

School of Social Work
BSW Program

Self-Study

August 2014

Volume III:
Appendices

Contact:

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BSW Program Director

**School of Social Work
BSW Program**

Self-Study

August 2014

**Volume III of III:
Appendices**

Portland State University
School of Social Work
BSW Program
Self-Study

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BSW Program Handbook

School of Social Work
Portland State University

2013-2014



Baccalaureate Social Work Program

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Dear BSW Student,

Welcome to the Portland State University School of Social Work! I'm so pleased that you will be joining our community. I invite you to take advantage of your time with us, and to become deeply engaged in the resources of our School, the University, and the social work community in Oregon.

Our BSW Program will prepare you to be a professional social worker, with the knowledge, values and skills needed to serve individuals and families, to transform the communities in which you work and live, to influence social policy, and to promote social and economic justice. Now in its 6th year, the PSU BSW Program is the only undergraduate social work degree offered in a public institution of higher education in Oregon. We take pride in offering a diverse and urban learning community as a real-world laboratory for future social work practitioners and leaders.

Portland State University is recognized as a national leader in community engagement. Our School of Social Work is ranked among the best in the nation by *U.S. News & World Report*. You are joining a strong and collaborative program led by world-class faculty and dedicated staff. We are here to support and prepare you to alleviate today's critical social problems.

Please use the resources in this handbook to assist you as you navigate the BSW Program. Best of luck in your studies!

Best wishes,

A handwritten signature in cursive script that reads "Nancy Koroloff".

Nancy Koroloff
Interim Dean and Faculty Emerita



Dear BSW Students,

As the BSW Program Director, I welcome you to our Program. I am honored to say that our Program was accredited on June 11, 2011, by the Council of Social Work Education (CSWE). Our Program is nested within the School of Social Work and is one of two undergraduate programs offered at SSW. Since you have been accepted into our Program we have many things we want to share with you about the Program. First, this BSW Program Handbook is a resource for you to use while you are in the Program. As you will see it contains policies and procedures for our community covering all aspects of being a BSW student, including our mission, program goals, curriculum, enrollment, grievance policies, and other student resources. Many of you are new to the profession of social work and have many questions; hopefully, you will find your answers within this Handbook.

I know each of you are unique and have a passion to work with people within their different environments. The BSW Program is grounded in the belief that we are a BSW Team to offer you support and direction about getting through your program and eventually graduating. Many of you come from different backgrounds including but not limited to being a first generation college student, transferring from another college/university, working full time, being an active parent, grandparent, and perhaps getting another education to start new careers in working with people in human services; we welcome all of you. We know you represent many different cultures, ethnicities, tribes, sexual orientations and identities and social and economic backgrounds. It is through this lens of difference we will work together to build a better life for our many communities.

I want you to know that many of our BSW Program faculty and staff have walked this same path ourselves. We are here to help you complete your educational and professional goals resulting in a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree with a major in Social Work. You have made a courageous decision to become a student. We (faculty, staff, admin) are here to listen and help you with problem-solving, support, guidance, and laugh with each of you during your tenure with our Program. We know it was a competitive process being accepted into the cohort and we want you to graduate so we are hopeful this BSW Program Handbook will make that process seamless and transparent.

This *BSW Program Handbook* is your reference guide about our Program. There will be questions we did not anticipate. We welcome your suggestions for improving this Handbook. Thank you for selecting our BSW Program to attend and making the decision to come to Portland State University, School of Social Work. It will be a pleasure getting to know you on this journey. If you have any questions please be in touch with me at goodluck@pdx.edu

Walk in Beauty,



Charlotte Tsoi Goodluck, MSW, Ph.D.
BSW Program Director
Professor

Overview

The BSW Program is the only public undergraduate social work program located within a large urban university located in Portland, Oregon. Our Program is designed to serve, assist, guide, and motivate you toward your completion of your undergraduate social work major and obtain your BA/BS degree within a timely fashion. The Program is a two-year program, enrolling one class per year, which is known as a “Cohort Model”. Our Program consists of a variety of social work faculty, staff, and administrators with extensive years of direct practice, program development, social work education, service, research, and community connections. Our shared purpose is to “recruit/retain/graduate professional entry-level generalist social workers” which complements our BSW mission statement. We want to educationally prepare you to work in a variety of practice settings with a wide range of individuals, families, groups, agencies, organizations, and communities that are committed to the values and Code of Ethics of the National Association of Social Workers (NASW) and continuing to be mindful of the context of our region.

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

Who to contact with your questions:

Charlotte Goodluck, MSW, Ph.D., BSW Program Director, Professor

Dana Fuller, MSW, Assistant Director of Field – BSW Program

Sam Gioia, MSW, Senior Instructor, BSW Program Student Advisor

Melissa Penners, BA, BSW Program Administrative Assistant

Kate Constable, MSW, SSW Undergraduate Advisor

BSW Community Advisory Group

This is a community-based group to give advice and support to the BSW Program. This group generally meets annually depending on the need. Membership is open to those who are interested in supporting the BSW Program.

BSW Program Committee

2013-2014

This Committee consists of BSW and SSW faculty, staff, admin, students, and community members. This group meets either once or twice a term depending on the need. The SSW authorizes this group and it is listed in the SSW By-laws Committee section. It has the authority to make decisions about long-range planning, course implementation, accreditation, degree changes, budget, program direction, policy and procedures, etc. The following list is the members, role, and length of term for each member.

Charlotte Goodluck	BSW Program (Chair)
Laura Nissen (2011-2013)	MSW Faculty Appointed
Sam Gioia (2011-2013)	BSW Faculty Appointed
Michael Taylor (2011-2013)	CFS Faculty Appointed
Ellen Masterson	Faculty at large Appointed
Maria Talbott (2011-2013)	Faculty at large Appointed
Vicki Vandiver	Associate Dean for Academic Affairs (Ex-Officio)
Dana Fuller	Assistant Director of Field – BSW Program
2 BSW Students	
2 Community Representatives	
Melissa Penners	Administrative Support

BSW Admin Group

This is a group of BSW staff, admin, and faculty who meet bi-monthly to discuss and review what is going on with the program. We handle issues related to student concerns, program planning, course needs, field issues, and other program needs and activities such as orientation, graduation, etc.

Important Contact Numbers and Addresses

Emergency

Any Emergency on Campus (CPSO) (503) 725-4404

First Aid-PSU Student Health & Counseling (503) 725-2800

Help Numbers

Campus Safety and Security (503) 725-4407

General Information for PSU (503) 725-3000

SSW Mailing Address

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

Phone: 503-725-4712

Fax: 503-725-5545

SSW Website

www.pdx.edu/ssw

The mailing address for all PSU offices and departments is the same as above with the exception of the school's name. Replace School of Social Work with the name of the school, department and/or person you are mailing to.

Find us on Facebook under: BSW Program, School of Social Work, Portland State University

The BSW Program is physically located in the southwest corner of the Academic and Student Recreation Center at 1800 SW 6th AVE.

Three Important Social Work Links

Council on Social Work Education link: <http://www.cswe.org/> (This organization grants accreditation of social work programs).

National Association of Social Workers Oregon Chapter. They have a reasonable student membership rate. <http://nasworegon.org/>

National Association of Social Work national link: <http://www.socialworkers.org>

The School of Social Work (SSW) and Its Mission

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

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

- The BSW Program is an accredited undergraduate professional social work educational program, which will prepare students to work in a wide variety of community-based, family centered human services organizations in the public and private sectors. It offers both a B.A. and B.S. degree with a major in social work.
- The Child and Family Studies Program offers both a B.A. and B.S. degree and blends liberal arts and professional education to prepare students for careers and future graduate studies in the fields of education, and human services.
- The MSW Program prepares professionals with advanced analytic skills necessary for self-directed and accountable social work practice. The MSW Program is fully accredited by the Council on Social Work Education.
- The MSW Distance option utilizes a combination of on-site instruction, community-based field instruction, and courses delivered through technology to extend access to the MSW program to students living in distant sites in the state of Oregon.
- The Ph.D. Program provides advanced education to prepare professionals for teaching, research, and leadership roles in the human and social services.
- The Regional Research Institute improves human services through applied social research by assessing social problems and service needs, as well as developing and evaluating practice and policy innovations.
- The Center for Improvement of Child and Family Services houses the Child Welfare Partnership which brings together PSU and the Oregon Department of Human Services for a research and training partnership to improve the delivery of child welfare services to children and families in Oregon.

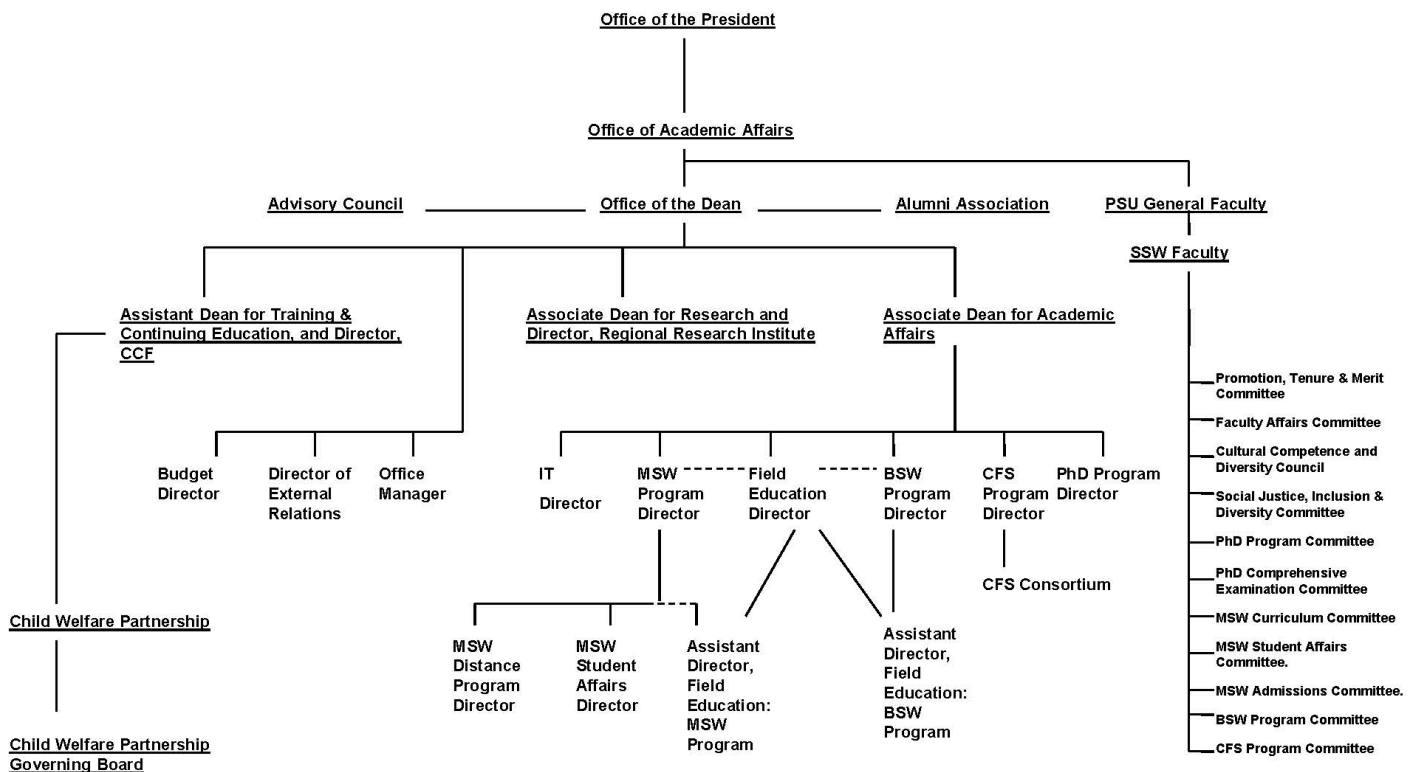
The major functions of the School are teaching, research, and community service. Teaching is directed toward preparing effective and creative social work professionals who are ethical and

have knowledge and skills in anti-oppression social work practice. Social workers learn to serve individuals and families directly, evaluate practice, develop and administer programs, organize neighborhoods and communities, analyze social policies, conduct research, and initiate necessary reforms of existing practice, programs, and policies. Research and scholarship focus on understanding, preventing, and ameliorating social problems. Community service involves collaborative efforts with individuals and organizations to develop innovations in social welfare services and policies.

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

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

SCHOOL OF SOCIAL WORK ORGANIZATIONAL CHART



Baccalaureate Social Work Program

History

Portland State University had a BSW Program in the mid 80's. It was discontinued for a variety of reasons. There are approximately 150 graduates from that era. The current BSW Program was developed due in part to the community agencies and social work leaders advocating for the need for generalist social workers in the public sector. The MSW Program, Ph.D. Program, and CFS Program worked on the development of this Program for about four years before it was implemented. The previous work provided for the foundation of this Program. The University, School, and Community wanted this Program to be developed. The first cohort consisted of 34 students; they were accepted in 2008 and graduated in the spring, 2010.

BSW Program Mission Statement

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

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

The BSW Program

Officially, our program is called the Baccalaureate Social Work Program (BSW). The university degree that is conferred is either the B.A. with a major in Social Work or B.S. with a major in Social Work. However, in order to be more efficient we call ourselves the BSW Program.

5 BSW Program Goals

1. To provide a statewide program with the goal of preparing generalist social workers who are informed and effective leaders in challenging injustice and promoting social and economic change.
2. To prepare social workers to practice with at-risk individuals and families through strengthening the capacities of family and community systems.
3. To prepare generalist social workers to assume the role of change agent regarding issues, policies, and community needs that affect individuals and their families and to contribute to the knowledge base of the profession.
4. To prepare generalist social workers able to work with a diversity of populations, integrating empirically informed practice and consumer voice within an established ethical framework.
5. To provide a foundation for advanced graduate study in social work and prepare social workers to be life-long learners.

Council on Social Work Education (CSWE) Accreditation

The Council on Social Work Education granted the BSW Program accreditation on June 11, 2011. Our program is accredited until 2015. We are in the process of working on reaccreditation with major revisions to the curriculum due to the inclusion of the 2008 EPAS Competencies and Practice Behaviors. Accreditation is an ongoing process and we anticipate we will be reaccredited in the future.

The Explicit Curriculum from the Council on Social Work Education is fundamental to the 2008 curriculum standards, known as Educational Policies and Accreditation Standards or EPAS are core competencies which students are expected to develop during their studies.

The BSW Program has accepted the CSWE Competencies as our curriculum objectives:

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

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

The Council on Social Work Education adopted a new set of policies and standards for social work education... One of the major changes is the promulgation of requirements for an “implicit curriculum,” which is basic to the program offered and which undergirds the program’s “explicit curriculum.” Implicit Curriculum (Ginsberg, 2012)

The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity;

admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources” (Council on Social Work Education, 2010). The BSW Program Handbook is a manifestation of making these standards become real for the students, faculty, community and other stakeholders.

Generalist practice as defined in EP B2.2.

As stated in 2008 EPAS Standards “Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies”.

The “Cohort Model”

The BSW Program has incorporated a version of what is known in social work education as the “learning community” as the “cohort model”. In order to support your success, there is evidence-based research (Cohen, Altman, & Chernack, 2011) to support the success of a cohort model for students. The strengths of this student model is that it provides for the development of cohesion for a small group of students to develop close supportive relationships while proceeding through a program; cohorts provide support, friendship, mentoring, cross-learning, and the opportunity to study together; each student in the cohort is part of a small group and this reduces feelings of isolation and anxiety; and it provides ideas for the entire group when problems arise. It is also “culturally relevant” due to the importance of “extended families and relatives” in different cultures; it is similar but also different. This is not to say we will never have other student models, but this is what we are utilizing considering all the advantages.

The cohort begins when we accept the class for the upcoming year. They are accepted as a “Cohort”. They first met each other at the BSW Program Orientation before classes start. The Cohort Model applies to those classes in which you are all taking the same class; generally this applies to your core social work courses. The Cohort Model has been a successful part of the BSW Program since its inception in 2008 providing much peer support, networking, and student-to-student mentoring. Each cohort has decided to have its own Facebook page or not. Each cohort is unique and some have organized student activities, planned for summer parties, and helped plan for graduation celebrations. Each cohort has its own identity and decides how it will interface with their members. This model is not perfect and it can have problems arise due to the intense workload, group interaction, difference of race, class, and socio-economic backgrounds. However, the working out of these issues services as a “practice setting” for the real world of work and living together in post-graduation settings. The cohort provides a powerful force for solidarity and cohesion and also a powerful force for building connections, professional networks, and resolution of life problems. The cohort model is a rich place for context of learning in the BSW Program

Prerequisites for the Major

Applicants to the program must have completed at least 4 credits in psychology, and 4 credits in sociology, at the 200 level. PSY 204 Psychology as a Social Science and SOC 200 Introduction to Sociology are recommended, but not required. SW 301U Introduction to Social Work is also advised, since this course is designed in part to assist interested students in selecting social work as a profession. If applicants have not completed this requirement prior to admissions they must take it once they are enrolled in the major. Students who are in the cohort must take the face-to-face SW301U not the online version of the class. Discussion with our BSW Student Advisor is advised regarding prerequisites for the major.

Requirements for the Major

In addition to meeting the general University requirements for a Bachelor of Arts or Bachelor of Science degree, majors must complete the following 75 credits of BSW program requirements:

Professional Course Requirements (51 credits)

SW 301U* Introduction to Social Work (4 credits)
SW 339 Introduction to Oppression & Privilege (3)
SW 340 Advocacy for Policy Change (4)
SW 341 Social Justice Practice (3)
SW 350 Human Behavior Through The Lifespan (4)
SW 351 Beginning Generalist Practice (3)
SW 400 Field Placement and Seminar I, II, III (12 credits)
SW 430 Generalist Practice w/Communities & Orgs (3 credits)
SW 431 Generalist Practice w/Individuals & Families (3 credits)
SW 432 Generalist Practice w/Groups (3 credits)
SW 450 Social Work Research and Evaluation I (3 credits)
SW 451 Social Work Research and Evaluation II (3 credits)
SW 460 Senior Integrated Portfolio (3)

Diversity Electives (12 credits)

Students must choose one course from each of three lists of courses:

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

Upper Division Program Electives (12 credits)

Students choose 3 courses from a list of advisor approved upper division program electives.

* When there is a U listed after the course number it means this course is approved as a University Studies Junior Cluster Course. (For a complete list of courses see the Portland State University Bulletin at: <http://www.pdx.edu/oaa/psu-bulletin>).

BSW PROGRAM STUDENT MAP

FRESHMAN

Fall	Credits	Winter	Credits	Spring	Credits
Freshman Inquiry	5	Freshman Inquiry	5	Freshman Inquiry	5
Foreign Language 101 (BA) or Elective (BS)	4	Foreign Language 102 (BA) or Elective (BS)	4	Foreign Language 103 (BA) or Elective (BS)	4
Social Science Prerequisite (SOC 200 level)	4	Social Science Prerequisite (PSY 200 level)	4	BA/BS Degree Requirements	4
				Elective	4
13		13		17	

SOPHOMORE

Fall	Credits	Winter	Credits	Spring	Credits
Sophomore Inquiry	4	Sophomore Inquiry	4	Sophomore Inquiry	4
Foreign Language 201 (BA) or Elective (BS)	4	Foreign Language 202 (BA) or BS Degree Requirement	4	Foreign Language 203 (BA) or BS Degree Requirement	4
BA/BS Degree Requirements	4	BA/BS Degree Requirements	4	Elective	4
Elective	4	Elective	4	Diversity Elective: Race/Class/Identity	4
16		16		16	

JUNIOR

Fall	Credits	Winter	Credits	Spring	Credits
SW 301U Introduction to Social Work	4	SW 350 Human Behavior Through the Lifespan	4	SW 351 Beginning Generalist Practice	3
SW 339 Introduction to Oppression & Privilege	3	SW 340 Advocacy for Policy Change	4	SW 341 Social Justice Practice	3
Diversity Elective: Culture/History	4	Diversity Elective: Family/Gender/Sexuality	4	BSW Program Elective*	4
UNST Junior Cluster	4	UNST Junior Cluster	4	UNST Junior Cluster	4
15		16		14	

SENIOR

Fall	Credits	Winter	Credits	Spring	Credits
SW 430 Generalist Practice w/ Communities & Orgs	3	SW 431 Generalist Practice w/ Individuals & Families	3	SW 432 Generalist Practice w/ Groups	3
SW 400 Field Placement & Seminar I	4	SW 400 Field Placement & Seminar II	4	SW 400 Field Placement & Seminar III	4
SW 450 Social Work Research & Evaluation I	3	SW 451 Social Work Research & Evaluation II	3	SW 460 Senior Integrated Portfolio	3
UNST Capstone*	6	BSW Program Elective*	4	BSW Program Elective*	4
16		14		14	

* The UNST Capstone and BSW Program Electives may be taken earlier depending on the student's overall credits and students should make an individual course plan with their advisor.

BSW ELECTIVE OPTIONS

UNIVERSITY STUDIES

This is a university general education requirement to take **three** “Junior Cluster” courses within **one** cluster. If you were required to take at least one Sophomore Inquiry course (starting at PSU with less than 89 credits) then your Junior Cluster courses must all match the cluster for one of your Sophomore Inquiry courses. If you transferred to PSU with 90 credits or more then you may take your Junior cluster courses within any **one** cluster that interests you. A list of clusters and the possible courses within each cluster may be found at: www.pdx.edu/unst/sophomore-inquiry-and-cluster-courses. Social Work (SW) courses may not be used to meet this requirement.

Cluster (Select One): _____

1. _____
2. _____
3. _____

BSW DIVERSITY ELECTIVES

These are electives taught in other departments that provide a social science foundation for working with diverse populations. BSW students must take **one** course from the list for each grouping in any order. Note that some courses may not be taught in a given term. You may use the PSU “Course Planning Guide” for some indication of when they will be taught. The list of “Diversity Electives” may be found at <http://www.pdx.edu/ssw/bsw>. The Course Planning Guide may be found at: www.pdx.edu/registration/course-planning-guide.

Culture/History: _____

Family/Gender/Sexuality: _____

Race/Class Identity: _____

BSW PROGRAM ELECTIVES

BSW Program Electives are designed to provide a deeper inquiry into a particular field of social work practice. The electives are grouped into three broad categories (Mental Health; Children and Youth; and Aging) but you may take any number of courses from any category. Overall three courses (12 credits) are required. Approved BSW Program Electives taught at the School of Social Work (“SW” courses) may be taken **after** the foundation courses of “Introduction to Social Work” and “Introduction to Oppression & Privilege” have been completed. Approved BSW Program Electives from other departments may be taken at any time. The URL for approved BSW Program Electives is: <http://www.pdx.edu/ssw/bsw>.

1. _____
2. _____
3. _____

Purposes of Social Work Education (CSWE Educational Policy and Accreditation Standards)

The purposes of social work education are to prepare competent and effective professionals, to develop social work competencies and practice behaviors and to provide leadership in the development of human service delivery systems. Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice. The 2008 CSWE competencies and practice behaviors provides the foundation of social work education and the field is the signature pedagogy.

Professional Curriculum

To assure a common base for entry-level generalist social work practice the faculty has identified a required curriculum to be completed by all BSW students. The courses that comprise the core requirements for a professional foundation are described below. Three terms of foundation field practicum, taken concurrently with generalist social work practice course, are an integral part of the foundation curriculum. In addition to the professional foundation courses required for the social work major, students must meet the University requirements for a B.A. or B.S. degree and all upper division PSU curriculum requirements. The 2008 CSWE Educational Policies and Standards include both the implicit and explicit curriculum so the entire educational experience are learning and practice environments for students in the BSW Program.

BSW Curriculum Content

Each course will be described in the following section:

SW301U Introduction to Social Work (4) This course is required for all our social work majors. It is taken in the first quarter with the Introduction to Oppression & Privilege. The course description states: An introduction to the profession and practice of social work. Assists students to clarify decisions concerning selection of social work as a profession; relates beginning social science theory to the profession. Prerequisites: 4 credits of psychology and 4 credits of sociology.

The accepted students into the cohort are required to take the in person course offered in the fall quarter. We do not allow non-majors to take this face-to-face course since we want it to serve as a beginning professional socialization process to the BSW Program and to the cohort itself. We do have an online version of the course for non-majors offered in the fall. The other factor about this course is that it is a University Studies (U) course so other students for other disciplines can take this course to learn about social work. There are some students who come into the program who have already had introduction to social work or introduction to human services in other programs, which will qualify for credit for this course. This is a decision made with the BSW Student Advisor on a case-by-case basis.

All the core courses are linked to the CSWE competencies and practice behaviors, which are stated in the course syllabi.

Human Behavior and the Social Environment

This part of the curriculum provides empirical knowledge and expository theory for understanding the person-in-environment. This domain includes two courses.

SW 339 *Introduction to Oppression & Privilege* explores diversity and oppression based on race, ethnicity, gender, sexual orientation, religion, (dis)ability status, and social class; models for inter-group relations; the historical context of group relations; and cultural variables significant to ethnic, racial and cultural minority populations. It also examines social, political, and cultural processes as they affect inter-group and intra-group relations. The course also explores the role of social worker as border crosser, cultural learner, and agent of change. There are opportunities for cross-cultural dialogue and content analysis and skills development. The nature of the course requires examination of the meaning systems in which each of us is immersed, as well as examination of those meaning systems that we, as social workers, must strive to understand.

SW 350 *Human Behavior Through The Lifespan* presents and critiques basic knowledge of the development, behavior and change process of groups, communities, and organizations. This course uses social theory to provide students with conceptual frames for analyzing how the actions of both clients and social work practitioners are conditioned and constrained as well as enabled and empowered by broader social forces. It also considers the effect of mezzo and macro level forces on the development and functioning of populations at risk.

Social Welfare Policy and Services

Foundation content in this domain area is comprised of two courses.

SW 340 *Advocacy for Policy Change*, which defines and describes social welfare policy and the policy-making process. Historical and contemporary issues and their impact on the profession of social work and the institution of social welfare are examined. This course emphasizes the development of policy-practice skills from the perspective of a worker in a human service organization and highlights the relationships between social problems, social policies, social programs, and social work practice.

SW 341 *Social Justice Practice* focuses on the process of analyzing and understanding the impact of social welfare policies on at-risk and vulnerable populations. Designed to enhance and develop student's understanding of the different forms of oppression and to employ strategies of advocacy and social change utilizing anti-oppression practices.

Social Work Research

This curriculum area consists of two courses.

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

SW 451 *Social Work Research and Evaluation II*, Teaches next phases of the research and evaluation process: data analysis, formulation of implications of findings, and dissemination. Critical consumption of research findings as well as conducting data analysis. Qualitative and quantitative

data analysis, including descriptive statistics, hypothesis testing, data analysis of single system designs, and thematic analysis. Focuses on research and evaluation that promote social and economic justice and that encourage respect for diversity. Emphasizes ethical issues. Prerequisites: Admission to major; SW 450.

Generalist Social Work Practice

This curriculum consists of four courses.

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

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

SW 431 *Generalist practice w/ Individuals & Families*, Based on generalist social work practice principles, this course prepares students for practice with individuals and families. The course focuses on helping students to develop assessment and intervention skills for working with individual and families. Students will learn how to gather the information that is necessary for a holistic assessment, how to work collaboratively with service users in defining goals, and how to select and facilitate appropriate interventions. Prerequisites: SW 351, SW 430.

SW 432 *Generalist Practice w/ Groups*, Based on generalist social work practice principles, this course prepares students for practice with groups. The course focuses on helping students to develop assessment and intervention skills for working with client, organizational and community groups. Students will learn how to develop a group proposal, facilitate a group, and assess group dynamics. Prerequisites: SW 431.

Field Education

Field education is comprised of a yearlong internship practice experience and seminar.

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

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

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

Diversity and Upped Division Program Electives

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

Each course builds upon the BSW Program mission, program goals and competencies thus insuring educational cohesion. The social work program committee seeks to provide you, the student, with a quality and CSWE educationally grounded curriculum. Our goal is to recruit/retain/graduate a professional entry-level generalist social worker able to carry out the mission of social work in a variety of settings. These courses are in keeping with the Educational Standards and Policies of the Council of Social Work Education.

Student Affairs

Student Rights, Freedoms, and Responsibilities

Portland State University's policy statement on the rights, freedoms, and responsibilities of students describes general policies pertaining to the academic freedom of students in the university community. These include: (1) Access to the University, (2) Student, Faculty, and Staff Relationships, (3) Student Records, (4) Student Affairs, and (5) Student Conduct.

The student is responsible for knowing all regulations and procedures required by the University and the School of Social Work. These regulations and procedures are to be found in the Portland State University Bulletin, the School of Social Work Bulletin, and the School of Social Work BSW Program Handbook as well as the PSU Student Code of Conduct. In no case will a regulation be waived or an exception granted because of ignorance of the regulation or of the assertion that the student was not informed by a faculty adviser or other authority.

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Supporting Your Education

General Scholarships

General Scholarships and funding options are available through PSU's Office of Financial Aid. For more information visit <http://www.pdx.edu/scholarships/>. You can search for scholarships, view deadlines, and even apply online.

School of Social Work Scholarships

Information of scholarships within the SSW can be found here: <http://www.pdx.edu/ssw/ssw-scholarships>. There is one BSW Program scholarship; it is the Carol and Gayle Veber BSW Scholarship. The deadline is February 1 of each year.

Student Advising

Through academic advising our staff assists students to develop a comprehensive plan for their development. Our advisers help each student to address issues around their education as they are affected by employment, family responsibilities, diverse learning needs, finances, group identity, and career goals. Our advisers refer students to campus resources for scholarships, disability, health concerns, leadership development, civic engagement, and socialization.

The BSW Program has two advisors, one who works with students as freshman, sophomores and transfer students and another advisor who works with admitted BSW majors. The advisors take a team approach, working with students on scheduling, registration questions, DARS updates, and other student concerns. The BSW major advisor utilizes a BSW Advising Syllabus and an BSW Student Holistic Assessment form (Appendix G and H) for assessment as to where the student is with regard to different issues in their life. These forms are completed in one to one interviews with the student before the beginning of the quarter of their first year. This time serves in developing a positive and strength oriented relationship, which are the building blocks for a strong BSW advisor and student bond. Thus, utilizes a comprehensive approach to working with students who are majors so each student will have a holistic picture of what is expected and how to be in the program geared toward your successful completion of the program. Our goal is to be pro-active and to work from a strengths perspective for student success. These two advisors met regularly with the BSW Admin team to discuss relevant student affairs related topics.

PSU C.A.R.E. Team (Coordination Assessment Response and Education)

The PSU C.A.R.E. Team provides a convening body of multi-disciplinary leadership perspectives in order to foster sharing of essential information and collaboration. The C.A.R.E. Team's purpose is to monitor, assess, intervene, consult, and provide referral regarding barriers to student success and wellbeing. Faculty can help students to access this resource.

Staying Connected

Information Posted on the SSW Website

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

PSU E-mail Account Required

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

The process for obtaining an ODIN account is described on <http://www.pdx.edu/oit/accounts-services> accounts-services. This account will allow students to access a variety of resources campus-wide such as library accounts and to use the computers in our own student computer lab. Portland State University provides many computing resources to students, faculty and staff. An "ODIN" account will allow you to access most of these resources, including:

- Email
- Internet access
- Campus computer labs
- UNIX shell access (odin.pdx.edu)
- Disk space for personal files and web pages
- Desire 2 Learn D2L (for online or partially online courses)

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

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

Faculty Mailboxes

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

Student Mailboxes

Students have their own files to receive materials, which is located in the student lounge area; see sign: BSW Mailbox on top of the mental file cabinets in the student kitchen area.

Student's Change of Name or Address

Students who change their names, addresses, phone numbers, or email addresses should notify both the Administrative Assistant for Undergraduate Programs and update their PSU records by logging on to the PSU Information System and following the procedures to submit the changes.

BSW Facebook - The BSW Program has a Facebook page at www.facebook.com enter BSW Program, School of Social Work, Portland State University for updates, communication purposes, and networking.

BSW Google Listserv - The BSW Program has a Google group called SSW-BSWstudents-Group for sending students information about changes, activities, news items, and other BSW Program related information. You will be subscribed to the group upon admission to the program.

TaskStream

All admitted BSW students will be **required** to have a TaskStream account while taking course work in the BSW Program. TaskStream is a Web-based program supporting services to help ensure that students are learning the knowledge and skills they need and to effect continuous improvement throughout education. Additional information will be given in your SW courses, or visit <https://www.taskstream.com/> for information and account access. There is a small fee for this service and you must subscribe through the TaskStream website to get access. Each of your courses will require you to upload assignments for evaluation in TaskStream with a course related rubric. There is no BSW Program budget to support access. It is **required**. You may also use it to build a professional portfolio, resume, and other career supports for your future in social work. The BSW Program will be providing an overview of this system during the orientation at the beginning of the year and through drop in tutorials throughout fall term.

Codes of Conduct

Portland State University Student Conduct Code

Portland State University has adopted a formal Code of Student Conduct and Responsibility which is administered by the PSU Dean of Student Life, 433 SMC, and which can be found at <http://www.pdx.edu/dos/student-conduct-at-psu>. The Oregon University System – Portland State University Code of Student Conduct and Responsibility and the PSU Drug Free Workplace Policy <http://www.pdx.edu/hr/drug-free-workplace-policy>. Additionally, the School has adopted specific policies, which direct the conduct of social work students.

National Social Work Association's (NASW) Code of Ethics

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

There are other Codes of Ethics for example the International Association of Schools of Social Work see: <http://www.iasw-aiets.org> or the National Association of Black Social Workers see: <http://www.nabsw.org/mserver/CodeofEthics.aspx> and Social Welfare Action Alliance see: <http://www.socialwelfareactionalliance.org/links.htm>.

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

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

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

CSWE Statement on Research Integrity

Our social work education accrediting body, the Council on Social Work Education, has released a code of conduct addressing social work research: *National Statement on Research Integrity in Social Work*. This statement aims to ensure that research conducted by social workers is both ethical and effective. The full statement can be retrieved, along with its accompanying Action Plan, from: <http://www.cswe.org/cms/17157.aspx>.

Sexual Harassment Policies

Portland State University prohibits sexual harassment and has outlined specifics in the Student Code of Conduct of which available at <http://www.pdx.edu/dos/psu-student-code-conduct>. The PSU Policy Concerning Consensual Relationships is found at: <http://www.pdx.edu/hr/policy-concerning-consensual-relationships>. All students, faculty, staff and field instructors of the School are urged to become familiar with these policies.

SSW Policy on Academic Honesty and Integrity

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

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

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

PSU Academic Honesty and Integrity

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

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

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

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

Academic Regulations and Procedures

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

Grading System for Undergraduates

The following grading scale is employed at Portland State University:

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

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

BSW Program Minimum Grade Requirement

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

Student Performance and Conduct

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

Length of Time in the Program

Students are generally admitted into the BSW Program right before their Junior year. However, some students apply when they are seniors. At least one year, or three quarters, is required, once a student has been admitted into the program, to complete the appropriate sequence of classes. This is discussed with the BSW Student Advisor. It generally takes two years to complete the BSW Program.

Attendance Policy

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

arrangements with each faculty member. Each course syllabus has a written policy about attendance and expectations.

Transfer Credit

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

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

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

Waiver exams will be offered for the following core courses in the BSW Program: (see previous comment about course changes for reaccreditation)

SW 350 Human Behavior Through The Lifespan
SW 450 Social Work Research and Evaluation I
SW 451 Social Work Research and Evaluation II
SW 340 Advocacy for Policy Change

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

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

No Credit for Life Experience/CSWE Standard

Students **may not receive credit for life experience or previous work experience** or have any field experience or professional foundation courses waived on this basis.

Course Completion for Field Practicum Policy

A BSW student who is a major in our program must have taken the following social work courses: SW 301, SW 339, SW 340, SW 341, SW 350, SW 351 and received a grade of "C" or better before the student can enroll in SW 400 Field Practicum or SW 430 Generalist Practice. SW 400 Field Practicum must be taken concurrently with SW 430, SW 431, SW 432 Generalist Practice. There may be exceptions to this policy on a case-by-case situation. Please complete the “Exception to Field Policy Form” to request an exception. (see previous comment regarding course changes)

Enrollment Policies

Continuous Enrollment

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

Leave of Absence

Once admitted to the BSW program, a student is expected to remain enrolled in BSW courses until the degree is earned unless an approved leave of absence is obtained or the student withdraws from the program. A student admitted to the BSW program may petition the BSW Program Academic Advisor for a leave of absence for up to one calendar year. Leave of absence status assures the student's admission in the Program during the period of the leave of absence. (A student must apply for a leave of absence even if the intended leave is only for one term.)

Criteria for applying for a Leave of Absence

Leave of absence is granted only to students who have had their formal written request approved through the BSW Program Director and is granted only to students in good standing. A social work student is considered to be in "good standing" when there is (1) completion of a minimum of one term with a minimum of two graded courses completed, whether full or part-time, (2) minimum GPA of 3.00, (3) field performance at a passing level.

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

Applying for a Leave of Absence

Applications for a leave of absence must be approved by the BSW Program Academic Advisor. Once the advisor's approval is received the next step is to complete the request for a leave of absence form included in this packet. The application then must go to the BSW Program Director for approval. (See Appendix I for the Leave of Absence forms)

Returning from a Leave of Absence

A student planning to return to the BSW program from an approved leave of absence must contact the School of Social Work at least one term prior to returning. A student planning to return from a leave of absence must also contact the School's Office of Field Education three months prior to returning to make plans regarding practicum.

Students on a leave of absence need to keep their contact information up to date during a leave. They are also required to keep the BSW Program Academic Advisor informed about their progress at least once per year.

Academic Performance

Unsatisfactory Performance in Field Instruction

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

Student Advancement

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

Advisors will automatically initiate a remediation meeting for a student on academic probation specified in the Policy on Unsatisfactory Student Performance. This policy is reprinted in Appendix B.

Student Grievance Policy and Procedures

Purpose

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

Underlying Principles

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

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

Process

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

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

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

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

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

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

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

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

Student Resources

PSU Resources for Students

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

Disability Resource Center for Students

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

Computer Laboratory

The SSW maintains a computer lab in our building. This laboratory has twenty-two PC workstations and a high-speed printer. The laboratory is open during regular working hours, but is only staffed during posted times. *Important - Please note:* Students are expected to use the computers in the Lab independently -- no assistance is available other than to deal with machine malfunctions. Use of the SSW Computers is governed by Portland State University's Acceptable Use Policy and by the SSW Computer Lab Policies.

Cultural Competence and Diversity Council (CCDC)

Mission Statement

The Cultural Competence and Diversity Council is one of the oldest committees in the School of Social Work and is recognized in the SSW By-Laws see page 15 & 16. It shall promote cultural competency and diversity in the practice of social work, as well as social justice by engaging the collaboration between the SSW and the community, which it serves.

To accomplish the mission, the Cultural Competence and Diversity Council shall:

- Examine the issues of recruitment and retention of students and faculty of color in the School of Social Work and make recommendations to the faculty and its committees.
- Assist the School in effectively preparing culturally competent social work professionals.

- Assist in bringing together community and School faculty to address issues of cultural competency and anti-oppressive practice.
- Function as advocates on behalf of the School (students, faculty and curriculum) with respect to the development and maintenance of cultural competence.
- Assist the School to develop a long-term diversity and social justice plan.
- Function as an information resource for “state of the art” expertise on community issues relevant to the educating of social workers, advice, consultation, resource development, and promotion. (Some of these items have been modified to update use of language and the changing nature of understanding of social justice)

Diversity planning is directly linked with the overall mission of PSU, SSW mission, and is in keeping with the goals of the BSW Program. The Council is in the process of reevaluation of its goals and objectives and has implemented a mentoring program for both MSW and BSW students in the last couple of years.

SSW Recruitment and Retention Specialist

Cimone C. Schwoeffermann, MSW cimone@pdx.edu or call her at: 503-725-8805.

Cimone is responsible for providing ongoing student and faculty support and assistance as the Recruitment and Retention Specialist. Feeling overwhelmed by a classroom climate issue? Want to network with others? Wondering where to go for support, financial resources, writing assistance, mentors or just a place to talk? Cimone has a strong background in outreach and working with marginalized and oppressed identity groups. She has practiced in the community by providing direct service to children and families in community mental health. She emphasizes efforts to effect empowerment of individuals and communities, and to problem-solve with people and systems from diverse thoughts, practices and viewpoints. Her office is located in room 670c.

Appendix A:

BSW PROGRAM PROGRESS CHECKLIST

Date: _____

Advisor Initials: _____

Name: _____ ID #: _____ Year Admitted: _____

General PSU Requirements		
Total hours Required: 180 _____ hrs earned	Upper Division Hours Required: 72 _____ hrs earned	Writing Requirement: 8 crs _____ 4 crs _____ 4 crs

University Studies	
_____ Freshman Inquiry (15 credits)	_____ Sophomore Inquiry (12 credits) 3 courses, each from a different cluster
_____ Junior Cluster (12 credits) 3 courses from 1 cluster (choose a cluster that is directly linked to 1 of the 3 sophomore inquiry courses taken previously –Transfer students may choose any cluster) Cluster: _____	_____ Capstone (6 credits)
_____	_____

Major: Social Work	
<u>Prerequisites</u>	
_____ PSY 200 level (4 crs)	_____ SOC 200 level (4 crs)
<u>BSW Major Requirements</u> (51 credits)	
_____ SW 301U (4 crs)	_____ SW 350 (4 crs)
_____ SW 339 (3 crs)	_____ SW 351(3 crs)
_____ SW 340 (4 crs)	_____ SW 432 (3 crs)
_____ SW 341 (3 crs)	_____ SW 450 (3 crs)
_____ SW 430 (3 crs)	_____ SW 451 (3 crs)
_____ SW 431 (3 crs)	_____ SW 460 (3 crs)
_____ SW 400 (4 crs)	_____ SW 400 (4 crs)
_____ SW 400 (4 crs)	_____ SW 400 (4 crs)
<u>Diversity Electives</u> (12 credits: 1 course from each of the 3 lists)	
Culture/History _____	Family/Gender/Sexuality _____
_____	Race/Class/Identity _____
_____	_____
<u>BSW Program Electives</u> (12 credits: 3 courses from list)	
_____	_____
_____	_____

Degree Requirements	
_____ BA Requirements (28 crs)	_____ BS Requirements (28 crs)
_____ 12 credits in the arts and letters academic distribution area, including a min of 4 credits in the fine and performing arts	_____ 12 credits in Arts & Letters/Social Sciences
_____ 12 credits in science &/or social science distribution areas with a min of 4 credits in the science/math academic distribution area	_____ 12 credits in Sciences (not including Math/Statistics; 8 of the 12 credits must be coursework with a lab or fieldwork)
_____ 4 credits in a foreign language numbered 203 or higher	_____ 4 credits in college-level Math/Statistics (excluding Math 100 or lower)

Minor: (not required) _____

Appendix B

Policy on Unsatisfactory Student Performance

Child and Family Studies, Baccalaureate in Social Work, Master of Social Work, and
Ph.D. in Social Work and Social Research Programs
School of Social Work
Portland State University

Enacted June 8, 2001

Revised June 3, 2004

Revised June 5, 2008

Revised May 3, 2011

Revised June 1, 2012

Rationale

The goal of the School of Social Work is to prepare students for competent ethical professional practice in social work or Child and Family Studies. The School of Social Work has an interest, therefore, in its students' academic performance, skills, and competencies for successful social work practice. The faculty of the School of Social Work has the responsibility for determining whether students have demonstrated the required level of achievement—performance, professional behavior in the classroom and field, and ethical conduct—sufficient to interact positively with client systems. It is the responsibility of the faculty to ensure that each person graduated from the School of Social Work has adequate skills, knowledge, and judgment to assume the responsibilities of professional social work. This policy identifies procedures for addressing unsatisfactory performance made by students. Practice-oriented provisions may not apply to students enrolled in the Ph.D. program who do not possess a practice oriented social work degree.

Requirements for Satisfactory Performance

Advancement of students from one term to the next is contingent upon satisfactory performance each term. Advancement is based on each student demonstrating requisite knowledge, skills, judgment, and professional ethics to ensure that upon graduation the student is fully prepared for professional practice. Evaluation of student progress is based on examinations, assignments, and other evidence of demonstration of competency in practice behaviors, professional behaviors, fulfillment of expectations outlined in course syllabi, and appropriate student conduct.

Students must maintain satisfactory performance in the following areas:

Academic Performance

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

Professional Competence in Classroom and Field

1. Students are expected to demonstrate professional oral and written communication skills.
2. Students are expected to synthesize and integrate classroom and field-based learning.
3. Students are expected to relate professionally with clients and client systems, colleagues, agency field instructors and staff, community systems, other systems, and faculty.

4. Students are expected to demonstrate a commitment to, and skill in, self-evaluation of practice.
5. Students are expected to respond to evaluative feedback with an acceptable level of change.

Student Conduct

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

Procedures in Response to Unsatisfactory Performance

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

For BSW or MSW students, if a field instructor recommends a No Pass (NP) in field *, or if a student is asked to leave a placement with no opportunity to remediate concerns, the faculty adviser/liaison will consult with the Director of Field Education or designee. Together, they will decide that either:

1. The concerns warrant a Retention Review, in which case the faculty adviser/liaison will initiate the Retention Review process, as specified below, OR
2. The concerns do not warrant a Retention Review, in which case the Director of Field Education or designee and the faculty adviser/liaison will develop a Remediation Plan for resolving the concerns, as specified below.

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

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

- a) For graduate students, when a required course must be re-taken because of a grade less than B- and for undergraduate students when a grade is less than C;
- b) Academic probation.
- c) If the student commits a violation of the NASW Code of Ethics including unethical conduct in a field placement

The following situations are subject to **automatic initiation** of the Retention Review by the student's adviser:

- a) If a plan for remediation has previously been in place and has not satisfactorily resolved the concern by the date specified in the Remediation Plan.
- b) If the student refuses to participate in the development of a remediation plan or refuses to agree to a proposed plan for remediation.

Procedures for Addressing Unsatisfactory Performance

I. Remediation Procedures

1. Whenever an instructor or adviser has an ongoing serious concern regarding a student's academic performance, professional competence in classroom or field, or student conduct, she or he shall notify the student and the student's adviser in writing requesting a remediation meeting. The written request is expected to specify how the student is failing to meet the School of Social Work's performance standards. A copy of this notification will be sent to the relevant Program Director and to the student, and a copy will be placed in the student's file. For BSW or MSW students where appropriate, a copy will also be sent to the Director of Field Education or Coordinator of the MSW Distance Option.
2. The faculty member or field instructor will meet with the student and the student's adviser to discuss any concerns and develop a plan for remediation. If it is decided that concerns are so serious that a plan of remediation is inappropriate, the Retention Review procedure will be invoked. A copy of this notification will be sent to the Program Director, the student, and placed in the student's file. For BSW or MSW students where appropriate, a copy will also be sent to the Director of Field Education and/or MSW Distance Option Coordinator.
3. When a plan for remediation is considered appropriate, the concerned instructor, student's adviser and student will develop a written plan to remediate the concerns. In developing the plan, the student's adviser will consult with all instructors with whom the student is currently enrolled and other faculty as warranted.
4. A recommended template for the written plan appears at the end of this Appendix. The plan will specify the concerns regarding unsatisfactory performance, actions to be undertaken by the student, and the date by which the student must demonstrate the required level of expected skills and competencies. The plan must allow a reasonable period of time for remediation but shall not allow more than one term beyond the term in which the plan is written, unless a course must be re-taken; then the course should be completed at the next offering.
5. Where the concern is related to performance in Field Education, if the period of time needed for remediation extends into the following term, the faculty liaison/adviser will assign a grade of Incomplete. Whenever possible the completion of the plan should take place within the academic year. If this is not possible, it is the responsibility of the student's adviser to consult with the Program Director to assure that the plan is monitored by an eligible faculty member.
6. The student, the instructor and the student's adviser will sign the plan within five days of the remediation meeting. Copies of the plan shall be distributed to the student, instructor, student's adviser, Program Director, and the student's file.
7. The adviser will meet with the student to review the outcomes of the plan on or before the specified completion date. Whenever possible, this review should include the instructor who initiated the process.
8. The student's adviser will decide whether or not the student has successfully remediated concerns. The adviser will summarize this decision and other pertinent details on the plan and send a copy of it to the Program Director.

