ethical reasoning to arrive at principled decisions</p>	<p>Much Less Competent</p>	<p>Slightly Less Competent</p>	<p>As Competent</p>	<p>Slightly More Competent</p>	<p>Much More Competent</p>

Comments _____

**Competency &
Practice Behaviors**

In comparison to the typical entry level social worker, this student is:

(Please circle the appropriate box below)

2.1.3—Apply critical thinking to inform and communicate professional judgments.

Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
------------------------	----------------------------	-----------------	-------------------------------	------------------------

distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom

Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
------------------------	----------------------------	-----------------	-------------------------------	------------------------

analyze models of assessment, prevention, intervention, and evaluation

Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
------------------------	----------------------------	-----------------	-------------------------------	------------------------

demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
------------------------	----------------------------	-----------------	-------------------------------	------------------------

Comments

Competency &
Practice Behaviors

In comparison to the typical entry level social worker, this student is:

(Please circle the appropriate box below)

Educational Policy 2.1.4—

Engage diversity and difference
in practice.

Much Less	Slightly Less	As	Slightly More	Much More
Competent	Competent	Competent	Competent	Competent

recognize the extent to which a
culture’s structures and values
may oppress, marginalize,
alienate, or create or enhance
privilege and power

Much Less	Slightly Less	As	Slightly More	Much More
Competent	Competent	Competent	Competent	Competent

gain sufficient self- awareness to
eliminate the influence of
personal biases and values in
working with diverse groups

Much Less	Slightly Less	As	Slightly More	Much More
Competent	Competent	Competent	Competent	Competent

recognize and communicate their
understanding of the importance
of difference in shaping
life experiences

Much Less	Slightly Less	As	Slightly More	Much More
Competent	Competent	Competent	Competent	Competent

view themselves as learners and
engage those with whom they
work as informants

Much Less	Slightly Less	As	Slightly More	Much More
Competent	Competent	Competent	Competent	Competent

Comments _____

<p>Competency & Practice Behaviors</p> <p>2.1.5—Advance human rights and social and economic justice.</p> <p>understand the forms and mechanisms of oppression and discrimination</p> <p>advocate for human rights and social and economic justice</p> <p>engage in practices that advance social and economic justice</p>	<p>In comparison to the typical entry level social worker, this student is:</p> <p>(Please circle the appropriate box below)</p>				
	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent

Comments _____

Competency & Practice Behaviors	In comparison to the typical entry level social worker, this student is:				
	(Please circle the appropriate box below)				
2.1.6—Engage in research-informed practice and practice-informed research.	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
use practice experience to inform scientific inquiry	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
use research evidence to inform practice	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent

Comments _____

Competency & Practice Behaviors	In comparison to the typical entry level social worker, this student is:				
	(Please circle the appropriate box below)				
2.1.7—Apply knowledge of human behavior and the social environment.	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
critique and apply knowledge to understand person and environment	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent

Comments _____

Competency &
Practice Behaviors

In comparison to the typical entry level social worker, this student is:

(Please circle the appropriate box below)

2.1.8—Engage in policy practice
to advance social and economic

well-being and to deliver
effective social work services.

Much Less	Slightly Less	As	Slightly More	Much More
Competent	Competent	Competent	Competent	Competent

analyze, formulate, and advocate
for policies that advance social
well-being

Much Less	Slightly Less	As	Slightly More	Much More
Competent	Competent	Competent	Competent	Competent

Collaborate with colleagues and
clients for effective policy action

Much Less	Slightly Less	As	Slightly More	Much More
Competent	Competent	Competent	Competent	Competent

Comments _____

Competency &
Practice Behaviors

In comparison to the typical entry level social worker, this student is:

(Please circle the appropriate box below)

2.1.9—Respond to contexts that shape practice	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent

Comments

Competency &
Practice Behaviors

In comparison to the typical entry level social worker, this student is:

(Please circle the appropriate box below)

2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Much Less	Slightly Less	As	Slightly	Much More
Competent	Competent	Competent	More	Competent
			Competent	

2.1.10(a)—Engagement

substantively and affectively prepare for action with individuals, families, groups, organizations, and communities