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

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

II. Retention Review

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

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

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

the faculty members will be selected from a list submitted by the student of at least two eligible full-time faculty members.

3. If there is a conflict of interest for the Program Director, another tenured faculty member will be appointed by the Associate Dean to assume the aforementioned responsibilities.
4. The Retention Review Committee will meet **if at all possible within 15 working days** from the date the concern is filed. In addition to the committee members, the student and the student's adviser shall attend the meeting. The committee chair shall also invite all parties relevant to the concern. The student is encouraged to invite a support person to speak on his or her behalf and if the student is registered with Disability Resource Center (DRC), a DRC representative. The student will inform the chair in writing not less than 24 hours prior to the meeting who will be attending on his or her behalf.
5. The Retention Review Committee shall consider the concerns brought before them and the student's response. The presentation of concerns, responses, and discussion will be audio-taped. The committee may choose to review the student's academic file. At the conclusion of the presentations by the parties attending, the student will be asked if s/he wants to share any additional information pertinent to the committee's decision making process. The committee will then meet in private, with the committee chair facilitating, for deliberation. The committee may invite the Director of Field Education and/or the MSW Distance Option Coordinator for all or part of its deliberations. Based on its deliberations, the committee will reach a decision that the concerns be resolved in one of four ways:
 - a. The Retention Review Committee may find that there are insufficient grounds for remediation or dismissal and recommend no action.
 - b. The Retention Review Committee may find there is sufficient evidence that the concern has been remediated and recommend no further action is necessary.
 - c. The Retention Review Committee may recommend the student remain in the program under conditions specified by the committee. In the event of this outcome, committee members are encouraged to consider and address the following when specifying a Retention Plan:
 - Whether immediate continuation (or re-placement) in field is indicated, or whether there should be a delay in returning to field;
 - The total number of hours of field the student needs to complete;
 - In the event the student has completed one or more terms of practice class, whether the student needs to sit in on (i.e., repeat) practice class;
 - Where the student has an Incomplete in a required course, the plan clearly states what remains to be completed, the plan for completion, and the student's responsibility to convey this information to instructors who have an educational need to know;
 - The optimal number of credits a student may enroll for each term, how this is to be monitored, and for how long this is to be monitored;
 - Procedures for monitoring completion of the plan, including who monitors the plan (e.g., the adviser/liason), how often, in what format, for how long, etc.;

- If the Retention Plan is related to Field, the field instructor will be provided a copy of the plan and recommendations about how best to work with the student.
 - Indicators that the Retention Plan has been successfully completed.
- d. The Retention Review Committee may recommend that the student be dismissed from the Program.

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

6. After the committee's deliberations, the student will be invited back to hear the outcome of the committee's deliberations. The chair will inform the faculty advisor, the faculty member requesting the Retention Review, and the other participants who have an educational reason to know of the Committee's decision within one working day. The chair will also inform the instructors of other courses the student is taking of the retention review outcome. The chair will send a letter to the student summarizing the decision and rationale within five academic days, with copies to the Dean, the Office of Graduate Studies (for graduate students), the student's adviser, the student file, and if relevant, the Director of Field Education and/or Coordinator of the MSW Distance Option. The audio-tape of the meeting and one copy of all documents used in the Retention Review, including the meeting notes, will be maintained in a sealed file and be unsealed only as provided by law. When a student has been allowed to remain in the program with a retention plan that impacts subsequent course work, the Program Director will provide a copy of the plan to all instructors who have an educational reason to know.
7. In the event of being dismissed from the Program, the student is required to withdraw from all courses and if applicable, their Field Placement. If the student initiates an appeal as described in #8 below, s/he may continue in the courses they are registered for that term including Field, unless the student has been dismissed from Field, and unless the committee has determined that the student's behavior is likely to be disruptive or threatening, pending the outcome of their appeal.
8. If the student feels that School of Social Work policies were not followed, s/he may request a review of the retention review process. This request must be made in writing to the Chair of the MSW Student Affairs Committee or the relevant Program Director, within five working days after being informed of the Retention Review Committee's decision, as outlined in # 5 above. The student's appeal letter must specify the part(s) of the process that are being appealed and the grounds for the appeal.
9. Within ten working days of receiving the request, the Chair or Program Director convenes the appropriate committee to consider the request and determine one of three possible recommendations:
 - a) The retention review process had no flaws;
 - b) The process had minor flaws but they did not affect the fairness of the outcome; or
 - c) The retention review process was not conducted fairly and the decision should be reconsidered.

The chair of the MSW Student Affairs Committee or the Program Committee will inform the Dean in writing of the committee's recommendation. The Dean will write to the student to inform her/him of the final decision.

Remediation Plan Template

Student Name:

Other meeting participants and role of each:

Meeting Date:

Background

The faculty member who initiated the remediation will provide a summary of concerns, any prior efforts to address concerns, and outcomes of those efforts. Additional documents may be attached.

Plan

Action	Desired Outcome	Person(s) Responsible	Review (e.g., weekly; by: date)	Assessment (NP; IP; A)*

* NP = No Progress; IP = In Progress; A = Achieved

Attach additional sheet if needed

Proposed Final Review Date:

Optional (use additional sheet if necessary)

Faculty and/or Field Instructor Statement

Student Statement

Final Review Date:

Outcome: (Successful: Yes/No – if “No,” indicate further action to be taken)

Faculty Summary of the Remediation Process. Faculty member should provide a (a) brief rationale for the decision, (b) brief assessment of the student’s progress through the remediation process, and (c) any recommendations for maintaining success.

Student signature date

Adviser/Liaison signature date

Other signature (specify role) date

Retention Review Checklist

To be completed by Program Director or Alternate Retention Review Convenor to be included in Retention Review Documents

Name of Student: _____ Program: _____

PSU ID: _____ Please check activities listed below and note date completed:

Activity	Date completed	Comments
PD receives written request for retention review with reasons stated and copy to student		
PD sends letter to student that includes: <ol style="list-style-type: none"> 1. Reasons for retention review 2. Description of process including that the meeting will be audio-taped as a record of the meeting 3. Reference to policy in Program Handbook and page # 4. Invitation to nominate at least two full-time faculty members 5. Recommendation that the student invite a support person to the meeting, and if the student is registered with DRC, that s/he invites DRC representative 6. Invitation to contact PD to plan mutually convenient dates for the meeting 7. Invitation to submit supporting documentation to the PD at least 2 working days in advance of the scheduled meeting date with statement that documents will be shared with committee members 8. Notification that the student will receive copies of documents submitted by other participants at the beginning of the meeting 		
PD receives responses from student re: dates, faculty nominees, support participants		
PD contacts nominated faculty members and two additional faculty members to serve on committee, and arranges date and meeting room		
PD confirms date and location with student, advisor, principals, committee members, and if appropriate, confirms that DRC representative will attend		
Documents received from principals (faculty members, field instructors, and others)		
Documents received from student		

Retention Review Checklist (page 2 of 2)

Activity	Date completed	Comments
PD arranges for documents to be copied and distributed to committee members 2 days in advance of the meeting		
PD arranges with program staff to audiotape the meeting		
Retention Review Meeting		
Introductions and Roles		
PD: Describe meeting content and process		
Inventory of documents; confirmation that committee members have read all documents		
Oral Statements and Committee questions		
Adviser or other faculty initiator of review		
Field Instructor (if applicable)		
Other Principals (identify name and role in Comments)		
Field Education Director (if applicable)		
Student		
Student Support Person(s)		
Other		
Final Questions from Committee (if applicable)		
Student: Final Comments		
Committee Member Deliberation		
Notification of outcome to student in person with, if applicable, overview of Retention Plan		
After retention review meeting, PD sends letter to student stating outcome with detailed Retention Plan, with cc to relevant administrators		
PD submits audiotape, meeting notes, and one copy of all retention review documents in a sealed envelope to Operations Manager.		

Completed by: _____ Date: _____

Appendix C

Policy on Academic Honesty and Integrity

School of Social Work, Portland State University

Revised June 1, 2012

Significance

Students in the School of Social Work have a primary responsibility to maintain standards of academic honesty and integrity. This obligation is consistent with the NASW Code of Ethics' (1996) ethical principle, "Social workers behave in a trustworthy manner", which further specifies, "Social workers act honestly and responsibly and promote ethical practices on the part of organizations with which they are affiliated." See the Code's "Ethical Principles" section; a copy of the Code can be found in your program's student handbook, or at www.socialworkers.org/pubs/Code/code.asp and the *National Statement on Research Integrity in Social Work*, www.cswe.org/cms/17157.aspx. Students in the Child and Family Studies Program are expected to adhere to the Code of Ethics of the National Council on Family Relations.

Expectations

Student Expectations

- Students are responsible for providing accurate and complete documentation to support their admission, course participation, and graduation.
- Students are responsible for reviewing each course syllabus, and adhering to course requirements specified in each syllabus.
- Students will follow all written and/or verbal instructions given by instructors prior to taking examinations, or completing written or oral assignments.
- Students will do their own work, and submit *only* their own work during examinations and in written and oral class assignments (unless it is a pre-authorized group project).
- Students will collaborate or cooperate with other students on graded assignments or examinations within the guidelines provided by the instructor.
- Students will properly credit the work of others; if they are uncertain how to cite or reference another author's work in papers or presentations, they will consult the APA manual (American Psychological Association, 2001) and/or their instructor.
- Students will incorporate work (or portions of work) they completed in a previous class into a current class assignment *only with the prior approval and direction of their instructor*.
- Students will document field placement hours and activities honestly and accurately.
- If students have questions or confusions about course assignments, they are expected (and encouraged) to ask their instructors for clarification.

Faculty Expectations

- Faculty (or faculty representatives) will distribute materials on academic honesty and integrity to all entering students, and provide an overview of these materials at orientation.
- Faculty will include a written statement of expectations regarding academic honesty and integrity in each course syllabus.
- Faculty will clearly state expectations regarding academic honesty and integrity in each course.
- Faculty will clearly state the extent of collaboration allowed on each class project.

- Faculty will meet with any student who has questions or concerns about course assignments.

Forms of Academic Dishonesty

The Portland State Code of Student Conduct (see www.pdx.edu/dos/student-code-conduct) which applies to all Portland State students, prohibits all forms of academic dishonesty. These acts include, but are not limited to, the following:

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

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

Plagiarism. Plagiarism is appropriating words, ideas, data, or other product of another author or artist, and representing them as one’s own original work. (See “Avoiding Plagiarism”, below).

Examples include:

- Improper quotation or paraphrasing
- Improper citation of quotation or paraphrasing
- Improper citation of a source that has not been read
- Complete or partial use of purchased or borrowed papers to complete assignments, without appropriate acknowledgement (including papers purchased on, or appropriated from, the Internet)
- Working jointly on a project with one or more others, and then submitting the project’s “product” as your own.

Buying, selling, or offering to sell, course assignments and research papers. This form of academic dishonesty can involve any of the following:

- Purchasing a paper on the Internet, with the intention of submitting it as your own coursework.
- Purchasing a paper (or other material, such as graphics or data displays) directly from another person, with the intention of submitting it as your own coursework.
- Selling, or offering to sell, papers or other materials to another student if you know, or have reason to know, that the student intends to submit all (or a substantial part) of the material as his or her own coursework.

Academic Fraud. Academic fraud is furnishing false or incomplete information to a faculty member, or to a University administrator, with the intent to deceive. Examples include:

- Forging, altering, or misusing University documents or academic forms (admission forms, course forms, or graduation forms)
- Falsifying research data, or misrepresenting research findings
- Providing false explanations for class absences or late/missing assignments.

Computer Misuse. Computer misuse is using the University's computer resources (or the computer resources of another institution or agency in which a student is performing part of his or her academic program) in a disruptive, unethical, or illegal manner. Examples include:

- Using University/institution/agency computers to threaten harm to others, stalk others, or harass others (sexually, or otherwise)
- Using University/institution/agency computers to view and/or use another person's accounts, computer files, programs, or data without authorization
- Copying, storing, or sharing materials protected by copyright.

Avoiding Plagiarism

Plagiarism is taking the ideas, writings, or products of another person and presenting them as one's own (Davis, 1993; Forsyth, 2003; Whitley & Keith-Spiegel, 2002). Social work students must be particularly careful to avoid using another author's work without giving it proper citation (written credit). Examples include:

- Copying another's work word for word (even a sentence, or a phrase)
- Copying most of another's work and substituting just a few words
- Incorporating someone else's phrases, terms, or ideas into your own writing without acknowledging his or her contribution.

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

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

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

Summarizing. Summarized material is an overview of the entire body (not just a segment) of the original source material, and is almost always shorter than the original. You must put the main n ideas of the source material into your own words. Like a quote or a paraphrase, a summary must be *attributed to the original author or authors* (citing author/authors and year) (Purdue Online Writing Lab, 2006).

Citing of Secondary Sources. A *primary source* is a writer's original product, reproduced in his or her own words. A *secondary source* is one which references or comments on a primary source. In scholarly works, primary sources should be sought out and cited whenever possible. If your only access to a primary source is through a secondary source, both the primary and secondary sources must be referenced. For example: Nelson (cited in Lane and Morgan, 2003) (Purdue Online Writing Lab, 2006).

Consequences of Academic Dishonesty

Faculty/Advisor Roles

If a faculty member suspects a student of academic dishonesty, the following steps will be taken:

1. The faculty member will contact the student via email or in person to make the student aware of the situation. The faculty member will outline how s/he came to the conclusion of academic dishonesty and what the next steps will be.
2. In keeping with University recommendations, faculty members are encouraged to report the matter to the Student Conduct Office via the online submission system at <http://pdx.edu/dos/academic-misconduct>. The faculty member will also provide necessary documentation for the investigation which will be conducted by the Conduct Office.
3. If the result of the Conduct Office's investigation has not been received before grades are due, the faculty member will give the appropriate grade for the assignment or exam in question. In most cases, this will be a "0" or "F". The faculty member will not grade beyond the assignment or exam in question (i.e. giving the student an automatic "F" for the entire course). If the Conduct Office finding is that plagiarism did not occur, then the faculty member will re-read the assignment and change the student's grade.

Students involved in violations of academic honesty may be subject to disciplinary sanctions as described in the University's Code of Student Conduct and Responsibility. (See <http://www.pdx.edu/media/c/o/CodeofConduct.doc>.) as described below:

577-031-0142

Procedures for Complaints of Academic Dishonesty

(1) Course Instructors have the primary responsibility and purview to respond to academic dishonesty with students enrolled in their respective courses. Course Instructors may issue a zero or a failing grade for the assignment for which the dishonesty was found. Course Instructors may not issue a failing grade for the course unless a failing grade on the assignment in question results in a failing grade for the course, per the syllabus. Instructors may not disenroll a student from a course.

(2) Departments, programs, colleges, or schools may also address academic dishonesty in accordance with their respective policies and procedures. These entities are limited to the following academic sanctions: (a) Issuing a zero or a failing grade for the assignment for which the dishonesty was found; or (b) Suspension or Expulsion from the department, program, college or school per the process prescribed by the respective entity.

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

(4) If the complaint is submitted by anyone other than the Course Instructor, the complaint is also referred to the Course Instructor in which the alleged academic dishonesty occurred.

(5) Faculty submitting a complaint alleging academic dishonesty will be notified of the outcome of this complaint upon request.

Stat. Auth.: ORS 351

Stats. Implemented: ORS 351.070

Hist.: PSU 2-2002, f. & cert. ef. 10-22-02; PSU 4-2006, f. & cert. ef. 8-22-06

577-031-0143

Appeals

(1) Appeals from the decision of the Senior Conduct Officer or the Committee shall be made to the Vice Provost for Student Affairs, whose decision is final.

(2) Appeals must be in writing and filed with the Vice Provost for Student Affairs within ten (10) working days following the date of the letter notifying the Respondent of the outcome of the hearing.

(3) The request for an appeal must include specific justification, such as: errors, failure to consider all of the evidence presented, or any other action, including any new evidence not known at the time of the original hearing, which denied the student a fair hearing.

(4) During the appeal hearing, the Respondent may bring up to two (2) third party advisors of his/her choice as long as the availability of the advisor does not interfere with the timeliness of the hearing. The Respondent will be expected to speak for himself or herself at the hearing. The Respondent may elect to have an attorney serve as an advisor. The Respondent must notify the Vice Provost of Student Affairs at least 24 hours prior to the scheduled meeting if his or her attorney will be present. The University assumes no responsibility for any costs associated with such representation.

(5) The Vice Provost of Student Affairs may dismiss the appeal if the Respondent fails to appear at the appeal hearing.

(6) During the appeals hearing:

(a) The Senior Conduct Officer or the Chair of the Committee will have the opportunity to offer information and to review and respond to all information presented;

(b) The Respondent will have the opportunity to offer information and to review and respond to all information presented;

(c) The Vice Provost of Student Affairs may ask questions of any person present during the hearing. The Vice Provost of Student Affairs may invite questions and comments from advisors or others present. No person other than the Vice Provost for Student Affairs may ask questions of persons present at the hearing.

(d) If the Vice Provost of Student Affairs decides an essential person or piece of information is missing, the Vice Provost of Student Affairs may decide to reconvene the hearing at the earliest practical time that the missing information will be available.

(7) After the Vice Provost of Student Affairs has determined that all the necessary information has been presented and questions answered, the appeals hearing will be closed. The Vice Provost of Student Affairs will determine, based on a preponderance of evidence, whether or not the appeal is warranted, and, if so, what subsequent actions may be appropriate.

(8) The Vice Provost of Student Affairs' decision will be in writing to the student with copies to the Senior Conduct Officer and/or Chair of the Committee.

(9) Pending resolution of an appeal, the student is entitled to all rights and privileges of a student in good standing except as provided in OAR 577-031-0139.

Stat. Auth.: ORS 351

Stats. Implemented: ORS 351.070

Hist.: PSU 2-2002, f. & cert. ef. 10-22-02; PSU 4-2006, f. & cert. ef. 8-22-06

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Appendix D

Portland State University School of Social Work BSW Program

Course Completion for Field Practicum (SW400) Policy

A BSW social work student who is a major in our program must have taken the following social work courses: SW 301, SW 339, SW 340, SW 341, SW 350, SW 351 and received a grade of "C" or better before the student can enroll in SW400 Field Practicum or SW 430 Generalist Practice. SW 400 Field Practicum must be taken concurrently with SW 430, SW 431, SW 432 Generalist Practice I, II, III. There may be exceptions to this policy on a case by case situation. Please complete the "Exception to Field Policy Form" to request an exception.

Exception to Field Policy Form

I am seeking an exception to the Course Completion for Field Practicum (SW 400) Policy in order that I may enroll in SW 400 Field Practicum course in the following term: _____

I am requesting this exception due to the following reasons:

My plan to complete the required course is: _____

Student Signature: _____ Student ID#: _____

Advisor Signature: _____

BSW Program Director: _____

Date: _____

Action Taken: Approved Not Approved (state reason)

Cc: student file

Appendix E

Ground Rules for Respectful Dialogue and Professional Behavior

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

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

Things to Avoid:

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

(Note: See Derald Wing Sue's (2010) *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation*, John Wiley & Sons: NJ for suggested reading in the area.)

Appendix F

BSW Program
School of Social Work
Portland State University

Policy on Transfer Students from other BSW Social Work Programs

Introduction: Thank you for your interest in transferring to our BSW Program. Portland State University's BSW Program is committed to the cohort model of learning. A cohort is a community of learners joined in a deep commitment to social justice and social work who are together over the course of two years. The sense of community and connection is fundamental to our pedagogical and learning approach. The following policy regarding students transferring from other BSW Programs is developed to support the BSW Program mission within the School of Social Work.

All transfer students must meet the criteria for general PSU admission and must apply to the BSW program separate from admission to Portland State University. The previous BSW Program must be fully accredited by the CSWE at the time of the transfer. Each transfer student from another BSW Program must complete the BSW Application Form and submit it on the same time frame as other students seeking admission to the BSW Program. The student's application must include a letter from their previous BSW Program Director stating that the student was in "good standing" throughout the student's academic career at the institution; the reason for transfer is not due to academic, behavioral, or ethical challenges; and that the student seeking transfer status is highly recommended at the time of transfer. The student must turn in copies of all their previous BSW course syllabi and a transcript from all the other universities/colleges. Students seeking to transfer should meet with a BSW academic adviser to assess additional PSU requirements and the applicability of their prior coursework. The final decision about admission will be made case by case, in consultation with other social work faculty and will take into consideration space availability, size of the cohort, and other PSU BSW Program needs. Out of state students should consult with the PSU admission office about tuition and residency requirements.

Approved by the BSW Program Committee on May 12th, 2011.

Appendix G

PORTLAND STATE UNIVERSITY BACHELOR OF ARTS IN SOCIAL WORK: ACADEMIC ADVISING SYLLABUS

ADVISOR: SAM GIOIA MSW

OFFICE: 620-H

ADVISING HOURS: TUESDAYS 1-5:30

PHONE: 503-725-8470

FACEBOOK: “BSW PROGRAM, PORTLAND STATE UNIVERSITY”

Purpose: Academic Advising empowers and supports students to develop and achieve effective education plans that are compatible with their life priorities and career goals.

Values: Academic advisers foster the importance, potential, and unique nature of each student in order to promote excellence in scholarship, career, civic engagement, and holistic personal development for all students.

What is academic advising? Academic advising is a collaborative educational process in which students and their advisers are partners in meeting the essential learning outcomes that support student success. Your academic adviser will help you to identify your educational and career goals and develop an effective plan that takes into your account your strengths, interests, personal identity, and life priorities. Together we will identify learning options and potential challenges so that you can most effectively engage in all of the opportunities that PSU and the BSW Program can provide. This requires the initiative of both the professional adviser and the student. Each has key responsibilities.

Who has access to this information?

The BSW Program utilizes a team approach among staff. Information about students’ progress is shared as needed to coordinate our work and support your academic progress. Should situations occur where a student’s health and safety or the health and safety of others may be compromised information may be shared with PSU’s C.A.R.E. team.

Advising Learning Outcomes:

Together we will . . .

1. Develop a relationship of trust, professionalism, and mutual responsibility
2. Assess your abilities, interests, goals, and life responsibilities as they apply to your academic development.
3. Assess your needs and interests for a broad range of potential advising domains.
4. Identify and engage appropriate services to meet your academic and nonacademic needs.
5. Clarify your university, degree, and major requirements
6. Develop an academic plan utilizing the Degree Audit Reporting System, BSW Student Map, BSW Program Progress Checklist, BSW Student Planner, and resources on the BSW webpage.
7. Identify key junctures and dates for your progress through the BSW program
8. Identify when and how advising should be utilized.

Adviser Responsibilities

1. Create an environment of trust, responsibility, and respect.
2. Assess and involve students' personal interests, identities, life experiences, and goals in their academic plan.
3. Ensure that each student understands the academic requirements and responsibilities of the BSW program.
4. Update the Degree Audit Reporting System to ensure accurate, immediate, accessible tracking of progress towards degree completion.
5. Understand, inform, and guide students to appropriate campus resources and activities.
6. Foster ethical behaviors and mature decision making.
7. Maintain records of key communication and advising materials.

Student Responsibilities

1. Take initiative in your educational plans and anticipate potential challenges.
2. Develop academic goals that are consistent with your personal interests and career aspirations.
3. Initiate advising meetings and arrive with the appropriate materials, goals, and questions for the advising session.
4. Track your academic progress using DARS and your advising handouts.
5. Schedule advising sessions every six months and/or as your plans for matriculation change.
6. Consider feedback from faculty, staff and advisers and be willing to try supportive campus resources.

Academic advising is integral to student success and will help you make the most of your social work education. It is my pleasure to help you enter this exciting profession. Sam

Student Signature**Date**

Adviser Signature**Date**

(Revised by sg & approved by cg 8/21/13)

Appendix H

Student Name:

Date:

Adviser:

BSW STUDENT HOLISTIC ASSESSMENT

In our advising relationship we may address any of the following factors that affect your matriculation in the BSW program. Please rate the following items on a scale of 0-5 (with 5 being the highest) in the order of importance in our future advising meetings:

RESOURCES/RESPONSIBILITIES

Academic Skills

0-----1-----2-----3-----4-----5

Employment

0-----1-----2-----3-----4-----5

Financial Affordability

0-----1-----2-----3-----4-----5

Family's Understanding and Support for Academic and Professional Goals

0-----1-----2-----3-----4-----5

Responsibilities Toward Family

0-----1-----2-----3-----4-----5

Peer Support

0-----1-----2-----3-----4-----5

Transportation

0-----1-----2-----3-----4-----5

Online Technology: Access/Proficiency/Interest

0-----1-----2-----3-----4-----5

Scheduling (balancing employment, family, and self-care)

0-----1-----2-----3-----4-----5

IDENTITY

Ethnic/Cultural/Class/Sexual Identity or Orientation

0-----1-----2-----3-----4-----5

First Generation College Student

0-----1-----2-----3-----4-----5

Religious/Spiritual Identity or Activities

0-----1-----2-----3-----4-----5

Personal Values

0-----1-----2-----3-----4-----5

Veterans Status

0-----1-----2-----3-----4-----5

Career Questions

0-----1-----2-----3-----4-----5

ABILITY

Physical Health/Ability

0-----1-----2-----3-----4-----5

Mental Health Issues and/or Concerns

0-----1-----2-----3-----4-----5

Learning Styles and Issues

0-----1-----2-----3-----4-----5

Language Proficiency

0-----1-----2-----3-----4-----5

How do you take care of yourself (mental/physical/social/spiritual/recreational)?:

What are your questions for me?

Appendix I

BSW Leave of Absence Application

Once admitted to the BSW program, a student is expected to remain enrolled in BSW courses until the degree is earned unless an approved leave of absence is obtained or the student withdraws from the program. A student admitted to the BSW program may petition the BSW Program Academic Advisor for a leave of absence for up to one calendar year. Leave of absence status assures the student's admission in the Program during the period of the leave of absence. (A student must apply for a leave of absence even if the intended leave is only for one term.)

Criteria for applying for a Leave of Absence

Leave of absence is granted only to students who have had their formal written request approved through the BSW Program Director and is granted only to students in good standing. A social work student is considered to be in "good standing" when there is (1) completion of a minimum of one term with a minimum of two graded courses completed, whether full or part-time, (2) minimum GPA of 3.00, (3) field performance at a passing level.

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

Applying for a Leave of Absence

Applications for a leave of absence must be approved by the BSW Program Academic Advisor. Once the advisor's approval is received the next step is to complete the request for a leave of absence form included in this packet. The application then must go to the BSW Program Director for approval.

Returning from a Leave of Absence

A student planning to return to the BSW program from an approved leave of absence must contact the School of Social Work at least one term prior to returning. A student planning to return from a leave of absence must also contact the School's Office of Field Education three months prior to returning to make plans regarding practicum.

Students on a leave of absence need to keep their contact information up to date during a leave. They are also required to keep the BSW Program Academic Advisor informed about their progress at least once per year.

Request for Leave of Absence Form Instructions (form attached)

Students, please be sure to complete all steps outlined below when requesting a leave of absence.

- Step 1 Meet with the BSW advisor. Advisor must approve both your request and your educational plan (form attached).
- Step 2 Write a revised educational plan to be followed upon your return.
- Step 3 Complete the Request for Leave of Absence Form (attached).
- Step 4 Attach a copy of your revised education plan.
- Step 5 Turn form and plan in to BSW Program Director.
- Step 6 Once request has been approved, you will receive written confirmation.

Note: Be sure to contact the Field Education office at least three months prior to returning from a leave and follow the instructions for completing and submitting a 'request for return from leave of absence' form (form attached).

Instructions for completion of request for LOA
To accompany request for LOA form (attached)

Request for Leave of Absence Form

Student Name _____ PSU ID# _____

Address _____ Phone _____

City _____ State _____ Zip _____

PSU E-mail _____ Personal E-mail _____

I request a Leave of Absence from beginning _____ and returning beginning of _____.
(Term/Year) (Term/Year)

I will notify the Office of Field Education in _____ of my intention to return to
the program. (month) (year)
(Students who are on a leave of absence are required to notify the Office of Field Education 3 months prior to
returning)

I am requesting the LOA for the following reason(s): attach additional paperwork if necessary

I completed and submitted an education plan (see attached) with my request for leave of absence
____yes ____no (check one)

Date: _____ Student Signature: _____

Signatures required for approval:

BSW Advisor's Recommendation: (Check One) approve disapprove

Comments:

Date _____ Advisor's signature _____

=====

BSW Program Director: (Check One) approve disapprove

Comments:

Date _____ Director's signature _____

Admin use only:

database noted letter sent to student
cc of form distribution BSW program office Advisor Student File

Student Name: _____

ID #: _____

Year Accepted: _____

Term/Year: Fall

Term/Year: Winter

Term/Year: Spring

Term/Year: Summer

Term/Year: Fall

Term/Year: Winter

Term/Year: Spring

Term/Year: Summer

Notes:

**BSW Educational Plan
Return From Leave of Absence Form**

Student Name _____ PSU ID# _____

Address _____ Phone _____

City _____ State _____ Zip _____

PSU E-mail _____ Personal E-mail _____

I am returning from a Leave of Absence from _____
(Term/Year of LOA)

My official return from Leave of Absence will begin with registering for _____
(Term/Year)

I completed and submitted an education plan with my request for leave of absence ____yes ____no
(check one)

I have notified the Office of Field Education at least three months prior to my return
____yes ____no (check one)

Date _____ Student Signature _____

Signatures required for approval:

BSW Advisor's Recommendation: (Check One) approve disapprove

Comments:

Date _____ Advisor's signature _____

=====

BSW Program Director: (Check One) approve disapprove

Comments:

Date _____ Director's signature _____

Admin use only: <input type="checkbox"/> database noted <input type="checkbox"/> letter sent to student cc of form distribution <input type="checkbox"/> BSW program office <input type="checkbox"/> Advisor <input type="checkbox"/> Student File
--

Bulletin 2013 | 2014



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UNIVERSITY

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Portland, OR 97207-0751
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School of Social Work

NANCY KOROLOFF, INTERIM DEAN
PAULINE JIVANJEE, ASSOCIATE DEAN FOR ACADEMIC AFFAIRS
Laurie Powers, Associate Dean for Research
KATHARINE CAHN, ASSISTANT DEAN FOR CONTINUING EDUCATION
600 ACADEMIC & STUDENT RECREATION CENTER, 1800 SW SIXTH, 503-725-4712
www.pdx.edu/ssw/



B.A., B.S.—Child and Family Studies
B.A., B.S. —Social Work
M.S.W.
Ph.D.

The School of Social Work was established at Portland State University in 1961 by a resolution of the Oregon Legislature. The school is committed to the enhancement of the individual and society. Further values and beliefs include a dedication to social change and to the attainment of social justice for all peoples, the eradication of poverty, the empowerment of oppressed peoples, the right of all individuals and groups to determine their own destinies, and the opportunity to live in harmony and cooperation. While the School maintains a special commitment to these values, it recognizes the need for joining with others in society who are working toward this same purpose.

Consistent with the goals of Portland State University and the Oregon University System, the three major functions of the School are teaching, research, and community service. Teaching is directed toward preparing effective and creative social workers who are ethical and culturally responsive. Social workers learn to serve individuals and families directly, evaluate practice, develop and administer programs, organize neighborhoods and communities, analyze social policies, conduct research, and initiate necessary reforms of existing practice, programs, and policies. Research and scholarship focus on understanding, preventing, and ameliorating social problems. Community service involves collaborative efforts with individuals and organizations to develop innovations in social welfare services and policies.

The School has an educational program involving seven structural components: the Child and Family Studies program; the Baccalaureate Social Work (B.S.W.) pro-

gram; the Master of Social Work (M.S.W.) program; the Distance M.S.W. Option; the Ph.D. in Social Work and Social Research program; the Center for Improvement of Child and Family Services; and the Regional Research Institute for Human Services.

Child and Family Studies

**600 Academic and Student
Recreation Center**
1800 SW Sixth Avenue
503-725-8241
www.pdx.edu/ssw/cfs

The Child and Family Studies Program is for students who have varied professional goals related to working with children, youth, and their families. Students who are interested in becoming elementary school teachers, social workers, counselors, early childhood educators, or special educators are advised to consider a degree in Child and Family Studies (CFS). The degree is also appropriate for students seeking career pathways such as parent educators, family advocates, youth workers, social service caseworkers, program directors/administrators, and classroom assistants. Students gain an interdisciplinary perspective on children, youth, and families, a broad understanding of family systems, and a working knowledge of the diverse socio-cultural contexts in which children and families develop.

Program content integrates theory with practice. A liberal arts foundation, coursework in professional development and the application of content knowledge, practicum experiences in two diverse settings, and the

completion of a Professional Portfolio prepare students for professional roles as well as graduate school. Eleven different specialization options within the degree program allow students maximum choice as they prepare for the diverse professions that are of interest to most students. These specializations include: human development, families in society, youth worker, administration of programs for children, youth and families, early childhood education, early intervention/early childhood special education, elementary education, child welfare/human services, international worker, and family life educator. A strong emphasis is placed on preparing students to become professionals who are committed to becoming change agents in creating a more just world for children, youth, and families.

Degree Maps and Learning Outcomes

To view the degree map and expected learning outcomes for Child and Family's undergraduate degree, go to www.pdx.edu/undergraduate-programs.

Admission requirements

Students must be admitted into the program to earn a baccalaureate degree in child and family studies. Admittance requirements are the completion of 90 credits and Psy 311, Psy 490 or their equivalents. Thirty applicants are admitted each term. Information meetings are held for students who are considering application into the program. Call 503-725-8241 to schedule attendance at an informational meeting. Information and application forms can be obtained by visiting the Web site: <http://www.pdx.edu/ssw>. The application packet includes a two to three page essay, an application form, completed reference forms, and unofficial transcripts. Students are accepted provisionally until they attend an Orientation meeting which is scheduled in the term prior to their admittance.

Degree requirements

Requirements for major. In addition to meeting the general University requirements, majors must complete the following program components:

	Credits
Interdisciplinary Conceptual Foundations	23 credits
Ec 417 Women in the Economy (4) or WS 340 Women & Gender in America to 1848 (4) or WS 341 Women & Gender in America 1848-1920 (4) or WS 342 Women and Gender in America 1920 to Present (4) or WS 380 Women and Politics (4)	
Ed 420 Introduction to Education and Society (4)	
Hst 343 History of American Families (4)	
Soc 342 Social Psychology (4) or Soc 339 Marriage and Intimacy (4) or Soc 461 Sociology of the Family (4)	
SW 301 Introduction to Social Work (4) or	

Coun 441 Introduction to Counseling (4) or PHE 365 Health Promotion Programs for Children and Families (4)
SpEd 418 Survey of Exceptional Learners (3)

Child and Family Studies major requirements 40 credits

CFS 312 Human Development in the Family Setting (4)
CFS 480 Societal Influences on Professional Practice (4)
CFS 481 Family Health Issues (4)
CFS 488 Social Justice in Child and Family Studies (4)
CFS 491 Conceptual Foundations in Child and Family Studies (4)
CFS 492 Families and the State: Effects of Legislation and Policies on Children and their Families (4)
CFS 494, 495, 496 Professional Development in Child and Family Studies, I, II, and III (3, 1, 2)
CFS 497 Practicum I (5)
CFS 498 Practicum II(5)

Child and Family Studies Specializations 15-21 credits

Total **78-80**

Majors may meet with a program adviser for guidance in the selection of an area of specialization from among the eleven areas listed below. Majors are required to complete a minimum of 15 credits within the area. More than one specialization area may be selected and will require an additional 15 credits. Lists of courses recommended for each specialization are listed on the Web (www.pdx.edu/ssw/cfs) and are subject to change based on an on-going assessment and course availability. The specialization adviser will assist the student in tailoring a program of courses to meet career goals and to accommodate previous professional experience.

The Specializations are:

Human Development

Adviser: Jana Meinhold, Ph.D.

Designed to focus on development in the social, cognitive, physical, and emotional domains. Theory and research related to development will extend to current issues of diversity and to implications for professionals working with children and families.

Families in Society

Adviser: Jana Meinhold, Ph.D.

Designed to examine societal contexts within which families live. Families will be studied from the perspectives of culture, gender, health, and socio-economics. Approaches to working with families will be developed with sensitivity to the diversity of family structures, traditions, and dynamics.

Youth Worker

Advisers: Ben Anderson-Nathe, Ph.D. / Alma Trinidad, Ph.D.

Designed to foster understanding and provide skills for working directly with school-age children and adolescents in youth organizations and social services agencies. Coursework prepares youth practitioners from the perspective of multiple disciplines with emphasis on the development of cultural competence in working with youth and their families.

Administration of Programs for Children, Youth, and Families

Adviser: Michael Taylor, Ph.D.

Designed to develop understanding and provide strategies for administration of programs for children, youth, and families. There is a focus on communication, with sensitivity to issues of culture, race, and economics.

Early Childhood Education

Adviser: Carol Morgaine, Ph.D.

Designed to develop understanding and provide approaches for working with children and their families in early childhood education settings. This area of study will focus on developmentally appropriate curriculum and guidance, and the development of relationships with families.

Early Intervention/Early Childhood Special Education

Adviser: Carol Morgaine, Ph.D.

Designed to develop knowledge and skills for serving young children with special needs and their families in inclusive settings or to prepare for graduate studies in early intervention/early childhood special education or related fields (e.g., social work). Coursework includes a focus on typical and atypical development, foundations of early intervention/early childhood special education, and family-centered practices.

Special Education for School-Aged Children

Adviser: Ben Anderson-Nathe, Ph.D.

Designed to develop knowledge and skills for serving children and youth with special needs and their families in inclusive settings or to prepare for graduate study in special education for school-aged children or related fields (e.g., social work). Coursework includes special needs and disabilities of children and youth, foundations of special education, and supports for children and youth within school, home, and community.

Elementary Education

Adviser: Carol Morgaine, Ph.D.

Provides the necessary requirements for application into PSU's Graduate Teacher Education Program (GTEP). All the classes included in the Elementary Education specialization are all prerequisites for this graduate program. Students are eligible for early admission into the GTEP program, although admission is not guaranteed.

Child Welfare/Human Services

Advisers: Michael Taylor, Ph.D. / Alma Trinidad, Ph.D.

This specialization is designed to provide basic competence in entry-level human services positions in child welfare (child protective service, foster care, adoptions, in-home services, case management, group care), mental health, and community-based organizations. Working with children and families from diverse backgrounds (ethnic, racial, economic, sexual orientation) is emphasized.

International Worker: Children, Youth and Families

Adviser: Carol Morgaine, Ph.D.

Designed for people who want to work internationally with children, youth, or families in such areas as the Peace Corps, non-governmental organizations, project management, or humanitarian relief work. This area of study will emphasize cross-cultural understanding, language acquisition, global issues, and intercultural communication.

Family Life Educator

Advisers: Jana Meinhold, Ph.D. / Carol Morgaine, Ph.D.

Designed to develop knowledge about a broad range of topics including how families work; the inter-relationship of the family and society; human growth and development throughout the life span; both the physiological and psychological aspects of human sexuality; the impact of money and time management on daily life; the importance and value of education for parenting; the effects of policy and legislation on families; ethical considerations in professional conduct; and a solid understanding and knowledge of how to teach and/or develop curriculum for what are often sensitive and personal issues. The completion of this Specialization will also provide the necessary requirements for the Family Life Education Provisional Certification awarded by the National Counsel on Family Relations.

All courses submitted to satisfy the requirements for a major in Child and Family Studies must be passed with a grade of C or above. In addition, courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling program major requirements.

Social Work

**600 Academic and Student
Recreation Center
1800 SW Sixth Ave.
503-725-4712
www.pdx.edu/ssw/**

The School of Social Work offers the only accredited graduate social work education program in Oregon. Two graduate degree programs are offered by the School: a Master of Social Work (M.S.W.) degree, which is fully accredited by the Council on Social Work Education, and a Ph.D. degree in Social Work and Social Research. The School offers a Bachelor of Arts in Social Work (B.A.S.W.) degree. The BSW Program was accredited by the Council on Social Work Education in June, 2011.

Bachelor of Arts in Social Work. The Baccalaureate Social Work (BSW) Program prepares students to become professional entry-level generalist social workers to work in a variety of settings with client systems in different communities. The mission statement of the BSW Program emphasizes commitment to social justice, equity, and the eradication of poverty. The curriculum prepares professional entry-level generalist social workers to provide competent, value/ethics based, and effective services to individuals from a wide range of backgrounds. The BSW Program has five goals: (1) to provide a statewide program with the goal of preparing generalist social workers who are informed and effective leaders in challenging injustice and promoting social and economic change; (2) to prepare social workers to practice with at-risk individuals and families through strengthening the capacities of family and community systems; (3) to prepare social workers to assume the role of change agent regarding issues, policies, and community needs that affect individuals and their families and to contribute to the knowledge base of the profession; (4) to prepare generalist social workers able to work with diverse populations, integrating empirically informed practice and consumer voice within an established ethical framework; and (5) to provide a foundation for advanced graduate study in social work and prepare social workers to be lifelong learners.

The BSW Program was initiated in fall, 2008. The courses are taken within two years over six terms. The courses include social welfare history, social welfare policy, generalist social work practice, research, human behavior and the social environment, diversity electives, upper division program electives, and field education. The field practicum is taken at the same time as the generalist social work practice courses in which theory, application, knowledge, values

and ethics, and practice skills are directly applied in a variety of field settings. Students in the BSW program complete three terms of field education supervised by a qualified social worker. The field education is based on a concurrent class-and-field plan with two days each week in practicum, and weekly social work practice classes and a 1 1/2 hour field seminar on campus. Some of the field placements include: social services agencies, health and wellness services, mental health settings, child and family services, substance abuse, runaway and youth services, homeless, elder services, and other generalist social work placements.

Master of Social Work. The Master of Social Work degree program is designed to prepare graduates for entry into advanced practice in direct human services, community-based practice, or social service administration and leadership. Students may take courses in selected fields of service: mental health; children, youth, and families; older adults; and health care, among others.

The curriculum combines concurrent on-campus coursework and field work in a range of human service organizations. Typical practice settings are mental health programs, public welfare and human service agencies, schools, hospitals and health care centers, courts, family service agencies, correctional services, community planning agencies, legislative offices, child and youth service agencies, neighborhood centers, multicultural service centers, and programs for older adults. Each student's program of study consists of a combination of required and elective courses. The required core courses are in the following areas: (1) social work practice, (2) social justice and social work, (3) social welfare policy and services, (4) human behavior in the social environment, and (5) research. Core courses also address the following areas: economic and social justice, populations at risk, ethics and values, and diversity. Additionally, students participate in field instruction during each of the two years of full-time study.

Four plans of study are available. In the two-year (six-term) option, students enroll in two or three courses and participate in a field practicum each term. In the three-year (nine-term) option, students enroll in two courses per term in the first year and complete additional courses and practica during the next two years. In the four-year option, students enroll in two classes per term in the first year and two or three classes per term in the third year. Students take field practicum and one class per term in the second and fourth years. An advanced standing program is available to B.S.W. graduates of Council of Social Work Education accredited programs. Day and evening sections of many courses are available. Since fall 2004 a three-year distance graduate education option has been offered.

The M.S.W. Distance Option program is

available in selected cities in Oregon and is delivered through a combination of on site instruction and interactive technology. In fall 2013 one new cohort of students in Eugene and one new cohort of students in Bend will begin their program of study. Cohorts in Ashland and Salem will begin their second year of study, and one cohort in Eugene will begin its third and final year of study. Recruitment for fall 2014 will begin in Salem. The Ashland and Bend programs offer all courses on site. First-year classes for students in the Eugene and Salem programs occur on the PSU campus in Portland, and classes in the second and third years occur on site for these programs.

Students may combine the M.S.W. with a Masters in Public Health (M.P.H.). To pursue this option, applicants must apply to both programs and work closely with the departments to develop a study plan that meets the requirements of both programs. Two M.P.H. program tracks are available to students who choose the dual degree option: the Health Management and Policy track (administered through the Mark O. Hatfield School of Government) and the Health Promotion track (administered through the School of Community Health). Selecting the combined M.S.W./ M.P.H. option requires one additional year of study, on average.

A certificate in gerontology may be obtained through the Institute on Aging while the student completes requirements for the M.S.W. degree. The M.S.W. program offers a course of study to prepare students for licensure as school social workers by the Oregon Teacher Practices and Standards Commission. The School also participates in the Graduate Certificate Program in Infant and Toddler Mental Health.

Doctor of Philosophy in Social Work and Social Research. The School of Social Work offers the Ph.D. in Social Work and Social Research. The program offers a unique opportunity to integrate practice, policy, and research. The program prepares students to understand critical social welfare problems, to conduct research and policy analysis related to solutions, to take responsibility for program development and administration in the human services, to teach, and to provide leadership. The Regional Research Institute for Human Services and the Center for the Improvement of Child and Family Services are major resources for the program.

Degree Maps and Learning Outcomes

To view the degree map and expected learning outcomes for Social Work's undergraduate degree, go to www.pdx.edu/undergraduate-programs.

Admission requirements

Bachelor of Arts in Social Work. Students must be admitted to the Baccalaureate Social Work (BSW) program in order to complete the requirements for the Bachelor of Arts degree with a major in social work (B.A.S.W.). Students are admitted as juniors (90 credits completed). A cohort will be admitted annually during spring term. Additional information and an application form can be obtained by calling 503-725-4712, by writing Portland State University, School of Social Work, PO Box 751, Portland, OR 97207, or by visiting the School's Web site, www.pdx.edu/ssw/.

Applicants to the BSW program must have completed at least one course in psychology, Psy 200, and one in sociology, Soc 200. SW 301 Introduction to Social Work is also advised, since this course is designed in part to assist interested students in selecting social work as a profession. If applicants have not completed this requirement prior to admissions they must take it once they are enrolled in the major.

The application packet includes an application form, questions for a brief personal essay, two reference forms and unofficial transcripts. Students will be required to attend an orientation session prior to beginning their course of study. Orientation schedule information will be provided at the time of admission. Reading the BSW Program Handbook online is recommended.

Master of Social Work. Students are admitted fall term only. Admission is selective; applications and all supporting materials must be submitted by February 1 for consideration for admission in September. Early submission of application materials is encouraged. Further information and application forms may be obtained by writing: School of Social Work, Portland State University, P.O. Box 751, Portland, OR 97207. The telephone number is 503-725-4712 or 725-3949. Application materials for the M.S.W. program are available on-line through the school's Web site at: <http://www.pdx.edu/ssw/>.

The M.S.W. program of the School of Social Work is open to qualified graduates from colleges and universities of recognized standing. Undergraduate preparation should include a broad background in liberal arts and sciences including natural sciences, social sciences, and humanities. Competence in written and spoken English is important for social work practice. Students whose native language is not English should include the scores of the Test of English as a Foreign Language (TOEFL). Graduates of bachelor of social work (B.S.W.) programs accredited by the Council on Social Work Education may apply for advanced standing. Students who have completed up to one year of study

toward the M.S.W. degree at another graduate school of social work accredited by the Council on Social Work Education may apply for admission and transfer of credits.

Students admitted to the master's program are required to be in continuous enrollment unless an approved leave of absence has been granted. A student who withdraws from the School must reapply.

For the M.S.W.-M.P.H. dual degree, students need to submit separate applications to each program (the School of Social Work and either the School of Community Health or the Mark O. Hatfield School of Government, depending on the focus of study) and will need to meet the minimum requirements for each program. The MSW Program and the MPH Health Promotion track admit students in Fall term, while the MPH Health Management and Policy track admits students every quarter. Additional guidelines for admissions for Social Work are at <http://www.pdx.edu/ssw/>, Health Promotion at <http://www.pdx.edu/schl/>, and Health Management and Policy at <http://www.pdx.edu/hatfieldschool/>.

It is possible to add a second program after beginning one program, if the student completes an application and is accepted by the second program during her/his first year in the entry program. Students must take classes in both programs at the same time for at least one term.

Doctor of Philosophy in Social Work and Social Research. Applicants for admission must have a master's degree in social work or a related field, with the exception that strong candidates with only a bachelor's degree will be considered for the combined MSW/Ph.D. program. Students with a master's degree in another field may choose to enter a combined program, in which they work simultaneously toward the M.S.W. and Ph.D. degrees. Applicants must have writing ability and the capacity for creative and independent work. At least two years of practice experience in social work or a related field is recommended. Students must apply to and be accepted into the doctoral program and be admitted to the University as a graduate student. As part of the admission procedure, students must furnish:

- transcripts of undergraduate and graduate studies;
- scores for the Graduate Record Examination (GRE);
- an example of scholarly writing;
- names of four references, two of whom must be academic; and
- a personal statement.

Students whose native language is not English should include the scores of the TOEFL. Application materials for the Ph.D. program are available through the school's Web site at: www.pdx.edu/ssw/.

Application must be made by January 15; admission to the program is for the fall term only.

Residence. The program will require the equivalent of approximately three year's full-time work to complete if the student enters with an M.S.W. Three consecutive terms must be spent in full-time residence (9 credit hours or more) on campus. The minimum credit hour requirement for the Ph.D. is 90, of which at least 27 must be devoted to the dissertation. The Portland State University general doctoral degree requirements are listed on page 68.

Degree Requirements

Bachelor of Arts and Bachelor of Science in Social Work

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

Professional Course Requirements..... 51 credits
 SW 301 Introduction to Social Work (4)
 SW 339 Intro to Oppression & Privilege (3)
 SW 340 Advocacy For Policy Change (4)
 SW 341 Social Justice Practice (3)
 SW 350 Human Behavior through the Lifespan (4)
 SW 351 Beginning Generalist Practice (3)
 SW 400 Practicum and Seminar I, II, III (12)
 SW 430; SW431; SW432 Generalist Social Work Practice I, II, III (3, 3, 3)
 SW 450; SW451 Research Methods for Social Work Practice I, II (3, 3)
 SW 460 Senior Integrated Portfolio (3)

Diversity Electives..... 12 credits
 Students must choose one course from each of three lists of courses: (a) Culture/History; (b) Family/Gender/Sexuality; and (c) Race/Class/Identity. Prospective students may consult a complete list of approved courses under each topic area at the School's Web site, www.pdx.edu/ssw/, where undergraduate program requirements are included in an on-line B.S.W. Student Map.

Upper Division Program Electives..... 12 credits
 T Total 75

Master of Social Work. The M.S.W. is a 78 credit program in two levels. The first, or foundation level, can be satisfied in one of two ways:

1. Completion of a B.S.W. degree accredited by the Council on Social Work Education, plus 10 credits of bridge courses taken at PSU, and additional requirements, or
2. Completion of a 42 credit graduate foundation course sequence at PSU, which includes the following courses: SW 500 Field Instruction (4 credits each of three terms), SW 520 Social Work and Social Welfare Policy (4 credits, fall term only), SW 530, 531, 532 Generalist Social Work Practice (3 credits fall term, 4 credits each winter and spring terms), SW 539, Diversity and Social Justice (3 credits, fall term only), SW 540, SW 541 Human Behavior in the Social Environment (3 credits each winter and spring terms), SW 550, Foundation of

Social Work Research (3 credits winter term only), and SW 551 Data Analysis in Social Work Research (3 credits spring term only).

The second, or advanced level, involves an additional 36 credits of advanced graduate coursework in concentration requirements, including advanced electives in social work practice, human behavior in the social environment, policy, and research, and other electives. Students may not receive credit for life experience or previous work experience or have any field experience or professional foundation courses waived on this basis.

Students in the M.S.W.-M.P.H. dual degree option may share a maximum of one-third of the credits needed for the smaller degree program. Consequently, students will need 119-124 credits (depending on MPH Program track) to graduate with M.S.W. and M.P.H. degrees.

Doctor of Philosophy in Social Work and Social Research. The course of study is focused for each student by analysis of a specific social problem. The course of study consists of three major components: required and elective coursework; required and elective practicum experiences; and dissertation research. A comprehensive examination must be passed. An oral dissertation proposal defense and a dissertation defense provide opportunities for examination of the area on which work has focused.

Course requirements. Each doctoral student is required to select a social problem for study. The student will become knowledgeable about the theoretical background of the problem and proficient in the methodologies appropriate to study it.

The coursework for the program consists of three elements: core requirements designed to ensure a solid foundation in the history, theory, and organization of social responses to social problems; quantitative and qualitative social research methods and statistics and supervised research practicum experience; and elective courses related to the student's plan of study. Students choose a cognate area and must take 6 credit hours outside of the School of Social Work in that substantive area. Each student's program will be individually planned and approved. Students in the first and second years of the program are required to attend a Ph.D. seminar that is open to all Ph.D. students and faculty.

A research practicum is required. This involves participating in research under the direction of a qualified supervisor. A teaching practicum may be elected.

Required Coursework for the Ph.D.

Core Courses..... 47 credits
 SW 620 Social Problem Analysis:
 Assessment Phase (3)
 SW 621 Social Problem Analysis:
 Intervention Phase (3)
 SW 622 Social Problem Analysis:
 Evaluation Phase (3)
 SW 630 Empirical Foundations
 of Knowledge Building in Social Work (3)

SW 631 Introduction to Quantitative
 Research Methods in Social Work (3)
 SW 632 Quantitative Data Analysis
 in Social Work Research I (4)
 SW 633 Qualitative Research I: Critical Research
 Frames and Beginning Practices (3)
 SW 634 Quantitative Data Analysis
 in Social Work Research II (4)
 SW 635 Qualitative Research II: Collecting Data
 for Interpretive & Constructivist Research (3)
 SW 637 Qualitative Research III: Making Sense of
 Qualitative Research Findings (3)
 SW 640-642 Research Practicum
 and Seminar (2, 2, 2)
 SW 650 History and Philosophy of
 Social Welfare and Social Work (3)
 SW 660 Ph.D. Seminar (1)—required for six terms

Elective Courses..... 16 credits
 Cognate Electives—6 credits taken outside the
 School
 Other Electives—10 credits
 Dissertation..... 27 credits
 Total 90

Comprehensive examination. A written and oral comprehensive examination is taken after completion of foundation coursework.

Dissertation. After successful completion of the comprehensive examination, the chairperson and dissertation committee are appointed. The student develops a dissertation proposal which is defended orally before the dissertation committee. When the proposal has been approved by the dissertation committee and by the University Human Subjects Research Review committee, the student is considered a candidate for the Ph.D. in social work and social research. A dissertation must be completed following the outlines of the approved proposal. Students must maintain continuous registration while engaged in dissertation research.

Final examination. At the completion of doctoral work, the student defends the completed dissertation before the dissertation committee and other interested faculty and doctoral students. The student is expected to demonstrate knowledge of the topic selected for study and to show that the dissertation is a contribution to knowledge in the problem area.

Extended Studies. In cooperation with professional organizations, the Extended Studies Program in Social Work is prepared to provide conferences, lectures, new career learning, and recent information on practice, human behavior, policy, management, supervision, and ethics. Further information may be obtained by writing the School of Social Work, Portland State University, P.O. Box 751, Portland, OR 97207 or through the SSW Web site at www.pdx.edu/ssw/.

Courses

Courses with an asterisk () are not offered every year.*

Child and Family Studies

CFS 312

Human Development in the Family Setting (4)

This course offers a deeper understanding of family life and its intersection with individual development across the lifespan. Life Course Theory will provide the foundation for understanding the dynamic experiences of families as we explore physical, social/emotional, and cognitive development from birth to death. Students will have the opportunity to critically process developmental theories through lecture, discussion, videos, and assignments. There will be a focus on issues of diversity, anti-oppression, and social justice. Prerequisite: junior standing.

CFS 320

ABCs of Early Childhood Education (4)

An introductory class for students preparing for parenthood or interested in careers in early childhood education. History and philosophy; observation processes; guidance approaches; and program assessment.

CFS 382

Mental Disorders: Impact on Families (4)

Explores the etiology of mental and emotional disorders and the impact on individuals, their families and communities. The course emphasizes current social, cultural and political forces affecting individuals and families, and factors that contribute to resilience and recovery. The course includes a community-based learning component. Prerequisite: junior standing.

CFS 385

Working with Diverse Families (4)

For individuals who are preparing to work professionally with families. Theoretical perspectives on working with families. Issues involved when working with diverse U.S. families (African American, Asian, Russian, and Hispanic) as well as international families.

CFS 390

Sex and the Family (4)

Explores how responses to sexuality are influenced by family and other social systems including culture, gender, economics, and religion. Family systems theory will be used to evaluate family relationships. Prerequisite: junior standing.

CFS 393

Community Resources and Family Support (4)

Examination of community resources in the context of community building, family support and empowerment, cultural competence, and cultural democracy. Factors that influence the effectiveness of community programs serving children and families. The mission, professional roles, and services of particular community agencies and programs that serve, support, and/or advocate on behalf of children and families. Prerequisite: junior standing.

CFS 401

Research (Credit to be arranged.)

CFS 404

Cooperative Education/Internship (Credit to be arranged.)

CFS 405**Reading and Conference**
(Credit to be arranged.)**CFS 406****Projects** (Credit to be arranged.)**CFS 407****Seminar** (Credit to be arranged.)**CFS 408****Workshop** (Credit to be arranged.)**CFS 409****Practicum** (Credit to be arranged.)**CFS 410****Selected Topics** (Credit to be arranged.)**CFS 450/550****Youth and Youth Work (4)**

Emphasizes multiple lenses through which young people are seen and treated. Explores youth work principles, multiple youth work traditions, experiential/outdoor education, youth development, and other dimensions of youth work. Includes community-based component for application of theory. Intended for students planning careers in education, policy, and direct service with youth. Required course for Child & Family Studies Youth Worker specialization. Graduate students will participate in one hour of additional class time per week, to be scheduled with the instructor at the first class session. Prerequisites: junior standing.

CFS 480/580**Societal Influences on Professional Practice (4)**

Individuals preparing for human or social services professions have been influenced by family and societal events, values, beliefs, and assumptions which have interacted with their lives. Students will examine those influences (including gender, culture, and socioeconomic status) for the purpose of gaining insight into the ways their professional practice might be affected. Projects will include a "professional practice action plan."

CFS 481**Family Health Issues (4)**

Overview of issues related to family health, including health promotion/prevention domestic violence/child abuse, alcohol/chemical dependence, chronic and terminal illnesses, and accessing health systems. Special attention to ethnic, political, ideological, religious, economic, and geographic influences. Includes community-based learning components. Prerequisite: junior standing.

CFS 486/586**Parent and Family Education (4)**

Introduction to parenting rights, responsibilities, practices, processes, parent/child relationships, changing parenting roles and general philosophy/broad principles of family life education. Planning, observing, and evaluating family life education programs will be included through a community based experience. Recommended prerequisite: junior status.

CFS 488**Social Justice in Child and Family Studies (4)**

Examines and applies principles of anti-oppressive practice (AOP) in the helping professions served by students with degrees in Child and Family Studies. The course will present theoretical foundations for AOP grounded in discussions of power and privilege, voice, marginalization and oppression, and the role of the helping professional in working to transform oppressive social

structures, values, and behaviors. Prerequisites: CFS 480 and junior standing.

CFS 491/591**Conceptual Foundations in Child and Family Studies (4)**

Theoretical and conceptual foundations of working with children, youth, and families in professional settings. Historical, socio-political contexts of significant theories and their relevance for professional application. Prerequisite: junior standing.

CFS 492**Families and the State: Effects of Legislation and Policies on Children and Family**

Laws and policies that influence the well-being of families, youth, and children will be examined from a historical, socio-political perspective. Analysis of contextual influences and community-based learning experience will assist students in practical applications related to professional roles. Prerequisite: junior standing.

CFS 494**Professional Development in Child and Family Studies I (3)**

Introduces students to interdisciplinary perspectives and the ways in which personal development, professional identity, and professional action contribute to one's professional development. Emphasis will be on reflection, personal ethics, self care, career options, and scholarly foundations. Prerequisite: admittance into child and family studies program.

CFS 495**Professional Development in Child and Family Studies II (1)**

Students will continue the process of documenting their achievement of the CFS Learning Outcomes and the completion of their CFS Professional Portfolio. The work of professional organizations and ethical codes of conduct in the professionalization process will continue to be explored as students prepare for their professional roles by updating resumes, writing cover letters, and developing interviewing skills. Prerequisite: CFS 494.

CFS 496**Professional Development in Child and Family Studies III (2)**

Students will complete their CFS Professional Portfolio as they document their achievement of the final CFS Learning Outcomes. They will consider the relationship between person and professional ethical decisions, the role of change agents in society, and attend a professional organization meeting. Prerequisite: CFS 495.

CFS 497**Practicum I (5)**

Child and Family Studies practicum conducted in approved professional settings with consideration for students' professional goals. Prerequisites: junior standing, admittance to Child and Family Studies Program, grade of IP in CFS 494.

CFS 498**Practicum II(5)**

Child and Family Studies Practicum conducted in approved professional settings selected with consideration of students' professional goals. Accompanying seminar. Prerequisite: admittance into the CFS program, five credits of CFS 497 (Practicum I) senior status, and CFS 480 (completion or concurrent registration).

CFS 501**Research** (Credit to be arranged.)**CFS 505****Reading and Conference**
(Credit to be arranged.)**Social Work****SW 301****Introduction to Social Work (4)**

This course introduces the student to the profession of social work and the field of social welfare through a historical lens. This course provides the student with the foundational language, principles of social work and introduces the student to the BSW Program. It will include introduction and overview of the knowledge, values, and skills of becoming a professional generalist social worker.

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

Introduction and exploration of diversity, oppression and privilege frameworks; intersectionality regarding the dynamics of race, ethnicity, gender, sexual orientation, religion, (dis) ability status, and class; The course will focus on theory, knowledge, values, and beginning skills to work with individuals in the area of social justice and social work. The course will have relevant knowledge, values, and skills pertaining to acquiring the BASW. Prerequisites: admission to major.

SW 340**Advocacy for Policy Change (4)**

Current structures and history of social welfare policies and services will be examined, and students will be engaged in policy practice to advance social and economic well-being of families, groups and communities. Prerequisite: Admission to major, junior standing, SW 339.

SW 341**Social Justice Practice (3)**

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

SW 350**Human Behavior through the Lifespan (4)**

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

SW 351**Beginning Generalist Practice (3)**

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

SW 399**Special Studies** (Credit to be arranged.)**SW 400****Field Placement and Seminar I-III (4)**

This course is the 9-month agency-based field practicum and concurrent field seminar where students apply generalist social work knowledge, values, and develop generalist social work skills.

The supervised field practicum and weekly field seminar facilitate students' application of social work practice skills, the integration of theoretical content and the development of critical thinking skills. This course is a core component of the BSW curriculum, allowing students to apply knowledge gained in their social work courses in real world practice settings. Corequisite: SW 430, 431 and 432.

SW 405
Reading and Conference
(Credit to be arranged.)

Consent of instructor.

SW 407
Seminar (Credit to be arranged.)

Consent of instructor.

SW 410
Selected Topics (Credit to be arranged.)

SW 430
Generalist Practice with Communities and Organizations (3)

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

SW 431
Generalist Practice with Individuals and Families (3)

Based on generalist social work practice principles, this course prepares students for practice with individuals and families. The course focuses on helping students to develop assessment and intervention skills for working with individual and families. Students will learn how to gather the information that is necessary for a holistic assessment, how to work collaboratively with service users in defining goals, and how to select and facilitate appropriate interventions. Prerequisites: SW 351, SW 430.

SW 432
Generalist Practice with Groups (3)

Based on generalist social work practice principles, this course prepares students for practice with groups. The course focuses on helping students to develop assessment and intervention skills for working with client, organizational and community groups. Students will learn how to develop a group proposal, facilitate a group, and assess group dynamics. Prerequisites: SW 431.

SW 447/547
Social Work and Sustainability (3)
Examines the role of professional social work in achieving sustainability at individual, community, regional, national, and global levels. Using a multidisciplinary perspective, the environmental, economic, and social aspects of sustainability, considered theoretically and practically. Sustainability linked to attainment of environmental, economic, and social justice. Includes community-based learning projects addressing sustainability. Prerequisites: SW 440 (BSW program) or SW 541 (graduate) or their equivalent.

SW 450
Social Work Research and Evaluation I (3)
The importance of social work research and evaluation for practice and policy. Qualitative and quantitative research, critical consumption of research, and conducting evaluations. Focuses on research that promotes social and economic justice and that encourages respect for diversity. Includes experimental designs, single system

designs, focus groups, and interviews. Covers early phases of the research process: conceptualization, design, sampling, measurement, and data collection. Emphasizes ethical issues. Prerequisites: Admission to major; SW 351.

SW 451
Social Work Research and Evaluation II (3)

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

SW 460
Senior Integrative Portfolio (3)

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

SW 500
Field Instruction I-VI
(Credit to be arranged.)

SW 501
Research (Credit to be arranged.)

SW 502
Laboratory (Credit to be arranged.)

SW 503
Thesis I, II III (Credit to be arranged.)

SW 504
Cooperative Education/Internship
(Credit to be arranged.)

SW 505
Reading and Conference
(Credit to be arranged.)

SW 506
Special Problems (Credit to be arranged.)

SW 507
Seminar (Credit to be arranged.)

SW 508
Workshop (Credit to be arranged.)

SW 510
Selected Topics (Credit to be arranged.)

SW 520
Social Work and Social Welfare Policy (4)
Course defines and describes social welfare policy and the policy-making process. Examines historical and contemporary issues and their impact on the profession of social work and the institution of social welfare. Emphasis is given to policy analysis and the development of policy-practice skills from the perspective of social and economic justice. Highlights the relationships between social problems, social policies, social programs, and social work practice.

SW 522
Issues in Child Welfare (3)
Discusses the rapid change in the goals and methods of child welfare agencies, those agencies charged with the protection of children and the

provision of permanency in their lives. Analysis of the formation of policy to reflect empirically based knowledge, ever changing community forces, and developing practice wisdom. Explores major issues facing child welfare services today. Develops skills for policy change. Prerequisites: SW 520 or SW 589.

SW 523
Health Care Policies and Programs (3)
Advanced policy course analyzes the history of selected health care policies, programs, and disease categories within the context of social work practice in health care. Contemporary outcomes in current health and service delivery systems presented from a policy perspective. Develops skills for policy change. Prerequisites: SW 520 or SW 589.

SW 524
Community Organization (3)
Presents community organizing as a well-established social work method for promoting social change and improving community life through community and institutional reform. Topics for class will include an overview of the history of community organizing, models of community change (locality development, social planning and social action), methods of social change (advocacy, mobilizing, organizing, coalition building, and partnership), examples of community-based organization, leadership development, and measuring the benefit to communities. Discussion also includes understanding the role of power and culture that exists within neighborhoods and communities. Prerequisites: SW 520 or SW 589.

SW 525/625
Poverty: Policies and Programs (3)
Examines the nature and causes of poverty and inequality in the United States and the impact of economic globalization on social work's response to these critical social problems. Studies ways in which people in poverty cope and support each other in low-income urban neighborhoods; examines the ways in which work and welfare interact with each other and with informal social supports. Addresses policy issues, including those involved in both service and income strategies to relieve or prevent poverty; develops skills for effective practice with low-income communities, families, and individuals. Prerequisites: SW 520 or SW 589.

SW 526
Social Work and the Law (3)
Topics include an overview of the legal system, the legal basis of the professional relationship, confidentiality and legal privilege, informed consent, the right to treatment and entitlement of mentally disabled and HIV positive persons, professional malpractice and other legal liabilities—including termination and abandonment—social welfare law, family law and adoption, and unlawful discrimination. Prerequisites: SW 520 or SW 589.

***SW 527**
Political and Legislative Advocacy (3)
Exposes students to strategies and tactics for political and legislative advocacy. Emphasis is placed on developing skills for effective political lobbying, including the mechanics of political campaigns and working with policy-makers, citizens and issue-specific communities and political interest organizations. Students will be introduced to working with professional/community organizations and coalitions, local, state and federal level policy and decision-making processes, and methods to influence legislative process and adminis-

trative rule implementation. Prerequisites: SW 520 or SW 589.

SW 529/629

International Mental Health Policy (3)

Compares mental health policies from a global perspective, emphasizing United Nations and World Health Organization perspectives. Programs and policies from various countries are compared and contrasted with those of the U.S., and Oregon in particular. Prerequisites: SW 520 or SW 589.

SW 530, 531, 532

Generalist Social Work Practice I, II, III (3, 4, 4)

Three-term sequence examines the major influences on the service delivery system with emphasis on the multiple roles of the generalist social worker, and social work values and ethics. Examines the entire change process, focusing on assessment, goal formulation, intervention, evaluation, and endings through the lenses of strengths, empowerment, and ecological systems perspectives. Focus is on multiple levels of practice: individual, family, group, organization, and community. Introduction to theory and application of theoretical concepts to guide change activities. Development of interviewing skills for engagement, development of rapport, definition of purpose, assessment, intervention, and endings, taking account of cultural considerations. Integration of attention to populations at risk. Assessing and facilitating macro-level change processes. Advocacy, collaboration and teamwork examined, with emphasis on strategies of promoting equity and social justice. Must be taken in sequence. Corequisite: SW 500.

SW 533

Advanced Practice for Direct Human Services I (3)

Reviews the problem-solving process and introduces the process of constructing a frame of reference or model of practice. Addresses the evaluation of practice and theories for understanding individuals and how they both seek and resist change. Application of theories to the direct social work practice process with consideration of the importance of culture, strengths, and empowerment. Prerequisites: SW 532 or SW 589; corequisites: SW 500.

SW 534

Advanced Practice for Direct Human Services II (3)

Addresses the family of origin perspective on family systems theory. Both the worker's and the client's families of origin considered as sources of influence on the intervention process. Provides advanced consideration of family centered practice and integration of other theories with family systems theory. Prerequisites: SW 533 or SW 589; corequisite: SW 500.

SW 535

Advanced Practice for Direct Human Services III (3)

This course builds on material presented in SW 533 and SW 534 and provides students with an opportunity to integrate knowledge gained across courses and field practicums. The primary purpose of integrating knowledge and experience is for students to develop and articulate a personal practice model, as this is an essential step to beginning a professional career. Additionally, post-masters professional development including supervision, self-care,

and licensure will be addressed. Prerequisites: SW 534 or SW 589; corequisite: SW 500.

SW 536 Advanced Community-Based Practice I (3)

First of 3-course concentration that emphasizes the person-environment interplay with a focus on the identification of multilevel assessment strategies in collaboration with local citizens, leaders, associations, and institutions. Utilizes assets-based, community development perspective to assist individuals, families, neighborhoods, and functional communities and organizations in identifying and meeting community social justice needs. Focuses on strategies for engaging groups, communities, and organizations using multicultural communication techniques and other qualitative assessment approaches. Identifies individual, group, and community resilience while assisting in assessing local strategies that strengthen protective factors and lower risk factors for ethnically and culturally diverse families, schools, neighborhoods, and communities. Prerequisites: SW 532 or SW 589; corequisite: SW 500.

SW 537 Advanced Community-Based Practice II (3)

Emphasizes the person-environment interplay with a focus on collaborative partnerships between local citizens, leaders, associations, and institutions. Builds intervention strategies based upon the asset-based, qualitative assessment techniques and perspectives utilized in identifying issues of concern that are driven by collaborative efforts. Focuses on the consumer/community perspective while assisting in implementing local strategies that strengthen protective factors and



lower risk factors for ethnically and culturally diverse families, schools, neighborhoods, and communities. Prerequisites: SW 536 or SW 589; corequisite: SW 500.

SW 538 Advanced Community-Based Practice III (3)

Provides integrative experiences and materials building on and supportive of SW 536/537. Emphasis is placed on skills and techniques for the evaluation of community-based practice; articulation of the student's personal model/framework of reference for community-based practice; and strategies for post-master's professional development and contributions to the student's field of community-based practice. Prerequisites: SW 536, SW 537 or SW 589; corequisite: SW 500.

SW 539

Social Justice in Social Work (3)

Explores diversity and oppression based on race, ethnicity, gender, sexual orientation, religion, (dis)ability status, and social class; models for intergroup relations; the historical context of group relations; and cultural variables significant to ethnic, racial and cultural minority populations. Examines social, political, and cultural processes as they affect intergroup and intragroup relations. Explores the role of social worker as border crosser, cultural learner, and agent of change. Opportunities for cross-cultural dialogue and content analysis and skills development. Requires examination of the meaning systems in which each of us is immersed, as well as examination of those meaning systems that social workers must strive to understand.

SW 540 Human Behavior in the Social Environment: Micro Theory (3)

Presents and critiques basic knowledge of human development from infancy to late adulthood in the context of individuals and families and identifies relationships between theoretical frameworks and the biopsychosocial environment. Considers populations at risk and the impact of racism and other forms of oppression on development. Provides students with knowledge of how developmental frameworks organize information about human dynamics, while still stressing the multi-causal nature of behavioral outcomes. Prerequisite: SW539.

SW 541

Human Behavior in the Social Environment: Macro Theory (3)

Presents and critiques basic knowledge of the development, behavior and change process of groups, communities and organizations. Uses social theory to provide students with conceptual frames for analyzing how the actions of both clients and social work practitioners are conditioned and constrained as well as enabled and empowered by broader social forces. Considers the effect of mezzo and macro level forces on the development and functioning of populations at risk. Prerequisites: SW 539, SW 540.

SW 544/644

Mid-life and Beyond (3)

Focuses on development in mid and late adulthood from a lifespan perspective and promotes an appreciation of the developmental potential for normal and healthy aging. Explores demographic, socio-historical and developmental characteristics of the currently emerging cohort of older adults. Focuses on current developmental theories in social cognition and identity development in mid and late adulthood, contemporary psychodynamic views, and spiritual and transcendent possibilities

for late adulthood. Addresses practice implications related to theories, especially as they relate to important developmental transitions.

Prerequisites: SW 540 SW 541 or SW 589, or admission to Gerontology Certificate Program with consent of instructor.

SW 545/645

Advanced Human Behavior in the Social Environment (3)

Provides an opportunity for students to explore current theoretical developments in the social and behavioral sciences which apply to social work practice including populations at risk. Taught in different sections each of which covers social and cultural contexts for human behavior in the social environment. May be repeated for additional credit. Prerequisites: SW 540, SW 541 or SW 589.

***SW 546**

Human Sexuality and Social Work (3)

Physiological, psychological and cultural perspectives of human sexuality presented and discussed. Application of social work assessment and change strategies relevant to personal and interpersonal dynamics of sexual and intimacy concerns. Prerequisites: SW 532, 540 or SW 589.

SW 550

Foundation of Social Work Research (3)

Introduction to research in social work. Stresses the importance of research to social work practice and policy. Introduction to qualitative and quantitative social work research, group designs, single case studies, and evaluation of programs and of practice. Introduction to critical consumption of research, to ethics of social work research. Considers scientific method, systematic inquiry, relation of theory to research, problem formulation, measurement, sampling, design, and data collection.

SW 551

Data Analysis in Social Work Research (3)

Focuses on techniques of quantitative data analysis and introduces methods of qualitative data analysis. Considers interpreting and using results to improve social work practice including program evaluation. Covers descriptive statistics, probability theory and hypothesis testing, and inferential methods. Includes discussion of culturally sensitive research and ethical issues in social work research. Prerequisite: SW 550.

SW 552/652

Advanced Social Policy Analysis (3)

Selected social policy evaluation models and techniques reviewed, including discursive approaches. Content area foci include mental health, child welfare, disabilities and aging. Current policy initiatives covered from social welfare and legislative perspectives. Use of data analysis strategies to evaluate social welfare problems and their implications for policy development and implementation considered. Encompasses development of policy evaluation questions and design of appropriate methodologies to address those questions including evaluation design, sampling, measurement and analysis. Prerequisites: SW 520 and 551 or SW 622 or SW 589.

SW 554

Social Work and Health Care (3)

Presents an overview of social work across health care settings and systems. Physiological, psychosocial, and cultural components of illness considered for individuals, families, and groups. Multidisciplinary teamwork, crisis intervention, and ethical dilemmas in health care practice explored. Prerequisites: SW 532 or SW 589.

SW 555

Social Work Perspectives on Mental Health Disorders (3)

Explores the major mental health disorders from an understanding of the biological, psychological, social and cultural determinants of mental illness. Emphasis is given to the changing roles of social workers who work with people diagnosed with a mental illness. Topics include ethics of diagnosing, history and theories of mental illness, overview of classification systems including a review of six major DSM-IV diagnostic categories, biopsychosocial model of assessment which includes diagnostic interviewing, accessing evidence-based practice (EBP) interventions, and applying practice evaluation methods to EBP strategies. Prerequisites: SW 532, SW 540 or SW 589.

***SW 557**

Psychotherapy: Theory and Practice (3)

Provides coverage of advanced mental health practice, including understanding of theory, applying techniques in clinical practice, and the current state of the research evidence for psychodynamic and cognitive-behavioral therapy. Provides practice content for clinically-oriented social work students. Prerequisites: SW 540, SW 541 and SW 533 or SW 589.

SW 558

Abuse and Trauma: Theory and Intervention (3)

Examines the impact of trauma and abuse on adults, children, and families. Acute and long-term sequelae will be identified, emphasizing the interaction of traumatic and developmental effects. An integrative biopsychosocial intervention model for working with individuals, groups, and families will be explored through crisis and trauma, psychodynamic, constructivist, narrative, and feminist theories. Policy practice and advocacy issues, ethical and ideological issues, and current clinical, research, and policy debates in the field will be identified and discussed. The relationship of clinical narrative to contemporary social discourse about abuse and trauma will set the framework for the course, including clinical and empirical knowledge regarding effects of abuse and trauma and efficacy of treatment. Prerequisites: SW 532, SW 540 or SW 589.

***SW 560**

Social Work with Gay, Lesbian, Bisexual, and Transgendered Individuals, Families, and Communities (3)

Explores social work practice with gay, lesbian, bisexual, and transgender individuals, their families, and communities. Students examine the policy context of practice as it is affected by institutional and cultural homophobia or heterosexism. Takes a lifespan approach to practice issues, covering topics such as: developmental theories of gender identity and sexual orientation, families of origin, 'coming-out', dating, partnering, child-rearing, defining family and community, and aging. Important topics such as gender transitioning, HIV prevention and treatment, same-sex domestic violence, and chemical dependency will be presented. Special classroom emphasis will be placed on developing practice awareness within a historical and political perspective. Prerequisites: SW 532 or SW 589.

***SW 561**

Clinical Social Work with Groups (3)

Deals with the theory and practice of clinical social work within the wide range of groups in which social workers participate as workers and co-workers. Articulates issues related to group process and

development as to their effect on the group experience. Includes leadership strategies and diverse populations. Prerequisites: SW 532 or SW 589.

***SW 562**

Social Work with Grief and Loss (3)

Examination of death at different stages of the life cycle. Review of theory and research about death and dying, loss, and grief resolution. Unique cultural and religious differences are emphasized. Examines social service assistance for persons, families and communities that face acute, chronic and terminal illnesses. Prerequisites: SW 532, SW 540 or SW 589.

SW 563

Social Work with Children, Adolescents, and Their Families (3)

Explores clinical social work practice with children, adolescents, and families. Emphasizes a collaborative and contextual approach that, in addition to child-focused interventions, includes work with parents, families, and groups in a variety of settings. Delineation and demonstration of specific clinical strategies and techniques with opportunities to practice and apply to field work. Prerequisites: SW 532 or SW 589.

SW 564

Social Work in Schools (3)

Uses a policy/practice perspective to prepare students for effective and culturally sensitive social work practice in early childhood and K-12 education. Presents multiple roles of school social workers and educational policies that provide context for practice. Emphasizes collaboration among families, schools, and communities. Prerequisites: SW 532 or SW 589.

SW 565

Introduction to Indian Child Welfare and the Indian Child Welfare Act (4)

Introduction to Indian child welfare with an emphasis on understanding legal, historical, and cultural issues applying to work with American Indian and Alaskan native youth. Emphasis is on Indian child welfare issues in the Pacific Northwest.

SW 566

Social Work Practice in Child Welfare (3)

Designed for students who are either considering a career or are interested in public child welfare. Explores selected areas of child welfare related to child maltreatment. Emphasis on the critical examination of empirically based case management intervention strategies and their appropriate use with children and their families. Prerequisites: SW 532 or SW 589.

SW 567

Evidence Based Interventions for Community Mental Health Practice (3)

Reviews and critiques evidence-based interventions for community-based mental health populations. These interventions include supported employment, assertive community treatment/case management, psychosocial rehabilitation, psychopharmacology, recovery and consumer perspectives, and integrated treatment for co-occurring substance use disorders. Theoretical frameworks include harm reduction, transtheoretical/readiness to change, and health promotion. Prerequisites: SW 532, SW 540 or SW 589.

SW 568

Community Mental Health Seminar (3)

Seminar on interdisciplinary relationships among social work, psychiatry, and nursing; and on a variety of clinical, and policy topics. For students in community mental health placements and

those working with individuals with severe and persistent mental illness. Jointly offered with OHSU's Department of Public Psychiatry. Enrollment is limited to six students per term and requires instructor approval.

SW 569

Social Work in End-of-Life and Palliative Care (3)

Covers a broad range of topics related to social work and end-of-life and palliative care. Addresses: cultural and spiritual dimensions at end-of-life, pain and symptom management, hospice, ethical considerations, practice and policy guidelines, team work, mental health at end-of-life, vulnerable populations, and resources available to patients and families.

SW 571

Substance Use, Abuse and Addiction and Social Work Practice (3)

Designed to provide students with a foundation in both direct and indirect social work practice issues with clients, families and communities challenged by substance abuse and addiction. The primary goal is to assist students in further developing and integrating their social work practice frameworks with deeper understanding and skill regarding the psychodynamic, biological and ecological nature of substance abuse disorders, as well as the range of evidence-based practices available to address them. Prerequisites: SW 532 or SW 589.

SW 574

Social Work with Frail Older Adults (3)

Mental and physical frailties experienced by older adults are examined for their implications for adaptation and intervention. Mental disorders as they are uniquely characterized in late adulthood are reviewed, with special emphasis on age appropriate assessment. Psychosocial interventions for both community and institutionalized populations will include individual, family, group, and environmental approaches. Prerequisites: SW 532 or SW 589.

***SW 575**

Multicultural Social Justice Work in Action (3)

Examines current perspectives on multicultural practices for children and families marginalized due to vulnerable social status such as; ethnicity, culture, race, economic status, sexual identity and other forms of bias in the larger service systems and society. Specific assessment and intervention strategies include ethnically sensitive practice, cultural awareness and effective approaches for intervening with children, families and the social service providers. Students will examine international perspectives on effective practice with vulnerable groups and will gain an enhanced appreciation for how values and customs of the larger society shape experience and life chances for ethnically and culturally diverse people. Prerequisites: SW 532 or SW 589.

***SW 578/678**

Social Work in the Juvenile and Criminal Justice Systems (3)

Analyzes current controversies concerning the origin and meaning of criminal and delinquent behavior; the socio-economic and multicultural characteristics of contemporary life contributing to delinquency and crime; social work's role in the "people processing system"; the major current modalities and inquiry into their effectiveness; social policy issues confronting the juvenile justice system; and current policy and practice trends

toward incarceration and away from rehabilitation. Prerequisites: SW 520 or SW 589.

SW 579

Working with Involuntary Clients (3)

Course examines legal, ethical and effective practice with involuntary clients, often members of oppressed groups. Will also address research regarding "involuntary practitioners," self-care, client advocacy, value conflicts, and reform efforts. Prerequisites: SW 532, SW 551 or SW 589.

SW 580

Introduction to Social Service Administration, Leadership and Management (3)

Introduces the student to theoretical and practical elements of social work administrative and management roles to develop and manage the conditions, processes and mechanisms that support evidence-based service delivery systems that benefit consumers, families and communities. Topics include analysis of contemporary organizational leadership task environments, internal and external assessment skills and tools, building strong coalitions and developing strong cross-sector collaborations for dynamic social problem impact and understanding theoretical underpinnings of a variety of organizational leadership approaches. Prerequisites: SW 532 or SW 589.

SW 581

Issues in Social Service Administration, Leadership, and Management (3)

Emphasizes critical leadership and management skills relevant to a variety of for-profit, non-profit and government social service agency environments including managed care principles, internal advocacy, hiring processes and procedures, staff supervision and discipline, staff ethics, sexual harassment, and equal employment opportunity laws. Analyzes management philosophy in complex organizations, team building, work with governance boards, participation in organizational planning, and program quality and development of accountability systems. Prerequisites: SW 520, SW 532 or SW 589.

SW 582

Social Service Program and Policy Development (3)

Focuses on the conceptual and behavioral skills related to planning and designing programs, program/policy evaluation, and understanding the analysis and design of agency policy and the role of policy in the change process. Students learn ways to compose statements of need, goals, objectives, interventions, action plans, evaluation approaches, and policy changes. Prerequisites: SW 520, SW 532 or SW 589.

SW 585

Fundraising, Grantwriting, and Human Services Entrepreneurship (3)

Concrete fundraising strategies, grant writing, and creation of innovative programs, business plans, and marketing strategies for social service agencies. Program development and budgeting, case statement, grant strategies and application, and donor cultivation and solicitation. Prerequisites: SW 520, SW 532.

SW 589

Advanced Standing Seminar (2)

Seminar orients students accepted into the advanced standing program to the Graduate School of Social Work and the MSW program, provides a connection between BSW curriculum and advanced MSW curriculum, discusses core values and ethics associated with social work, reviews the

assessment process at five levels of social work practice, introduces incoming students to social work practice in Oregon, and assists students with successful entry into their advanced field education placement. Prerequisite: admission to advanced standing program.

**SW 590
Advanced Topics in Applied Research Methods for Social Work (3)**

Builds on foundation research methods and data analysis courses. Courses offered under this number present an evidence-based framework for social work practice and methods for analyzing quantitative data (e.g., multiple linear regression) and/or qualitative data (e.g., ethnography). Emphasizes application of methods to build knowledge in a specialized area relevant to a student's field of practice and/or to complete an evaluation of program(s) or practice. Emphasizes interpretation of results to inform effective social work practice in community and agency-based settings. May be repeated for credit. Prerequisites: SW 551 or SW 589.

**SW 591
Child and Adolescent Behavior and Development in the Social Environment: Advanced Theory and Research (3)**

Builds on foundation courses on micro and macro Human Behavior in the Social Environment and on foundation courses on research methods. Presents ecological-developmental framework and empirically-supported and culturally sensitive theories for understanding individual, family, peer, school, community, and societal influences on child and adolescent behavior and development. Presents a prevention framework for building and using research-based knowledge of behavior and development. Emphasizes integration of theory and research to guide social work practice. Prerequisites: SW 541 and 551 or SW 589.

***SW 596
Development and Utilization of Collaborative Partnerships to Support Infants, Toddlers, and Their Families (3)**

Understanding of the family and cultural contexts in which child development occurs; identify cultural, political, and socioeconomic biases within which mainstream research and theory have emerged; and understand and apply system-of-care concepts and values as they engage in relationship-based consultation. Content includes information about the roles and knowledge bases of specific disciplines as they apply to infant/toddler social/emotional development (e.g., child care, pediatrics, nursing, early intervention, mental health, allied health, child welfare). Students will learn about the roles and knowledge bases of informal family and community supports as they apply to infant/toddler social/emotional development. Students will gain knowledge and training related to infant/toddler key transitions from one setting to the next (e.g., from home to community child care, child care to preschool).

**SW 601
Research (Credit to be arranged.)**

**SW 603
Dissertation (Credit to be arranged.)**

**SW 605
Reading and Conference
(Credit to be arranged.)**

**SW 607
Seminar (Credit to be arranged.)**

**SW 610
Selected Topics (Credit to be arranged.)**

**SW 620
Social Problem Analysis:
Assessment Phase (3)**

First in a three course sequence. Assessment phase of the problem solving process applied to the student's selected social problem. Emphasis on conducting a comprehensive analysis of the social problem, which includes identifying and defining the problem, determining its scope and consequences, and evaluating theory and evidence at various levels of social organization to explain its existence. Involves examination of the relevant cultural, historical, and political contexts.

**SW 621
Social Problem Analysis:
Intervention Phase (3)**

Intervention phase of the social problem solving process applied to the student's selected social problem. Focus is on the development of a multi-level intervention plan based on review of empirical literature. Program theory and theories of change will be explored. Analysis of policy-level interventions and related effectiveness literature. Construction of logic models. Integration of policy and practice will be emphasized. Prerequisite: SW 620.

**SW 622
Social Problem Analysis:
Evaluation Phase (3)**

Continuation of social problem sequence. Focuses on the evaluation phase of social problem analysis. Evaluation is a set of practices and skills in an applied area of the social sciences that requires grounding in a number of theoretical perspectives and methodological approaches. It necessitates a clear formulation of questions to be answered, an awareness of stakeholders to be considered and a plan for how data will be collected, analyzed and disseminated. Additional priorities include responsiveness to the role of consumers and sensitivity to the cultural context in which research is conducted. Practicality, usefulness and accessibility emphasized. Focuses on the demands and nuances of the science and art of evaluation. Prerequisites: SW 621, SW 634, SW 635.

**SW 630
Empirical Foundations of Knowledge Building in Social Work (3)**

Examines the assumptions and conceptual foundation of research in social work. Application of alternative research paradigms to questions important to social work. Context of community and social agency emphasized. Ethical issues of participation of vulnerable populations considered. Exploration of social implications of use of research findings.

**SW 631
Introduction to Quantitative Research Methods in Social Work (3)**

Introduces students to basic quantitative methods for applied social work research and examines the assumptions underlying quantitative methods. Reviews core elements of research design and the selection of appropriate methods to address specific types of research questions with attention to questions of ethics and research across diverse populations. Includes a review of internal and external validity issues in conducting experimental and quasi-experimental designs. Provides experience in applying quantitative methods by developing a proposal for social work research project.

**SW 632
Quantitative Data Analysis in Social Work Research (4)**

Provides preparation in the selection and use of statistical methods appropriate for social work research questions. Covers descriptive statistics, probability theory, statistical inference, and basic inferential methods. Preparation for multivariate statistical methods. Empirical social work studies critiqued and discussed. Includes application and analysis laboratory. Prerequisite: SW 630, 631.

**SW 633
Qualitative Research I: Critical Research Frames and Beginning Practices (3)**

This course is the first part of a required three-term sequence that introduces students to the theoretical foundations and methods for qualitative research in social work. The class is designed to support learners with techniques and tools to approach the inquiry process from a critical perspective, as contextualized in the profession of social work. The forms of research methods covered in this research sequence (and introduced in this first course) cover qualitative research at the micro, mezzo and macro levels, specifically: individual lived experiences, society and culture, and language and communication. In order to cover each of these levels of analysis, the course will address at least one research methodology in each of the three levels. These are hermeneutic phenomenology, life history research, critical ethnography, and critical discourse analysis. Prerequisites: SW 630.

**SW 634
Quantitative Data Analysis in Social Work Research II (4)**

Introductory multivariate statistical procedures. Core topics: correlation and partial correlation, reliability and validity of measures and scale construction, and linear and logistic regression. Covers considerations of level of measurement and distributional assumptions for each statistical procedure. Balances developing theoretical understanding and hands-on running of tests and interpretation of results. Prerequisite: SW 632.

**SW 635
Qualitative Research II: Collecting Data for Interpretive & Constructivist Research (3)**

The second course of a required three-term sequence. Data collection methods with a special emphasis on collecting stories and narratives to explore the individual, group, community, organizational, and national experience. Prerequisites: SW 630 and SW 633.

**SW 637
Qualitative Research III: Making Sense of Qualitative Research Findings (3)**

The third course in the required qualitative sequence focuses on data analysis and reporting findings. Centers on methods of data description, analysis, interpretation, and presentation. Consideration of issues of power, privilege, and oppression as they relate to data analysis and representation of the experiences and perspectives of study participants, and strategies for addressing issues of researcher subjectivity and criteria for rigor. Ethical issues in analysis and dissemination will be examined. Apply qualitative data analysis methodologies with data collected during the first two courses in this sequence, as well as writing up and disseminating qualitative research.

Introduction to the uses of computer assisted qualitative data analysis software. Prerequisites: SW 633 and SW 635.

**SW 640, 641, 642
Research Practicum and Seminar (2, 2, 2)**

Participation in a research study under the supervision of appropriate faculty. Opportunity to master

research skills which fit the student's learning needs. Time on site working on the project is 200 hours. Seminar taken concurrently with practicum enables students to explore together their research experiences in their respective research projects. Students will gain deepening knowledge through comparison of experiences. Pass/no pass only. Prerequisite: SW 621, SW 634, SW 635.

SW 650
History and Philosophy of Social Welfare and Social Work (3)

History, philosophy, and ethics of social welfare and social work. Focus is on the interaction of social work and social welfare developments with wider economic, social, and political forces. Major philosophical, theoretical, and political issues, the growth and impact of professionalization, and the development of social work methods. Traces historical changes in social work's identification of and response to vulnerable populations.

***SW 651**
Integrative Writing Seminar (1)

Course addresses integration of social work theory, practice, policy, and research. Synthesis developed through writing of manuscript for submission to professional journal, a grant application, or other suitable product. Assistance with submission provided. Prerequisite: completion of Part I of comprehensive examinations. May be repeated for additional credit.