Much Less	Slightly Less	As	Slightly	Much More
Competent	Competent	Competent	More	Competent
			Competent	

use empathy and other interpersonal skills

Much Less	Slightly Less	As	Slightly	Much More
Competent	Competent	Competent	More	Competent
			Competent	

develop a mutually agreed-on focus of work and desired outcomes

Much Less	Slightly Less	As	Slightly	Much More
Competent	Competent	Competent	More	Competent
			Competent	

2.1.10(b)—Assessment

collect, organize, and interpret client data

Much Less	Slightly Less	As	Slightly	Much More
Competent	Competent	Competent	More	Competent
			Competent	

assess client strengths and limitations

Much Less	Slightly Less	As	Slightly	Much More
Competent	Competent	Competent	More	Competent
			Competent	

develop mutually agreed-on intervention goals and objectives

Much Less	Slightly Less	As		Much More
Competent	Competent	Competent		Competent

Competency &
Practice Behaviors

In comparison to the typical entry level social worker, this student is:

(Please circle the appropriate box below)

				Slightly More Competent	
select appropriate intervention strategies	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent

2.1.10(c)—Intervention

initiate actions to achieve organizational goals	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
implement prevention interventions that enhance client capacities	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
help clients resolve problems	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
negotiate, mediate, and advocate for clients	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
facilitate transitions and endings	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent

Educational Policy 2.1.10(d)—Evaluation

critically analyze, monitor, and evaluate interventions	Much Less Competent	Slightly Less Competent	As Competent	Slightly More Competent	Much More Competent
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Comments _____

Competency & Practice Behaviors

In comparison to the typical entry level social worker, this student is:

(Please circle the appropriate box below)

2.1.11

Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.

Much Less Competent

Slightly Less Competent

As Competent

Slightly More Competent

Much More Competent

Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups

Much Less Competent

Slightly Less Competent

As Competent

Slightly More Competent

Much More Competent

Are able to articulate points of convergence and divergence between orthodox Christianity and the profession of social work

Much Less Competent

Slightly Less Competent

As Competent

Slightly More Competent

Much More Competent

Recognize the importance of spirituality to the human experience

Much Less Competent

Slightly Less Competent

As Competent

Slightly More Competent

Much More Competent

Comments

16. Did the student satisfactorily complete his/her Student Learning Contract? If the contract was not completed, please list tasks not completed and explain reason for non-completion.

17. Note specific areas of strength you observed in this student during field placement.

18. Please note any specific areas in which the student will need continued growth.

Field Instructor Signature: _____ *Date:* _____

Student Signature: _____ *Date:* _____

This evaluation may be shared as needed for graduate school or employer references.

Field Instructor Signature: _____ *Date:* _____

SWK 460 Faith Integration Paper Rubric

	1	2	3	4	5
	Very Poor	Poor	Average	Above Average	Excellent
Student recognizes and manages personal values in a way that allows professional values to guide practice (2.1.2.a)	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

	1	2	3	4	5
	Very Poor	Poor	Average	Above Average	Excellent
Student understands Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed groups (2.1.11.a- Malone Social Work Competency)	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

	1	2	3	4	5
	Very Poor	Poor	Average	Above Average	Excellent
Student is able to articulate points of convergence and divergence between orthodox Christianity and social work profession (2.1.11.b-Malone Social Work Competency	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

SWK 460 Research Project Rubric

	1	2	3	4	5
	Very Poor	Poor	Average	Above Average	Excellent
Student discusses ways that practice experience informs research project (2.1.6.a)	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

	1	2	3	4	5
	Very Poor	Poor	Average	Above Average	Excellent
Student discusses ways that research evidence will inform practice (2.1.6.b)	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.

	1	2	3	4	5
	Very Poor	Poor	Average	Above Average	Excellent
Student discusses ways that research data can be used to critically analyze, monitor, and evaluate interventions (2.1.10(d).a)	This aspect of the assignment is missing entirely or is of extremely low quality.	This aspect of the assignment is present, but is incomplete, of inconsistent quality, and/or of low quality. Some parts of this aspect of the assignment may be exemplary, but major room for improvement is noted.	This aspect of the assignment is present and is of acceptable quality. Some parts of this aspect of the assignment may be exemplary, but moderate room for improvement is noted.	This aspect of the assignment is present and of consistently good quality. Some parts of this aspect of the assignment may be exemplary, but minor room for improvement is noted.	This aspect of the assignment is present. All parts of this aspect of the assignment are exemplary.