SW 653
PhD Data Analysis Seminar (1)

Provides a structure to facilitate a working group of researchers who share ideas and support one another in the conduct of research. Group members may work together on research projects as well as use the group to consult about independent research projects. Expected themes include research design issues, measurement selection, rating and coding procedures, data analysis and presentation and reporting of research results. The primary focus of this group is on quantitative methods, with secondary attention to qualitative methods. Course may be repeated for credit. Prerequisite: SW 634.

SW 660
Ph.D. Seminar (1)

Discusses current research studies undertaken in the field of social work. Based on published articles, working papers, and research project materials, the seminar features presentations by social work faculty, graduate students, and community partners. Considers practical aspects of applied

research, including methodological issues, cultural competency, consumer involvement, and interdisciplinary collaboration. May be repeated for additional credit.

***SW 690**
Teaching Practicum (2)

Focuses on the practical aspects of teaching in the social work field. Salient theoretical and practical issues in adult learning explored. Considers the fundamental ideas of social work education. Discusses curriculum planning and issues around human diversity and teaching. Distance learning issues and techniques examined. Supports student teaching experiences.

SW 700
Postbaccalaureate Professional Development (Credit to be arranged.)

Center for Improvement of Child and Family Services (Child Welfare Partnership)

1600 SW 4th Ave., 4th floor
503-725-8010

Katharine Cahn, Executive Director

The Center for Improvement of Child and Family Services integrates research, education and training to advance the delivery of services to children and families. The Center works with agency and community partners to promote a child and family service system that protects children, respects families, and builds community capacity to address emerging needs.

The Center includes the long-standing **Child Welfare Partnership**, founded in 1994. This partnership offers training, research and professional education to support Oregon's child welfare system.

Further information may be obtained at the Center Web site at www.pdx.edu/ccf

Regional Research Institute for Human Services

1600 SW 4th Ave., Suite 900
503-725-4040

Laurie Powers, Director

The Regional Research Institute for Human Services was established in 1972 by the

School of Social Work at Portland State University with a grant from the Social and Rehabilitation Service (HEW). The RRI has undertaken more than 200 projects, many of them national in scope, in such fields as child and adult mental health, family and child welfare, child care, employment, juvenile justice, alcohol and drug services, disability, and interpersonal violence. A national program of research in the field of mental health was initiated in 1984 when the Research and Training Center on Family Support and Children's Mental Health began. The Pathways to Positive Futures Research and Training Center was funded in 2009, with a focus on transition-aged youth. Additional major grants from the National Institutes of Health and the Institute of Education Sciences are testing interventions to promote the transition of youth in foster care.

In 2000, the Robert Wood Johnson Foundation established a national program office at the Regional Research Institute—Reclaiming Futures: Building Community Solutions to Substance Abuse and Delinquency. The mission of this initiative is to promote new standards of care in juvenile justice for young people with drug and alcohol problems. Reclaiming Futures was recently refunded to provide technical assistance to projects across the country.

The RRI enjoys a base of support from the University and has received more than \$87 million in grants and contracts over the past 10 years.

The aim of the Institute is to improve the manner in which social services and service delivery systems are designed, managed, and evaluated. Motivated by a concern for social change, the Institute is prepared to examine all aspects of the complex process by which human service policies and services are initiated and modified. By bringing a range of consumers, family members, and researchers into its activities, the Institute creates new approaches to old problems. It strives to set high standards for applied social research and to provide a research environment for graduate training. For more information, see www.rri.pdx.edu.

BSW PROGRAM STUDENT MAP

FRESHMAN

Fall	Credits	Winter	Credits	Spring	Credits
Freshman Inquiry	5	Freshman Inquiry	5	Freshman Inquiry	5
Foreign Language 101 (BA) or Elective (BS)	4	Foreign Language 102 (BA) or Elective (BS)	4	Foreign Language 103 (BA) or Elective (BS)	4
Social Science Prerequisite (SOC 200 level)	4	Social Science Prerequisite (PSY 200 level)	4	BA/BS Degree Requirements	4
				Elective	4
13		13		17	

SOPHOMORE

Fall	Credits	Winter	Credits	Spring	Credits
Sophomore Inquiry	4	Sophomore Inquiry	4	Sophomore Inquiry	4
Foreign Language 201 (BA) or Elective (BS)	4	Foreign Language 202 (BA) or BS Degree Requirement	4	Foreign Language 203 (BA) or BS Degree Requirement	4
BA/BS Degree Requirements	4	BA/BS Degree Requirements	4	Elective	4
Elective	4	Elective	4	Diversity Elective: Race/Class/Identity	4
16		16		16	

JUNIOR

Fall	Credits	Winter	Credits	Spring	Credits
SW 301U Introduction to Social Work	4	SW 350 Human Behavior Through the Lifespan	4	SW 351 Beginning Generalist Practice	3
SW 339 Introduction to Oppression & Privilege	3	SW 340 Advocacy for Policy Change	4	SW 341 Social Justice Practice	3
Diversity Elective: Culture/History	4	Diversity Elective: Family/Gender/Sexuality	4	BSW Program Elective*	4
UNST Junior Cluster	4	UNST Junior Cluster	4	UNST Junior Cluster	4
15		16		14	

SENIOR

Fall	Credits	Winter	Credits	Spring	Credits
SW 430 Generalist Practice w/ Communities & Orgs	3	SW 431 Generalist Practice w/ Individuals & Families	3	SW 432 Generalist Practice w/ Groups	3
SW 400 Field Placement & Seminar I	4	SW 400 Field Placement & Seminar II	4	SW 400 Field Placement & Seminar III	4
SW 450 Social Work Research & Evaluation I	3	SW 451 Social Work Research & Evaluation II	3	SW 460 Senior Integrated Portfolio	3
UNST Capstone*	6	BSW Program Elective*	4	BSW Program Elective*	4
16		14		14	

* The UNST Capstone and BSW Program Electives may be taken earlier depending on the student's overall credits and students should make an individual course plan with their advisor.

BSW ELECTIVE OPTIONS

UNIVERSITY STUDIES

This is a university general education requirement to take **three** “Junior Cluster” courses within **one** cluster. If you were required to take at least one Sophomore Inquiry course (starting at PSU with less than 89 credits) then your Junior Cluster courses must all match the cluster for one of your Sophomore Inquiry courses. If you transferred to PSU with 90 credits or more then you may take your Junior cluster courses within any **one** cluster that interests you. A list of clusters and the possible courses within each cluster may be found at: www.pdx.edu/unst/sophomore-inquiry-and-cluster-courses. Social Work (SW) courses may not be used to meet this requirement.

Cluster (Select One): _____

1. _____

2. _____

3. _____

BSW DIVERSITY ELECTIVES

These are electives taught in other departments that provide a social science foundation for working with diverse populations. BSW students must take **one** course from the list for each grouping in any order. Note that some courses may not be taught in a given term. You may use the PSU “Course Planning Guide” for some indication of when they will be taught. The list of “Diversity Electives” may be found at <http://www.pdx.edu/ssw/bsw>. The Course Planning Guide may be found at: www.pdx.edu/registration/course-planning-guide.

Culture/History: _____

Family/Gender/Sexuality: _____

Race/Class Identity: _____

BSW PROGRAM ELECTIVES

BSW Program Electives are designed to provide a deeper inquiry into a particular field of social work practice. The electives are grouped into three broad categories (Mental Health; Children and Youth; and Aging) but you may take any number of courses from any category. Overall three courses (12 credits) are required. Approved BSW Program Electives taught at the School of Social Work (“SW” courses) may be taken **after** the foundation courses of “Introduction to Social Work” and “Introduction to Oppression & Privilege” have been completed. Approved BSW Program Electives from other departments may be taken at any time. The URL for approved BSW Program Electives is: <http://www.pdx.edu/ssw/bsw>.

1. _____

2. _____

3. _____

BSW Program Diversity Electives

Students will choose one upper division course from each of three categories: Culture/History, Family/Gender/Sexuality, and Race/Class Identity.

- The lists below are not comprehensive; students can also use courses not included here with advisor approval.
- Many classes are offered just once a year. See Course Planning Guide for class availability: <http://cpg.sa.pdx.edu/>

Culture/History

Students can choose any 300 or 400 level class in the following subjects:

- *Black Studies*
- *Chicano/Latino Studies*
- *Native American Studies*
- *Women's Studies*

Other relevant classes include:

ANTH 301	Culture and Ethnography	HST 338	Oregon History
ANTH 304	Social Theory	HST 330	Native Americans of Eastern North America
ANTH 311	Peoples and cultures of Latin America	INTL 396	The United States and the World
ANTH 312	Southeast Asian Societies	INTL 397	The United States and International Development
ANTH 325	Culture, Health and Healing	PHE 326	Drug Education
ANTH 365	North American Prehistory	PHE 335	Human Sexuality
COMM 415	Problems of Intercultural Communication	PHE 350	Health and Health Systems
GEOG 346	World Population and Food Supply	PSY/SOC 342	Social Psychology
GEOG 348	Cultural and Political Ecology	PSY 410	Native American Psychological Healing
GEOG 360	Latin America		
HST 331	Native Americans of Western America		

Family/Gender/Sexuality

Students can choose any 300 or 400 level class in the following subjects:

- *Child and Family Studies*
- *Women's Studies*

Other relevant classes include:

BST 419	African American Women in America	COMM 337	Communication and Gender
CHLA 303	Chicana/Latina Experience	COMM 318	Family Communication

HST 340	Women & Gender in the U.S. to 1848	PHE 480	Controversial Issues in Community Health
HST 341	Women & Gender in the U.S. 1848-1920	PSY 310	Psychology of Women
HST 342	Women and Gender in the U.S. 1920 to the Present	PSY 410	Human Sexuality
HST 343	American Family History	PSY 431	Psychology of Men and Masculinities
PHE 445	Men's Health	PSY 467	Work and Family
PHE 451	Women and Holistic Health	SOC 344	Gender and Sexualities
PHE 453	Women's Reproductive Health	SOC 425	Sociology of Gender
PHE 455	Film and Health	SOC 339	Marriage and Intimacy
		SOC 461	Sociology of the Family

Race/Class/Identity

Students can choose any 300 or 400 level class in any of the following subjects:

- *Black Studies*
- *Chicano/Latino Studies*
- *Native American Studies*

Other relevant classes include:

ANTH 315	American Culture	PHE 452	Gender, Race, Class and Health
COMM 415	Intercultural Communication	PHE 454	Social Gerontology
COMM 452	Gender and Race in the Media	PHE 456	Health Aspects of Aging
HST 442	Race, Class and Gender in the American West	PSY 410	Native American Psychological Healing
Intl 322	Globalization and Identity: Social Science	SOC 337	Minorities
PHE 456	Health Aspects of Aging	SOC 423	Stratification
PHE 355	Consumer Health Issues	SOC 430	Hate Crimes
PHE 365	Health Promotion Programs for Children and Youth	SOC 444	Race, Ethnicity and Nationalism
PHE 414	Physical Activity Today	SOC 424	Groups, Interaction and Identity
PHE 425	Nutrition for Health	USP 429	Poverty in the Urban Community
PHE 443	Environmental Health		
PHE 444	Global Health		
PHE 446	Community Health Principles and Practices		

Approved Upper Division Program Electives

These electives provide additional coursework to prepare BSW social work students for working in the fields of mental health, substance abuse, health care, aging, disability, youth work, management, and children and family services.

Students need to take a minimum of **12 credits** from this list below. It can be from any section. *Check credits for each course. These courses are not all offered in some cases; check PSU Schedule of Classes for details.*

Children, Youth, and Families (Services and Management)

CFS 410/510 Youth and Youth Work
CFS 482U Mental and Emotional Disorders: Impact on Children and Families
CFS 485U Working with Diverse Families
CFS 490U Sex and the Family
CFS 493U Community Resources and Family Support
COUN 445 Youth at Risk
CR 410/507 Multicultural Competency in Organizations
CR 301 Introduction to Conflict Resolution
CR 410/507 Child Welfare Mediation (2)
CR 410/510 Peace Education (4)
CR 526 Intercultural Conflict Resolution (4)
PHE 448 Health Education Techniques and Strategies
PSY 311 Human Development
SOC 460 Youth and Subcultures
SP 415 Problems of Intercultural Communication
SW 407U Introduction to Child Welfare
SW 410/545 Leadership and Organizational Change
SW 410/523 Theories of Leadership
SW 410/545 Communities and Social Networks
SW 410/510 Child and Family Team Facilitation
SW 410/510 Social Work with Native American Communities
SW 410/510 Supported Employment
WS 350; WS 351; WS 352; WS 353 Children and Interpersonal Violence (four 1-credit courses); *WS 350: Introduction to Interpersonal Violence is the prerequisite course)*

Health Care, Aging and Disability

CFS 481 Family Health Issues
CFS 485 Working with Diverse Families
PSY 410 Psychology of Disability
SW 410/569 End of Life Care and Palliative Care
SW 410/545 Midlife and Beyond
SW 410/523 Health Care Policy and Programs
SW 410/545 Social Work and Sustainability

REV 5/12/09

File path: SSW/Common/BSW/Forms & Publications/Approved Upper Electives

Mental Health and Substance Abuse

CFS 481U Family Health Issues

CFS 482U Mental and Emotional Disorders: Impact on Families

CFS 485U Working with Diverse Families

CFS 493U Community Resources and Family Support

WS 326 Women and Trauma (2)

WS 350 Introduction to Interpersonal Violence (1)

WS 351; WS 352; WS 353 Children and Interpersonal Violence (3 total)

WS 354; WS 355; 356 Interpersonal Violence and Special Populations (3 total)

WS 357; WS 358; WS359 Intervention and Interpersonal Violence (3 total)

WS 361 Sexual Assault

WS 362 Women and Trauma

WS 363 Moving Beyond Trauma (1)

SW 410/510 Motivational Interviewing

SW 410/510 Spirituality and Social Work

SW 410/510 Disparities in Health and Mental Health



Field Education Handbook

School of Social Work
Portland State University

2013-2014



Field Education Handbook 2013-2014

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Welcome to Field Education

The School of Social Work endorses the principle that field education is the “signature pedagogy” of social work education and requires that all students have training experiences in professionally supervised field placements. Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner.¹ The purpose of field education is to provide the student with the opportunity to develop competence in social work skills and professional values in actual service settings. The total curriculum of the School encourages the student to integrate theory, knowledge, values, and skills learned in the classroom and in field in order to demonstrate mastery of social work practice behaviors and development of professional competencies.

The Director of Field Education, in conjunction with members of the Field Education Team, which includes the Distance Option (DO) site coordinators, is responsible for all matters related to field education. This handbook lays out the policies (see Appendix) and procedures relevant to field education. Any exceptions to the standards contained herein must be pre-approved by the Director of Field Education (or designee). Field Education Team members serve as Field Coordinators and Faculty Advisor/Liaisons (see Glossary).

Introduction to Field Placement

Social work field instructors assist students in understanding the breadth of social work practice and developing core social work competencies. Thus, students are intentionally placed in organizations where they can be exposed to a range of roles and skills, client populations, service delivery models, and community resources.

BSW students must have completed their junior year social work classes, MSW students must be admitted to the program, and all students must be in good standing and complete a *Field Placement Application* in order to be considered for a field placement. BSW students complete 500 hours and MSW students complete 1000 hours (two 500 hour placements in different agencies) of professionally supervised field experience that supports the development of social work practice behaviors, while concurrently enrolled in practice classes. Included in the BSW field hours is an on-campus field seminar, which focuses on the integration of generalist practice knowledge from the classroom with the field placement experience.

Students receive four hours of academic credit for each term of field. They are expected to participate in field placement activities 16 hours each week of the term (includes BSW field seminar), including finals week. Students’ field schedules are individually negotiated with their field instructors and must not conflict with their classroom schedule. Students cannot expect to complete all of their field hours during evening or weekend hours, as students must be in placement during hours that social work services are offered and professional staff are present. Only hours completed in a field placement under the supervision of an approved field instructor can be credited on a student’s time sheet.

Field placements begin the first week of fall term and continue through the academic year. If the field placement agency requests that a student start prior to the beginning of September, the student should complete a *Request for Exception to Field Policy* form and submit it to their field coordinator or DO site coordinator. Please note that early start hours must be orientation or training activities (not direct client or project responsibility) and must be pre-approved in order to count toward the field hours requirement and that requests for up to 40 hours of early start will be considered. Students are permitted to begin orientation/training activities at their placements in September without requesting an Exception, as long as they do not accumulate more than 40 hours before PSU classes begin. Students should anticipate holidays and plan their schedules to assure completion of required hours.

¹ Shulman, L.S. (2005, Summer). Signature Pedagogies in the Professions. Daedalus, pp. 52-59

There are two significant vacations during each academic year; a 3-4 week break in December and a one week break in March (see Field Calendar on webcenter). Students are not expected to attend field placement during those breaks except under pre-arranged circumstances. Students should inform field instructors about these breaks to assure coverage of their responsibilities during vacation. Students may use academic break time to make up missed field hours from the previous term or they can bank extra field hours for future use. The earliest date students may complete their placements, even if their field hours exceed 500 hours, is May 15th.

Field placement sites must be different from the student's current or past employment organization unless an Employed Social Worker option (ESW) placement is proposed and approved, as discussed elsewhere in this handbook. Additionally, students will not be placed in an agency where they have volunteered extensively.

The field team is responsible for identifying field placements and field instructors and assigning students to placements. MSW students are assigned to a different field placement and a different field instructor each year. Exceptions will be considered on the basis of a sound educational plan for the student, which includes different experiences and different supervision and must be approved by the Director of Field Education.

Educational Supervision

Field education moves beyond employment-focused supervision towards an educational process during which supervision occurs. Social work field education focuses on the individual learner, the learner's relational and intellectual capacity, as well as the learner's knowledge and skills gleaned from prior practice and life experience. Educational supervision is different from, although often includes, clinical supervision. The primary focus of educational social work supervision is on the individual learner's development of competency and is measured by demonstration of social work practice behaviors.

Field education should offer a weekly, protected individual supervision time of at least one hour provided by the approved BSW or MSW field instructor. Group supervision conducted by the field instructor may substitute for some individual supervision (up to 50%). Protected time is defined as an uninterrupted, focused interaction where the student's work and progress towards developing social work competencies are reviewed. The supervisory relationship should contain the three elements of trust: mutuality in relationship, facilitation of the student's sense of personal professional competence, and support of the student's role as learner-social worker.² Field instructors take responsibility for providing students with direct feedback about their performance within the placement. They teach social work practice skills by guiding students towards increasingly challenging learning opportunities, modeling appropriate roles and skills, and advocating for the student within the placement setting.

Supervision is a process in social work education by which the student is oriented to the social work profession. Supervision shall assure the student is applying social work theory, making sound professional judgments or decisions, following the NASW Code of Ethics, and conducting oneself with an understanding of the policies of the placement setting. The community standards of care in regard to various diagnostic, clinical, and administrative issues should be discussed.

² Lazzari, M.M. (1991). Feminism, empowerment, and field education. *Affilia*, 6, pp. 71-8

Generalist Practice Placements (BSW & 1st MSW field placement year)

Generalist field placements encourage students to develop core generalist social work practice behaviors. Generalist field students are expected to have direct contact with service users (individual, family and/or group) and to have learning opportunities at the organization and community levels.

Advanced Practice Placements (MSW 2nd field placement year)

Advanced practice placements allow for the development of advanced practice skills in one of the three concentrations (Community Based Practice, Direct Human Services, or Social Service Administration and Leadership). Portland Campus MSW students select their advanced concentration during winter term of the generalist year and indicate their choice on the *Advanced Field Placement Application*. In the DO sites, the advanced concentration offered is Direct Human Services. For campus students, the concentration selected for advanced practice determines the type of placement, field instructor, and the nature of roles and interventions practiced within the setting. Advanced practice field placements encourage students to develop expertise with a specific population, field of practice, or service delivery mode.

A student in any advanced concentration may develop learning activities related to another concentration. At least 75% (12 hours/week) of placement activities must be related to the student's selected concentration. Up to 25% (4 hours/week) of placement may be spent in activities related to another concentration.

Advanced practice students are given priority in making placement assignments. Students must be in good standing and have no incompletes in required courses in order to have a field placement confirmed for the following year.

Advanced Standing Placements

Students who have completed a BSW from an accredited program within the last five years may apply for advanced standing (see Advanced Standing Option in the MSW Handbook for qualifications). Once accepted, students submit a completed *Advanced Field Placement Application* and résumé and work with a field coordinator to secure a field placement. During the summer, advanced standing students must complete summer coursework and 144 hours of additional field work, which is usually two days a week over a nine week period. After successful completion of these requirements, students move directly into the advanced curriculum of the full-time MSW program, including 500 hours of advanced field, in the same organization as the summer placement. The Advanced Standing Option is Portland campus based.

Field Specializations Graduate Gerontology Certificate

Students pursuing the Graduate Gerontology Certificate will meet with a field coordinator to address field requirements unique to the program.

MSW/MPH Dual Degree

Students pursuing the MSW/MPH Dual Degree will meet with a field coordinator to address field requirements unique to the program.

Oregon School Social Work Licensure

Students pursuing the Oregon School Social Work Licensure will meet with a field coordinator to address field requirements unique to the program.

Qualifications of Field Education Agencies

The School of Social Work recognizes the need for high-quality field placements which can provide a range of learning experiences in a professional environment. The following qualifications for field agencies are considered necessary conditions:

- The agency is recognized as responding to the needs of the community and consistently accepts the purposes, values, ethics and methods of social work.
- The agency personnel have a commitment to social work education and professional training.
- The agency operates within PSU's policy that prohibits discrimination or harassment on the basis of age, disability, national origin, race, color, marital status, veteran status, religion, sex, sexual orientation, gender identity and expression, genetic information or in the use of Worker's Compensation, Federal Family Medical Leave Act, or the Oregon Medical Leave Act.
- The agency will provide a field instructor who meets the qualifications noted in the next section.
- The agency assures that the field instructor's overall assignment provides sufficient time and resources within the work schedule to develop learning opportunities and tasks, to prepare for and provide individual and group (if applicable) supervision, to attend school-sponsored orientation and training, and to complete evaluations.
- The agency accepts the student as a developing professional social worker and will not use students to meet staffing needs nor withhold appropriate assignments because of student status.
- The agency provides adequate facilities, equipment and learning opportunities appropriate to the students' responsibilities during the period of placement.

Qualifications of Field Instructors

- Field instructors for BSW students must have a BSW from an accredited social work program plus 2 years post degree experience or an MSW from an accredited social work program.
- Field instructors for MSW students must have an MSW from an accredited social work program plus two years of post-Master's work experience (preferably supervised by a social worker) performing agency-based practice.
- A field instructor must be a competent social work practitioner in one or more areas of service.
- A field instructor must be an employed staff member of the agency or an approved off-site field instructor.
- A field instructor must have an interest in students and willingly accept the role of field instructor.
- A field instructor must be willing to work within the Portland State University School of Social Work's philosophy of social work education and the competencies identified in the evaluation documents for field education.
- The Dean must approve, with advice from the Director of Field Education, any proposal for a field placement where the field instructor does not hold the required credentials to be a field instructor. In such circumstances, the faculty liaison will provide additional professional social work content and

will have an appropriate reduction in number of liaison students assigned. The faculty liaison will meet at least 3 times per term with each student who does not have a field instructor with the required credentials.

Field Placement Assignments

In general, the placement process follows these steps:

- 1) Students complete and submit the appropriate *Field Placement Application* and a current résumé.
- 2) A campus field coordinator or the DO site coordinator reviews the completed application and begins to coordinate the placement assignment process. They may also review the student's file, consult with other faculty, and meet with the student as necessary to identify strengths and needs for field education. Students who will be entering generalist field placements may be asked to participate in a placement planning meeting with a field coordinator prior to a tentative field assignment being made.
- 3) Based on the above information and available field placements, the student is tentatively assigned to a field placement. We attempt to place students as close to their preferred geographic area as possible; however, students may be placed in field agencies up to a 50 mile radius of their academic program site.
- 4) Students are asked to interview with the tentative field placement so that both parties can confirm that the placement is a good match. Once the student and the field instructor agree to the placement, the field instructor completes a *Placement Acceptance Form*. Students may view information about their confirmed placements on their web center.
- 5) If the field instructor and/or the student decide the placement is not a good fit, the field team will work with the student on another option.
- 6) Advanced MSW placement assignments are completed prior to placing other students.
- 7) In the advanced year of the MSW program, there is often greater student demand for certain agencies than available placements in these agencies. In such instances, agency representatives and the campus field team or DO site coordinator review and discuss student files and learning needs to determine which students are the best fit with the agency. Those students are asked to interview. Students not selected for their first choice placements are then considered for their second choices.

Placements in New Field Site Agencies

The field team will consider requests for placement in organizations that are not yet approved field sites. Students wishing such consideration must work with their field coordinator or their DO site coordinator to explore feasibility, including availability of suitable field instructor(s) and learning opportunities.

Because the School is responsible for determining the qualifications of field instructors and community organizations, as well as the appropriateness of educational experiences, students are asked not to approach possible placement settings to secure their own internships, but to work cooperatively with the campus field team or DO site coordinators.

Unsuccessful Placement Interviews

If a student has one or more unsuccessful placement interviews and the field team receives feedback relevant to the student's presentation of self or appropriateness of placement choice, the student will be

invited to meet with their field coordinator, DO site coordinator, and/or the Director of Field Education (or their designee).

If a student has three field placement interviews that do not result in a confirmed placement, the student may be asked to participate in a retention review (see BSW or MSW Handbook Policy on Unsatisfactory Student Performance).

Off-Site Field Instructor and On-Site Task Supervisor Arrangement

There are some placement settings that can provide good internship experiences for students even though they do not employ social workers with the requisite degree and post-degree experience. The field team works with a small number of such organizations to arrange off-site supervision from a qualified social work field instructor and to designate an onsite task supervisor who works in the program and can provide oversight for the student on a daily basis.

It usually works best to have an offsite social work field instructor who has an affiliation with the organization and/or knowledge of the program and population served (e.g., staff member in another department, board member, consultant, etc.). The offsite social work field instructor is responsible for directing the student's overall learning experience and for guiding the task supervisor's activities with the student. An offsite field instructor has the same responsibilities as every other field instructor to provide at least one hour of direct supervision a week, help develop the *Field Educational Plan*, complete the student's *Field Evaluation* at the end of each term, and participate in site visits with student and faculty advisor/liason and field instructor.

The success of these special placements depends on the abilities of the offsite field instructor and task supervisor to clarify expectations concerning their roles, responsibilities, and relationship to each other, the School of Social Work, and the student. It requires regular ongoing communication and coordination between the field instructor and task supervisor. It is expected that the student, field instructor and task supervisor will meet together at least two times per term, and more if necessary. For more information, see *Task Supervision Model* on your web center.

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

In accordance with Council on Social Work Education (CSWE) standards, the only way a student can do a field placement at their employing organization is through a specially negotiated ESW arrangement.

The Employed Social Worker option was developed to encourage people who are employed in responsible positions within social service organizations to pursue education in social work. This option allows the employer to make a substantial contribution to an employee's education. The employer retains the student-employee in the organization setting but releases them from their job duties for a field placement experience while still paying their salary. Hence, this program is intended for long-term and highly valued employees who are likely to make a continued commitment to the organization/community. A field placement must always be different from the student's job in order to be an acceptable internship; therefore, no regular paid employment can ever be a student's field placement.

Requirements of an ESW Placement

A student may complete only one year of field placement in their place of employment. The other year of field placement (for MSW students) must be in a different organization, with a different field instructor, and may not be an ESW placement. An ESW placement is not an option for students admitted into the Advanced Standing Program. Exceptions to ESW policy may be considered by the Director of Field Education on a case by case basis when it can be demonstrated that the proposed internship can provide a unique educational experience in a new program with a new field instructor. A

student requesting an exception to this policy will submit a *Request for Exception to Field Policy* form to the field office for review. The student's employer, the School of Social Work, and the student will work together to assure that the following ESW conditions are met:

- The student must be in good academic standing and in good standing at their employing agency, which includes having successfully completed the agency's probationary period.
- The student must be released from their job responsibilities/unit and reassigned to a different program or unit within the organization for at least 8 hours and up to 16 hours per week. If the organization releases the student employee for less than the full 16 hrs/week required for field placement, the student contributes the remaining hours. This allows the student to be perceived and treated as a learner rather than an employee during field hours.
- Field instructor and work supervisor must agree that the student's internship performance will not influence their employment evaluation.
- The field placement activities must be substantially different from the student's regular work responsibilities, compatible with the social work practice curriculum, educationally focused, challenging, and contribute to social work skill development.
- The employing organization must continue to pay the student employee for hours worked as well as for hours released for field.
- Field instructors for BSW students must have a BSW from an accredited social work program plus 2 years post degree experience or an MSW from an accredited social work program. Field instructors for MSW students are required to have an MSW from an accredited social work program and two years of post-MSW work experience. The field instructor and the employment supervisor must be different people.
- If the agency does not have a qualified social work field instructor on staff, they must arrange for an off-site field instructor to provide the required supervision and designate an onsite task supervisor to provide daily oversight and support.
- An agency's alteration of the ESW agreement without informing the field team or the DO site coordinator will result in immediate suspension of the ESW placement. The placement will not be resumed unless a new agreement can be arranged in a timely manner. This revised agreement must be written and signed by the Executive Director of the agency (or their designee), the student-employee, and the Director of Field Education and filed with the Field Education Office.

The student, in consultation with the employer, completes the *ESW Application* in addition to the *Field Placement Application* and returns it to the field education office. The application is reviewed and a field team member or DO site coordinator arranges an on-site meeting with the student, the work supervisor, the field instructor, and the task supervisor (where applicable) to negotiate the placement and assure that all parties understand and approve the educational arrangement.

Policy for Changing a Field Assignment

Each student is assigned to a field placement at the beginning of fall term and is expected to remain in that assignment for the entire academic year (with the exception of Advanced Standing students who begin in summer and continue through the academic year). However, if appropriate, a student, field instructor, faculty advisor/liaison or DO site coordinator may seek a change in the student's placement by following the Procedure for Changing a Field Placement (see below).

A student who changes field placements during the academic year must complete the equivalent of at least two terms of placement in the new field agency, even if they have completed more than one term at the placement they are leaving.

Procedures for Considering a Change in Field Placement

If any member of the field placement trio – student, field instructor, faculty advisor/liaison or DO site coordinator – has concerns or thinks the field placement should end, a respectful process of information sharing needs to occur.

- 1) Field instructor and student discuss the concerns. The student or field instructor may prefer to begin with their faculty advisor/liaison or DO site coordinator if the matter is delicate.
- 2) Field instructor, student, and faculty advisor/liaison or DO site coordinator discuss the concerns and explore alternatives. The faculty advisor/liaison or DO site coordinator informs the Director of Field Education of the concerns. If a solution is not found within the organization, a decision to end the placement is made by the faculty advisor/liaison or DO site coordinator in consultation with the Director of Field Education (or designee). The faculty advisor/liaison or DO site coordinator notifies the field instructor. Students will work with their faculty advisor/liaison or DO site coordinator to develop a responsible transition plan from their placement.
- 3) When a decision is made to remove a student from placement, the field instructor will be asked to provide written comments to the Director of Field Education regarding their professional assessment of the student's performance. Depending on how long the student has been in the placement, the field instructor may be expected to complete the *Field Evaluation*.
- 4) In order to be reassigned, the student, faculty advisor/liaison or DO site coordinator, and/or a field team member explore other placement options and the student is replaced. Any student requiring a change in a field assignment will participate in a meeting with field staff to assess the student's educational needs and relevant circumstances. A written agreement will be reached regarding the pertinent information to be shared with potential field instructors. In instances where a student has a remediation plan related to field, the fact that a plan exists and the pertinent expectations will be shared with a potential field instructor.
- 5) Some reassignments may involve assigning the student a different faculty advisor/liaison, but in most cases where an advising relationship has been established, it is preferable to keep that relationship intact.

Ending the Field Placement

The ending of field placement is a significant part of social work practice and a time of transition for students and service users. It is useful to plan the ending process for each service user with your field instructor and to help service users process their feelings about saying goodbye, as well as review progress, strengths and areas for future work. Ending activities may include planning the transfer of the student's responsibilities to other staff in the placement setting. Practice class, field instructors, and BSW Field Seminar will help prepare students to successfully end their field placements.

Field organizations often acknowledge student contributions as well as their departure by having a celebration or special recognition event.

Students sometimes wish to apply for jobs or consider volunteering at their placement organizations at the conclusion of their internships. While this may be an appealing option, it is still important to acknowledge and process the ending of the student role. Before agreeing to volunteer or work at an

organization, it is essential to discuss with placement setting personnel how expectations differ for employees, volunteers, and students. All parties involved (student, placement setting personnel, service users) must understand the new role.

Although a student may want to continue working with service users or assist an understaffed organization, it is important for students and field instructors to recognize that student field responsibilities and liability insurance coverage end upon completion of SW 400 or SW 500/Field Instruction.

Accepting Employment at the Field Placement Setting

Students are occasionally offered employment at their field sites. While obviously beneficial to students financially, this dual role at the placement setting can blur the distinctions between the roles of student and employee. To insure successful completion of the student's placement, the employment arrangement should be structured to preserve the integrity of the educational internship and the contractual agreement between the school and the placement setting. It is preferable, but not always feasible, for the employment to start after the student completes required placement hours (May 15th is the earliest this can happen). If employment begins while the placement is in process, employment responsibilities and supervision must be different than placement responsibilities and supervision.

Insurance Coverage

Portland State University provides general liability and professional malpractice insurance (\$1 million per occurrence; \$3 million aggregate) for students in field placement.

Student Safety in the Field

It is expected that students, field instructors and agencies will collaborate to enhance safety and minimize risk in the field placement. Each agency and field instructor is responsible for orienting student interns to the safety and risk management policies and procedures of that setting during the agency orientation, as well as in supervision. It is important to discuss safety guidelines for home visits, evening office visits, service users who may become angry or violent and services that are politically sensitive which may result in threats of violence. Students should not be forced to engage in assignments in which they feel their safety might be compromised. Students should discuss their safety concerns with their field instructor and their faculty liaison.

In order to provide for the safety of staff, service users and students, risk management policies do not allow students to bring weapons such as guns or knives to class or to their field placement and such action will be considered as a possible cause for immediate termination of the field placement. Students are required to abide by the University's Professional Standards of Conduct (see BSW or MSW [Student Handbook](#)). Students are expected to demonstrate professional behavior, judgment and performance and adhere to the NASW Code of Ethics and the agency's code of ethics.

Security of Belongings

All students in the field are expected to have a secure place to keep their belongings while at the placement. It is preferable that the space be one that can be locked. It is best not to leave handbags and other personal articles visible and unattended, even in an office with the door closed.

Valuables should not be brought to placement settings. Items of value should not be left in cars, and should not be placed out of view just prior to leaving a vehicle.

Safety Issues Related to Working with Service Users

When working with service users, it is important to remember that the treatment process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some people, this can contribute to problems with impulse control and can raise safety concerns for the service user, the social worker and others. There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other service users may be intoxicated, under the influence of drugs, in withdrawal, or may have other medical or neurological disorders. Students should consult with agency field instructors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

Safety Tips for Office Meetings

If a student will be meeting with a service user with whom the student does not feel safe, it is important to discuss the situation fully with the field instructor. When considering location of the meeting, it might be helpful to think about what is in the room, whether there is more than one exit, and where each person might sit. Students must schedule appointments with service users at times when the field instructor or other appropriate professional staff person is in the building and readily available if needed. It is also important to discuss the backup plan for assistance in the event that the service user becomes agitated or there is another urgent need for support.

Safety Tips for Home Visits

It is essential to have information about the service user before the home visit. If there is a question of safety, plan accordingly with your field instructor. It might be decided that meeting at a neutral place or going with another worker is an appropriate plan. It is recommended that the student inform the field instructor of the address of the visit, carry a cell phone and arrange for phone contact following the visit.

Criminal Records and Disclosure to Potential Field Placements

Portland State University's School of Social Work takes seriously the need to protect the public, as well as to provide appropriate opportunities to individuals wishing to enter the social work profession who have criminal records. We are committed to assuring that individuals who might pose a threat to any client group or practice setting be prevented from causing harm. We are also committed to the value and belief that any particular arrest or criminal conviction history is not in and of itself indicative of a person's readiness or potential to enter into and contribute to the social work profession.

In the event a criminal conviction becomes known to the School, the student will be required to meet with a field coordinator or DO site coordinator, to discuss their criminal record and possible implications for field placement and career. In some instances, the Director of Field Education (or their designee) and/or the BSW, MSW, or DO Program Coordinator (or their designee) will participate in that meeting. The student will be invited to provide additional information about the context of the offense and any mitigating circumstances. The student may need to provide documentation of the completion of follow-up activities, including documentation of the court judgment, verification of completion of sentence or mandated treatment, completion of probation order, etc. The student will be advised that they have an ethical and professional responsibility to share information regarding their criminal background with a potential field instructor or appropriate agency representative.

Students are not legally required to report a criminal conviction that has been dismissed or expunged from their record. However, because there may be ethical considerations and/or unanticipated complications, students with expunged conviction records may find it helpful to talk with the Director or Assistant Director of Field Education. Distance Option students are encouraged to begin with their site

coordinator. Students may also find it useful to contact Student Legal Services for information and assistance related to criminal convictions and whether/how certain convictions can be expunged.

The School may require a student to complete a background check through CertifiedBackground.com to verify their background. The School is entitled to rely on the accuracy of information provided by CertifiedBackground.com. In the event a student disputes information contained in a background check, the student shall be responsible for providing evidence satisfactory to the School that the criminal information is in error.

In making a decision about suitability for a social work field placement and career, the following will be considered:

- 1) The nature of the crime(s) disclosed by the applicant and/or discovered through the background check;
- 2) Any false statement made by the student related to their criminal history;
- 3) The relevancy, if any, of the crime(s) or the false statement(s) to a field placement and career in social work;
- 4) Intervening circumstances relevant to social work field placement and career. Intervening circumstances include, but are not limited to:
 - The passage of time since the commission of the crime;
 - The age of the subject individual at the time of the crime;
 - The likelihood of a repetition of offenses or of the commission of another crime;
 - The subsequent commission of another relevant crime;
 - Whether the conviction was set aside and the legal effect of setting aside the conviction; and
 - Relevant references and recommendations.

The Director of Field Education, or designee (a field coordinator or DO site coordinator), will communicate relevant information, including the criminal record, to the potential field instructor and the assigned faculty advisor/liaison. In collaboration with agency personnel at the potential field site, the field instructor will make the final determination as to whether the conviction will prevent the student from being placed in that particular agency setting.

The School of Social Work makes no presumptive judgments regarding the criminal history of a student and potential field placements. This policy is intended to ensure that the School of Social Work field team will make a reasonable effort to identify a suitable field agency that will provide a placement for a student with a criminal record. Students need to know that in fulfilling this effort, certain types of criminal convictions may result in some agencies declining to offer them a field placement. In some instances it may not be possible for the field team to find a placement willing to accept the student. In such a case it is likely that the student will be unable to complete the BSW or MSW program. If placement is not possible, the student will be referred for a retention review (see BSW or MSW Program Handbook).

If a student is suspected to have made a false statement regarding their background information, it will be treated as a possible violation of the Portland State University Student Conduct Code and will be referred to the Office of the Dean of Student Life. (See BSW or MSW Program Handbook). If a student refuses to or fails to comply with the School's background check procedures or to cooperate with any necessary

follow up, they will be informed via certified mail that they are not eligible to be placed in a field placement and therefore their admission to the BSW, MSW Campus or MSW Distance Option Program will be rescinded.

Criminal Background Checks

Background checks are now required by most agencies that serve as field placement sites for social work students. Additionally, social work graduates seeking employment and licensure will encounter these checks along their paths of professional development. A student who wishes to be placed in an agency that requires a background check will need to complete a background check as a condition of being placed.

In addition to completing a background check, students are required to notify the Director of Field Education about any arrest or conviction for criminal activity that occurs subsequent to their most recent field application and/or background check. Students may be required to complete an additional background check.

The School of Social Work has contracted with CertifiedBackground.com, a division of Castle Branch, Inc. to provide background checks on behalf of agencies providing field placements for our students. CertifiedBackground.com provides applicant-funded background check services and the School has contracted with the company to conduct a comprehensive background check for our students. This includes: All County Criminal (Includes All Alias/Maiden Names); Nationwide Sex Offender Index; Nationwide Healthcare Fraud & Abuse Scan; Nationwide Patriot Act; Social Security Alert; and a Residency History. The cost of this background check is \$73 paid by the student directly to CertifiedBackground.com.

Background Check Procedures

Some agencies prefer that students use the agency's background check procedure (students may be expected to pay for the check) while other agencies expect students to use the School's procedure. Students will be informed if they must have a background check and will receive instructions. To initiate a background check using the School's procedure, the student will visit the CertifiedBackground.com website; select the "Student" tab, then enter the School's code (OT51) as well as their personal and payment information.

Within 48 hours of a background check being ordered, the student and the School's authorized contacts, the Director of Student Affairs and Director of Field Education, or their designee, will be able to access the results electronically.

The School/Placement Setting Partnership

The strength of the field placement lies in the partnership established between the School of Social Work and the field setting. At this level, each organization has certain responsibilities to the other that help keep the partnership viable.

School of Social Work's Responsibilities to the Agency:

- Consults on the assignment of students to the organization to ensure appropriate learning opportunities for students that also fit the organization's service functions;
- Provides the field instructor with information about the student, the curriculum, and School policies;
- Assists the field instructor through orientation, consultation, and continuing education workshops;

- Designates a member of the faculty to serve as liaison to the organization;
- Elicits periodic feedback and input from community partners and faculty regarding field education and the academic curriculum;
- Informs field instructors of their privileges within the University community (e.g., library, etc).

Agency's Responsibilities to the School of Social Work:

- Accepts students in field placement without regard to age, race, ethnicity, religion, gender, sexual orientation, ability/disability status, economic class, veteran status, or national origin;
- Recognizes students as developing professionals who should be assigned appropriate professional learning activities;
- Provides a qualified field instructor who has sufficient time and resources to develop student learning experiences, prepare for, conduct, and document individual (and group, if applicable) student supervision, attend School-sponsored workshops, and complete quarterly *Field Evaluations*;
- Provides adequate facilities and equipment for student needs.

Partner Responsibilities

Within a specific field assignment, the School is represented by the faculty advisor/liaison and the field instructor represents the organization. A comparison of their individual responsibilities shows that their mutual focus is to help the student make optimal use of the organization's learning opportunities. The faculty advisor/liaison clarifies the objectives of the field placement and communicates the academic curriculum to the field instructor. By virtue of their experience and skills, the field instructor helps identify the student's learning needs and provides structure and guidance to the educational process.

Student Responsibilities

The School of Social Work regards the student as an adult learner, capable of identifying their learning needs and shaping the educational process. This philosophy is exemplified by the student's responsibilities within a field assignment.

- Completes (and provides requisite documentation) all agency conditions of placement (may include criminal background check, specific immunizations, training(s), etc.);
- Uses the field placement as an opportunity to enrich and extend the whole curriculum;
- Completes Supervision Agreement collaboratively with field instructor; assumes professional responsibility and appropriate accountability for negotiated learning activities;
- Completes a *Personal Assessment Questionnaire* prior to beginning each field placement and discusses it with field instructor in the process of developing a *Field Educational Plan*;
- Prepares a *Field Educational Plan* indicating specific educational activities the student will pursue in order to develop and increase level of mastery in the practice behaviors identified on the *Field Evaluation*;
- Participates in weekly one-hour supervision meetings with the field instructor; prepares an agenda, selects, records, or presents material representative of work; shares reactions to and questions about the field experience; advises the field instructor of new learning needs; completes *Supervision Log*

weekly and *Supervision Reflection Form* two to three times per term;

- Discusses with field instructor and/or faculty advisor/liaison any concerns or questions that arise in the placement;
- Participates in selected organization activities (e.g., staff meetings, conferences, in-service training, committee work) when these are not in conflict with campus-based courses, seminars, or other academic commitments;
- Uses the School's academic calendar and negotiates with field instructor to schedule time within the organization (usually two days per week, including evening hours); and completes the *Time Sheet* on a weekly basis;
- Obtains organization approval for the use of any case material or records outside of the placement setting; maintains accepted standards of confidentiality;
- Informs the field instructor of classroom assignments that relate to field instruction, sharing material when relevant;
- Confers periodically with the faculty advisor/ liaison about learning experiences and any concerns related to the field assignment or classroom assignments;
- Completes the *Field Evaluation* each term;
- Completes *Student Evaluation of Field Placement and Field Supervision* at the end of the year. This information is used to strengthen field placement learning opportunities and in deciding whether to continue using particular placement agencies and/or field instructors.

Faculty Advisor/Liaison Responsibilities to the Student:

- Consults with and supports student in developing a *Field Educational Plan* as needed;
- Visits the placement setting once each term for generalist and two times a year for advanced students; visits more often if necessary;
- Confers with the student and the field instructor about the student's experience and performance in accordance with the School's educational expectations;
- Assists the student in resolving problems that might arise related to field education, including coordination of remediation/retention processes as necessary;
- Evaluates the student's progress in consultation with the student and the field instructor, which may include reviewing supervision logs, and assigns the grade;
- Provides guidance to continuing students regarding selection of placement for following year and advises students regarding course selection in relation to program requirements and students' educational interests.

to the Organization:

- Informs the organization of the School's expectations regarding the content and structure of field education and aids the organization and the field instructor in planning and implementing this content;
- Serves as a consultant to the field instructor in regard to concerns about the student's performance;
- When applicable, explains relevant School policies and procedures;
- Confers with the organization about student assignments for the coming year, available field instructors, and educational opportunities; and communicates this information to the Field Team during winter and/or spring term;
- Communicates with field instructors about the School's curriculum and any changes in the program;
- Consults with the organization on the development of a student training program that includes individual student learning experiences;
- Participates in evaluation conferences.

to the School:

- Informs the field education office about any significant changes in the organization, the field experience, or individual student performance;
- Describes and evaluates the educational opportunities within the organization after consulting with the field instructor and the organization administrator (when appropriate); communicates this information to the field team and makes a recommendation regarding continued use of the placement agency and field instructor;
- Facilitates a site visit with the field instructor and the student once each term for generalist students and twice a year for advanced students to discuss the placement and the student's performance (and conducts additional visits as needed) ; assigns the student's grade based on the *Field Evaluation*, the field instructor's recommendation and the liaison's professional assessment.
- Reports unsatisfactory or marginal performance to the Director of Field Education and Coordinator of the MSW Distance Option, when applicable, or their designee and coordinates remediation/retention processes as necessary.
- Electronically signs the *Field Educational Plan* (fall term) and completes and electronically signs the *Field Evaluation* at the completion of each term.

The Field Instructor's Responsibilities

to the Student:

- Orients the student to the organization and program;
- Assumes overall responsibility for the student's educational experiences; coordinates the student's involvement with other organization staff members;
- Schedules a protected weekly hour of educational supervision and support, and makes additional time available to the student as needed; administrative supervision is expected to be provided by the

supervisor or their designee outside the regular supervisory hour. (See Educational Supervision section in this Handbook regarding requirements for individual and group supervision.) Documentation of weekly supervision is a professional responsibility and is required by the School. A *Supervision Log* is provided for this purpose; a field instructor may use an agency supervision documentation form instead;

- In the absence of the regular field instructor, an appropriate alternate will be designated and made known to the student and the faculty advisor/liaison;
- In any placement utilizing a task supervisor, field instructor meets jointly with student and task supervisor at least two times per term;
- Reviews student's *Personal Assessment Questionnaire*.
- Completes *Supervision Agreement* collaboratively with the student;
- Helps the student develop the *Field Educational Plan*; provides regular feedback to the student about their performance in the field and completes (with input from the task supervisor where applicable) and signs the *Field Evaluation* each term.
- Provides an educational climate that challenges the student to develop professional social work practice behaviors and competencies;
- Advocates for the student to gain access to learning experiences within the organization and the professional community;
- Assists the student in meeting professional responsibilities and using time appropriately.

to the School:

- Becomes informed about field education and about current issues in their areas of expertise;
- Coordinates with the School to provide field education that complements and augments classroom learning;
- Maintains an ongoing evaluation of student progress and completes and signs the *Field Evaluation* at the end of each term; approves student *Time Sheet* at end of each term; recommends grade;
- Keeps the faculty advisor/liaison informed about the student's progress and raises questions as needed; advises the faculty advisor/liaison of concerns regarding the student, after discussing them first with the student whenever possible;
- Provides feedback to the School about various components of the curriculum and the appropriateness of the placement; helps plan for the future use of the placement; completes annual *Feedback on Faculty Liaison*;
- Attends School sponsored field instructor orientations and/or trainings.
- Informs School if they intend to leave placement agency.

Overview of Field Planning and Documentation

The *Field Educational Plan* and the *Field Evaluation* are documents used to guide and evaluate students' progress toward mastery of Social Work practice behaviors and development of professional competencies. The *Field Educational Plan* outlines specific activities at the student's field placement that will facilitate this growth and allow for evaluation. The student and field instructor, in consultation with the faculty advisor/liaison and the task supervisor (where applicable), develop the *Field Educational Plan* at the beginning of the placement, reviewing it at least quarterly and adding new activities throughout the term. The *Field Evaluation* provides a list of competencies and the related practice behaviors that students are expected to master. The student, field instructor (with input from the task supervisor where applicable), and faculty advisor/liaison complete the *Field Evaluation* at the end of every term to document the student's progress toward developing these professional practice behaviors and competencies.

Supervision Agreement

A solid supervisory relationship between the student and field instructor provides the foundation for a successful field placement. The required *Supervision Agreement* outlines the working agreements and relationship between the student and field instructor.

Personal Assessment Questionnaire

The *Personal Assessment Questionnaire* is a tool to help students become aware of the core social work competencies and associated practice behaviors and identify strengths and areas for professional growth in relationship to these practice behaviors and competencies. Students are required to complete the form at the beginning of the field placement and expected to share the information with their field instructor. This information will be useful to the student and the field instructor in structuring and planning the field placement activities.

IMPORTANT NOTE: Students are required to complete the form in the first two weeks of the term and will not be able to access the *Field Educational Plan* until this is completed.

Field Educational Plan

The *Field Educational Plan* identifies field placement activities that support the student's development of professional social work competencies and practice behaviors as outlined in the *Field Evaluation*.

This plan is collaboratively developed by the student, field instructor, and task supervisor (where applicable) and provides the basis for the development and demonstration of the professional competencies and practice behaviors. Involvement in these activities will provide the evidence to support the ratings on the student's *Field Evaluation*. The faculty advisor/liaison is available as needed to support the development of this plan. These social work practice activities are site-specific and individualized with the goal of facilitating the student's successful professional development. The expectation is that the student will have various experiences that will allow them to be evaluated on the practice behaviors listed in the *Field Evaluation*. Reviewing the rubric used to rate student performance is helpful in identifying specific learning activities. It is expected that the plan will be reviewed at least quarterly and updated regularly to assure the activities are still relevant and available and to add any new activities.

The *Field Educational Plan* is completed online following the instructions provided and should include:

1. Scheduled days and times for field placement (updated each term).
2. Scheduled days and times for supervision (updated each term).
3. Specific activities that will facilitate the student's development and demonstration of the practice behaviors. It is likely that some activities will be listed in more than one competency area.

4. Student, field instructor and Faculty Advisor/Liaison Signatures (fall term).

Identifying Educational Activities for the Field Educational Plan

Educational activities are opportunities that allow students to move toward mastery of competencies and to demonstrate the development of professional practice behaviors. Selecting educationally useful activities that are tied to this professional growth requires thought and planning.

The following questions are useful guides to assess the value and relevance of an educational activity.

- What is the purpose of the activity? Will it give the student an opportunity to develop the practice behavior/competency being evaluated?
- Does the activity build upon or encourage the student to examine knowledge or skills brought from past experience? Learning is incremental--a process of growth; learning activities need to be appropriate to the student's present level of competence.
- Does the activity challenge the student to grow and provide satisfaction in carrying it out? Doing familiar tasks or "busy work" does not increase competency.
- Is there a balance between observational and participatory activities? It is important to provide ample opportunity for the student to put theory into practice.
- How feasible is the activity? Are there agency resources to support the activity? Once an activity has begun, there should be sufficient agency resources to assure its completion.
- Does the activity give the student an opportunity to increase independent performance? Activities should permit the student to progress from supervised to self-directed practice.
- Does the activity give the student a sense of ownership and accomplishment? Activities should be clearly linked to practice behaviors, allow for some autonomy, and encourage growth.
- Does the activity engage the student in thinking about the total problem/case/issue? Task focused activities increase growth when students can appreciate how they link with other pieces of the intervention plan.

Timesheet

Students are expected to complete 167 hours per term in their field placement for a total of 500 hours per year. The student will record these hours weekly on their electronic timesheet.

Supervision Logs

Field instructors* and students are expected to complete this form in order to document the content of all supervisory sessions.

* Field Instructors may use an agency supervision form instead.

Field Evaluation

The *Field Evaluation* is designed to evaluate the student on a list of professional practice behaviors that align with the School of Social Work's goals and objectives and CSWE's core practice competencies. This list of practice behaviors is a useful guide for field instructors and students in identifying educational activities (cases, projects, meetings, etc.) that promote the development and demonstration of these skills. The *Field Evaluation* is completed online following the instructions provided.

Each term the student and field instructor, in consultation with the task supervisor (where applicable), determine a performance rating for each of these professional practice behaviors/competencies using the rubric embedded in the evaluation as a guide. In addition, student and field instructor, with input from task supervisors (where applicable), are given opportunities to identify strengths, concerns and areas of growth through a series of open-ended evaluative questions. The faculty advisor/liaison then uses this information and their professional assessment to determine whether the student receives a passing grade for field. The final term of each sequence and the summer *Advanced Standing Field Evaluation* are slightly modified to reflect an overall evaluation that identifies the student’s readiness to proceed to the MSW advanced year or professional BSW or MSW practice.

The BSW and MSW generalist *Field Evaluation* contains the core competencies and associated practice behaviors identified by CSWE, the School of Social Work, and our professional practice community as representing the core expected outcomes of the generalist practice year.

The MSW advanced practice *Field Evaluation* (Direct Human Services, Community Based Practice, Social Services Administration and Leadership) include the generalist competencies and practice behaviors as well as additional competencies that represent the advanced expectations associated with those practice areas. The original generalist practice behaviors continue in the advanced year as students are expected to continue to strengthen, deepen, and solidify their performance in these domains.

Evaluating Student Performance

The ongoing evaluation of a student's performance is an integral part of the field instructor's responsibilities. During weekly supervision sessions, the field instructor can help the student identify specific performance strengths and weaknesses, evaluate progress toward mastering competencies, and demonstrate professional practice behaviors. Site visits, which include the faculty advisor/liaison or DO site coordinator, the student, the field instructor, and the task supervisor (where applicable), are used to review the student's performance in relationship to demonstrating the practice behaviors identified on the *Field Educational Plan* and the *Field Evaluation*. The site visit should also provide the student with a clear sense of direction for future learning activities.

In addition to the field instructor’s direct observation and supervisory discussions with the student, using information from multiple sources increases the reliability of the evaluation.

Various sources of evaluative information can include:

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

Rating Student Performance

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

<u>Level of Performance</u>	<u>Value</u>
No Opportunity to Demonstrate or Observe	0
Inadequate – No Competence	1

Novice – Emerging Competence	2
Basic – Moderate Competence	3
Proficient – Strong Competence	4
Highly Proficient – Exceptional Competence	5

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

Open Ended Questions and Comments

Following the rating section for practice behaviors, students and field instructors are required to answer open ended questions about the student’s professional development.

The student, field instructor and faculty advisor/liaison or DO site coordinator use all the above information to determine whether the student is making acceptable progress or needs to revise their *Field Educational Plan* to master the required practice behaviors and competencies.

The last page of the *Field Evaluation* provides space for additional comments by student, field instructor, task supervisor (where applicable) and faculty advisor/liaison or DO site coordinator. This section must be used to explain any rating of Inadequate – No Competence (1), all ratings of No Opportunity to Demonstrate or Observe (0), and a recommendation for a grade of “No Pass.” It can also be used for any additional comments by student, field instructor, task supervisor (where applicable) and faculty advisor/liaison.

If the student does not agree with the content of the evaluation, they should still sign it to indicate that it has been read. The student may write a statement explaining why they disagree with the field instructor's assessments in the comment section at the end of the evaluation. Differences of opinion should be discussed with the faculty advisor/liaison.

Recommending a Grade

The field instructor enters their grade recommendation (“Pass”/“No Pass”) on the *Field Evaluation*. The faculty advisor/liaison determines the student's grade based on the *Field Evaluation*, the field instructor's recommendation and the liaison’s professional assessment.

For BSW students, the BSW Seminar instructor is responsible for assigning final field grades. For most BSW students, their Field Seminar instructor is also their faculty liaison. For BSW students who have a different liaison and seminar instructor, the liaison informs the BSW Field Seminar instructor of the recommended grade.

For MSW students, the faculty advisor/liaison enters the grade for field instruction.

Students who, in the professional assessment of the field instructor and the faculty advisor/liaison, are meeting or exceeding expectations for the term, receive a "Pass" grade. In accordance with the grading policies of the School and the University, sometimes a grade of "Incomplete" is given for field instruction. The requirements for changing a grade of "Incomplete" to a "Pass" or "No Pass" are clearly delineated in a time-limited contract developed jointly by student, field instructor, and faculty advisor/liaison or DO site coordinator.

The field instructor, student, and faculty advisor/liaison or DO site coordinator electronically sign the completed *Field Evaluation*. A grade cannot be assigned until the *Time Sheet* is completed and the *Field Evaluation* is complete and electronically signed. Based on the field instructor's recommendations and

their own professional assessment, the faculty advisor/liaison, DO site coordinator, or the BSW field seminar instructor determines the grade.

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

Procedures for Addressing Unsatisfactory Performance in Field

The field instructor plays a major role in identifying unsatisfactory performance early and should discuss any areas of concern with the student as soon as they are identified. The field instructor and/or the student should notify the faculty advisor/liaison or DO site coordinator about the performance concerns if they persist. In situations where concerns continue, the MSW faculty advisor/liaison or BSW faculty liaison will arrange a remediation meeting with the field instructor and student (in accordance with the Policy on Unsatisfactory Student Performance in the BSW or MSW Handbook). The purpose of the remediation meeting will be to identify those elements of performance that are unsatisfactory, develop a plan whereby the student can be supported to make the identified changes, and identify a date by which they will meet to review whether the changes have occurred.

If a field instructor recommends a "No Pass" in field*, or if a student is asked to leave a placement with no opportunity for remediation, the faculty advisor/liaison consults with the Director of Field Education or designee. Together, they will decide that either the concerns:

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

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

Required Field Documents

1. *Personal Assessment Questionnaire* (completed at the beginning of fall term)
2. *Supervision Agreement* (a completed and signed copy is due at the beginning of fall term)
3. *Field Educational Plan* (a completed and signed copy of the plan is due end of fall term only)
4. *Time Sheet* (no signatures required)
5. *Field Evaluation* (completed and signed)
6. *Student Evaluation of Field Placement and Field Supervision* (end of spring term only)
7. *Supervision Logs*

The field instructor, student, and faculty advisor/liaison or DO site coordinator must sign documents 3 and 5 electronically. The *Field Educational Plan*, the *Field Evaluation* and the *Time Sheet* will be electronically archived and/or maintained in accordance with OARS to provide the School with information needed to respond to requests from state licensing boards and potential employers.

Words of enlightenment from Thich Nhat Hanh:

"Deep listening is the kind of listening that can help relieve the suffering of another person. You can call it compassionate listening. You listen with only one purpose: to help him or her to empty his heart. Even if he says things that are full of wrong perceptions, full of bitterness, you are still capable of continuing to listen with compassion. Because you know that listening like that, you give that person a chance to suffer less. If you want to help him to correct his perception, you wait for another time. For now, you don't interrupt. You don't argue. If you do, he loses his chance. You just listen with compassion and help him to suffer less. One hour like that can bring transformation and healing."



Glossary of Terms

Advanced Field Year

Second year field placement experience that allows students to develop advanced practice skills in one of the three concentrations (Community Based Practice, Direct Human Services, or Social Service Administration and Leadership) and encourages students to develop expertise with a specific population, field of practice, or service delivery mode.

Distance Option Site Coordinator

A member of the Field Education Team who is responsible for all matters related to field education for students admitted into their specific cohort in Ashland, Bend, Eugene or Salem.

Faculty Advisor/Liaison

The faculty advisor/liaison is a member of the faculty of the School of Social Work selected to work with particular social agencies, when possible, because of interest, knowledge and background in that particular field. The faculty advisor/liaison is the School's representative in the field placement agency and is expected to serve both as consultant to the field instructor and advisor to the student. In the capacity of field liaison, the faculty member is directly responsible to the Director of Field Education, who has overall responsibility for the Field Education program.

Field Coordinator

Any member of the Field Team who works with a student to identify a suitable Generalist or Advanced Field Placement site.

Field Educational Plan

The required document which identifies field placement activities that support the student's development of the professional social work competencies and practice behaviors as outlined in the *Field Evaluation*.

Field Evaluation

Document that is completed at the end of each term and serves to assess student's demonstration of professional social work competencies and practice behaviors as identified by Council on Social Work Education (CSWE) and PSU School of Social Work faculty and field instructors. The *Field Evaluation* provides for the student's evaluation of self as well as the field instructor's evaluation and is expected to be a cumulative assessment.

Field Instructor

A qualified MSW or BSW who works or volunteers at the agency, who assumes overall responsibility for the student's educational experiences during a field placement and acts as a supervisor at the agency. Provides a protected weekly hour of educational supervision and support and orients the student to the organization and program.

Field Placement

Professionally supervised field experience that supports the development of social work practice behaviors and competencies while the student is concurrently enrolled in practice classes. BSW students complete 500 hours and MSW students complete 1000 hours (two 500 hour placements in different agencies) of field experience.

Field Team

Faculty and staff of the School of Social Work including the Director of Field Education, the Assistant Directors of Field for MSW and BSW programs, Field Specialists, Child Welfare Field Specialists, DO site coordinators, and Field Program Assistants.

Generalist Field Year

First year field placement experience that encourages students to develop core social work practice behaviors. Generalist field students are expected to have direct contact with service users (individual, family and/or group) and to have learning opportunities at the organization and community levels.

Personal Assessment Questionnaire

Tool to help students become aware of the core social work competencies and practice behaviors and identify strengths and areas for professional growth in relationship to these competencies/practice behaviors. Students are required to complete the form at the beginning of the field placement and expected to share the information with their field instructor. This information will be useful to the student and the field instructor in structuring and planning the field placement activities.

Supervision Agreement

Document to be reviewed and signed by the student and field instructor at the beginning of the field placement, which serves as an agreement for the field instruction supervisory relationship.

Supervision Log

Field instructors* and students are expected to complete this form in order to document the content of all supervisory sessions.

* Field Instructors may use an agency supervision form instead.

Task Supervisor

Staff person onsite who oversees the student's day to day tasks if the field instructor is not available. If the field instructor is on site, it is not necessary to have a task supervisor.

Field Education Policies

Approved by the SSW Faculty on September 19th, 2012

1.0 The School of Social Work endorses the principle that field education is the “signature pedagogy” of social work education and requires that all students have training experiences in professionally supervised field placements which serve the purpose of preparing students in the profession’s fundamental ways of thinking, performing, and acting with integrity. The purpose of field education is to provide the student with the opportunity to develop competence in social work skills and professional values in actual service settings. The total curriculum of the School encourages the student to integrate theory, knowledge, values, and skills learned in the classroom and in field in order to demonstrate mastery of social work practice behaviors and development of professional competencies.

2.0 Field Instruction Agencies/Organizations

2.1 Criteria for Field Education Agencies

The School of Social Work recognizes the need for high-quality field placements which can provide a range of learning experiences in a professional environment. The following qualifications for field agencies are considered necessary conditions:

2.1.1 The agency is recognized as responding to the needs of the community and consistently accepts the purposes, values, ethics and methods of social work.

2.1.2 The agency personnel have a commitment to social work education and professional training.

2.1.3 The agency operates within PSU’s policy that prohibits discrimination or harassment on the basis of age, disability, national origin, race, color, marital status, veteran status, religion, sex, sexual orientation, gender identity and expression, genetic information or in the use of Worker's Compensation, Federal Family Medical Leave Act, or the Oregon Medical Leave Act.

2.1.4 The agency will provide a qualified social work field instructor or agree to work with a qualified offsite field instructor in situations where there is no qualified person available at the agency:

- Field instructors for BSW students must have a BSW from an accredited social work program plus 2 years post degree experience or an MSW from an accredited social work program.
- Field instructors for MSW students must have an MSW from an accredited social work program plus two years of post-Master’s work experience (preferably supervised by a social worker) performing agency-based practice.

The Director of Field Education may consider exceptions to the 2 year experience requirement based on the needs of the field agency and School, and the qualifications of the potential field instructor.

2.1.5 The agency assures that the field instructor's overall assignment provides sufficient time and resources within the work schedule to develop planned learning opportunities and tasks, to prepare for individual and group supervision (when applicable) with the student, to attend school-sponsored meetings, orientation and trainings, and to prepare reports and evaluations.

2.1.6 The agency accepts the student as a developing professional social worker and will not use students to meet staffing needs nor withhold appropriate assignments because of student status.

- 2.1.7 The agency provides adequate facilities, equipment and learning opportunities appropriate to the students' responsibilities during the period of placement.

2.2 Continuity of Field Education Agencies/Organizations

- 2.2.1 The faculty advisor/liaison will report each winter/spring to the Director of Field Education regarding the agency's continued ability to meet these qualifications.
- 2.2.2 Agencies will continue to serve as Field Education settings unless:
- a) they request termination; or
 - b) the Director of Field Education and faculty advisor/liaison agree that they are no longer meeting the criteria.

3.0 Field Instructors

3.1 Selection of Field Instructors

Representatives of the School of Social Work and the agency will consult with respect to the assignment of field instructors. The School reserves the right to decide who will serve as field instructors for its students, based on input from multiple sources.

3.2 Qualifications of Field Instructors

In general, field instructors are expected to have the following qualifications:

- a) A BSW (for BSW students) or an MSW from an accredited school of social work (licensure is beneficial but not required).
- b) Two years of post-degree work experience (preferably supervised by a social worker) performing agency-based practice. Exceptions may be considered by the Director of Field Education (see 2.1.4)
- c) Competence as a social work practitioner in one or more areas of service.
- d) Employed staff member of the agency or approved off-site (external) MSW.
- e) Interest in students and willing acceptance of the role of field instructor.
- f) Commitment to work within the Portland State University School of Social Work's philosophy of social work education and the competencies identified in the evaluation documents for field education.
- g) In circumstances where qualified BSWs or MSWs are unavailable to supervise, exceptions must be approved by the Dean with advice from the Director of Field Education. In such circumstances, the faculty advisor/liaison will provide additional professional social work content and will have an appropriate reduction in number of liaison students assigned. The faculty advisor/liaison will meet with each student who does not have a qualified field instructor at least 3 times per term.

3.3 Field instructors will be aware of and agree to the following expectations:

- a) Responsibility to develop and implement a *Field Educational Plan* with each student.
- b) Responsibility to engage in an end of quarter evaluation of student performance which includes a discussion with the student.
- c) Responsibility to provide at least one hour of protected time for educational supervision per student per week.
- d) Responsibility to coordinate with the on-site task supervisor when the field arrangement incorporates a person in this role.

3.4 Retention of Field Instructors

- 3.4.1 Faculty advisor/liaison will report to the Director of Field each winter/spring concerning:
- a) field instructor's ability to continue to meet the above qualifications;
 - b) field instructor's demonstrated ability to work with students including the resolution of problems;
 - c) field instructor's ability to provide students with time for supervision;
 - d) field instructor's intent to stay at the agency for the next academic year.
- 3.4.2 Field instructors will be retained by the School unless:

- a) field instructor or agency requests termination;
- b) Director of Field Education determines through student evaluations, faculty advisor/liaison consultation and/or faculty input that the field instructor should not continue in this role.

3.5 Training of Field Instructors

- 3.5.1 The School is responsible for providing ongoing educational experiences for field instructors.
 - a) The School will provide orientation for new field instructors which will include the School's expectations related to field instruction, curriculum overview, and supervision and evaluation skills and tools.
 - B) The School will provide training opportunities throughout the year to help new and continuing field instructors develop as supervisors (CEUs will be provided to the extent possible).
 - b) The faculty advisor/liaison will be available to consult with the field instructor regarding activities at the School and the University; and when resources permit, provide training for various field work issues.
 - c) The faculty advisor/liaison will be available to consult with the field instructor regarding student learning.
- 3.5.2 Field instructors are responsible for being informed about field education and about current issues in their areas of expertise.

4.0 Assignment of Students to Field Education Settings

- 4.1 The School of Social Work takes responsibility for making assignments to field education settings. The Field Education team makes the assignments in consultation with faculty and prospective field instructors.
- 4.2 BSW and MSW (1st field placement year) generalist students are assigned to placements after consideration of work and education background, expressed interest, and availability of suitable field education agencies.
- 4.3 MSW (2nd field placement year) advanced students [direct human services, community based practice, and social service administration and leadership students] are assigned to placements (with different agencies and supervisors than they had during their first year) after consideration of the type of learning experience and type of supervision which faculty advisor/liaisons and students identify as needed. Exceptions will be considered on a case by case basis.
- 4.4 Effort will be made to assure that each student has experience with a variety of populations and fields of practice as well as opportunities to develop competency in a range of social work practice behaviors.
- 4.5 Students and field agencies will be notified of tentative assignments prior to the beginning of fall term. After notification students are expected to contact their assigned field instructor for an interview to confirm whether the assignment is a good match.
- 4.6 Students will not be placed in an agency where they are or have been employed or volunteered extensively. MSW students will not be placed in the same agency for both field placements. In addition, students will be assigned to different field instructors for generalist and advanced year placements. Exceptions will be considered on the basis of a sound educational plan for the student which includes different experiences and different supervision. Exceptions must be approved by the Director of Field Education. (See 9.0, Employed Social Worker Option).
- 4.7 Students will not contact field agencies ahead of time with the purpose of applying for placement, but only to obtain information needed to make placement choices and only after consultation with a member of the field education team.
- 4.8 Students will specialize in a selected concentration in their advanced year field placement. Activities from the other concentrations may be made available to students at the option of the agency, provided that qualified supervision is available for such activities. In these situations, up to 25% of the activities may be outside the student's concentration.

- 4.9 Students may be placed in programs or institutes at Portland State University, provided the program or institute has the capacity to provide educational experiences compatible with the student's educational needs.

5.0 Change in Field Placement

5.1 Procedures for Addressing Concerns and/or Considering a Change in Field Placement

If any member of the field placement trio – student, field instructor, faculty advisor/liaison or DO site coordinator – has concerns or thinks the field placement should end, a respectful process of information sharing and problem solving needs to occur.

- 5.1.1) Field instructor and student discuss the concerns. The student may prefer to begin with their faculty advisor/liaison or DO site coordinator if the matter is delicate.
- 5.1.2) Field instructor, student, and faculty advisor/liaison or DO site coordinator discuss the concerns and explore possible solutions. The faculty advisor/liaison or DO site coordinator informs the Director of Field Education of the concerns. If a solution is not found within the organization, a decision to end the placement is made by the faculty advisor/liaison or DO site coordinator in consultation with the Director of Field Education (or designee). The faculty advisor/liaison or DO site coordinator notifies the field instructor. Students will work with their faculty advisor/liaison or DO site coordinator to develop a responsible transition plan from their placement.
- 5.1.3) When a decision is made to end a student's placement mid-year, depending on how long the student has been in the placement, the field instructor will be expected to:
- provide written comments to the Director of Field Education regarding their observations and professional assessment of the student's performance*, and/or
 - complete the *Field Evaluation* for that term.*
- *The student will have access to the comments and/or evaluation provided by the field instructor
- 5.1.4) Any student requiring a change in a field assignment will participate in a meeting with field staff to assess the student's needs and relevant circumstances. A written agreement will be reached regarding the pertinent information to be shared with potential field instructors. In instances where a student has a remediation or retention plan related to field, the fact that a plan exists and the pertinent expectations will be shared with a potential field instructor and the Faculty Advisor/Liaison.
- 5.1.5) Some reassignments may involve assigning the student a different faculty advisor/liaison, but in most cases where an advising relationship has been established, it is preferable to keep that relationship intact.

- 5.2 A student who changes a field placement after the beginning of winter term must complete the equivalent of two terms of placement in the new field agency. Exceptions may be considered on a case by case basis by the Director of Field Education in situations where the re-placement is necessitated by circumstances outside of the student's control (i.e. departure of the field instructor and/or agency restructuring), where the student's performance in field has been at or above the expected level as identified in the evaluation, and where the re-placement agency agrees to accept the student for less than 2 terms.
- 5.3 If there are concerns about the student's performance in field, the School's Policy on Unsatisfactory Performance (see BSW or MSW Handbook) will be followed.

6.0 Faculty Advisor/Liaison Role

The faculty advisor/liaison is a member of the faculty of the School of Social Work selected to work with particular social agencies, when possible, because of interest, knowledge and background in that particular field. The faculty advisor/liaison is the School's representative in the field placement agency and is expected to serve both as consultant and support person to the field instructor and student. In the capacity of field liaison, the faculty member is directly responsible to the Director of Field Education, who has overall responsibility for the Field Education program.

6.1 The major field related responsibilities of the faculty advisor/liaison are to:

- a) Act as the School's representative to the agency;
- b) Interpret the School's policies, guidelines, regulations, and procedures to agency managers, field instructors and students;
- c) Provide field instructors with information about the School curriculum which is necessary for achievement of the identified competencies (listed in *Personal Assessment Questionnaire*, *Field Educational Plan* and *Field Evaluation*);
- d) Assist field instructor and student in developing and implementing the *Field Educational Plan*;
- e) Maintain ongoing contact with the student and the field instructor each term for the purposes of ongoing support and evaluation. Conduct at least one site visit per term for generalist students and at least two site visits per year for advanced students. The site visit includes the student, the field instructor, and, ideally, the task supervisor (where applicable) and should focus on the student's progress and future learning activities;
- f) Determine and assign grades for advisees in field education;
- g) Be available as a resource in the performance evaluation of the student and in the resolution of problems;
- h) Make annual recommendations to the Director of Field Education as to the suitability of the agency and the field instructor for continued participation in the field education program.

7.0 Role of the Director of Field Education

The Director of Field Education is expected to operate within the policies and goals established and approved by the faculty of the School of Social Work in all matters related to the curriculum of Field Education. The Director of Field Education is accountable to the Dean, the Associate Dean and the Directors of the MSW and BSW programs in all matters of administrative procedures regarding the Field Education program.

- 7.1 The Director of Field Education will manage and coordinate the assessment and selection of field placements. They are responsible for insuring that the previously described qualifications for both field placements and field instructors are met.
- 7.2 The Director of Field Education shall insure that procedures for the satisfactory placement of generalist and advanced students are implemented. This will include procedures for identifying individual students' learning needs, and procedures for incorporating faculty input into the placement process. Special projects faculty responsible for grants and other school-approved projects will be consulted regarding placement of students who express interest in these options for advanced placement. The Director of Field Education and/or field team will make final assignments of students to Field Education settings.
- 7.3 The Director of Field Education and/or the field team will manage all changes in field placement.
- 7.4 The Director of Field Education will work with the Assistant Directors of Field Education to establish and convene the field advisory committee (a sub-committee of the School's curriculum committee) to identify training needs for field instructors and field issues which the School should address.
- 7.5 The Director of Field Education will serve as an ad hoc member of those School committees which address issues related to field education. In addition, the Director of Field Education will

identify and forward to the appropriate committee issues which affect the Field Education program.

- 7.6 The Director of Field Education will develop and maintain procedures for evaluation of the Field Education program by students and field instructors.
- 7.7 The Director of Field Education will assure that relevant field records are maintained permanently for each student.
- 7.8 The Director of Field Education will recommend to the Dean the assignment of faculty members to provide liaison.
- 7.9 The Director of Field Education will maintain overall responsibility for the field program including school/agency relations.

8.0 Field Procedures

- 8.1 BSW students are expected to spend 15 hours per week in field placement and 1.5 hours per week in field seminar, for which they receive 4 credits per term. MSW students are expected to spend 16 hours per week in field placement for which they receive 4 credits per term. Any request for placement totaling fewer than 15 hours per week (BSW) or 16 hours per week (MSW) must be approved by the Director of Field Education. The total number of required field hours per year is 500, which translates to 167 hours per quarter for three quarters. Students accepted into the Advanced Standing Program must complete an additional 144 hours of field education in their placement setting the summer prior to the advanced year.
- 8.2 As a general rule, assignments will not be made in field education which cannot be completed during regular field hours.
- 8.3 Field placement schedules vary among students and must be agreed upon by the field instructor and student. Variations should be made to enrich the student's learning experience. Field days must not conflict with the student's scheduling of course work.
- 8.4 Field placements which require the student to be in the field more than 16 hours per week on a regular basis must receive special approval from the Director of Field Education and the Dean. Such requirements will be communicated to the student prior to assignment and may carry additional credit but will not substitute for required or elective credit.
- 8.5 The student is expected to follow the normal working schedule of the Field Education setting. Students are responsible for 167 hours per term; students should anticipate holidays and plan their schedules with their field instructors to meet this requirement. Students will not be required to attend field education during winter and spring breaks, with the understanding that the needs of the clients must be met during these times. Because students are expected to be in field placement and social work practice concurrently, they may not begin placement before the start of PSU classes without an approved Request for Exception to Field Policy, and may not end field before May 15, even if their hours exceed 500.
- 8.6 Students will participate in a minimum of one hour of protected supervision time per week with their field instructor. Supervision may be entirely individual, or group supervision conducted by a qualified field instructor may substitute for up to 50% of the supervision requirement. Supervision will be available on an "as needed" basis during the remainder of the field week. In the absence of the regular field instructor, an appropriate alternate will be designated and made known to the student.
- 8.7 Student performance is evaluated in a continuous and ongoing manner by the student and field instructor. A formal site visit occurs each term for generalist students and at least twice a year for advanced students. These site visits include discussion of the student's *Field Evaluation* which contains the competencies and practice behaviors students are expected to demonstrate by the end of the year.
- 8.8 The field instructor and student will complete the student's *Field Evaluation* at the end of each term. The *Field Evaluation* will be signed by the field instructor, the student and the faculty advisor/liaison. The field instructor is responsible for recommending a grade (pass, no pass); the faculty advisor/liaison is responsible for determining and assigning the grade. Each party may discuss disagreements with ratings in the narrative sections provided.
- 8.9 Each student's completed and appropriately signed field documents (*Field Educational Plan*, *Field Evaluation* and *Time Sheet*) will be permanently maintained.

9.0 Employed Social Worker (ESW) Option

The School of Social Work has developed a program of study which allows some employed human service workers to complete the BSW or MSW degree and satisfy one year of the placement requirement in their place of employment.

9.1 Criteria for Employed Social Worker placement

If a student's employing agency is to be used as a placement site, the School, the student, and the employer negotiate the conditions of the placement. The following requirements must be met:

- 9.1.1 The placement must be educationally focused and contribute to the student's knowledge and skill development.
- 9.1.2 The educational opportunities in the place of employment must permit achievement of the competencies and practice behaviors appropriate to the student's social work practice class, i.e., Generalist, Direct Human Services, Community-Based Practice or Social Service Administration and Leadership.
- 9.1.3 The educational activities identified need to be substantially different from the student/employee's regular job. The student must be released and reassigned to another program (or at least completely different responsibilities) 15 hours each week (BSW) or 16 hours each week (MSW) for placement-related activities. No requests for less than eight hours of released time will be considered.
- 9.1.4 Only one year of the two years of required placement may be fulfilled at the student's employing organization. Either year of the placement may be proposed as the Employed Social Worker option.
- 9.1.5 The agency staff member who acts as a BSW student's field instructor must have a BSW from an accredited social work program plus two years of post-degree experience, or an MSW from an accredited social work program. The agency staff member who acts as an MSW student's field instructor must have an MSW from an accredited social work program plus two years of post-degree experience performing agency-based practice. The field instructor must not be responsible for evaluating the student employee's job performance in the agency. The field instructor and work supervisor must agree that the student's performance in the educational role will not be used in a negative manner in employment evaluations or promotion processes. If the agency does not have a qualified BSW or MSW on staff, they must arrange for an off-site BSW or MSW Field Instructor to provide the required supervision.
- 9.1.6 To be eligible for an ESW placement, the student must be in good academic standing and in good standing at their employing agency, which includes having successfully completed the agency's probationary period.

9.2 An agency's alteration of contractual agreements without informing the faculty liaison or the Field Education office of the School of Social Work will result in immediate suspension of the ESW placement. The placement will not be resumed unless a new agreement can be arranged in a timely manner. This revised agreement must be written and signed by the Executive Director of the agency (or his/her designee), the student-employee, and the faculty advisor/liaison and filed with the School of Social Work's Field Education office.

9.3 An applicant who is interested in the Employed Social Worker program is encouraged to discuss this option with the School's Director of Field Education or a member of the field team, to whom all proposals for this program option must be submitted for review and negotiation purposes.

10.0 Safety Guidelines in Field Education¹

It is expected that students, field instructors and agencies will collaborate to enhance safety and minimize risk in the field placement.

1. Thanks to the Boston University School of Social Work for sharing their information on safety in Field Work.

- 10.1 The School provides students, field instructors and faculty advisor/liaisons with written safety guidelines.
- 10.2 Each field instructor is responsible for orienting student interns to the safety policies and procedures of their assigned agency. This orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), and with particular clients prone to violent behavior. Security of personal belongings should be covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed.
- 10.3 Students must schedule appointments with clients when field instructor, task supervisor or other designated professional staff members are on the premises and readily available if needed. Students should not be forced to engage in assignments in which they feel physically at risk. The agency should make the same accommodations to insure students' safety as they make for staff. If a student's concerns about safety begin to interfere with the learning process, the faculty liaison should be contacted to facilitate a discussion and exploration of the concerns.
- 10.4 If an incident occurs in which a student is personally threatened or hurt, the field instructor, agency contact person, or agency director should contact the Director of Field Education immediately to discuss what actions the agency and School should take to insure the student's physical and emotional well-being.
- 10.5 The Director of Field Education will document the incident and the steps taken to address it and will meet with the student and faculty advisor/liaison to assess the student's readiness to return to the field, the need for re-placement, and any other issues relevant to the situation.
- 10.6 Risk management policies do not allow students to bring weapons such as guns or knives to class or to their field placement and such action will be considered as a possible cause for immediate termination of the field placement.
- 10.7 Students are required to abide by the University's Professional Standards of Conduct (see BSW or MSW Student Handbook).
- 10.8 Students are expected to demonstrate professional behavior, judgment and performance and adhere to the NASW Code of Ethics and the agency's code of ethics.

School of Social Work Field Instructor Training (2013-2014)

7/16/13: "Supervisory Beginnings" with Susie Snyder

7/24/13: FI Orientation

8/7/13: FI Orientation

8/15/13: FI Orientation

9/13/13: FI Orientation

9/27/13: "Supervisory Beginnings" with Susie Snyder

10/10/13: FI Orientation

2/21/14: "Managing the Role of Educator and Evaluator in Field Supervision" with Monica
Parmley (Ashland)

3/21/14: "A Helpful Toolkit for Addressing Issues of Diversity and Anti Oppressive Practice
in the Supervisory Relationship" with Michael Hulshof-Schmidt

5/30/14: "Navigating Social Justice in SW Field Supervision" with Michael Hulshof-Schmidt

Letter of Reference

To be completed by the *applicant*:

Name _____

Date _____

This recommendation will become part of your admissions file. It will be used only for admissions considerations and will not be disclosed to any unauthorized individual without your consent. If you are enrolled in the B.S.W. Program at Portland State University, you will be accorded access to its contents unless you voluntarily waive your right of access. Please check one of the boxes and sign the statement below:

I have read the information above and I hereby: Waive Do not waive my right of access to this document.

Signature _____

Date _____

To be completed by the *reference*. (Reminder: Application deadline)

Reference Name: _____ (Please print)

The above named is applying for admission to the Baccalaureate Social Work Program at Portland State University. Your assessment of the candidate will assist the Baccalaureate Social Work Admissions Committee in making admission decisions. Under the 1974 Family Education Rights and Privacy Act, the applicant named above will have access to this recommendation unless he or she has waived that right.

1. How long and in what context have you known the applicant?

2. Please rate the applicant relative to other students or employees whom you have known in the same field in recent years by placing an "x" on the point that best represents where the candidate lies on the continuum with 5 being 'exceptional' and 1 being 'poor'. We are particularly interested in references who can speak to the applicant's capacity and potential to work effectively with underrepresented groups.

	Not Observed	Exceptional					Poor
		5	4	3	2	1	
Academic Performance		●	●	●	●	●	
Commitment to Learning		●	●	●	●	●	
Initiative/Creativity		●	●	●	●	●	
Communication Skills: Oral		●	●	●	●	●	
Communication Skills: Written		●	●	●	●	●	
Commitment to Social Justice/ Social Change		●	●	●	●	●	
Critical Thinking Ability		●	●	●	●	●	
Interpersonal Skills		●	●	●	●	●	
Respect for Diverse Populations		●	●	●	●	●	
Leadership Ability		●	●	●	●	●	
Teamwork Ability		●	●	●	●	●	

3. We believe that such personal qualities as **intelligence, maturity, emotional stability, sensitivity, resourcefulness, initiative, follow-through, sound judgment, and a respect for others' diversity** are important for successful professional practice. Please assess the applicant's academic and/or professional promise within this context by attaching a separate letter with this reference form.

4. Summary Evaluation (please check only one)

_____ I strongly recommend this applicant for admission and believe that he/she has the capability to perform at a superior level.

_____ I recommend this applicant for admission and believe his/her performance will be comparable to that of most upper division students.

_____ I think that the applicant's qualifications are marginal, but if admitted, the applicant would greatly benefit from study in this program.

_____ I do not recommend this applicant for admission to the Baccalaureate Social Work Program.

Signature _____ Date _____

Name _____ Degree _____

Position _____ Employer _____

Business Address (Street & No.)

City _____ State _____ Zip Code _____

May we call you for additional information? ____ Yes ____ No

Phone _____ Email address _____

Please return this form and your letter directly to the applicant in a sealed envelope.

Please sign the envelope on the back of the sealed flap.

Thank you for your cooperation.

Application Information for Portland State University's Baccalaureate Social Work (BSW) Program

We are glad that you are interested in the BSW Program at Portland State University. To pursue studies in PSU's BSW Program you must complete an application and be admitted.

Purpose of the Profession of Social Work

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

The following is information to guide you in the application process:

- Prior to beginning the program, you must be admitted to Portland State University, <http://www.pdx.edu/admissions/>
- You must be of junior status (90 credits) by the term that you will start the program.
- You must submit your application postmarked or stamped to the SSW office by **March 1st**.

BSW Program Goals

1. To provide a public access program with the goal of preparing generalist social workers who are informed and effective leaders in challenging injustice and promoting social and economic justice.
2. To prepare generalist social workers to practice competently with individuals, families, and groups through promoting well-being and self-determination.
3. To prepare generalist social workers to assume the role of change agent regarding issues, policies, and community needs that affect individuals, families, groups, organizations, and communities.
4. To prepare generalist social workers able to work with a diversity of populations, integrating values, ethics, empirically informed practice, and service user input.
5. To provide a foundation for advanced study in social work and prepare generalist social workers to be reflective practitioners and lifelong learners.

To complete the Application packet submit the following by the posted due date:

- 1) The BSW application form (available on the School of Social Work's website <http://www.pdx.edu/ssw/bsw-admissions>);
- 2) Two references using the BSW reference form (available on the website above). Select two people who can serve as references for you. They should be people, other than family or friends, who know your academic work and/or your work with individuals, families and/or community services. Download the form from the website, complete the top part of the form, and give a copy to the people you have selected as references. Ask them to complete the form, attach a letter, place it in an envelope, sign the sealed envelope flap, and return it to you. You will submit these envelopes as part of your packet;
- 3) Your unofficial transcripts from any and all colleges that you have attended.
- 4) A 2-3 page **double-spaced** personal essay about yourself that demonstrates your commitment to, and interest in, social work, social justice and social change. Please address the following 4 questions in your essay and relate how the goals of the BSW Program meet your life and professional goal(s). (You will be evaluated based on 5 questions.)
 1. Why have you chosen social work as a profession? How do your beliefs and life experiences reflect a commitment to social work? What strengths do you bring to the profession? (Relate to statement of social work purpose and program goals on preceding page.)
 2. Please discuss your experience(s) with diverse individuals, groups, and/or communities. (Differences can include age, class, race, ethnicity, religion, gender, physical or mental abilities, sexual orientation, veteran status, etc.) How have these experiences shaped your identity and self-awareness?
 3. Please discuss your experience(s) with diverse individuals, groups, and/or communities. (Differences can include age, class, race, ethnicity, religion, gender, physical or mental abilities, sexual orientation, veteran status, etc.) How have these experiences influenced your understanding of and commitment to social justice?
 4. What does your academic performance say about you? How have you used feedback from mentoring, advising, or supervision to support your learning? Be specific.
 5. Considering our program is full-time, very structured, and intense, how do you plan to manage your life responsibilities? What challenges do you foresee and what support systems do you have in place?

Please turn in a copy of all application materials as a single Application Packet to:

BSW Program - Admissions
Portland State University - SSW
PO Box 751
Portland, OR 97207-0751

The Admission Committee will notify you of our decision. This will be in time for you to register for the fall term. If you are admitted you are required to attend a PSU Orientation prior to your registration and another BSW Program Orientation before classes start. This meeting is mandatory and your admittance will be provisional until you attend the BSW Program Orientation. The BSW Program Orientation date will be provided once your application is processed. Thank you for your interest in our BSW Program. We look forward to working with you in the future.

BSW Program Application For Admission

Name _____

Date _____ PSU Student ID No. _____

Address _____

City _____ State _____ Zip code _____

Phone _____ (Home) _____ (Work) _____ (Cell) _____

PSU Email _____ Other Email: _____

Emergency Contact Person and phone number: _____

THESE QUESTIONS ARE OPTIONAL

In compliance with a policy of the U. S. Department of Health and Human Services, the University must seek to identify the ethnic background of applicants for admission. The School of Social Work must also supply additional information to the Council on Social Work Education, its accrediting organization. You are encouraged to supply the following information but may decline without prejudicing your application.

Sex: Female _____ Male _____ Date of Birth: _____ Veteran Status: _____

Ethnic Origin: (Please circle all that apply.)

- | | |
|---------------------------|--|
| 1. Asian/Pacific Islander | 4. Native American (Indian, Alaskan) Tribal Affiliation: _____ |
| 2. Black, Non-Hispanic | 5. White, Non-Hispanic |
| 3. Hispanic | 6. Other (<i>please specify</i>) _____ |

Educational Experience: (Community college and/or university, degree completed, etc.) _____

List experience in social work or related fields (including paid employment, volunteer, and military service). List most current experience first. If additional space is needed, please attach additional pages:

Agency Name/Address:	Date Start	
Position Held:	Date End	
Describe Duties:	Total Months	
Supervisor's Name:	Paid _____ Volunteer _____	Hrs/wk
Total hours (months x hours per week)		

Agency Name/Address:	Date Start	
Position Held:	Date End	
Describe Duties:	Total Months	
Supervisor's Name:	Paid _____ Volunteer _____	Hrs/wk
Total hours (months x hours per week)		

Agency Name/Address:		Date Start	
Position Held:		Date End	
Describe Duties:		Total Months	
Supervisor's Name:	Paid _____ Volunteer _____	Hrs/wk	
Total hours (months x hours per week)			

How did you hear about our BSW Program? _____

Are you a transfer student? No Yes What college? _____

Have you taken the following courses:

SW 301 Intro to Social Work No In Process Yes Grade received: _____

PSY 200 level No In Process Yes Grade received: _____

SOC 200 level No In Process Yes Grade received: _____

Please list any languages that you speak fluently: _____

Are you a First Generation college student? Yes No

(A first-generation college student is defined as a student whose parent(s)/legal guardian(s) have **not** completed a bachelor's degree at a four-year college or university.)

Are you working? Full time Part-time Not applicable

Please identify any scholarship or awards you have received: _____

Have you met with a BSW Advisor to discuss the Program or attended a group meeting? Yes No

Criminal Background Check A one-year field placement is required for the BSW Program. Many field agencies require students to complete a criminal background check before beginning a field placement. Conviction of a criminal offense can impact a student's ability to be eligible for certain field settings and future career options and students will be asked to disclose past convictions when they complete their application for a field placement. The School of Social Work makes no presumptive judgments regarding the criminal history of a student and will make reasonable efforts to identify a suitable field agency for a student with a criminal record. If you have any questions about how a past conviction might impact your field placement or career options, please contact Dana Fuller, Assistant Director of Field Education, at dfuller@pdx.edu or at 503-725-5299.

To the best of my knowledge, the information in this application is accurate and complete.

Signature: _____ Date: _____

BSW APPLICATION REVIEW SHEET

Applicant Name _____ Reviewer _____ Date _____

INITIAL SCREENING

1. ___ GPA _____ 3.75 ↑ = 4 3.50 ↑ 3.74 = 3 3.0 ↑ 3.49 = 2 2.50 ↑ 2.99 = 1 ↓ 2.50 = 0
2. ___ Experience 1000+ hours = 3 500-1000 hours = 2 250-500 hours = 1 0-250 = 0

FACULTY REVIEW

References (Use your discretion, up to 5)

- | | | | | | | | |
|--------|--|---|---|---|---|---|---|
| 3. ___ | Outstanding recommendations from professional references | 5 | 4 | 3 | 2 | 1 | Questionable recommendations from references who may be friends or family |
|--------|--|---|---|---|---|---|---|

Why Social Work

- | | | | | | | | |
|--------|--|---|---|---|---|---|---|
| 4. ___ | Thoughtful discussion of how strengths, beliefs, and life experiences reflect a commitment to social work. | 5 | 4 | 3 | 2 | 1 | Discussion about strengths, beliefs, and life experience is superficial or absent |
|--------|--|---|---|---|---|---|---|

Impact of Diverse Experiences on Identity and Self-Awareness

- | | | | | | | | |
|--------|--|---|---|---|---|---|--|
| 5. ___ | Thoughtful discussion around identity and self-awareness | 5 | 4 | 3 | 2 | 1 | Discussion around identity and self-awareness is superficial or absent |
|--------|--|---|---|---|---|---|--|

Impact of Diversity on Understanding and Commitment to Social Justice

- | | | | | | | | |
|--------|--|---|---|---|---|---|--|
| 6. ___ | Thoughtful discussion of influence on understanding and commitment to social justice | 5 | 4 | 3 | 2 | 1 | Discussion of influence on understanding and commitment to social justice is superficial or absent |
|--------|--|---|---|---|---|---|--|

Academic Performance and Use of Feedback

- | | | | | | | | |
|--------|--|---|---|---|---|---|--|
| 7. ___ | Thoughtful discussion about their academic performance and use of feedback | 5 | 4 | 3 | 2 | 1 | Discussion about academic performance and use of feedback is superficial or absent |
|--------|--|---|---|---|---|---|--|

Plan and Challenges

- | | | | | | | | |
|--------|---|---|---|---|---|---|--|
| 8. ___ | Thoughtful discussion around challenges and plan for being in a full time, structured program | 5 | 4 | 3 | 2 | 1 | Discussion around challenges/plan is superficial or absent |
|--------|---|---|---|---|---|---|--|

Writing Ability

- | | | | | | | | |
|--------|---|---|---|---|---|---|---|
| 9. ___ | Flawless technical skills, exceptional organization, powerful writing style | 5 | 4 | 3 | 2 | 1 | Many technical errors (spelling, grammar, syntax, punctuation), unorganized, incoherent writing style |
|--------|---|---|---|---|---|---|---|

Other (up to 3)

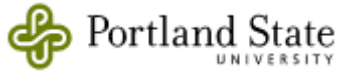
10. ___ Please evaluate with regard to applicant’s potential to increase the diversity of the student body. Can assign up to 3 points, with no more than 1 point per category. Please check category(s) used in assigning points):
- | | |
|--|--|
| ___ Bilingual (language including ASL) | ___ Demonstrated commitment to social services field: profession, international work/experience, or AA in related discipline or other academic preparation |
| ___ First Generation | |

_____ **TOTAL SCORE** (Add numbers 1-10, up to 45 points in total)

Recommendation by Reviewer (select one – please do not leave blank)

- Strongly Recommend Recommend *Recommend w/Advising *Do Not Recommend (* Include written comments.)

Additional Comments (optional) _____



ACADEMIC ADVISING SYLLABUS

ADVISOR: SAM GIOIA MSW

OFFICE: 620-H

ADVISING HOURS: TUESDAYS 1-5:30

PHONE: 503-725-8470

FACEBOOK: "BSW PROGRAM, PORTLAND STATE UNIVERSITY"

Purpose: Academic Advising empowers and supports students to develop and achieve effective education plans that are compatible with their life priorities and career goals.

Values: Academic advisers foster the importance, potential, and unique nature of each student in order to promote excellence in scholarship, career, civic engagement, and holistic personal development for all students.

What is academic advising? Academic advising is a collaborative educational process in which students and their advisers are partners in meeting the essential learning outcomes that support student success. Your academic adviser will help you to identify your educational and career goals and develop an effective plan that takes into your account your strengths, interests, personal identity, and life priorities. Together we will identify learning options and potential challenges so that you can most effectively engage in all of the opportunities that PSU and the BSW Program can provide. This requires the initiative of both the professional adviser and the student. Each has key responsibilities.

Who has access to this information?

The BSW Program utilizes a team approach among staff. Information about students' progress is shared as needed to coordinate our work and support your academic progress. Should situations occur where a student's health and safety or the health and safety of others may be compromised information may be shared with PSU's C.A.R.E. team.

Advising Learning Outcomes:

Together we will . . .

1. Develop a relationship of trust, professionalism, and mutual responsibility
2. Assess your abilities, interests, goals, and life responsibilities as they apply to your academic development.
3. Assess your needs and interests for a broad range of potential advising domains.
4. Identify and engage appropriate services to meet your academic and nonacademic needs.
5. Clarify your university, degree, and major requirements
6. Develop an academic plan utilizing the Degree Audit Reporting System, BSW Student Map, BSW Program Progress Checklist, BSW Student Planner, and resources on the BSW webpage.
7. Identify key junctures and dates for your progress through the BSW program
8. Identify when and how advising should be utilized.

Adviser Responsibilities

1. Create an environment of trust, responsibility, and respect.
2. Assess and involve students' personal interests, identities, life experiences, and goals in their academic plan.

3. Ensure that each student understands the academic requirements and responsibilities of the BSW program.
4. Update the Degree Audit Reporting System to ensure accurate, immediate, accessible tracking of progress towards degree completion.
5. Understand, inform, and guide students to appropriate campus resources and activities.
6. Foster ethical behaviors and mature decision making.
7. Maintain records of key communication and advising materials.

Student Responsibilities

1. Take initiative in your educational plans and anticipate potential challenges.
2. Develop academic goals that are consistent with your personal interests and career aspirations.
3. Initiate advising meetings and arrive with the appropriate materials, goals, and questions for the advising session.
4. Track your academic progress using DARS and your advising handouts.
5. Schedule advising sessions every six months and/or as your plans for matriculation change.
6. Consider feedback from faculty, staff and advisers and be willing to try supportive campus resources.

Academic advising is integral to student success and will help you make the most of your social work education. It is my pleasure to help you enter this exciting profession. Sam

Student Signature

Date

Adviser Signature

Date

CURRICULUM VITAE

NAME OF FACULTY MEMBER John C Wolfe	Adjunct Instructor School of Social Work Adjunct Instructor
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DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED (month/year)
BS MSW	Oregon College of Education Portland State University	Corrections/Psychology Social Work	06/1979 06/1990

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE (month/year)
Adjunct Instructor	Portland State University School of Social Work	Portland Oregon	2008 - present

POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE- END DATE
Child & Family Welfare Worker, Branch Manager, Statewide Director	Department Human Services	Portland Oregon Salem Oregon	1984 – 1994 2002-2010
Social Worker	Casey Family Program	Portland Oregon	1994-1998
Program Director	Friends of the Children	Portland Oregon	1998-2002
Licensed Clinical Social Worker	Private Practice	Portland Oregon	2008 – present

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

American Association of Counselors
 Imago Certified Couples Counselor
 National Association of Social Workers
 Association of Clinical Social Workers
 Licensed Clinical Social Worker, State of Oregon

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

N/A

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

N/A

PROFESSIONAL PRESENTATIONS (during last 5 years)

N/A

PROFESSIONAL PUBLICATIONS (during last 5 years)

N/A

OTHER RELEVANT INFORMATION

Have provided trainings for Anti Oppression and Social Justice for Private non Profit, State and County Organizations.

Contracted provider of services to secondary students within Portland Public Schools Portland Oregon

CURRICULUM VITAE

NAME OF FACULTY MEMBER Dawn J. Williamson	Position Title Adjunct Instructor		
DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED (month/year)
B.A.	University of Montana	Social Work	1986
M.S.W.	Portland State University	Social Work	1991
Post graduate certificates:	Portland State University	Adoptive Families	2004
	University of Washington	Psychological Trauma	2009
	Western Oregon University	Deaf and Hard of Hearing	2011
	University of Denver	Animal Human Health	2012
ACADEMIC APPOINTMENTS			
TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE (month/year)
Adjunct Instructor	Portland State University	Portland, OR	2002
Adjunct Instructor, Counselor	Linfield College	McMinnville, OR	2004-Present
POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE			
POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE (month/year)
LCSW	Private Practice	Dundee, OR	1995-Present
Community Response Team Coordinator	Northwest Human Services	Salem, OR	1996-1998
Mental Health Specialist	Community Action Agency of Yamhill Co.	McMinnville, OR	1993-1999
Clinical Consultant and Trainer	Council for Prostitution Alternatives	Portland, OR	1995-1996

Family Sex Abuse Treatment Specialist	Washington Co. Children's Services Div.	Hillsboro, OR	1992-1993
Child and Family Therapist	Lower Columbia Mental Health Center	Longview, WA	1991-1993
Child and Family Therapist Intern	Mental Health Services West Children's Program	Portland, OR	1990-1991
Family Sex Abuse Treatment Specialist Intern	Multnomah Co. Children's Services Div.	Portland, OR	1989-1990
Case Manager	Volunteers of America Family Center	Portland, OR	1987-1991
VISTA Employee	YWCA Battered Women's Shelter	Missoula, Montana	1986-1987

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

National Association of Social Workers

International Federation of Social Workers

International Association of Play Therapists

Oregon Association of Play Therapists

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES

NASW Oregon Chapter Region 1 Representative (2010-2013)

Domestic Violence Task Force - Yamhill Co. (2003-present)

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION

Yamhill County "Above and Beyond" Award (2005)

PROFESSIONAL PRESENTATIONS (during last 5 years)

Welcoming the Deaf Community Northwest Conference on Social Work (2013)

Play Therapy Basics and Beyond Workshop Presenter (2013)

Maternal, Infant, & Early Childhood Home Visiting Project Workshop Presenter (2013)

Early Head Start and Infant and Toddler Mental Health Conference Presenter (2012)

PSU Trauma Informed Services Certificate Program Instructor (2011, 2012, 2013)

PROFESSIONAL PUBLICATIONS

N/A

CURRICULUM VITAE

NAME OF FACULTY MEMBER Jeffrey Waid	Position Title Adjunct Instructor/Senior Research Assistant
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DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED (month/year)
BS MSW	Shippensburg University University of Pittsburgh	Criminal Justice Social Work – Certificate in Child Welfare	6/2002 4/2008
PhD	Portland State University	Social Work	Expected 2015

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE (month/year)
Senior Research Assistant	Center for Improvement of Child and Family Services, Child Welfare Partnership, Portland State University	Portland, OR	2013-Present
Graduate Research Assistant	Regional Research Institute Portland State University	Portland, OR	2010-2013
Instructor	School of Social Work Portland State University	Portland, OR	4/2012-Present

POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE (month/year)
Facilitator	Family Group Decision Making	Gettysburg, PA	2009-2010
Case Worker 3	Adams County Children and Youth Services	Gettysburg, PA	2002-2010
Mental Health Services Worker	Northwest Human Services	Carlilse, PA	2001-2002

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Council on Social Work Education, member since 2013
Society for Prevention Research, member since 2012

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Camp to Belong, National Program Evaluation Committee (2013- Present)
Camp to Belong Northwest, Camp Counselor (2012, 2014)
Oregon Department of Human Services, Portland, Oregon (2010-Present)
Sisters of the Road, Portland, Oregon (2011-2012)

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

School of Social Work Dean's Award (2013)
Society for Prevention Research Travel Award
(2013) Portland State AAA Award (2013)
Marie Brown Travel Award (2012)
Society for Prevention Research Travel Award
(2012) Portland State AAA Award (2012)

PROFESSIONAL PRESENTATIONS (during last 5 years)

- Waid, J. (2014) Evaluating the impact of social work education on individual and organizational outcomes in child welfare settings. *2014 Title IV-E Roundtable*. Galveston, TX.
- Waid, J. & Bank, L. (2013) A proposed theoretical framework for understanding placement stability and family integration of siblings in foster care. *Society for Prevention Research Annual Program Meeting*. San Francisco, CA.
- Waid, J. & Bank, L. (2013) Investigating the role of contextual factors in predicting the likelihood of foster care placement disruption. *Society for Prevention Research Annual Program Meeting*. San Francisco, CA.
- Waid, J. (2013) Investigating the role of contextual factors in predicting the likelihood of foster care placement disruption. *Portland State University First Annual Student Research Symposium*. Portland, OR.
- Waid, J. (2012) Investigating the impact of kinship/sibling based foster placement on youth mental health relationship quality, and placement stability. *Society for Prevention Research Annual Program Meeting*. Washington, DC.

PROFESSIONAL PUBLICATIONS (during last 5 years)

- Waid, J. (In Press). Sibling foster care, placement stability, and well-being: A theoretical and conceptual framework. *Journal of Family Social Work*.
- McBeath, B., Kothari, B., Blakeslee, J., Lamson-Siu, E., Bank, L., Linares, L.O., Waid, J., Sorenson, P., Jimenez, J., Pearson, E., & Shlonsky, A. (2014). Intervening to improve outcomes for siblings in foster care: Conceptual, substantive, and methodological dimensions of a prevention science framework. *Children and Youth Services Review*, (39), 1-10.

OTHER RELEVANT INFORMATION

Continuing Education and Trainings:

Title IV-E National Roundtable, 2014

Shoulder to Shoulder Conference: Strengthening Children and Families,
2013 Society for Prevention Research Annual Conference, 2013

Shoulder to Shoulder: Standing Together for Families,
2012 Summer Institute on Mentoring Research, 2012

Society for Prevention Research Annual Conference, 2012

CURRICULUM VITAE

NAME OF FACULTY MEMBER Christine M. Velez Klug	Position Title Graduate Assistant/Instructor
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DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED (month/year)
B.A. M.S.W Ph.D.	Bates College State University of New York at Buffalo Portland State University	Spanish Social Work Social Work & Social Research	2002 2010 In Progress

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE (month/year)
Graduate Assistant/ Instructor	Portland State University School of Social Work	Portland, OR	12/2012-Present
Graduate Research Assistant	Portland State University Regional Research Institute	Portland, OR	9/2011-11/2012

POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE (month/year)
School Social Worker	Gateway-Longview	Buffalo, NY	5/2009-8/2009
Senior Case Manager	Hispanos Unidos de Buffalo	Buffalo, NY	4/2008-8/2008
Case Manager	Hispanos Unidos de Buffalo	Buffalo, NY	10/2007-4/2008
Refugee Resettlement Case Manager	Jewish Family Services	Buffalo, NY	11/2006-10/2007
Day Program Coordinator II	Support, Incorporated	Aurora, CO	7/2005-9/2006
Day Program Coordinator	Support, Incorporated	Aurora, CO	9/2004-7/2005
Residential Counselor	Namaqua Center	Loveland, CO	6/2002-5/2003

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

N/A

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

9/11-6/13 PhD Program Committee Student Representative, Portland State University

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

Equal Access Scholarship, Portland State University, September 2011-June 2012, amount awarded: \$1500

Deans Lottery Award, Office of Graduate Studies, Portland State University, September 2011- June 2012, amount awarded: \$7200

Hazeltine T. Clements Award for Diversity in Field Practice, State University of New York at Buffalo, School of Social Work, May 2010, amount awarded: \$500

PROFESSIONAL PRESENTATIONS (during last 5 years)

N/A

PROFESSIONAL PUBLICATIONS (during last 5 years)

Velez Klug, C.M. (2013, August 8). [Review of the book *Revolution at point zero: housework, reproduction, and feminist struggle*, by S. Federici]. *Affilia*, 28 (3), 334. DOI: 10.117/0886109913496047

OTHER RELEVANT INFORMATION

N/A

CURRICULUM VITAE

NAME Vikki L. Vandivder	POSITION Associate Dean for Academic Affairs, Professor
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DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED (month/year)
B.S.	University of Houston-Clear Lake	Behavioral Sciences	1983
M.S.W.	University of Houston	Social Work	1985
DrPH	University of Texas	Community Health Practice	1991

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE (month/year)
Associate Dean for Academic Affairs	Portland State University	Portland, OR	2012-6/2014
Professor	Portland State University	Portland, OR	2008-present
Affiliate Professor	Oregon Health & Sciences University	Portland, OR	2010-present
Clinical Associate Professor	Oregon Health & Sciences University	Portland, OR	2004-2010
Associate Professor	Portland State University	Portland, OR	1997-2008
Assistant Professor	Portland State University	Portland, OR	1992-1997
Visiting Assistant Professor	University of Texas-Arlington	Arlington, OR	1991-1992
Adjunct Faculty	College of the Mainland	Texas City, TX	1987-1991

POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE (month/year)
MH Policy Consultant	Service Employees International		2010-2-12
TBI Grant Writer	Oregon State Office of VRS	Portland, OR	2000-2002

TBI Consultant/Facilitator	Brain Injury Assoc. of Oregon	Portland, OR	1996-2000
Program Evaluation	Gulf Coast MH & MR Center	Galveston, TX	1991-1996
Program Director	Gulf Coast Community Mental Health & Mental Retardation Center	Galveston, TX	1980-1991
MH Therapist & Psychodrama Group Leader	Kilgore Children's Psychiatric Hospital	Amarillo, TX	1975-1977

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

National Association of Social Workers
 Council of Social Work Education
 Society of Social Work Research
 American Public Health Association

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

2013 – present Member, Collaborative Problem Solving (CPS) Advisory Council, Oregon Health & Science University

2012- present Member, Native American Advisory Council – Cedar Bough/Native American Program

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

N/A

PROFESSIONAL PRESENTATIONS (during last 5 years)

(2013) DSM 5: Changes and Challenges for Social Work Practice. Invited presentation delivered to NASW Regional Conference, Oct., Salem, Oregon (invited)

Numerous workshops on DSM-5 throughout Oregon and Illinois (2013)

PROFESSIONAL PUBLICATIONS (during last 5 years)

Spence, J & **Vandiver, V.** (2013). Tribal best practices: A Native American horsemanship program for Indian youth. In V. Vandiver (Ed.), Best practices in community mental health: A pocket guide. (pp.85-102). Chicago: Lyceum.

Vandiver, V. (2013). What are best practices and why should we care? In V. Vandiver (Ed.), Best practices in community mental health: A pocket guide. (pp.xxxi-xxxviii). Chicago: Lyceum

Vandiver, V. & Corcoran, K. (2013). Quality management and program evaluation. In K. Yeager, D. Cutler, D. Svendsen, & G. Sills (Eds.), Textbook of modern community mental health work: An interdisciplinary approach.(pp.552-571). NY: Oxford University Press.

Vandiver, V & Hozack, N. (2011). **Mental health.** In L.Green (Ed.), Oxford Bibliographies Online: Public Health. NY: Oxford University Press, February,
<http://www.oxfordbibliographiesonline.com/display/id/obo-9780199756797-0112>

Vandiver, V. & Hozack, N. (2011). **Mental health promotion**. In L.Green (Ed.), Oxford Bibliographies Online: Public Health. NY: Oxford University Press, February, <http://www.oxfordbibliographiesonline.com/display/id/obo-9780199756797-0113>

Jordan, C., Hunter, S., Rycraft, J. & **Vandiver, V.** & Barrera, I. (2011). Assessing families who are multistressed. In C. Jordan and C. Franklin (Eds.), Clinical assessment for social workers: Quantitative and qualitative methods (3rd ed) (pp. 319-356). Chicago, IL: Lyceum Press.

Vandiver, V. (2009). Using evidence-based practice and expert consensus in mental health settings: Step-by-step guidelines for schizophrenia. In A. Roberts (Ed.), Social work desk reference (2nd ed) (pp.505-513). NY: Oxford University Press.

Vandiver, V. & Corcoran, K. (2009). Guidelines for establishing effective treatment goals and treatment plans with Axis I disorders: Sample treatment plan for generalized anxiety disorder. In A. Roberts (Ed), Social work desk reference (2nd ed.) (pp.497-504). NY: Oxford University Press.

Vandiver, V. (2009). Current and future directions of social work in adult mental health settings. In A. Roberts (Ed.), Social work desk reference (2nd ed.) (pp.820-825). NY: Oxford University Press.

Jordan, C., Scannapieco, M. & **Vandiver, V.** (2009). Health promotion strategies for the mental health needs of children and families. In V. Vandiver (Ed.), Integrating health promotion and mental health: An introduction to policies, principles and practices. (pp.283-307). NY: Oxford University Press.

OTHER RELEVANT INFORMATION

N/A

CURRICULUM VITAE

NAME OF FACULTY MEMBER Michael Taylor		Position Title Assistant Professor	
DEGREE INFORMATION			
DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED
B. A.	University of California at Los Angeles	Psychology	1971
M.S.W.	Portland State University Portland, Oregon Thesis: Attitudes of Youth Workers on Delinquency and Delinquency Programs.	Master's in Social Work (MSW)	1977
Ph.D.	Portland State University, Portland, Oregon Dissertation: Identifying and Building on Strengths of Children with Serious Emotional Disturbances.	Social Work and Social Research	2002
ACADEMIC APPOINTMENTS			
TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	START DATE – END DATE
<u>Assistant Professor</u>	Portland State University, University Studies and Social Work.	Portland, Oregon	Sept 2002- present
<u>Adjunct Professor</u>	Portland State University, School of Social Work	Portland, Oregon	1999-2001
POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE			
POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE
<u>Consultant</u> , Children's Mental Health Initiatives	American Institutes for Research, Washington, D.C.	Washington, DC	2002-2006

<u>Quality Assurance Coordinator</u> , Coordinated quality improvement and certification for state-funded mental health services for children.	STATE OF OREGON OFFICE OF MENTAL HEALTH SERVICES	Salem, Oregon	2002-2003
<u>Mental Health Program Manager</u> Clinical Program Manager for mental health and addictions treatment programs serving children, families and adults.	CLACKAMAS COUNTY COMMUNITY MENTAL HEALTH CENTER	Oregon City, OR	1989-2002
<u>Psychiatric Program Coordinator</u>	SISTERS OF PROVIDENCE HOSPITALS St. VINCENT HOSPITAL	Portland, OR	1987-1989
<u>Adolescent Day Treatment Program Director</u>	CLACKAMAS COUNTY MENTAL HEALTH CENTER	Oregon City, OR	1980-1987
<u>Social Worker</u>	CEDAR HILLS HOSPITAL COMMUNITY PSYCHIATRIC CENTERS	Portland, OR	1978-80
<u>Social Worker</u>	STATE OF OREGON CHILDREN'S SERVICE DIVISION DEPT. OF HUMAN RESOURCES	Salem, OR	1974-1977

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- Licensed Clinical Social Worker #323, State of Oregon – (1979-current)
- Licensed Professional with endorsement for Alcohol and Drug intervention – State of Oregon (2000)
- Certified Clinical Supervisor, Oregon Board of Clinical Social Work (1998-2012)
- Academy of Certified Social Workers (1979-2002)

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last 3 years)

COMMUNITY SERVICE:

- Consultant to communities developing comprehensive mental health services for children and their families through a contract with American Institutes for Research, Washington, D.C. (2002-4)
- Consultant to City of Fort Worth Texas, Children's Mental Health Services (2002-4)
- Consultant to State of Idaho, Department of Mental Health (2003-4)
- Consultant to Jefferson Behavioral Health, Medford, Oregon (2004-6)
- Clinical Supervisor and Consultant, Neighborhood House Portland, Oregon (2005-2010)
- Board Member and Grants Coordinator, Military Families Speak Out Oregon (2004-2012)

UNIVERSITY AND DEPARTMENTAL SERVICE:

- Promotion and Tenure Guidelines Revisions Committee (2013-2014)
- Budget Committee of the Portland State University Faculty Senate (2012-2014)
- BSW Program Committee (2006-current)
- Faculty Senate (2009-2011 and 2013 to current)
- University Studies Council (2008-2012)
- Family Studies Cluster Coordinator, Portland State University Studies (2004-current)
- University Studies Cluster Curriculum Committee, University Studies (2004-current)
- Member, Multicultural Center Board, Portland State University (2004-7)

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION

ACADEMIC HONORS AND AWARDS:

Office of Academic Innovation,, *Online Pathways for University Studies Clusters* -"Cluster Coordinator stipend/grant of \$2,000 for participation and coordination of Family Studies Cluster online course development.

Center for Academic Excellence, Academic Innovation (AIM) Program Grant, \$500, *Community based research through assessment of learning objective in Family Studies*, Portland State University (2006/7)

Center for Academic Excellence, The Scholarship of Teaching Committee (STRT) Program Grant, \$500, *Engaged Pedagogy*, Portland State University (2005/6)

Co-Principal Investigator, Diversity Grant, The Scholarship of Teaching Committee, STRT Program Grant, \$5000, Portland State University (2004/5)

Center for Academic Excellence, The Scholarship of Teaching Committee (STRT) Program Grant, \$500, *Narratives of Resilience*, Portland State University (2004/5)

Center for Academic Excellence, The Scholarship of Teaching Committee (STRT) Program Grant, \$500, *Enhancing Civic Outcomes*, Portland State University (2003/4).

Faculty Award, Center for Academic Excellence, Portland State University. Excellence in Faculty/Community Engagement (2003).

Co-Principal investigator, Faculty Enhancement grant, Building community engagement of Child and Family Studies Program, Center for Academic Excellence, Engaged Departments (2002/3)

PROFESSIONAL PRESENTATIONS

Academic and Professional Conferences (Refereed Presentations)

Taylor, M. (2009, March). "Identifying and building on strengths of children with serious emotional disturbances". Poster presentation at University of South Florida research conference, Tampa, FL.

Taylor, M. & Young, S. (2008, April). "Promoting engagement in Family Studies: using narratives and data to measure our success". Presentation at Western Region Consortium of Campus Compact Conference, Portland, OR.

Taylor, M., Anderson-Nathe, B., Byrnes, B. & Wilks, J. (2007, June). "Integrating youth voice and expertise in undergraduate education and workforce development." Presentation at Building on Family Strengths Conference, Portland, OR.

Taylor, M. & Turner, S. (2007, April). "Engaging students in Family Policy" Workshop presentation at the Western Campus Compact Civic Education Conference, San Jose, CA.

Taylor, M., Anderson-Nathe, B., & Byrnes, B. (2006, July). "Integrating systems of care principles into undergraduate education." Presentation at Georgetown University Training Institutes, Orlando, FL.

Taylor, M. (2005, July). "Identifying and Building on Strengths of Children with Serious Emotional Disturbances: Assessment of Strengths as an intervention to build resilience in youth." *Paper presentation at Pathways to Resilience Conference*. Dalhousie University School of Social Work, Halifax, Nova Scotia, Canada.

Taylor, M. (2004, June). "Building on the Strengths of Children and Youth: Collaboration between parents and professionals." *Poster Presentation at Georgetown Child Development Center Institutes 2004*. San Francisco, California.

Taylor, M. & Lacey, J. (2004, June). "Identifying and Building on Strengths of Children and Youth: Collaboration between Parents and Professionals." *Workshop and paper presentation at Building on Family Strengths Conference*. Portland, OR.

Professional Conferences (Invited Presentations)

Taylor, M. (2004, April). "Building Strengths-based systems of care." Oregon Office of Mental Health, Children's Mental Health Summit 2004. Monmouth, Oregon.

Taylor, M. (2003, March). "Strengths-based assessment and building sustainable systems of care" State of Idaho Children's Mental Health Conference. Boise, Idaho.

Taylor, M. (2003, June). "Using the Behavioral and Emotional Rating Scale: increasing a focus on strengths" Oregon Child and Adolescent Psychiatric Residential Programs Association, Real Data in Real Time Conference 2003. Portland, Oregon.

PROFESSIONAL PUBLICATIONS

Taylor, M., (2005). *Narratives of Family Strengths and Resilience*. In Balshem, M. (Ed.) (2005). *Our Voices: Teaching and Learning at PSU Fifth Annual: 2004-5*. Portland, OR: Portland State University Center for Academic Excellence.

Taylor, M., Lacey, J. (2003). *Identifying and Building on Strengths of Children with Serious Emotional Disturbances*. In Gordon, L.J., Tullis, K., & Hanson, A. (Eds.) (2004). *Building on Family Strengths: Research and Services in Support of Children and their families, 2003 conference proceedings*. Portland, OR: Portland State University, Research and Training Center on Family Support and Children's Mental Health.

Taylor, M., Terwilliger, L., Owen, V., & Stagle, D. (2000). *Youth suicide risk reduction through family and community partnerships*. In Bridge, A., Gordon, L.J., Jivanjee, P. & King, J. M. G. (Eds.) (2001). *Building on Family Strengths: Research and services in support of children and their families, 2000 conference proceedings*. Portland, OR: Portland State University, Research and Training Center on Family Support and Children's Mental Health.

OTHER RELEVANT INFORMATION

CURRENT RESEARCH PROJECTS:

Taylor, M., Principal Investigator – "Family Studies Assessment of Learning Goals: Online Survey (SINQ)". Approved Sept. 2007 by Portland State University Human Subjects Review Committee (#07286) Data being collected 2009/10.

RESEARCH PROJECT PARTICIPATION:

Co-Principal Investigator-Assessment of Diversity within CFS Curriculum. (Jan 2005 – July 2005). Child & Family Studies Program, Portland State University, Center for Academic Excellence Diversity Grant \$5,000. Primary responsibilities: Analyzed qualitative data from focus groups with students and community partners of Child & Family Studies Program. Worked with Graduate Assistant on focus group development and qualitative data analysis.

Co-Principal Investigator-Faculty Enhancement grant to increase student engagement in community-based learning. (Jan 2003 – July 2003). Child & Family Studies Program, Portland State University, Faculty

Enhancement Program, \$8,893. Primary responsibilities: Worked with colleague faculty and graduate assistant to augment community-based learning and practicum sites.

GRANT PROPOSALS FUNDED:

Principal Investigator and Project Director for Clackamas Partnership Child Mental Health Initiative 1998-2002. Funded by the Substance Abuse and Mental Health Services Administration, Center for Mental Health Services (SAMHSA). Six year 8.5 million dollar grant to Clackamas County, Oregon to create a coordinated system of care for children with serious emotional disorders.

Project Director for Clackamas County Mental Health and Addictions Services 1992-95. Funded by the Center for Substance Abuse Prevention, (CSAP) Women and Infants Pregnant and Postpartum treatment Services. Three year 1.5 million dollar grant to Clackamas County Mental Health to provide treatment services for women and their children.

Board Member, Grants and Development Coordinator for Military Families Speak Out Oregon. Principal author and coordinator for grants from McKenzie River Gathering Foundation: Peace Fund \$8,000 2005/6, Peace Fund. 2006/7, Peace Fund \$8500, Peace Fund \$5,000 2007/8.

COURSES TAUGHT:

Portland State University, Social Work and Social Research

SW 650-History and Philosophy of Social Work, Fall 2006 and Fall 2007.

SW 531 and SW 532 Generalist Practice, Ashland Distance MSW Program

SW 492 Social Welfare Policy, BSW Program (2010-2012)

SW 430 Generalist Practice with Communities and Organizations, BSW Program

Portland State University, Child and Family Studies Program (Sept. 2002-present)

CFS 492 – Family Law and Policy, Winter 2002 to current

CFS 482U – Mental and Emotional Disorders: Issues for Children and Families

CFS 409 – Practicum Seminar and advising (taught each quarter 2002-2006)

CFS 498 – Advanced practicum seminar and advising (taught each quarter 2002-2006)

Portland State University, University Studies Program (Sept. 2002-present)

UNST 228-Family Studies Sophomore Inquiry, 2002 to current.

OTHER CREATIVE ACHIEVEMENTS:

Taylor, M. et. al. (2006). *Military Families Speak Out: Oregon*. Video produced by Military Families Speak Out Oregon in collaboration with Sour Apple Productions.

CURRICULUM VITAE

NAME OF FACULTY MEMBER Maria Talbott	Position Title Associate Professor
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DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED (month/year)
B.A.	Harvard University	Social Anthropology	1974
M.S.W.	University of California, Berkeley	Social Welfare: Aging	1980
Ph.D.	University of California, Berkeley	Social Welfare: Aging	1986

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE (month/year)
Associate Professor	Portland State University, School of Social Work	Portland, OR	1992 – Present
Director, Ph.D. Program	Portland State University, School of Social Work	Portland, OR	2005-2008
Assistant Dean	Portland State University, Graduate School of Social Work	Portland, OR	1993-1995
Assistant Professor	Portland State University, Graduate School of Social Work	Portland, OR	1984-1992
Instructor	Solano Community College	Suisun, CA	1984
Teaching Assistant	University of California, Berkeley	Berkeley, CA	1980-1983

POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE (month/year)
Research Assistant	Scientific Analysis Corporation	Berkeley, CA	1980-1983
Researcher & Author	Legal Assistance to the Elderly	San Francisco, CA	1979-1980
Director	Immaculate Conception Senior Services	Bronx, N.Y	1976-1978

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

2014	SSW Faculty Search Committee, Chair
2014	Peer Review Committee for Vicki Cotrell, member
2012-present	SSW MSW Research Sequence Chair
2012-present	MSW Curriculum Committee, member
2014	Ph.D. Comprehensive Exam Committee for Steve Kalb, member
2012 -present	Ph.D. Comprehensive Exam Committee for Jennifer Muthanna, Chair
2012-present	Ph.D. Comprehensive Exam Committee for Casadi Marino, member
2012-present	Ph.D. Comprehensive Exam Committee for Sarah Lazzari, member
2010-present	BSW Program Committee, member
2009-present; 1992-2005	Co-Liaison of Institute on Aging with Graduate School of Social Work (regarding combined Certificate in Gerontology and MSW programs)
2009-present	Ph.D. Dissertation Committee for Barbara Whitbeck, Chair
2008-present	Ph.D. Dissertation Committee for Leah Brookner, Chair
2011- 14;	University Faculty Senate member
2012-13	BSW Veber Scholarship Selection Committee, member
2011-12	Peer Review Committee for Matt Modrcin, Chair
2011-12	PSU Institutional Assessment Committee, member
2008-12	PhD Comprehensive Exams Committee member

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

January 2012 "Hoarding" presentation to staff and other professionals at Impact Northwest, Portland
2006-2011 Classroom assistant, Portland Public Schools

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

2010 Hoarding among Older Adults, \$3960, PSU Peer Review Faculty Development
2010: Reviewer for [Aging and Mental Health](#)
2010: Book manuscript reviewer for Oxford U. Press

PROFESSIONAL PRESENTATIONS (during last 5 years)

Talbott, Maria M., Symposium on Best Practices in Teaching Research at the BSW Level, Baccalaureate Program Directors in Social Work Annual Meeting, 2012.

PROFESSIONAL PUBLICATIONS (during last 5 years)

N/A

OTHER RELEVANT INFORMATION

Works in progress: Conducting study of hoarding behavior in older adults.

CURRICULUM VITAE

NAME OF FACULTY MEMBER Greg L. Pugh, MSW, LICSW, PhD	Assistant Professor
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DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

BASW	Humboldt State University	Social Work	May, 1992
MSW	Eastern Washington University	Social Work	June, 1996
PhD	Michigan State University	Social Work	August, 2011

ACADEMIC APPOINTMENTS

Assistant Professor	Portland State University	Portland, OR	September, 2013 – Present
Assistant Professor	University of Hawaii at Manoa	Honolulu, HI	August 2011 – May 2013
Clinical Instructor	Michigan State University	East Lansing, MI	September 2008 – June 2011

POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

Social Worker II	University of Washington Medical Center	Seattle, WA	May 2001 – June 2007
Social Worker	Swedish Hospital	Seattle, WA	August 1996 – March 2001
Social Work Student: Advanced Field Placement / Per Diem Social Worker	Deaconess Hospital	Spokane, WA	August 1995 - August 1996
Social Work Student: Foundation Field Placement	Spokane County Public Health Department / People of Color Against AIDS Network	Spokane, WA	August, 1994 – May 1995
Residential Counselor	Tamarack Center	Spokane, WA	August 1992-July 1995
Group Counselor	Humboldt County Juvenile Hall	Eureka, CA	August 1989- June 1992

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Licensed Independent Clinical Social Worker, Washington State LICSW #020704-LW00005032, 1998-present
 Academy of Certified Social Workers, ACSW #886180413, 1998-present
 National Association of Social Workers, Member, 1998-present
 Council on Social Work Education, Member, 2009-present
 Society for Social Work Research, Member, 2010-present

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

NASW National Ethics Committee, Appointed Consultant, 2011 - Present
NASW Hawaii State Chapter Ethics Committee, Appointed Member, 2011 – 2013

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

University of Hawaii Diversity and Equity Initiative project: Funded \$900 for an LGBT Staff and Faculty Campus Climate Survey

PROFESSIONAL PRESENTATIONS (during last 5 years)

Pugh, G.L. (2012, November). *A new integrated common model for generalist social work practice education*. Council on Social Work Education, Annual Program Meeting, Washington, DC.
Schroeder, W., Matayoshi, A., Matayoshi, R, & Pugh, G. (2012, September). *Elder voices in action: Patient activation pilot planning at Kaiser Permanente Hawaii*. Hawaii Pacific Gerontological Society, 17th Biennial Conference, Honolulu, HI.
Pugh, G.L. (2011, October). *Comparative ethics for social workers*. Council on Social Work Education, Annual Program Meeting, Atlanta, GA.
Pugh, G.L. (2010, October). *Using intensive experiential learning to change oppressive attitudes toward LGBT populations*. Council on Social Work Education, Annual Program Meeting, Portland, OR.
Pugh, G.L. (2010, September). *Comparative ethics in the hospital setting*. Hospital Ethics Committee Continuing Education Seminar, Detroit Medical Center – Huron Valley-Sinai Hospital, Commerce, MI.

PROFESSIONAL PUBLICATIONS (during last 5 years)

Pugh G.L. (2014). Revisiting the pink triangle exercise: An exploration of experiential learning in social work education. *Journal of Teaching in Social Work*, 34(1), 17-28.
Pugh, G.L. (In Press). The experiential learning cycle in diversity and social justice education. *Journal of Teaching in Social Work*

OTHER RELEVANT INFORMATION

CURRICULUM VITAE

NAME OF FACULTY MEMBER Andre Pruitt LCSW	Position Title Adjunct Faculty
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DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED (month/year)
Bachelor of Arts	Linfield College	Physical Education	May 1986
Master Degree	Portland State University	Social Work	June 2000

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE (month/year)
Adjunct Faculty	Portland State University	Portland	Fall/ 2013
Adjunct Faculty	Portland State University	Portland	Spring/2013
Adjunct Faculty	Portland State University	Portland	Spring/2012
Adjunct Faculty	Portland State University	Portland	Spring/2011
Instructor	Portland Public Schools	Portland	9/1987 to 6/1991

POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE (month/year)
Faculty/MH Practitioner	OHSU Avel Gordly Center for Healing	Portland Oregon	July 2013 – present
Consultant LCSW	Rustic Sage LLC	Portland Oregon	May 1995 present
Clinical Supervisor	OHSU Avel Gordly Center for Healing	Portland Oregon	Dec. 08 – July 13
Clinical Social Worker	Health Department Multnomah County	Portland Oregon	2006 to 12/2008
Mental Health Therapist II	Lifeworks Northwest	Portland Oregon	2003 to 2006
Day Program Coordinator	Outside In	Portland Oregon	2001 to 2003
Recruitment Retention Specialist	Portland State University School of Social Work	Portland Oregon	1997 to 2000
Community Case Manager	OHSU Partnership Project	Portland Oregon	1995 to 1987

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Field Instructor GSSW Portland State 2006 - 2013
 National Association of Social Workers, 2001 – present
 Chapter, National Association Social Workers, 1998 – present
 NAACP Life time family member
 Urban League

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Board Member Q-Center 2013 - present
Portland Citizen Review Board 2010-2012

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

PROFESSIONAL PRESENTATIONS (during last 5 years)

5/25/10- PSU, School of Social Work 'Historical Racism and Contemporary Systematic Oppression'
4/08/10 - PSU, School of Social Work, 'Racism, Homophobia, and Intersecting Identities
9/20/09 - Multnomah County Health Department, Co-facilitator, 'Afrocentric Approaches to Clinical Practice'
9/24/09 - Multnomah County Health Department, Co-facilitator, 'Afrocentric Approaches to Clinical Practice'
9-10-09 - Clark County Training, Co-facilitator, 'Afrocentric Approaches to Clinical Practice'

PROFESSIONAL PUBLICATIONS (during last 5 years)

OTHER RELEVANT INFORMATION

CURRICULUM VITAE

NAME OF FACULTY MEMBER Elizabeth Norton	Position Title Adjunct Instructor
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DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED (month/year)
AAOT	Oregon Coast Community College	Oregon Transfer	2001
BS	Eastern Oregon University	Liberal Arts	2004
MSW	Portland State University	Social Work	2009
PhD	Portland State University	Social Work and Social Research	Anticipated 2015

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE (month/year)
Adjunct Faculty	Portland State University	Portland, OR	2011-Present
Teaching Assistant	Portland State University	Portland, OR	2010-2011
Graduate Research Assistant	Portland State University	Portland, OR	2009-2011

POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE (month/year)
Sexual Assault Advocate Instructor	Oregon Sexual Assault Taskforce	Salem, OR	2012-Present
Sexual Assault Advocate/ Education Instructor	Northwest Portland Area Indian Health Services	Portland, OR	2012-Present
ANA Language Project Coordinator	Confederated Tribes of Siletz Indians of Oregon	Siletz, OR	2012

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Confederated Tribes of Siletz Indians of Oregon. Served committees and boards years including: Headstart Parent Council Chair (3 years), Headstart Policy Council (2 years), Siletz Tribal Housing Board Member (4

years), Citizens Review Board (2 years), Community Accountability Board Member (1 year), Pow Wow Committee Member (2 years), and Siletz Tribal Gaming Development Board (3 years), Native American Student and Community Center Advisory Board, PSU (4 years), Siletz Tribal Violence Against Women Advisory Board (current).

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Native American Student and Community Center, PSU, Advisory Board Member 2009-2012

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

2010-2011 Native American Research Centers for Health Fellowship
2008-2010 Indigenous Scholar, Johns Hopkins Bloomberg School of Public Health, Center for American Indian Health

PROFESSIONAL PRESENTATIONS (during last 5 years)

N/A

PROFESSIONAL PUBLICATIONS (during last 5 years)

N/A

OTHER RELEVANT INFORMATION

N/A

CURRICULUM VITAE

NAME OF FACULTY MEMBER Laura Nissen	Position Title Dean Your Rank Here Professor
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DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED (month/year)
B.A.	Metropolitan State College of Denver	Psychology	1985
M.S.W.	University of Denver	Social Work	1989
Ph.D.	University of Denver	Social Work	1997

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE (month/year)
Dean	School of Social Work, Portland State University	Portland, Oregon	1/6/14
Professor Appointment coincided with being designated as National Program Director of the Robert Wood Johnson Foundation National Reclaiming Futures Initiative from 2000-2012,	School of Social Work, Portland State University	Portland, Oregon	2000-2012
Associate Professor	School of Social Work, Portland State University	Portland, Oregon	2006
Assistant Professor Director/High Risk Youth Studies	Metropolitan State College of Denver	Denver, Colorado	8/95-4/2000 7/95-1/92 (part-time)

POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE (month/year)

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

National Association of Social Workers (NASW)
Council on Social Work Education (CSWE)

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Treasurer Elect, Oregon Chapter National Association of Social Workers. Term June 2013-June 2014.

Participant (Invited). National Summit on Youth in Recovery. Washington, DC, August 6-7, 2013.

Participation in Social Determinants of Health: Solving Problems in Partnership Faculty Retreat and Colloquium at Portland State University, April 5, 2012.

Participation in Bachelor of Social Work Program Directors Meeting, Portland, Oregon, March 15-18, 2012.

Donated time for professional training to Volunteers of America entitled "Building Youth Recovery Networks as a State of the Art Strategy to Improve Adolescent Treatment Outcomes," June 13, 2012.

Member, National Advisory Committee, National Council for Juvenile and Family Court Judges Juvenile Drug Court Training and Technical Assistance Center, 2011 – Present.

Instructor, Multi-System Integration Certificate Program, Center for Juvenile Justice Reform, Georgetown University Public Policy Institute – 2008 – Present.

Formed preliminary advocacy/learning collaborative group called "Oregon Youth Recovery Learning Collaborative and Action Network," June 2012.

Participated in "Career Day" at Grant High School representing social work and Portland State University, May, 2012.

Attendance at full Council on Social Work Education Annual Program Meetings in 2011 (Atlanta, GA).

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

Oregon Social Worker of the Year, Oregon Chapter, National Association of Social Workers (2009)

Post Tenure Review Faculty Development Grant 2011: \$3850 to complete research project "Youth Recovery: An Exploratory Inquiry Utilizing Photo Voice," from Portland State University.

Travel Award: \$1500 to present paper "A Ride on a Rocket: Leading a National Foundation Funded Initiative" at the 2011 CSWE APM, from Portland State University.

Principal Investigator: Reclaiming Futures, National Program Office Training and Development Grant #12, May 2011, \$1,299,480 from the Robert Wood Johnson Foundation.

Principal Investigator: Reclaiming Futures National Program Office Training and Development Grant, November 2011, \$240,000 from Johnson, Bassin & Shaw (OJJDP and CSAT Funding).

Principal Investigator: Reclaiming Futures, National Program Office Training and Development Grant #11, May 2010, \$1,675,140 from the Robert Wood Johnson Foundation.

PROFESSIONAL PRESENTATIONS (during last 5 years)

2013

"Reclaiming Futures and Juvenile Drug Courts: Preliminary Findings" (Peer-Reviewed). Panel presentation. College of Problems of Drug Dependence, San Diego, CA, Monday, June 17, 2013.

"Looking Through the Lens of Recovery: Youth Addiction Photo Voice Pilot Research." (Invited.) National Reclaiming Futures Leadership Institute, Asheville, NC, May 7, 2013.

"Self-Care and Leadership Survival." (Invited.). National Reclaiming Futures Leadership Institute, Asheville, NC, May 7, 2013.

2012

"Using Organizational Change Models to Strengthen Efforts to Implement the 2008 EPAS," Presentation (Peer-reviewed). 2012 Council on Social Work Education Annual Program Meeting, Fall 2012, Washington, D.C.

"Family Engagement in Adolescent Substance Abuse Treatment: Sharing Power and Promoting Success," Solo presentation, May 9, 2012. (Invited). Reclaiming Futures Annual Leadership Institute, San Antonio, TX.

"Evolving Community Interventions for Juvenile Justice Involved Youth," Member of a panel presentation, April 10, 2012. (Peer-reviewed.) Joint Meeting of Adolescent Substance Abuse Treatment Effectiveness, Washington, D.C.

"Social Justice and Anti-Oppressive Practice Frameworks for Increased Equity and Engagement with Youth and Families of Color," Solo presentation, April 10, 2012. (Peer-reviewed.) Joint Meeting of Adolescent Substance Abuse Treatment Effectiveness, Washington, D.C.

2011

"Reflections on a Rocket Ride: Leading a National Foundation-Funded Initiative." Council on Social Work Education, Annual Program Meeting, October 30, 2011, Atlanta, GA. (Peer-reviewed.)

"Introduction to Anti-Oppressive Practices." OJJDP National Conference, October 13, 2011, National Harbor, Maryland. With Ann Curry-Stevens. (Invited.)

"Positional Privilege and Social Work Practice: Emerging Practice Competencies in Anti-Oppressive Practice." The Pedagogy of Privilege: Transformational Education, Practice & Research Conference, University of Denver. With Ann Curry-Stevens, Ph.D. Denver, Colorado, August 16, 2011. (Peer-reviewed.)

"Leadership: Being an Outstanding Collaborative Leader," Center for Juvenile Justice Reform. Juvenile Justice and Child Welfare: Multi-System Integration Certificate Program for Public Sector Leaders. With Wendy Whiting-Blome. Washington, DC, July 16, 2011. (Invited.)

"Anti-Oppressive Practice in a National Juvenile Justice Reform Initiative: The Reclaiming Futures Experience," National Association of Drug Court Professionals Annual Conference. Washington, D.C., July 17, 2011. (Invited.)

"Collaborative Leadership in a New Era," Multnomah County Leadership Academy. Portland, Oregon, February 18, 2011. (Invited.)

2010

"Communications 101 for Adolescent Treatment Service Providers, Youth, Family and Policymakers," Center for Substance Abuse Treatment, Joint Meeting on Adolescent Treatment Effectiveness. With Mac Prichard. Baltimore, MD. December, 15, 2010. (Peer-reviewed.)

"Advanced Anti-Oppressive Practice: Moving Beyond Cultural Competence – Advanced Skills and Competencies," Center for Substance Abuse Treatment, Joint Meeting on Adolescent Treatment Effectiveness. With Ann Curry-Stevens. Baltimore, MD. December 15, 2010. (Peer-reviewed.)

"Leadership for Cross-Organizational and System Innovation," Center for Substance Abuse Treatment, Joint Meeting on Adolescent Substance Abuse. With Dan Merrigan. Baltimore, MD. December 15, 2010. (Peer-reviewed.)

"Reclaiming Futures: More Treatment, Better Treatment, Beyond Treatment – Reflecting on a Decade of Success," Center for Substance Abuse Treatment, Joint Meeting on Adolescent Treatment Effectiveness. With Charlotte McGuire, Jaime Martinez, and Yolanda Perez Logan. Baltimore, MD. December 14, 2010. (Peer-reviewed.)

"Learning to Walk Our Talk: Reflections Along the Way in Teaching Anti-Oppressive Social Work Content," Panel Presentation. Council on Social Work Education, 56th Annual Program Meeting. With Stephanie Wahab (Chair), Ben Anderson-Nathe, Pauline Jivanjee, Nocona Pewewardy, and Charlotte Goodluck. Portland, OR. October 17, 2010. (Invited.)

"Reclaiming Futures and Juvenile Drug Court: New Possibilities for Synergy and Impact." National Association of Drug Court Professionals Annual Training Conference, Pre-Conference Workshop with Judge Bettina Borders, Pam Talbott, Gregg Roth, and Dennis Reilly. Boston, MA. June 1, 2010. (Peer-reviewed.)

"The Intersection of Social Sustainability and Disparity Reduction: Towards an Integrated Platform for Research and Practice." Portland State University Social Sustainability Network. With Bowen McBeath (Chair), Eileen Brennan, and Charlotte Goodluck. Portland, Oregon. May 28, 2010. (Invited.)

"Building Ecologies of Recovery Across Systems: Lessons from Reclaiming Futures." Youth & Opiates: Trends and Interventions. Portland, Oregon. May 21, 2010. (Invited presentation.)

2009

"Health Policies and Programs for Youth in the Juvenile Justice System: What Works?" Presentation to Grantmakers In Health National Association of Health Philanthropies, Fall Forum Issue Dialogue, Washington, D.C. November 6, 2009. (Invited presentation.)

"Initiative to Movement: Future Considerations for the National Reclaiming Futures Project," National Webinar, Reclaiming Futures National Program Office, Portland, Oregon. October 13, 2009. (Invited.)

"Anti-Oppressive Practice Frameworks for Adolescent Services in Reclaiming Futures," National Webinar with Dr. Ann Curry-Stevens, Reclaiming Futures National Program Office, Portland, Oregon. September 10, 2009. (Invited.)

"Strengths-Based Practice for a New Era in Juvenile Justice and Substance Abuse Reform," National Webinar, Reclaiming Futures National Program Office, Portland, Oregon. July 9, 2009. (Invited.)

"Boundary Spanners: A Qualitative Inquiry into the Practices of Cross-System Reform Workers." May 23, 2009. Fifth International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign. (Peer-reviewed presentation of research paper.)

"Considering an Anti-Oppressive Practice Lens for Work in Cross-System Reform," with Dr. Ann Curry-Stevens. Reclaiming Futures Annual Grantee Meeting Workshops, May 12, 2009. New Orleans, LA. (Invited.)

"Reclaiming Futures," April, 20, 2009. Portland State University Inaugural Celebration Lecture Series. Office of the University President. Portland, Oregon. (Invited Presentation.)

"The Future of Social Work," Panel presentation, National Association of Social Workers, Oregon Chapter, February 20, 2009. (Invited.)

Book Chapters

Nissen, L. (In press.) The road ahead: Progressive possibilities and challenges for juvenile justice reform. In W.T. Church, D.W. Springer, & A.R. Roberts (Eds.) *Juvenile Justice Sourcebook*. New York: Oxford University Press.

McBeath, B., Nissen, L., Goodluck, C., & Brennan, E. (2013). The intersection of disparity reduction and social sustainability: Towards an integrated platform for practice and research. In J. Dillar, V. Dujon, & E. Brennan (Eds.) *Social sustainability: A multilevel approach to social inclusion*, pp. 126-157. New York: Routledge Publishing.

Articles

Nissen, L.B., Pendell, K., Jivanjee, P. & Goodluck, C. (In press). Lifelong learning in social work education: A review of the literature and implications for the future. *Journal of Teaching in Social Work*.

Nissen, L.B. (In press.) Organizational change models for more effective implementation of the CSWE EPAS: A review of the literature and an opportunity to maximize success for social work education. *Journal of Social Work Education*.

Nissen, L.B., & Curry-Stevens, A. (2012) Evolving on purpose: Results of a qualitative study to explore a national youth service reform effort applying anti-oppressive practice frameworks in a collaborative training and action process. *Action Research*, 10(4), 406-431.

Nissen, L.B. & Merrigan, D. (2011). Helping substance-involved young people in juvenile justice be successful: Conceptual and structural foundations of the Reclaiming Futures model. *Children and Youth Service Review*, 33(S1), 3-8.

Nissen, L.B. & Merrigan, D. (2011) The development and evolution of the Reclaiming Futures model at the ten-year mark: Reflections and recommendations. *Children and Youth Service Review*, 33(S1), 9-15.

Nissen, L.B. (2011). Community-directed engagement and positive youth development: Developing positive and progressive pathways between youth and their communities in Reclaiming Futures. *Children and Youth Service Review*, 33(S1), 23-38.

Prichard, M., Nissen, L.B., Farrell, P., & Moore, M. (2011). Reclaiming Futures: Using communications to drive community and systems change. *Children and Youth Service Review*, 33(S1), 34-40.

Curry-Stevens, A. & Nissen, L. (2011). Reclaiming Futures considers an anti-oppressive practice frame to enhance effectiveness in decreasing disparities. *Children and Youth Service Review*, 33(S1), 54-59.

Nissen, L. & Pearce, J. (2011). Exploring the implementation of justice-based alcohol and drug intervention strategies with juvenile offenders: Reclaiming Futures, enhanced adolescent substance abuse treatment, and juvenile drug courts. *Children & Youth Services Review*, 33(S1), 560-565.

Nissen, L.B. (2010). Boundary spanners revisited: A qualitative inquiry into cross-system reform through the experiences of youth service professionals. *Qualitative Social Work*, 9(3), 365-384.

CURRICULUM VITAE

NAME OF FACULTY MEMBER David Molko	Position Title Adjunct Instructor
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DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED (month/year)
BA	American University	Political Science	5/73
JD	Temple University	Law	5/78
MSW	Barry University	Social Work	5/97

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE (month/year)
Field Liaison	Portland State University	Portland, Oregon	9/13-6/14

POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE (month/year)
Staff therapist Senior services	Jewish Family Service Jewish Family & Child Service	Ft. Lauderdale, FL Portland, Oregon	5/97-6/00 8-00-present

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

N/A

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES *(during last three years)*

N/A

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION *(during last 3 years)*

N/A

PROFESSIONAL PRESENTATIONS (during last 5 years)

N/A

PROFESSIONAL PUBLICATIONS (during last 5 years)

N/A

OTHER RELEVANT INFORMATION

N/A

CURRICULUM VITAE

NAME OF FACULTY MEMBER Paula Bates Mike	Position Title Assistant Professor
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DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED (month/year)
Bachelor of Science	Southern Connecticut State College	Secondary Education, French	6/1968
Master of Social Work	Portland State University	Social Work	6/1975

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE (month/year)
Assistant Professor	Portland State University School of Social Work	Portland, OR	9/1988-Current
Adjunct Assistant Professor	Portland State University School of Social Work	Portland, OR	9/1984-6/1988
Lecturer	Portland State University School of Social Work	Portland, OR	9/1978-6/1984

POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE (month/year)
Licensed Clinical Social Worker	Self-employed	Portland, OR	9/1988-Current
Perinatal Social Worker	Bess Kaiser Med Ctr	Portland, OR	3/1978-8/1988
Social Worker	Crippled Children's Division Oregon Health Sciences University	Portland, OR	3/1976-3/1978
Child Protective Service Worker	Lincoln Co. Children's Services Division	Newport, OR	3/1972-3/1976

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- 1969-current National Association of Social Workers
- 1988-current Academy of Certified Social Workers

1980-current	Oregon Licensed Clinical Social Worker
1999-current	Board Member, Alumni Association School of Social Work Portland State University
2009-2012	Board Member, Domestic Violence Surrogate Dialogue Program

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

N/A

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

N/A

PROFESSIONAL PRESENTATIONS (during last 5 years)

N/A

PROFESSIONAL PUBLICATIONS (during last 5 years)

N/A

OTHER RELEVANT INFORMATION

CURRICULUM VITAE

NAME Sandra Leotti	POSITION Instructor
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DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED (month/year)
B.A.	Prescott College	Therapeutic use of the Wilderness Experience	2002
M.S.W.	University of Montana	Social Work	2006

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE (month/year)
Instructor	Portland State University	Portland, OR	2013-2014

POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE (month/year)
Family Service Coordinator	Families Together, Inc.	Asheville, NC	2007-2008
Case Manager	Families Together, Inc.	Asheville, NC	2008-2010
Therapist/Clinical Case Manager	Chrysalis School, Inc.	Eureka, MT	2010

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Council on Social Work Education
National Women's Studies Association
Society for Social Work and Research

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

2009-2010 Helpmate. Domestic Violence Advocate.

2009-2010 Our Voice, Climbing Toward Confidence. Sexual Violence Prevention Mentor.

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

2013 Student Educational Travel Award (\$500), Portland State University.
2013 School of Social Work Travel Fund Award (\$100), Portland State University.
2013 Quantitative Analysis Series Scholarship (\$550), Portland State University.
2010-2011 Academic Deans Award (\$7,500), Portland State University.

PROFESSIONAL PRESENTATIONS (during last 5 years)

- Leotti, S. & Muthanna, J. (2014, Feb.). *Feminist Theories and Social Work Practice*. Invited presentation for graduate course (SW 540, HBSE: Micro Theory). Portland State University, Portland, OR.
- Leotti, S. & Muthanna, J. (2014, January). *Troubling the Binary*. Paper presented as part of a symposium on Feminisms in Social Work Research. Society for Social Work Research Annual Conference. San Antonio, TX.
- Muthanna, J. & Leotti, S. (2013, May). *Integrating Feminist Epistemologies into Social Work Research*. Invited Presentation for undergraduate course (SW 404, Research Methods and Evaluation). University of Fraser Valley. British Columbia.
- Leotti, S. & Muthanna, J. (2013, May). *Feminist Theories and Social Work Practice*. Invited presentation for graduate course (SW 541, HBSE: Macro Theory). Portland State University, Portland, OR.
- Leotti, S. & Muthanna, J. (2012, October). *Feminisms and Social Work in the U.S.: An Historical Perspective*. Invited lecture for graduate course (SW 650, History and Philosophy of Social Welfare and Social Work). Portland State University, Portland, OR.
- Muthanna, J. & Leotti, S. (2012, May). *Feminist Theories and Social Work Practice*. Invited presentation for graduate course (SW 541, HBSE: Macro Theory). Portland State University, Portland, OR.
- Muthanna, J. & Leotti, S. (2012, April). Moving from Discussion to Praxis: Strategies, Techniques, and Activities that Enact Feminist Pedagogies in Anti-Racist Education. Northwest Women's Studies Association Conference. Portland, OR.
- Leotti, S. & Oschwald, M. (2012, April) *Partnering with People with Disabilities to Address Violence*. Invited presentation for School of Social Work Ph.D. Seminar, Portland State University, Portland, OR.
- Leotti, S. & Muthanna, J. (2011, May). *Feminist Theories and Social Work Research*. Invited lecture for graduate course (SW 541, HBSE: Macro Theory). Portland State University, Portland, OR.

PROFESSIONAL PUBLICATIONS (during last 5 years)

- Leotti, S. & Muthanna, J. (In Press). *Troubling the Binary: A Critical Look at the Dualistic Construction of Quantitative/Qualitative Methods in Feminist Social Work Research*. In S. Wahab, B. Anderson-Nathe, & C. Gringeri (Eds.), *Feminisms in Social Work Research: Promises and Possibilities for Justice Based Knowledge*. New York, NY: Routledge.
- Oschwald, M., Leotti, S., Raymaker, D. Katz, M., Goe, R., Wallington, A., Howard, L. Beers, L., Powers, L., Robinson-Whelen, S., Hughes, R., Nicolaidis, C., and the Partnering with People with Disabilities to Address Violence Consortium. (In Press). Development of an Audio-Computer Assisted Self-Interview to Investigate Violence and Health in the Lives of People with Developmental Disabilities. *Journal of Disability and Health*.

Leotti, S. (2013). Book Review: Sex, Race, and Class: The Perspective of Winning. A Selection of Writings, 1952-2011 by Selma James. *Affilia*.

OTHER RELEVANT INFORMATION

Currently a doctoral student in the Portland State University, doctoral program

CURRICULUM VITAE

NAME OF FACULTY MEMBER Rachel Krokus	Position Title Adjunct Faculty
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DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED (month/year)
B.A. M.S.W.	San Francisco State University Portland State University	Anthropology Social Work	2003 2010

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE (month/year)
Adjunct Instructor	Portland State University	Portland, OR	4/2014-Present

POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE (month/year)
Social Work Case Manager	Veterans Administration Medical Center OEF/OIF/OND Program	Portland, OR	9/2009-Present
Child and Adolescent Treatment Specialist	Trillium Family Services	Portland, OR	2008-2010

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

N/A

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES *(during last three years)*

2010 – 2012 Portland Overdose Prevention Project Board of Directors

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION *(during last 3 years)*

N/A

PROFESSIONAL PRESENTATIONS (during last 5 years)

N/A

PROFESSIONAL PUBLICATIONS (during last 5 years)

N/A

OTHER RELEVANT INFORMATION

Licensed Clinical Social Worker (LCSW) State of Oregon. License # 5633

Co-Founder Philadelphia Harm Reduction Educators

CURRICULUM VITAE

NAME Michael Hulshof-Schmidt	POSITION Adjunct
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DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED (month/year)
B.A.	Oglethorpe University	English	1989
M.S. W.	Portland State University	Social Work	2013

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE (month/year)
Adjunct Instructor	Portland State University	Portland, OR	6/13-6/14

POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE (month/year)
Executive Director	Equality Works, NW	Portland, OR	10/10-present
Research Fellow	Center for Community-Initiated Research To Advance Racial Equity	Portland, OR	4/12-3/14
Executive Director	Internatinal High School of Portland	Portland, OR	6/08-6/09
Director/Middle School	Portland Jewish Academy	Portland, OR	8/05-6/08
Department Head	Atlanta Girl's School	Atlanta, GA	10/99-6/05
Lead Teacher	South Metro Psycho-Educational Center	Jonesboro, GA	11/97-7/2000
Lead Special Education Teacher	Mill Springs Academy	Atlanta, GA	9/95-11/97
Staff Coordinator	Ridgeview Institute	Atlanta, GA	10/93-8/95

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Member of Development Directors Group through Non-profit Association of Oregon (NAO) (2008-2012)

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

- Member, YWCA of Greater Portland Social Justice Advisory Committee (2013-2014)
- Serve as Secretary on Advisory Board of Directors TransActive (2010-2013)
- Lobby Leader for Planned Parenthood (2008-2012)
- Serve as member of Legislative Action Team for Planned Parenthood (2008-2011).

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

- Garrison Gibbons Endowed Fellow, 2012 - 2013

PROFESSIONAL PRESENTATIONS (during last 5 years)

- Keynote Speaker, Oregon Department of Human Services and CARES NW joint conference on Cultural Competency and Humility, May 2014
- Presentation on Transgender issues, National Association of Social Workers: Community Based Practice Conference (June 2012)
- Guest Speaker at Men Against Violence Men's Institute, May 2011

PROFESSIONAL PUBLICATIONS (during last 5 years)

N/A

OTHER RELEVANT INFORMATION

- Certified Mediator through Confluence Center for Mediation Training, June 2012
- Organizational training on Motivational Interviewing and Anti-Oppressive Practice through Cascade AIDS Project, 2012

CURRICULUM VITAE

NAME Mindy Holliday	POSITION Assistant Professor
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DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED (month/year)
B.A.	Oakland University	Anthropology	1980
M.A.	Oakland University	Cultural Anthropology/Sociology	1985
M.S.W.	University of Michigan	Social Work	1988

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE (month/year)
Assistant Professor	Portland State University	Portland, OR	1997-present
Director/Distance Graduate Education	Portland State University	Portland, OR	1997-2012
Social Work Instructor	Portland State University	Portland, OR	1996-1997
Curriculum Developer	Portland State University	Portland, OR	1994-1996
Field Instructor	Portland State University	Portland, OR	1994-1996
Field Instructor	Monash University	Victoria, Australia	1993-1994
Graduate Teaching Assistant	University of Michigan	Ann Arbor, MI	1987-1988
Instructor	Oakland University Extension School	Rochester, MI	1985-1991
Teaching Assistant	Oakland University Extension School	Rochester, MI	1979-1981

POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE (month/year)
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Social Worker III	Dept. of Social and Health Services, State of Washington	Vancouver, WA	1996-1997
Homebuilders/Clinical Supervisor	Family Development Institute	Vancouver, WA	1991-1996
Families First Director	Catholic Services of Macomb	Mt. Clemens, MI	1988-1991
Program Director	Michigan Human Services, Inc.	Livonia, MI	1986-1988

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

National Association of Social Workers
American Anthropological Association
American Evaluators Association
Council on Social Work Education
American Association of University Professors

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

N/A

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

N/A

PROFESSIONAL PRESENTATIONS (during last 5 years)

N/A

PROFESSIONAL PUBLICATIONS (during last 5 years)

N/A

OTHER RELEVANT INFORMATION

Supported the BSW Program 2012-2013, 2013-2014 in a variety of working groups related to curriculum development

CURRICULUM VITAE

NAME OF FACULTY MEMBER Jessica M. Harrison	Faculty Adjunct Instructor
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DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED (month/year)
B.S.W.	University of Wisconsin-Madison	Social Work	2004
M.S.W.	University of Wisconsin-Madison	Social Work	2005
Mastery	Harvard University	Global Mental Health	2011

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE (month/year)
Adjunct Instructor	Portland State University	Portland, OR	9/10-present

POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE (month/year)
Clinical Social Worker	Wildwood Psychiatric Resource Center	Beaverton, OR	9/10--present
Editorial Director	Adoption Mosaic	Portland, OR	12/13-present
Clinical Social Worker	Cedar Hills Mother-Infant Program	Portland, OR	2010-2011
Clinical Social Worker	Multnomah County Health Department	Portland, OR	7/08-10/10
Clinical Social Worker	Petersburg Mental Health Services, Inc.	Petersburg, AK	7/05-7/08

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Licensed Clinical Social Worker (LCSW), Oregon
National Association of Social Workers (NASW), member.

Postpartum Support International (PSI), member.
American Adoption Congress (AAC), member.

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

PROFESSIONAL PRESENTATIONS (during last 5 years)

"Adoption Competence: Beyond the Basics, a Guide for Practitioners" To be presented
June 2014, Postpartum Support International Conference

"A Report on National Mother-Infant Hospitalization Programs" 2011, Postpartum
Support International Conference

PROFESSIONAL PUBLICATIONS (during last 5 years)

Cedar Hills Hospital Mother-Infant Program, 2010, Program Curriculum
Co-author (Cirino, Davis, Harrison, Kahn)

OTHER RELEVANT INFORMATION

- Teach BSW seminar, a course integrating social work theories and field practice, focused on development of social work foundations and professional identity.
- Advise undergraduate and graduate students in the School of Social Work in academic pursuits, internships and career development.

CURRICULUM VITAE

NAME OF FACULTY MEMBER Denise Grant	Position Title Field Specialist
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DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED (month/year)
B.A.	Columbia College, Chicago, Illinois		1991
M.S.W.	Portland State University	Social Work	1996

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE (month/year)
Field Specialist	Portland State University, School of Social Work	Portland, OR	2009-Current

POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE (month/year)
Advocate Case Manager	Portland Youth Builders Job Corps	Portland, OR Portland, OR	1999-2001 2001-2004

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

N/A

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES *(during last three years)*

N/A

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION *(during last 3 years)*

N/A

PROFESSIONAL PRESENTATIONS (during last 5 years)

N/A

PROFESSIONAL PUBLICATIONS (during last 5 years)

N/A

OTHER RELEVANT INFORMATION

CURRICULUM VITAE

NAME OF FACULTY MEMBER Charlotte Goodluck	Position Title BSW Program Director
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DEGREE INFORMATION

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED
B.A.	Prescott College	Anthropology	1970
M.S.W.	Smith College, School for Social Work	Social Work	1973
Ph.D.	University of Denver	Social Work	1998

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE
Professor	Portland State University, School of Social Work	Portland, OR	7/2008-Present
Director of the BSW Program	Portland State University	Portland, OR	7/2008-Present
Professor	Northern Arizona University	Flagstaff, AZ	1/2002-2008
Director of Community Research	Native American Cancer Research Partnership Northern Arizona University/University of Arizona	Flagstaff, AZ	6/2005-5/2008
BSW Program Coordinator	Northern Arizona University	Flagstaff, AZ	7/1998-6/2003
Associate Professor	Northern Arizona University	Flagstaff, AZ	5/1994-12/2001
Assistant Professor	Northern Arizona University	Flagstaff, AZ	8/1987-5/1993
Assistant Professor	New Mexico Highlands University	Las Vegas, NM	8/1986-5/1987

POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE

Indian Child Welfare Specialist	American Indian Law Center, University of New Mexico	Albuquerque, NM	1984-1985
Project Specialist	Graduate School of Social Work, University of Denver	Denver, CO	1981-1984
Social Work Supervisor	Division of Social Welfare, Indian Child Welfare Consultant, Navajo Nation	Window Rock, AZ	1980-1981
Social Worker	Indian Adoption Project, Jewish Family and Children's Service	Phoenix, AZ	1973-1980
CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS			

American Indian Social Workers Association

Association of Baccalaureate Social Work Program Directors (BPD)

Council on Social Work Education (CSWE)

National Association of Social Workers (NASW)

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last 3 years)

Advisory Board Concordia University BSW Program

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

PROFESSIONAL PRESENTATIONS (during last 5 years)

- 6/2011 Panel on Social Sustainability in Vietnam, Social Sustainability Colloquia, discussion on the trip I took to Vietnam in summer, 2010.
- 10/2010 Native American recruitment and retention of students and faculty, CSWE Annual Program Meeting, Portland, Oregon. (panel presentation)
- 11/2009 "Social Sustainably and Social Work: An HBSE Curricular Module", 55th Annual Program Meeting, "Bridging Rights, Culture, and Justice: Social Work as a Change Agent", Council on Social Work Education, San Antonio, Texas.
- 10/2009 "Welcoming" from Portland State University, School of Social Work, Annual Liberation-Based Healing Conference, Portland, Oregon.
- 9/2009 "Welcoming", Native American Studies, midyear graduation/honoring ceremony, PSU
- 3/2009 Resilience and the Strengths Perspective of Indigenous People: Developing Culturally Relevant Social Work Educating, "34th Annual 2009 Oregon Indian Education Association Conference", "Resilience & Representation: Education to Empower", Lewis & Clark College, Portland, Oregon. (with Dr. Nocona Pewewardy)

PROFESSIONAL PUBLICATIONS (during last 5 years)

Pendell, K. , Nissen, L., Jivanjee, P. & Goodluck, C. (in press). Lifelong learning in social work: A review of the literature and implications for the future, *Journal of Teaching in Social Work*.

McBeath, B., Nissen, L., Goodluck, C. & Brennan, E.M. (2013). The Intersection of Disparity Reduction and Social Sustainability: Crafting a Stronger Foundation and Alliance in Dujon, V., Dillard, J., & Brennan, E.M. edited *Social Sustainability: A Multilevel Approach to Social Inclusion*. Routledge, New York, p. 126-157.

Goodluck, C. & White Hat, M. W. (2011). Reclaiming Futures initiative from a Sicangu Lakota Tribal Perspective: Lessons Shared, *Children and Youth Services Review*, pp. 29-33, DOI: 10.1016/j.childyouth.2011.06.010.

Brown, S., Nuno, T., Joshweseoma, L., Cruz-Begay, R., Goodluck, C. & Harris, R. B. (2011). Impact of a Community-based Breast Cancer Screening Program on Hopi Women. *Preventive Medicine* DOI: 10.1016/j.yjmed.2011.02.012

CURRICULUM VITAE

NAME OF FACULTY MEMBER Samuel Gioia MSW	Position Title Senior Instructor of Social Work
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DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED
Bachelor of Arts	Portland State University	English, University Scholars	June, 1982
MSW	Portland State University	Social Work	June, 1987
Licensed Social Worker	State of Oregon	NA	July, 1992
Master of Arts	Washington Theological Union	Pastoral Studies	June, 1997
Post-Bac Certificate	Portland State University	Student Services in Post-Secondary Education	Spring, 2014
Doctoral Candidate (Ed.D.)	Portland State University	Educational Leadership (Post- Secondary)	Fall, 2014- Current

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE
Instructor of Social Work	Portland State University	Portland, Oregon	Sept. 2001- Current

POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE
Research Assistant	State of Oregon	Portland, Oregon	June, 1986- August 1986
Staff Counselor	Men’s Resource Center	Portland, Oregon	June 1986- November 1988
Crisis Intervention Specialist	Janis Youth Programs	Portland, Oregon	June 1987-

Family Therapist	St. Mary's Home for Boys	Beaverton, Oregon	November 1988 November 1988-December 2000
Therapy Supervisor	Oregon State Hospital	Salem, Oregon	December 2000-July 1992
Staff Therapist	Pastoral Counseling Center of the Mid-Willamette Valley	Corvallis, Oregon	July 1992-December 2000
Staff Therapist	Samaritan Counseling Center	Portland, Oregon	September 2000-November 2001
Counseling Associate	West End Counseling	Forest Grove, Oregon	November 2011-Current

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Licensed Social Worker, 1992-Current
Member of NASW, 1987-Current

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Beaverton School District: PSU Community Based Learning course supporting students from migrant families (2011-Current)

Portland Public Schools: PSU Community Based Learning courses supporting African Refugee Youth (2001-Current)

Catholic Charities/Kateri Park Apartments: PSU Community Based Learning courses supporting after-school homework club for African youth (2008-Current).

Center for Intercultural Organizing: Off-site supervisor for MSW student (2011-Current)

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

N/A

PROFESSIONAL PRESENTATIONS (during last 5 years)

Spring 2001, NW Regional Conference of AAPC
Spring 2002, National Conference of AAPC
Spring 2005, PSU, Building Community Partnerships
Spring 2006, PSU, Service Learning Throughout University Studies Curriculum
Fall, 2006, Combined National Conference of Cultures and Languages Across the Curriculum & International Service Learning

PROFESSIONAL PUBLICATIONS (during last 5 years)

N/A

OTHER RELEVANT INFORMATION

2000-Current: Designed and taught elective course on Social Work and Spirituality for MSW program.

2001-Current: Built community partnerships with immigrant and refugee leadership and relevant agencies for undergraduate service learning courses. My courses have engaged PSU students with Hmong children, Somali children, Bantu children, immigrant students at an alternative high school, and newly arrived refugees at resettlement agency. I have engaged PSU students in community organizing and advocacy for immigrant communities with city government. I am currently starting partnerships for a summer school for migrant children and a resource center for multiracial families. I have collaborated with immigrant community leaders, nonprofit agencies, and public schools.

2005-2012: Program assessment and mentorship of new faculty for PSU's senior capstone/service-learning program.

CURRICULUM VITAE

NAME OF FACULTY MEMBER Wende Garrison	Position Title Assistant Professor
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DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED (month/year)
B.S.	Portland State University	Film & Television and Rhetoric & Composition	1999
M.S.T.	Portland State University	Film & Television and Rhetoric & Composition	2004

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE (month/year)
Faculty	Child and Family Studies, School of Social Work, Portland State University	Portland, OR	09/2013 – Present
Director of Curriculum, Assessment, and Communication, P2P	Virginia Tech		09/2011 – 09/2013
Adjunct Instructor	Portland State University	Portland, OR	6/2006 - 6/2009
<i>Collaboration and Learning Environment Communications Lead, Chief Portfolio Architect, Faculty Team Leader for Eportfolio Expansion</i>	Office of Academic Affairs, Portland State University	Portland, OR	6/2005 - 9/2006
Instructor	Portland State University	Portland, OR	6/2004 – 6/2006
<i>Graduate Instructor</i>	University Studies, Portland State University	Portland, OR	9/2002 – 6/2005

POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE (month/year)
Consultant (assessment and e-portfolio)	Cerritos Community College; The Claremont Colleges; Connecticut State University System; Macalester College; Minnesota State Colleges and	California, Connecticut, Minnesota, Oregon, Ontario, Missouri,	2006-Present

	Universities system; The New England Educational Assessment Network; Northern Illinois University; The Oregon University System; Queens College; St. Louis College of Pharmacy; The University of Iowa; The University of Michigan; The University of Michigan; The University of Tulsa; The University of Wyoming; Wartburg College	Iowa, Michigan, Oklahoma, Wyoming	
<i>Manager, Collaborative for Authentic Assessment and Learning</i>	Association of American Colleges & Universities		5/2010 – 9/ 2011
<i>VALUE Initiative Manager</i>	Association of American Colleges & Universities		12/2007 – 1/2010
<i>Chief Open Source Evangelist</i>	SingleMind Consulting, Inc.	Portland, OR	1/2007 – 6/2007

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Member, Review Board, College Teaching, May 2013 to present

Board, International Journal of Eportfolios, May 2011 to present *Member*, Editorial Board, International Journal of Eportfolios, October 2010 to present

Member, 2012 Conference Program Committee, Association for Authentic, Experiential and Evidence-Based, September 2011 to July 2012

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Chair, 2014 Eportfolio Forum, Association of American Colleges & Universities

Chair, 2013 Eportfolio Forum, Association of American Colleges & Universities

Chair, 2012 Eportfolio Forum, Association of American Colleges & Universities

Co-founder, Out of Practice (international community of portfolio professionals developing and updating their own portfolios), February 2011 to present

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

N/A

PROFESSIONAL PRESENTATIONS (during last 5 years)

Presenter **Walking the Eportfolio Talk: Begin Your Portfolio in Four Hours** Half Day Workshop, Association for Authentic, Experiential and Evidence-Based Learning: Boston, MA, July 2013

Presenter **Eportfolio Essentials** Half Day Workshop, Association for Authentic, Experiential and Evidence-Based Learning: Boston, MA, July 2013

Co-Presenter **Integration Under The Microscope: Research on Which Portfolio Practices Encourage Integration** Association for Authentic, Experiential and Evidence-Based Learning: Boston, MA, July 2013

Co-Presenter **AAC&U ePortfolio Resources: How to Access and Use** Association for Authentic, Experiential and Evidence-Based Learning: Boston, MA, July 2013

Moderator **Student Voices, Student Wisdom: Improving Eportfolios by Listening to Users** 2013 Eportfolio Symposium, Association of American Colleges & Universities: Atlanta, GA, January 2013

Moderator **All Roads Lead to Eportfolios: A Panel of Institutions Who Found Their Own Way to Put Down Roots** 2013 Eportfolio Symposium, Association of American Colleges & Universities: Atlanta, GA, January 2013

Co-presenter **No Matter How Far You've Gone Down The Wrong Road, Turn Back!: Use Your Mission To Choose Your Tool** 2013 Eportfolio Symposium, Association of American Colleges & Universities: Atlanta, GA, January 2013

Panelist **Realizing the Promise: E-Portfolios and Scholarship** 2013 Eportfolio Symposium, Association of American Colleges & Universities: Atlanta, GA, January 2013

Presenter **We have the Technology: How Digital Portfolios Can Make Higher Education Better, Stronger, Faster** Minnesota State Colleges and Universities CAO/CSAO/Deans workshop: Deerwood, MN, October 2012

Presenter **Eportfolio Essentials** Association for Authentic, Experiential and Evidence-Based Learning: Boston, MA, July 2012

Co-Presenter **The Good, The Bad, and The Ugly: The Truth About Implementing ePortfolios** Association for Authentic, Experiential and Evidence-Based Learning: Boston, MA, July 2012

Presenter **Increasing Students' Engagement With Their Own Eportfolios: How Our Data Can Help Your Local Eportfolio Implementation** Association for Authentic, Experiential and Evidence-Based Learning: Boston, MA, July 2012

Moderator **Out of Practice: Starting and Keeping YOUR Own Eportfolio** Association for Authentic, Experiential and Evidence-Based Learning: Boston, MA, July 2012

Co-Presenter **Show Me the Learning** Association for Authentic, Experiential and Evidence-Based Learning: Boston, MA, July 2012

Co-Presenter **Learning Revealed Through Eportfolios and Rubrics** Association for Authentic, Experiential and Evidence-Based Learning: Boston, MA, July 2012

Facilitator **Faculty Assessment Days** University of Tulsa, Tulsa, OK, May 2012

Keynote Speaker **For Good Measure: How To Create and Use Rubrics That Improve Learning** Connecticut University System, April 2012

Keynote Speaker **The Assessment Yellow Brick Road: Learning and Outcomes and Rubrics: Oh My!** Northern Illinois University, DeKalb, IL, October 2011

Co-Presenter **Finding What You Never Lost: Studying Engagement and Identity in Professional Portfolios** *Shared Futures/Difficult Choices: Reclaiming a Democratic Vision for College Learning, Global Engagement, and Success*, Association of American Colleges & Universities Annual Meeting: Washington, D.C., January 2012

Co-Presenter **Eportfolio Signposts: Reflections for Charting the Best Course** Association for Authentic, Experiential and Evidence-Based Learning: Blacksburg, VA, November 2011

Co-Presenter **Behind The Curtain: Revealing the Secrets of How To Help Students Engage With Their Portfolios** Association for Authentic, Experiential and Evidence-Based Learning: Blacksburg, VA, November 2011

Co-Presenter Learn the Ropes: The Step by Step Way To Use Portfolios for Program or Institutional Assessment Association for Authentic, Experiential and Evidence-Based Learning: Boston, MA, July 2011

Co-Presenter Where Are They Now? Following up on the AAC&U's VALUE Rubrics Association for Authentic, Experiential and Evidence-Based Learning: Boston, MA, July 2011

Co-Presenter Leave a Trail: Assessing Portfolios--The Data, The Experts, The Advantages Association for Authentic, Experiential and Evidence-Based Learning: Boston, MA, July 2011

Co-Presenter New Metrics for Learning: Legitimizing Authentic Assessment Association for Authentic, Experiential and Evidence-Based Learning: Boston, MA July, 2011

Co-Presenter Out of Practice: Are *You* Keeping & Updating Your Own Portfolio? Association for Authentic, Experiential and Evidence-Based Learning: Boston, MA July 2011

Co-Presenter Conservations With... (a series of sessions called where eportfolio leaders will discuss a variety of topics pertinent to eportfolio theory and implementation with participants) Association for Authentic, Experiential and Evidence-Based Learning: Boston, MA July, 2011

Facilitator Faculty Assessment Days St. Louis College of Pharmacy: St. Louis, MO, May 2011

Co-Presenter Valid Assessment of Learning in Undergraduate Education Association of American Colleges & Universities Annual Meeting: San Francisco, CA, January 2011

Co-Presenter Assessment College Association of American Colleges & Universities Annual Meeting: San Francisco, CA, January 2011

Facilitator Faculty Development Day St. Louis College of Pharmacy: St. Louis, MO, November 2010

Keynote Speaker Bumper Crops: Sow Eportfolios. Harvest Solutions to Education's Toughest Problems University of Iowa Learning Portfolio Conference: Iowa City, Iowa, September 2010

Keynote Speaker Faculty Development Day University of Michigan-Flint: Flint, MI, September 2010

Facilitator Faculty Development Day St. Louis College of Pharmacy: St. Louis, MO, August 2010

Co-Presenter VALUE: Valid Assessment of Learning In Undergraduate Education eportfolios & the Emergent Learning Ecology, Association for Authentic and Evidence-Based Learning (AAEEBL) Annual World Conference: Boston, Massachusetts, July 2010

Keynote Speaker Surviving and Thriving in a Perfect Storm New England Educational Assessment Network: Keane, NH, June 2010

Co-Presenter VALUE: Valid Assessment of Student Learning in Undergraduate Education The Wit, The Will and The Wallet: Supporting Educational Innovation, Shaping Our Global Futures, Association of American Colleges & Universities Annual Meeting: Washington, D.C., January 2010

Co-Presenter The Role of E-Portfolios in Guiding Improvement and Demonstrating Accountability The Wit, The Will and The Wallet: Supporting Educational Innovation, Shaping Our Global Futures, Association of American Colleges & Universities Annual Meeting: Washington, D.C., January 2010

PROFESSIONAL PUBLICATIONS (during last 5 years)

"Raze the Silos: Using Digital Portfolios to Increase Integrative Thinking" *American Society for Engineering Education Annual Conference Proceedings*, 2013

"Portfolios to Professoriate: Helping Students Integrate Professional Identities Through ePortfolios" *American Society for Engineering Education Annual Conference Proceedings*, 2012

"Developing Rubrics: Lessons Learned" *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*, Association of American Colleges & Universities, 2010

OTHER RELEVANT INFORMATION

N/A

(Revised June 8, 2011)
BY-LAWS OF THE FACULTY
OF THE
SCHOOL OF SOCIAL WORK
PORTLAND STATE UNIVERSITY

The By-Laws of the Faculty of Social Work were adopted June 9, 1978.

Revised and approved, June 10, 1994.

Revised and approved, January 13, 1998.

Revised and approved, June 2, 2000.

Revised and approved, June 8, 2001.

Revised and approved, March 7, 2003.

Revised and approved, January 9, 2006.

Revised and approved by faculty, April 14, 2006

Revised and approved March, 16, 2007

Revised and approved June 6, 2007

Revised and approved June 6, 2008

Revised and approved December 5, 2008

Revised and approved May 15, 2009

Revised and approved June 5, 2009

Revised and approved May 7, 2010

Revised and approved June 4, 2010

Revised and approved May 11, 2011

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I. PURPOSE

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

II. MEMBERSHIP OF THE FACULTY

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

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

III. FACULTY POWERS AND AUTHORITY

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

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

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

IV. ORGANIZATION OF THE FACULTY

A. Presiding Officer

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

B. Governance and Administrative Structure

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

C. Faculty Meetings

1. Schedule

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

2. Special Meetings

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

3. Quorum

Fifty percent of the voting faculty shall constitute a quorum.

4. Ex Officio Members

Ex officio members will include the following persons:

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

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

5. Rules of Procedure

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

6. Distribution of Agenda

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

D. FACULTY ELECTIONS

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

1. Eligibility for Election to Standing Committees

The Faculty Affairs Committee, in consultation with the dean and the committee chairs, shall determine the committee vacancies for the next academic year and the status of each faculty member eligible to serve in these positions. A list containing eligibility status shall be circulated for approval to each voting member, who will respond with corrections to the Faculty Affairs Committee within seven days. Following reconciliation of differences regarding availability for committee service, the list of eligible candidates will be used to construct the election ballot. Faculty members who are

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

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

2. Elections

The Faculty Affairs Committee shall distribute to the voting members of the Faculty an electronic ballot with the names of those members of the Faculty who are eligible for election. Completed ballots from a quorum of the faculty shall be returned to the Faculty Affairs Committee within seven working days from the date they are distributed. Ballots will no longer be available after the seven-day period. The person or persons receiving the greatest number of votes shall be elected. In the event of a tie vote, an electronic run-off election shall be held.

3. Terms and Limits of Membership

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

When a faculty member serves on a search committee it will be counted as one committee of the two required. If needed, a faculty search committee will be formed from people who are not already on two committees; however, faculty can volunteer for a search committee and resign from another committee if their expertise is needed.

Vacancies in Standing Committees

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

V. FACULTY COMMITTEES

A. Type of Committee

There shall be four types of faculty committees, standing, search, ad hoc and administrative. Standing committees shall be those committees that continue from year to year unless they are removed or revised in structure or function by the Faculty. Search committees will be formed when needed to hire faculty and/or a Dean for the School of Social Work. Appointment to a search committee is generally by either the Dean (for a faculty search) or Provost (for a Dean search). Ad hoc committees shall be those elected or appointed committees created for specific short-term purposes. Administrative committees (MSW Management Team, Administrative Group) shall be appointed by the Dean and shall function to implement and/or coordinate administrative tasks. All standing, ad hoc, and administrative committees shall be advisory to the Faculty and the Dean, or, in the case of a Dean search, to the Faculty and the Provost.

B. General Functions of All Committees

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

1. To conduct their affairs.
2. To consult and coordinate with other faculty committees and individual members of the Faculty as needed.
3. To keep records of all meetings and make such records available to all constituent groups.

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

C. Membership of Committees

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

1. Student Representation

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

2. Practice Representation

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

D. Initiation of Educational Policy Concerns

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

E. Description of Standing Faculty Committees

A description of faculty committees, their responsibilities, and membership is as follows:

F. Search Committees

When needed, search committees are formed to fill faculty positions or the position of the Dean. Generally, for faculty positions, the search committee is appointed by the Dean. When a Dean search is required, the search committee may be selected by the Provost. When faculty serve on search committees for faculty or for the Dean, then this service will be counted as one committee of the two that are required under Part D of these by-laws.

1. MSW Curriculum Committee

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

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

The MSW Curriculum Committee shall be responsible for identifying, developing, monitoring, and revising MSW curriculum policy of the School of Social Work, for recommending policy change to the Faculty, and for ensuring that curriculum content in both class and field reflects society's ethnic, racial, and cultural diversity.

The MSW Curriculum Committee shall refer issues related to the implementation of the curriculum to the MSW Management Team. The Chair of the Curriculum Committee is a member of the MSW Management Team.

The committee also has the responsibility for making recommendations in the following areas:

- (a) Acting on recommendations from sequence and concentration committees regarding new or revised required or elective courses.
- (b) Modifications of MSW degree requirements.

- (c) Grading practices and standards.
- (d) Reviewing and approving free elective courses.

Sequence and concentration subcommittees are made up of the individual faculty teaching in that sequence or concentration during that year. Subcommittees will be responsible for selecting a chair from the full time teaching faculty in the following year, and this recommendation will be forwarded to the Dean for approval and appointment. If the subcommittee does not recommend a chair by the end of the winter term, the Dean will then select a chair for that committee. The concentration and sequence sub committees are responsible for reviewing new or revised elective or required courses relevant to the sequence and recommending course content to the Curriculum Committee. The Associate Dean for Academic and Community Affairs will consult with sequence and concentration subcommittees - in identifying and recruiting potential adjunct or contract faculty who could teach courses in their content area and sequence and concentration subcommittees will schedule at least one subcommittee meeting per term that adjunct and contract faculty are able to attend.

The sequence committee for Field Education shall be separately constituted by the Dean in consultation with the Director of Field Education and shall be composed of faculty, students and community representatives. This sequence committee will serve as the advisory group for field education.

The chairperson shall be elected from the committee members.

The MSW Curriculum Committee shall be composed of:

- chairpersons of each sequence and concentration committee (Gen. Pract., Diversity/Social Justice, HBSE, Policy, Research, CBP, DHS, SSAL)
- Practice representatives 2
- MSW Student Representatives 2
- MSW Program Director will be ex-officio 1
- Associate Dean for Academic and Community Affairs will be ex-officio 1
- Field Education 1
- MSW Distance Option Director will be ex-officio 1

2. Faculty Affairs Committee

This committee shall assume responsibility for leadership in mechanisms and procedures provided to support collegial governance.

The Chair of the Faculty Affairs Committee shall be responsible for providing oversight to the process of developing procedures and conducting elections for faculty committee membership.

The committee shall be involved in and make recommendations to the Dean and faculty regarding:

- Workload issues & decisions
- Continual identification of the needs of the School for faculty expertise
- Concerns relating to faculty rights
- Faculty development needs

The committee shall be composed of:

- Faculty members elected at large 4
The chairperson shall be elected by the committee members.
- Student Representatives 2

3. Promotion, Tenure and Merit Committee

This committee shall consider all applications for promotion, tenure, and merit and shall make recommendations to the Dean either supporting or not supporting such applications.

Additionally, the committee shall review all non-tenured members of the Faculty who have not met the criteria for multi-year contracts and have an appointment of .50 or more annually regarding eligibility for promotion and tenure in accordance with established procedures.

No person shall serve as a member of this committee during the year of his/her candidacy for promotion.

The committee shall be composed of:

- Tenured Faculty (minimum 1-2 full) 3
- Fixed term Instructional Faculty (prefer 1 senior) 2
- Fixed term Research Professor Faculty 2

The chairperson will be elected by the committee members.

4. MSW Student Affairs Committee

The MSW Student Affairs Committee shall:

- (a) Hear appeals or review exceptional circumstances regarding student petitions for educational program changes, leaves of absence, acceptance of transfer credit or exceptions to the regular course of study.
- (b) Monitor compliance with educational policies.
- (c) Review individual student grievances regarding grades received in class or field work.
- (d) Develop criteria and procedures for reviewing individual student requests for:
 - (1) Educational program change (change practice option)
 - (2) Acceptance of transfer credits
 - (3) Exceptions from the regular course of study
 - (4) Leaves of absence for students
- (e) Review all applications for the MSW scholarships through a selection process, make recommendations to the Dean for scholarship recipients and revise scholarship application and selection process as needed. For specific scholarships, the Committee will include appropriate members for deliberation.

All requests for action regarding individual students will flow through the Student Affairs Director to the MSW Program Director for final action.

The membership of the MSW Student Affairs Committee shall consist of:

- Elected Faculty 3
- MSW Student Representatives 2
- Practice Representative 1
- Student Affairs Director will be ex-officio 1

The chairperson shall be elected by the members of the committee.

5. MSW Admissions Committee

The MSW Admissions Committee shall review policy and criteria regarding admissions and selection of students, and shall propose to the Faculty necessary policy and procedural changes. The committee shall work closely with the Director of Student Affairs of the School.

The membership of the MSW Admissions Committee shall be:

- Elected Faculty 4
- MSW Student Representatives 2
- Practice Representatives 2
- Appointed Representative from CWP 1

The Director of Student Affairs shall chair the committee.

6. Ph.D. Program Committee

This committee shall be charged with the administration of the Ph.D. program in the School of Social Work.

The committee shall develop general policy guidelines and specify goals and objectives of the doctoral program.

The Ph.D. Program Committee shall be responsible for the development of guidelines and procedures for:

- Student recruitment and admission
- Financial aid
- Student advisement
- Development and implementation of curriculum
- Comprehensive examinations
- Dissertations
- Criteria and procedures for reviewing individual student requests for:
 - Acceptance of transfer credits
 - Exceptions from the regular course of study
 - Leaves of absence for students

The Ph.D. Program Committee shall assist the Program Director in the daily administration of the Ph.D. program.

The committee shall be composed of:

- Faculty members appointed 1
- Faculty members elected at large 3
- Ph.D. student representatives 2
- Community Representation (if possible) 1
- Associate Dean for Academic and

Community Affairs, ex officio	1
Associate Dean for Research, ex officio	1

At least two of the four faculty members on the committee shall be faculty who teach in the Ph.D. program, or who have taught in the Ph.D. program within the previous four years. All faculty members appointed or elected will have a Ph.D. The Director of the Ph.D. program shall be appointed by the Dean and shall serve as chairperson of the Ph.D. Program Committee.

7. Ph.D. Comprehensive Examination Committee

This committee will be charged with oversight and periodic review of the comprehensive exam process and members will serve as consulting members on student individual exam review committees.

The committee shall be composed of:

Faculty members appointed by the Dean and the Director of the Ph.D. program	3
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The Director of the Ph.D. program will be a member of the Ph.D. Comprehensive Examination Committee and shall convene it.

8. Cultural Competence & Diversity Council

The Cultural Competence & Diversity Council shall promote cultural competency and diversity in the practice of social work, as well as social justice, by engaging the collaboration and participation of the SSW and the community it serves.

The Cultural Competence & Diversity Council shall:

- Examine the issues of recruitment and retention of students and faculty of color in the School of Social Work and make recommendations to the faculty and its committees
- Assist the School in effectively preparing culturally competent social work professionals
- Assist in bringing together community and School faculty to address issues of cultural competency
- Help the School develop and maintain a current response to community needs; for example, gangs, hate groups, AIDS
- Function as an information resource for “state of the art” expertise on community issues relevant to the training of social workers, advice, consultation, resource development, promotion

- Help the School develop a long-term cultural competency plan
- Function as advocates on behalf of the School (students, faculty and curriculum) with respect to the development and maintenance of cultural competence

The committee shall be composed of:

- Elected faculty 2
- MSW student representatives 1
- Ph.D. student representative 1
- Undergraduate student representative 1
- Student Recruitment and Retention Specialist 1
- Community representatives 5-9
- Staff Representative 1
- Dean, ex officio 1
- Associate Dean for Academic Affairs, ex officio 1
- Research and Training Programs Representative 1

The chairperson is a community representative, elected by committee members. Additionally, a faculty facilitator, who will assist the chair in planning and convening meetings, access administrative support from SSW, and seek to ensure continuous functioning of the committee, will be elected by the committee.

9. Social Justice Committee

The faculty has agreed that social justice, inclusion, and diversity are to infuse all activities of the SSW: teaching, research, service, and administration. The Social Justice Committee is charged with promoting and overseeing the implementation and annual updating of the Faculty Action Plan for Social Justice, Inclusion and Diversity.

The Social Justice Committee shall be composed of:

- Elected tenure or tenure stream faculty 2
- Elected fixed term Portland campus faculty member 1
- Elected fixed term MSW Distance Option faculty member 1
- Elected Field Education faculty member 1
- Elected staff person 1
- The SSW's recruitment and retention specialist 1
- Student Representatives 2

These will be two year terms. During the first year of the Committee's functioning, at least two members of the ad hoc committee on social justice and diversity will serve for one year to ensure continuity and to

create opportunities for the rotation of committee membership alternate years.

10. BSW Program Committee

The BSW Program Committee shall be responsible for leadership in curriculum, student affairs, and student admissions as related to the undergraduate social work program in the School of Social Work.

Curriculum

The BSW Program Committee

- Shall be responsible for leadership with faculty, students and administration in the development of the general goals and objectives of the Bachelor of Arts degree program in Social Work;
- Shall recommend for faculty approval major curriculum revisions with respect to the organization of undergraduate social work curriculum and/or parts thereof;
- Shall be responsible for identifying, developing, monitoring, and revising the undergraduate social work curriculum policy of the School of Social Work, for recommending policy change to the Faculty, and for ensuring that curriculum content in both class and field reflects society's ethnic, racial, and cultural diversity;
- Shall refer issues related to the implementation of the curriculum to the BSW Program Director; and
- Has the responsibility for making recommendations in the following areas:
 - a) Acting on recommendations from others regarding new or revised required or elective courses;
 - b) Modifications of *BSW degree* requirements;
 - c) Grading practices and standards; and
 - d) Reviewing and approving free elective courses.

Student Affairs

The BSW Program Committee

- Shall hear appeals or review exceptional circumstances regarding student petitions for educational program changes, leaves of absence, acceptance of transfer credit or exceptions to the regular course of study;
- Monitor compliance with educational policies;
- Review individual student grievances regarding grades received in class or field work;
- Develop criteria and procedures for reviewing individual student requests for:

- a) Educational program change ,
- b) Acceptance of transfer credits;
- c) Exceptions from the regular course of study; and
- d) Leaves of absence for students.
- Review all applications for scholarships through a selection process, make recommendations to the Dean for scholarship recipients and revise scholarship application and selection process as needed. For specific scholarships, the Committee will include appropriate members for deliberation.

Student Admissions

The BSW Program Committee shall review policy and criteria regarding admissions and selection of BSW students, and shall propose to the Faculty necessary policy and procedural changes.

The Membership of the BSW Committee shall be:

- BSW Program Director 1
- Appointed Faculty Members (from BSW/CFS/MSW) 1
- Associate Dean of Academic & Community Affairs ex officio 1
- BSW Practicum Director 1
- Faculty members at large 2
- BSW Students 2
- Community Representatives 2

11. Child and Family Studies Program Committee

The CFS Program Committee shall be responsible for leadership in curriculum, student affairs, and student admissions as related to the Child and Family Studies program in the School of Social Work.

Curriculum

The CFS Program Committee

- Shall be responsible for leadership with faculty, students and administration in the development of the general goals and objectives of the Bachelor of Arts and Bachelor of Science degree programs in Child and Family Studies;
- Shall recommend for faculty approval major curriculum revisions with respect to the organization of Child and Family Studies curriculum and/or parts thereof;
- Shall be responsible for identifying, developing, monitoring, and revising the undergraduate Child and Family Studies curriculum policy of the School of Social Work, for recommending policy change to the Faculty, and for ensuring that curriculum content in both class and practicum reflects society's ethnic, racial, and cultural diversity;
- Shall refer issues related to the implementation of the curriculum to the CFS Program Director; and

- Has the responsibility for making recommendations in the following areas:
 - a) Acting on recommendations from others regarding new or revised required or elective courses;
 - b) Modifications of CFS degree requirements;
 - c) Grading practices and standards; and
 - d) Reviewing and approving free elective courses.

Student Affairs

The CFS Program Committee

- Shall hear appeals or review exceptional circumstances regarding student petitions for educational program changes, leaves of absence, acceptance of transfer credit or exceptions to the regular course of study;
- Monitor compliance with educational policies;
- Review individual student grievances regarding grades received in class or field work;
- Develop criteria and procedures for reviewing individual student requests for:
 - a) Educational program change;
 - b) Acceptance of transfer credits;
 - c) Exceptions from the regular course of study; and
 - d) Leaves of absence for students.
- Review all applications for scholarships through a selection process, make recommendations to the Dean for scholarship recipients and revise scholarship application and selection process as needed. For specific scholarships, the Committee will include appropriate members for deliberation.

Student Admissions

The CFS Program Committee shall review policy and criteria regarding admissions and selection of students, and shall propose to the Faculty necessary policy and procedural changes.

The Membership of the CFS Committee shall be:

- All CFS Faculty (at least fixed term, adjunct as ex-officio)
- *CFS Students* 1-2
- *Ex Officio/Invited*
 - *Admission Directors From:*
 - *MSW Program*
 - *Graduate Teacher Education Program*
 - *Special and Counseling Education Program*
 - *Curriculum & Instruction: Early Childhood Education Program*
 - *A Consortium Member/Rotating Position*

G. Ad Hoc Committees

The Dean may establish such ad hoc committees as is deemed necessary to assist in the operation of the School of Social Work. Generally, Ad Hoc Committees do not count as part of workload.

VI. CHANGES AND AMENDMENTS

Changes in and amendments to the By-Laws shall be presented to at least two meetings of the Faculty of Social Work. The text of such proposed changes and amendments shall be sent in writing to all voting members of the Faculty before the meeting at which a final vote is taken.

School of Social Work

Position Description

BSW Program Director
.50 FTE

The BSW Program Director reports to the Associate Dean for Academic Affairs of the School and is responsible for providing educational and administrative leadership of the BSW Program. The BSW Program Director is primarily responsible for:

Program Liaison and Coordination

- Member of the Administrative Group
- Member of the Workload Group
- Convenes and chairs the BSW Program Committee
- Convenes the BSW Administrative Committee
- Coordinates with the Associate Dean for Academic Affairs regarding accreditation related activities
- Chairs the BSW Advisory Board meeting

Planning Activities

- Plans faculty workload (with Associate Dean for Academic Affairs and others);
- Plans BSW Welcoming and Orientation meetings
- Plans BSW Advisory Board meetings
- Works with Associate Dean regarding Unit Planning
- Prepares documents related to Enrollment Strategic Planning and SCH for long range planning.

Personnel

- The Program Director assists with recruitment of new faculty members and recommends appointments and reappointments of fixed term and adjunct faculty members teaching in the BSW Program to the Associate Dean
- The Program Director signs off on all personnel changes, including salary, tenure, promotion, and rank
- The Program Director is responsible for BSW teaching assignments and teaching schedules in coordination with other Program Directors and the Associate Dean for Academic Affairs
- Supervision of support staff and other program personnel

Accreditation

- Coordinates, prepares, and edits documents for accreditation reports and assessment of Program
- Coordinates site visits with accreditation representatives

BSW Educational Field Program

- Coordinates with the BSW Field Assistant Director regarding the BSW field program
- Coordinates with SSW Field Education Director and field team regarding field issues

BSW Student Advising

- Supervises the BSW Student Advisors regarding advising for all BSW students
- Coordinates with BSW student organization
- Coordinates awarding of BSW scholarships and undergraduate assistantships
- Provides student advising for special circumstances, special events, incoming students
- Coordinates with the PSU advising system in conjunction with BSW Student Advisor

Curriculum

- Coordinates curriculum implementation and evaluation
- Recommends course and curricular proposals developed within the program for approval by the BSW Program Committee
- Monitors review of new and revised courses by the BSW Program Committee and reviews elective course outlines
- Conducts assessment of student progress in meeting BSW program goals and objectives

External Relations

- Recruitment of students in community
- Coordination with community colleges regarding student recruitment
- Coordinates with PSU Student Affairs office related to students

Publications

- Prepares and edits PSU Bulletin copy for BSW program (with Associate Dean for Academic Affairs)
- Prepares and edits the BSW Program Handbook in coordination with the BSW Assistant Field Director
- Prepares and edits the content for BSW SSW Web site
- Coordinates the publication of the accreditation materials

- Prepares and edits BSW related handouts for recruitment purposes
- Prepares and edits content for the BSW Facebook web presence

Financial and Resource Management

- Consults with Associate Dean on the development of the budget
- Monitors enrollment and to meet enrollment goals
- Manages financial resources and supplies within allotment for program

Other Duties as Assigned by the Associate Dean and Dean

Compensation

For academic programs, the Program Director assignment is normally a .5 FTE on a 9-month basis with FTE and any stipend pro-rated to cover necessary duties in the summer months.

CURRICULUM VITAE

NAME OF FACULTY MEMBER Charlotte Goodluck	Position Title BSW Program Director
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DEGREE INFORMATION

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED
B.A.	Prescott College	Anthropology	1970
M.S.W.	Smith College, School for Social Work	Social Work	1973
Ph.D.	University of Denver	Social Work	1998

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE
Professor	Portland State University, School of Social Work	Portland, OR	7/2008-Present
Director of the BSW Program	Portland State University	Portland, OR	7/2008-Present
Professor	Northern Arizona University	Flagstaff, AZ	1/2002-2008
Director of Community Research	Native American Cancer Research Partnership Northern Arizona University/University of Arizona	Flagstaff, AZ	6/2005-5/2008
BSW Program Coordinator	Northern Arizona University	Flagstaff, AZ	7/1998-6/2003
Associate Professor	Northern Arizona University	Flagstaff, AZ	5/1994-12/2001
Assistant Professor	Northern Arizona University	Flagstaff, AZ	8/1987-5/1993
Assistant Professor	New Mexico Highlands University	Las Vegas, NM	8/1986-5/1987

POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE

Indian Child Welfare Specialist	American Indian Law Center, University of New Mexico	Albuquerque, NM	1984-1985
Project Specialist	Graduate School of Social Work, University of Denver	Denver, CO	1981-1984
Social Work Supervisor	Division of Social Welfare, Indian Child Welfare Consultant, Navajo Nation	Window Rock, AZ	1980-1981
Social Worker	Indian Adoption Project, Jewish Family and Children's Service	Phoenix, AZ	1973-1980
CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS			

American Indian Social Workers Association

Association of Baccalaureate Social Work Program Directors (BPD)

Council on Social Work Education (CSWE)

National Association of Social Workers (NASW)

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last 3 years)

Advisory Board Concordia University BSW Program

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

PROFESSIONAL PRESENTATIONS (during last 5 years)

- 6/2011 Panel on Social Sustainability in Vietnam, Social Sustainability Colloquia, discussion on the trip I took to Vietnam in summer, 2010.
- 10/2010 Native American recruitment and retention of students and faculty, CSWE Annual Program Meeting, Portland, Oregon. (panel presentation)
- 11/2009 "Social Sustainably and Social Work: An HBSE Curricular Module", 55th Annual Program Meeting, "Bridging Rights, Culture, and Justice: Social Work as a Change Agent", Council on Social Work Education, San Antonio, Texas.
- 10/2009 "Welcoming" from Portland State University, School of Social Work, Annual Liberation-Based Healing Conference, Portland, Oregon.
- 9/2009 "Welcoming", Native American Studies, midyear graduation/honoring ceremony, PSU
- 3/2009 Resilience and the Strengths Perspective of Indigenous People: Developing Culturally Relevant Social Work Educating, "34th Annual 2009 Oregon Indian Education Association Conference", "Resilience & Representation: Education to Empower", Lewis & Clark College, Portland, Oregon. (with Dr. Nocona Pewewardy)

PROFESSIONAL PUBLICATIONS (during last 5 years)

Pendell, K. , Nissen, L., Jivanjee, P. & Goodluck, C. (in press). Lifelong learning in social work: A review of the literature and implications for the future, *Journal of Teaching in Social Work*.

McBeath, B., Nissen, L., Goodluck, C. & Brennan, E.M. (2013). The Intersection of Disparity Reduction and Social Sustainability: Crafting a Stronger Foundation and Alliance in Dujon, V., Dillard, J., & Brennan, E.M. edited *Social Sustainability: A Multilevel Approach to Social Inclusion*. Routledge, New York, p. 126-157.

Goodluck, C. & White Hat, M. W. (2011). Reclaiming Futures initiative from a Sicangu Lakota Tribal Perspective: Lessons Shared, *Children and Youth Services Review*, pp. 29-33, DOI: 10.1016/j.childyouth.2011.06.010.

Brown, S., Nuno, T., Joshweseoma, L., Cruz-Begay, R., Goodluck, C. & Harris, R. B. (2011). Impact of a Community-based Breast Cancer Screening Program on Hopi Women. *Preventive Medicine* DOI: 10.1016/j.yjmed.2011.02.012

School of Social Work

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Portland, Oregon 97201

503-725-4712 tel
503-725-5545 fax
www.pdx.edu/ssw

May 26, 2011
Position Number: D94501
Index Code: SSW001

**Unclassified/Excluded/Tenure Related
Notice of Appointment**

Charlotte Goodluck
245 SW Lincoln #126
Portland, OR 97201

Dear Charlotte:

I am pleased to offer you a 1.0 FTE fixed-term administrative appointment, beginning July 1, 2011 as the BSW Program Director in the School of Social Work at Portland State University at an annual 12-month salary rate of \$. Accordingly, at 1.0 FTE, your monthly salary will be \$

Terms of Appointment:

- .50 FTE Program Director
- .50 FTE Teaching and Scholarship
- Three year appointment – July 1, 2011 – June 30, 2014

Your position reports to the Associate Dean of Academic Affairs. Time served in this position will not affect your indefinite tenure status as Professor of Social Work in the School of Social Work.

This appointment is excluded from union representation due to assigned responsibilities. Should you leave this administrative position and return to the School of Social Work as an AAUP represented and tenured faculty member, your 12-month salary rate will be converted to a 9-month salary rate using the usual methodology (12-month rate divided by 1.22).

In this position, you will be eligible for all benefits related to 12-month employment which are outlined in detail on the Human Resources website at www.pdx.edu/hr. Your employment is subject to the terms of all applicable Oregon University System and PSU administrative rules and policies, which are incorporated herein by reference. As is standard for positions of this type, the University may terminate the fixed-term administrative appointment by providing at least 30 days advance notice.

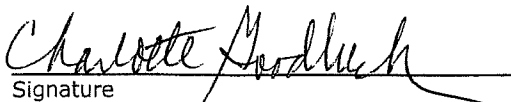
If the terms of this appointment are satisfactory, please sign this letter and return it at your earliest convenience.

Sincerely,



Kristine E. Nelson
Dean, School of Social Work

I accept the appointment described above and agree to be subject to its terms.


Signature

6/2/11
Date

909580323
Employee ID Number

Copy to Department and Employee

Original to HR

CURRICULUM VITAE

NAME OF FACULTY MEMBER Julie Kates	Position Title Interim Director of Field Education
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DEGREE INFORMATION *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

DEGREE	INSTITUTION GRANTING DEGREE	MAJOR	DATE AWARDED (month/year)
B.A.	Oberlin College	English and Women's Studies	5/1991
M.S.W.	Portland State University	Social Work	6/1995

ACADEMIC APPOINTMENTS

TITLE	EMPLOYING ACADEMIC INSTITUTION	CITY AND STATE	STATE DATE – END DATE (month/year)
Interim Director of Field Education	Portland State University School of Social Work	Portland, OR	9-12/2013; 6/2014-Present
Assistant Director of Field Education	Portland State University School of Social Work	Portland, OR	1/2009-6/2014
Field Specialist	Portland State University School of Social Work	Portland, OR	4/2008-6/2014
Faculty Advisor/Liaison	Portland State University School of Social Work	Portland, OR	9/2007-4/2008
Graduate Assistant to the Dean	Portland State University Graduate School of Social Work	Portland, OR	4/1994-8/1995

POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

POSITION	EMPLOYER	CITY AND STATE	START DATE – END DATE (month/year)
Treatment Foster Care Clinical Coordinator	Morrison Center	Portland, OR	12/1999-3/2003
Treatment Foster Care Program Coordinator	Edgefield Children's Center – Morrison Center	Troutdale, OR	7/1998-11/1999
Child & Family Therapist	Edgefield Children's Center	Troutdale, OR	11/1995-12/1999
Outpatient Program Manager	Edgefield Children's Center	Troutdale, OR	2/1998-6/1998
Child & Family Therapist	Eastwind Center	Gresham, OR	3/1997-1/1998

Group Facilitator	Eastwind Center – Get A Clue Program	Gresham, OR	2/1996-2/1997
Milieu Therapist	Edgefield Children’s Center	Troutdale, OR	9/1995-11/1995

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

N/A

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Planned and Hosted Regional NW Field Consortium of Field Directors (January 2014)

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

N/A

PROFESSIONAL PRESENTATIONS (during last 5 years)

N/A

PROFESSIONAL PUBLICATIONS (during last 5 years)

N/A

OTHER RELEVANT INFORMATION

State Licensed Clinical Social Worker (since November 1998)

Field Evaluation for Fall Term, 2013-2014

[Back to My Field](#)

Brian ZZeoverall

- **Agency & Program:** ZzDormont Mental Health Agency (Fictional Test), Multi-Services Program
- **Field Instructor:** Pablo Zzapeter
- **Faculty Advisor-Liaison Name:** Brian Everall
- **Year in Field:** GEN ---- **Academic Term & Year:** Fall Term, 2013-2014
- **This evaluation must be completed by the Friday of finals week.**

Overview

Office Use: V301082e12

This evaluation serves to assess the student's demonstration of professional social work competencies and practice behaviors as identified by CSWE and PSU School of Social Work faculty and field instructors. The evaluation provides for the student's evaluation of self as well as the field instructor's evaluation and is expected to be a cumulative assessment. The [Field Evaluation Rubric](#) is embedded in the evaluation, though access to the full document is available from this link and may be useful throughout the year.

IMPORTANT! As a security measure, the PSU "Universal Login" system will disconnect or "time out" after about 15 minutes of not connecting with the PSU server. Click one of "SAVE" buttons on this page every 15 minutes or so to avoid losing your work. You can always come back and change or add to what you have written.

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

Instructions

Evidence for Competency

Throughout the term student and field instructor track activities in supervision that provide evidence of the development of professional competencies and practice behaviors and the student documents these activities on the Field Educational Plan under the appropriate competency. Rubrics defining each practice behavior rating scale are listed under the practice behavior; the student's field placement activities should be used in deciding the appropriate rating and entered on the field educational plan.

Evaluation Ratings and Process

- 1. Student initially completes the rating scale as a self evaluation providing evidence on the FieldEducation Plan to support their ratings. The field instructor, in consultation with the task instructor, if relevant, then completes their part of the evaluation. Task instructors can provide general evaluative feedback in the comments section at the end.
 - Where there is "No Opportunity to Demonstrate or Observe the Competency" then a rating of 0 is expected, with comments in the comments sections noting how this will be addressed.
 - Where there is an "Inadequate" demonstration of the practice behavior then a rating of 1 is expected, with comments in the comments sections noting the concerns and how they will be addressed.
 - These ratings are expected to be cumulative. For instance, if a student received a "2" on the previous evaluation and no further evidence of increased competence has occurred, then the current term's rating would be a "2".
- 2. Field instructor and student then discuss their evaluations and recommended grade, paying particular attention to areas where the student is "Inadequate" (Rating 1) or where there was "No Opportunity to Demonstrate or Observe" (Rating 0).
- 3. Field instructor and student finalize their comments and grade recommendation, electronically sign the form and inform the faculty advisor-liaison that it is ready for review. Should the student disagree with the ratings or comments they are encouraged to address their concerns in the comments section.
- 4. Faculty advisor-liaison reviews the evaluation, discusses any concerns, adds comments, and records a final grade.
- 5. This evaluation form must be completed and signed by the student, field instructor, and the faculty advisor-liaison before a final grade can be submitted by the faculty advisor-liaison.

Evaluation Questions	Student's Self Evaluation	Field Instructor's Evaluation
<p>1. Identifies as a professional social worker and conducts self accordingly (2.1.1) Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.</p>		
<ul style="list-style-type: none"> • Advocates with services users, including working with other agencies to remove barriers. <ol style="list-style-type: none"> 1. No evidence or lacks knowledge of skills to advocate with service users. 2. Discusses need for advocacy in supervision but has taken no action or is reluctant to advocate. 	Choose from list below: (see rating descriptions on left) <input data-bbox="1066 1437 1654 1474" type="text"/>	row- q2fields-fi value:

<ol style="list-style-type: none"> 3. Discusses in supervision plans for advocacy and at least once has executed the plan. 4. Plans action for advocacy with service users and at least twice has executed the plans. 5. Consistently advocates with service users to remove barriers and provides leadership in building collaborations with others. 		
<ul style="list-style-type: none"> • Examines and critiques performance and makes plans to address learning needs. <ol style="list-style-type: none"> 1. Demonstrates resistance or unwillingness to examine and critique performance and does not address learning needs. 2. Examines and critiques performance only when prompted by others (e.g., field instructor, professor, etc.) or as required by the agency/school. 3. Examines and critiques performance on occasion (2–3 times) and makes plans to address immediate learning needs. 4. Routinely examines and critiques performance, identifies short term and long term learning needs and makes plans to address learning needs. 5. Consistently examines and critiques performance and actively explores outside learning opportunities. Takes responsibility for learning. 	<p>Choose from list below: (see rating descriptions on left)</p> <input data-bbox="1066 354 1654 391" type="text"/>	<p>row- q2fields-fi value:</p>
<ul style="list-style-type: none"> • Establishes and maintains professional roles and boundaries. <ol style="list-style-type: none"> 1. Unaware of agency professional roles (broker, counselor, advocate, etc.) and/or of appropriate boundaries. 2. Can identify different agency roles and potential boundary issues, but limited ability to transfer this knowledge to practice and/or new situations. 3. Articulates different agency roles and potential boundary issues, although follow through has been inconsistent or limited. 4. Evidences the knowledge and skill to identify different agency roles and boundary issues and to act appropriately in varying situations. 5. Demonstrates the ability to anticipate possible role/boundary issues and to prepare a plan for dealing with them. Works within role and function of agency. 	<p>Choose from list below: (see rating descriptions on left)</p> <input data-bbox="1066 821 1654 859" type="text"/>	<p>row- q2fields-fi value:</p>
<ul style="list-style-type: none"> • Demonstrates professional behavior, including appearance, communication, time management, use of technology, and adherence to agency policies and procedures. <ol style="list-style-type: none"> 1. Frequently does not maintain a professional demeanor, time management and communication interfere with the work, and/or violates agency policies and procedures. 2. Inconsistent in regard to professional demeanor, time management, communication, and/or adherence to agency policies, procedures, and professional standards. 3. Professional behavior typically in accord with agency and professional standards, though improvement needed in some areas. 4. Professional behavior consistently (90%) in accord with agency and professional standards. Communication is clear, concise, accurate, and respectful of others. 	<p>Choose from list below: (see rating descriptions on left)</p> <input data-bbox="1066 1235 1654 1273" type="text"/>	<p>row- q2fields-fi value:</p>

<p>5. Professional behavior always in accord with agency and professional standards, even under stressful circumstances. Communication skills are beyond what is typical for interns.</p>		
<ul style="list-style-type: none"> • Demonstrates ability to self-reflect, self-evaluate and maintain curiosity necessary to be a career-long learner. <ol style="list-style-type: none"> 1. Does not demonstrate any interest, ability, or awareness of the importance of self reflection and/or does not engage in learning beyond what is minimally expected. 2. Understands the importance of self reflection and ongoing learning, but is not able to demonstrate these skills and/or becomes defensive. Additionally, does not engage in learning beyond what is minimally expected. 3. Demonstrates self reflection skills and utilizes new sources of knowledge, though still dependent on the school, the agency and/or the field instructor to identify areas for reflection and additional learning opportunities. 4. Demonstrates initiative in reflecting on practice and identifying additional learning opportunities. 5. Takes every opportunity to reflect on practice and expand knowledge, skills and values through reading, workshop/conference/meeting attendance and discussion with colleagues. 	<p>Choose from list below: (see rating descriptions on left)</p> <input data-bbox="1066 280 1654 321" type="text"/>	<p>row-q2fields-fi value:</p>
<ul style="list-style-type: none"> • Prepares for and effectively uses supervision and consultation. <ol style="list-style-type: none"> 1. Doesn't appear to prepare for or utilize supervision in a manner consistent with on-going professional development (e.g., is ill-prepared, seemingly pre-occupied, and/or has poor follow through). 2. Inconsistently prepares (e.g. no agenda, prior self-reflection, etc.). Has trouble accepting constructive input and/or does not follow through on supervisory input. 3. Consistently prepares for supervision and sometimes evidences good follow-through on feedback. 4. Consistently prepares for supervision, able to voice differences, but remains open to constructive feedback. Good follow through. 5. Consistently prepares for supervision, bringing difficult/new material and attends to the supervisory relationship as well as the information on client systems. Excellent follow through. 	<p>Choose from list below: (see rating descriptions on left)</p> <input data-bbox="1066 849 1654 889" type="text"/>	<p>row-q2fields-fi value:</p>
<ul style="list-style-type: none"> • Copes with stress, crisis, and conflict and understands the signs of burn-out, vicarious trauma, and develops and practices a self-care plan. <ol style="list-style-type: none"> 1. Unaware of the impact of stress, conflict, and vicarious trauma on self and practice. Frequently overwhelmed in a manner that impacts performance. 2. Aware of the impact of stress, conflict, and vicarious trauma on self and practice, though unable to develop a self-care plan and/or frequently overwhelmed in a manner that impacts performance. 3. Aware of the impact of stress, conflict, and vicarious trauma on self and practice, though inconsistent implementation of the plan and/or times of being overwhelmed. 	<p>Choose from list below: (see rating descriptions on left)</p> <input data-bbox="1066 1292 1654 1333" type="text"/>	<p>row-q2fields-fi value:</p>

4. Aware of the impact of stress, conflict, and vicarious trauma on self and practice and consistently implements a self-care plan.
5. Advanced awareness of the impact of stress, conflict, and vicarious trauma on self, colleagues, and practice; brings observations to supervision, consistently implements a self-care plan, and engages others in dialogue about these issues.

2. Applies social work ethical principles and values to practice (2.1.2)

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

- Recognizes how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice.

1. Appears unaware of the values of the profession, how personal values impact practice, and/or allows personal values to interfere with practice.
2. Appears to have limited knowledge of professional values, limited ability to identify how personal values might interfere with practice, and/or finds it difficult to adhere to professional values.
3. Once conflicts between personal and/or professional values are identified, appears to engage in self-reflection and openly discusses with supervisor ways to manage conflicts.
4. Initiates efforts to identify conflicts between personal and/or professional values and explores in supervision ways to manage conflicts.
5. Independently identifies conflicts between personal and/or professional values and implements plans to effectively manage them.

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(see rating descriptions on left)

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- Accepts and uses the NASW Code of Ethics.

1. Appears to have limited knowledge of the Code of Ethics, how the Code relates to practice and/or ignores ethical dilemmas and makes decisions without attention to ethics.
2. Appears knowledgeable about the NASW Code of Ethics, but has difficulty applying them to practice and/or recognizing ethical dilemmas.
3. Demonstrates a working knowledge of the NASW Code of Ethics and has, on 1–3 occasions, applied them in formulating a plan for client work.
4. Consistently applies the Code of Ethics, identifies ethical dilemmas, and typically refers to professional values and ethics in formulating decisions.
5. Consistently applies the Code of Ethics, advanced ability in identifying ethical dilemmas, and takes leadership in bringing the social work ethical principles to discussions with staff.

Choose from list below:
(see rating descriptions on left)

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- Tolerates ambiguity in resolving ethical conflicts.

1. No evidence of ability to tolerate and/or appears uncomfortable with ethical ambiguity. Stymied when confronted by ethical dilemmas.
2. Aware of ethical dilemmas and able to discuss them but often finds

Choose from list below:
(see rating descriptions on left)

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<p>ambiguity stressful, which negatively impacts the helping process.</p> <ol style="list-style-type: none"> 3. Tolerates ambiguities in resolving ethical conflicts and often engages in discussions evidencing an appreciation for multiple perspectives, though still has some difficulty making decisions when there is ambiguity. 4. Tolerates ambiguities in resolving ethical conflicts, appreciates multiple perspectives, and is able to make decisions even when faced with ambiguity. 5. Recognizes ethical conflicts and frequently initiates discussions around their resolution in order to better understand alternative perspectives, thereby enhancing their professional development. 		
<ul style="list-style-type: none"> • Identifies and analyzes ethical dilemmas and critically applies an ethical decision making framework. <ol style="list-style-type: none"> 1. No evidence or lacks sufficient knowledge of strategies of ethical reasoning and/or is unable or unwilling to differentiate various approaches to reaching principled, ethical decisions. 2. Appears to have general knowledge of strategies of ethical reasoning, but is limited in applying them to make principled decisions in the practice setting. 3. Is able to discuss strategies of ethical reasoning and apply them in routine practice situations. 4. Appears to have a command of strategies of ethical reasoning and can consistently apply them, even in more challenging practice situations. 5. Often takes a leadership role in initiating discussion of, and applying, strategies of ethical reasoning in all areas of practice. 	<p>Choose from list below: (see rating descriptions on left)</p> <input data-bbox="1066 488 1654 521" type="text"/>	<p>row- q2fields-fi value:</p>
<p>3. Applies critical thinking to inform and communicate professional judgments (2.1.3) Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.</p>		
<ul style="list-style-type: none"> • Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments. <ol style="list-style-type: none"> 1. Unaware of various sources of knowledge on which to draw and/or cannot effectively integrate learning from multiple sources into professional practice. 2. Seems to have a general understanding of multiple sources of knowledge, but has difficulty applying it to improve practice. 3. On occasion (1-3 times) demonstrates an ability to draw upon various sources of knowledge, with consideration given to their relative value. 4. Consistently applies knowledge from various sources, differentially applying knowledge based on the client system and the weight of evidence to support each perspective. 5. Consistently applies knowledge from various sources after carefully appraising each. Initiates opportunities to enhance practice by investigating additional sources of knowledge. 	<p>Choose from list below: (see rating descriptions on left)</p> <input data-bbox="1066 1081 1654 1114" type="text"/>	<p>row- q2fields-fi value:</p>
<ul style="list-style-type: none"> • Demonstrates the ability to critically analyze theoretical knowledge and 	<p>Choose from list below:</p>	

<p>models of assessment, prevention, intervention, and evaluation.</p> <ol style="list-style-type: none"> 1. Does not demonstrate an awareness of models of assessment, prevention, intervention and evaluation and/or is unable to apply them in the practice setting. 2. Demonstrates limited ability to analyze models of assessment, prevention, interventions and evaluation and/or is unable to apply them in a well-planned approach to practice. 3. Demonstrates on occasion (1 – 3 times), the ability to analyze models but has not routinely used results in a well-planned approach to practice. 4. Routinely analyzes various models and accurately applies them in a well-planned approach to the practice. 5. Well informed about various models and their differential levels of effectiveness for specific client systems. Student seeks out opportunities to learn more in this area. 	<p>(see rating descriptions on left)</p> <input type="text"/>	<p>row-q2fields-fi value:</p>
<ul style="list-style-type: none"> • Demonstrates effective, clear, and concise oral and written communication. <ol style="list-style-type: none"> 1. Over 75% of communication is not consistent with professional standards (e.g., not accurate, grammatical and/or typographical errors, uses slang or value laden language, and/or deadlines not met). 2. Over 50% of communication is not consistent with professional standards (e.g., not accurate, grammatical and/or typographical errors, uses slang or value laden language, and/or deadlines not met). 3. Communication is typically acceptable and deadlines are often (more than 75%) met. There is an on-going need to develop written and oral communication, but improvement is evident. 4. Oral and written communication is clear, concise, accurate, and deadlines are frequently (over 90%) met. 5. Oral and written communication is excellent and deadlines are always met. Communication is crafted with due consideration of the audience (e.g., literacy level, cultural background, etc.). 	<p>Choose from list below: (see rating descriptions on left)</p> <input type="text"/>	<p>row-q2fields-fi value:</p>
<p>4. Engages diversity and difference in practice (2.1.4) Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</p>		
<ul style="list-style-type: none"> • Recognizes, accepts, and discusses the importance and impact of social, cultural, spiritual identities, norms, and practices and ways they may oppress, marginalize, alienate, and/or privilege. <ol style="list-style-type: none"> 1. Little or no ability to understand the impact of social, cultural, spiritual identities, norms, and practices on power and privilege. 2. Able to identify oppressed, marginalized and alienated groups, but seldom identifies the impact of social, cultural, spiritual identities, norms, and practices on power and privilege. 	<p>Choose from list below: (see rating descriptions on left)</p> <input type="text"/>	<p>row-q2fields-fi value:</p>

<ol style="list-style-type: none"> 3. Able to identify the impact of social, cultural, spiritual identities, norms, and practices on power and privilege and able to discuss ways to engage client systems around these issues. 4. Able to identify the impact of social, cultural, spiritual identities, norms, and practices on power and privilege and has used that knowledge on 2-3 occasions to engage client systems around how these issues impact their lives. 5. Has a strong understanding of power and privilege and initiates agency discussions on how diversity/difference and power/privilege relate to agency service delivery. 		
<ul style="list-style-type: none"> • Gains sufficient self-awareness to eliminate the influence of personal bias, privilege, blindness and participation in systems of oppression and the forces that reinforce these systems. <ol style="list-style-type: none"> 1. Reluctant or unable to engage in self assessment and/or to address personal biases and values which may impact work with diverse client populations. 2. Aware of personal biases and values but has difficulty in supervision addressing how they will be managed in the practice setting. 3. Consistently curious and aware of personal biases and values. Openly discusses in supervision ways to work on eliminating their influence on practice. 4. Comes to supervision after careful self reflection, well aware of potential biases and values that may impede the helping process. The student typically seeks assistance in eliminating personal biases and growing in even greater self-awareness. 5. Anticipates how personal biases and values may mitigate against the helping process and actively seeks out assistance in managing biases and values in the best interests of the client. 	<p>Choose from list below: (see rating descriptions on left)</p> <input data-bbox="1066 456 1654 493" type="text"/>	<p>row- q2fields-fi value:</p>
<ul style="list-style-type: none"> • Engages with others around issues of identity and difference. <ol style="list-style-type: none"> 1. Demonstrates little understanding of the impact of identity and difference in shaping life experiences. Seldom, if ever, engages with others around the issues of identity or difference. 2. Understands the impact of identity and difference in shaping life experiences, though seldom engages with others around the issues of identity or difference. 3. Understands the impact of identity and difference in shaping life experiences and at least once has engaged with others around the issues of identity or difference. 4. Consistently engages with others, client systems and colleagues, around the impact of identity and difference in shaping life experiences. 5. Consistently engages with others around issues of identity and difference and provides leadership in the agency in examining these issues. 	<p>Choose from list below: (see rating descriptions on left)</p> <input data-bbox="1066 1000 1654 1037" type="text"/>	<p>row- q2fields-fi value:</p>
<ul style="list-style-type: none"> • Engages with others as informants and experts on their lives and routinely seeks feedback from colleagues and services users. <ol style="list-style-type: none"> 1. Uses few, if any, opportunities to learn from others (colleagues, service users, and/or other professionals). 	<p>Choose from list below: (see rating descriptions on left)</p> <input data-bbox="1066 1487 1654 1524" type="text"/>	<p>row- q2fields-fi value:</p>

<ol style="list-style-type: none"> 2. Expresses openness to learning from others, but seldom seeks feedback from colleagues and/or service users. 3. Occasionally (1–3 times) seeks information and feedback from others to enhance practice. 4. Consistently seeks information and feedback from colleagues, service users, and/or other professionals. 5. Consistently seeks information and feedback from others and demonstrates how information has shaped practice. 		
<p>5. Advances human rights and social and economic justice (2.1.5) Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</p>		
<ul style="list-style-type: none"> • Understands systemic oppression and privilege and identifies practical steps to dismantle oppression. <ol style="list-style-type: none"> 1. Demonstrates little or no understanding of the forms and mechanisms of oppression and discrimination that may impact client systems. 2. Understands the forms and mechanisms of oppression and discrimination but has had only limited success in identifying how they impact specific client systems served by the agency. 3. Understands the forms and mechanisms of oppression and discrimination and has articulated on 1–3 occasions how specific client systems have been negatively impacted. 4. Consistently applies an understanding of the forms and mechanisms of oppression and discrimination to identify ways to take some action to advance human rights and social and economic justice. 5. Consistently applies an understanding of the forms and mechanisms of oppression and discrimination to mobilize others (service users, coworkers, supervisors) to take action. 	<p>Choose from list below: (see rating descriptions on left)</p> <input data-bbox="1066 592 1654 630" type="text"/>	<p>row- q2fields-fi value:</p>
<ul style="list-style-type: none"> • Works in the service of service users and communities to advocate for social and economic justice. <ol style="list-style-type: none"> 1. No evidence, no ability and/or desire to advocate for social and economic justice. 2. Demonstrates an interest in advocating for social and economic justice but has not taken the initiative to participate fully in a planned activity. 3. Participated, at least once, in an activity advocating social and economic justice although did not initiate or plan the activity. 4. Participates regularly in events to advocate for social and economic justice. 5. Participates regularly in events to advocate for social and economic justice, engages others to participate, and/or provides leadership in planning action. 	<p>Choose from list below: (see rating descriptions on left)</p> <input data-bbox="1066 1109 1654 1146" type="text"/>	<p>row- q2fields-fi value:</p>
<ul style="list-style-type: none"> • Involves and supports service users to build their own power and voice to identify, prioritize, and address social and economic injustices. 	<p>Choose from list below: (see rating descriptions on left)</p>	<p>row-</p>

1. No evidence, no ability and/or desire to work with service users to advocate for social and economic justice.
2. Demonstrates an interest in supporting service users involvement in advocating for social and economic justice, but has not provided evidence of the ability to implement plan.
3. Has developed plans to involve and support service users in advocating for social and economic justice and at least once has implemented the plan.
4. Routinely involves and supports service users in advocating for social and economic justice.
5. Routinely involves and supports service users in advocating for social and economic justice, is skilled in allowing service users to find their voice and drive the process, and provides agency leadership around these issues.

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6. Engages in research-informed practice and practice-informed research (2.1.6)

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

- Uses practice experience to inform scientific inquiry.

1. No evidence or unable to demonstrate how practice experience has informed their scientific inquiry.
2. Able to discuss how practice experience is a source of knowledge useful in planning scientific inquiry, but unable to formulate a research question.
3. Able, at least once, to identify how practice experience would shape scientific inquiry and to formulate a research question and plan.
4. Consistently able, at least monthly, to identify how practice experience would shape scientific inquiry and formulates a research question and plans to carry out research.
5. Routinely identifies how practice experience shapes scientific inquiry. Formulates a research question, plans, and conducts research that integrates their practice experience.

Choose from list below:
(see rating descriptions on left)

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- Critically appraises and uses research findings to inform and improve practice, policy, and social service delivery; chooses and employs appropriate evidence-based interventions.

1. No evidence or unable to demonstrate how evidence gleaned from research could be useful in shaping work with service users.
2. Able to discuss the potential value of research in providing best practice, but has not provided evidence of actually incorporating such information into practice.
3. Able to successfully demonstrate, at least once, the ability to use research evidence to inform practice (e.g., in selecting a best practice assessment instrument or intervention).
4. Consistently able to demonstrate, at least monthly, the ability to integrate information gleaned from research into practice.
5. Consistently demonstrates the ability to integrate information gleaned from research into practice and frequently initiates

Choose from list below:
(see rating descriptions on left)

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<p>discussions and activities to better incorporate research evidence into agency practice.</p>		
<p>7. Applies knowledge of human behavior and the social environment. (2.1.7) Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in 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>		
<ul style="list-style-type: none"> • Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation. <ol style="list-style-type: none"> 1. Unable to clearly discuss major conceptual frameworks underlying human behavior in the social environment and/or to apply them to client systems. 2. Understands major conceptual frameworks underlying human behavior, but has provided limited evidence on the use of conceptual frameworks to guide practice. 3. Understands major conceptual frameworks and able to successfully demonstrate, at least once, the ability to apply that knowledge to practice. 4. Understands major conceptual frameworks and consistently able to demonstrate the ability to apply that knowledge to designing assessments, interventions and evaluations. 5. Understands a wide range of conceptual frameworks, consistently integrates differential knowledge into designing assessments, interventions and evaluations. 	<p>Choose from list below: (see rating descriptions on left)</p> <input data-bbox="1066 418 1654 456" type="text"/>	<p>row- q2fields-fi value:</p>
<ul style="list-style-type: none"> • Critiques and applies knowledge to understand person and environment. <ol style="list-style-type: none"> 1. Provides no evidence of being able to critically analyze and apply knowledge of human behavior in the social environment to practice situations. 2. Critically analyzes some knowledge of human behavior in the social environment and its application to practice, but does so inconsistently or only when prompted. 3. Critically analyzed, at least twice, knowledge of human behavior in the social environment and its application to practice, applying only what is appropriate to a given client system. 4. Regularly critically analyzes knowledge of human behavior in the social environment and its application to practice, applying only what is appropriate to a given client system. 5. Advanced ability to critically analyze knowledge of human behavior in the social environment, applying knowledge to all facets of practice. Surpasses most interns. 	<p>Choose from list below: (see rating descriptions on left)</p> <input data-bbox="1066 935 1654 972" type="text"/>	<p>row- q2fields-fi value:</p>
<p>8. Engages in policy practice to advance social and economic well-being and to deliver effective social work services (2.1.8) Social workers understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</p>		
<ul style="list-style-type: none"> • Articulates the relationships between social policies, social problems, and social work practice and the impact on services users, service providers, 	<p>Choose from list below: (see rating descriptions on left)</p>	<p>row-</p>

<p>and the community.</p> <ol style="list-style-type: none"> 1. No evidence or demonstrates limited skill and/or interest in policies that impact services users, service providers and the community. 2. Acknowledges the importance of policies and their impact on services users, service providers and the community, but demonstrates limited skill in articulating information about specific policies. 3. Able to identify at least one policy that negatively impacts the service users, service providers, and/or the community. 4. Often (at least 3 times) able to identify policies that negatively impact the service users, service providers, and/or the community. 5. Routinely identifies policies on multiple levels (agency, profession, community, state, national) that negatively impact service users, service providers, and/or the community. 	<input type="text"/>	q2fields-fi value:
<ul style="list-style-type: none"> • Analyzes, formulates and collaborates with service users, colleagues, and/or other community organizations to promote policy changes. <ol style="list-style-type: none"> 1. No evidence or demonstrates little interest or ability to contribute to efforts to promote policy change. 2. Engages in discussion around effective policy action, but demonstrates little effort to promote policy change. 3. Engages in discussion around effective policy action, and at least once, has contributed to an effort to promote policy change. 4. Engages often in discussion around effective policy action, and at least once has taken a leadership role to promote policy change. 5. Engages often in discussion around effective policy action, and assumes key leadership roles in planning and executing action to promote policy change. 	Choose from list below: (see rating descriptions on left) <input type="text"/>	row- q2fields-fi value:
<p>9. Responds to contexts that shape practice (2.1.9) Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</p>		
<ul style="list-style-type: none"> • Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. <ol style="list-style-type: none"> 1. No evidence or does not appear to attend to, have an interest in, or incorporate into practice, the changing realities, trends, or other relevant information. 2. Able to identify changing realities, trends, or other relevant information and their impact on practice, but has not incorporated that knowledge into practice. 3. Able to identify changing realities, trends, or other relevant information and their impact on practice. Demonstrates, at least once, skill in applying this information to practice. 4. Able to discover, evaluate and incorporate into practice information about changing realities, trends, or other relevant information with attention to the impact on agency and service users. 5. Continually aware of changing contexts that shape practice and demonstrates a high level of skill in evaluating its relevance to agency services on an individual and agency wide level. 	Choose from list below: (see rating descriptions on left) <input type="text"/>	row- q2fields-fi value:

<ul style="list-style-type: none"> Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. <ol style="list-style-type: none"> Does not appear interested or able to understand the importance of promoting systemic change in the service delivery system. Supports and understands efforts to work toward changes in service delivery, but provides no evidence of efforts to promote change. Works cooperatively with others to promote changes in service delivery, although has not assumed a leadership role. Provides leadership, at least once, to develop and implement sustainable changes in service delivery. Continually provides leadership to promote sustainable changes in service delivery, engaging others in making modifications that qualitatively improve services. 	<p>Choose from list below: (see rating descriptions on left)</p> <input type="text"/>	<p>row- q2fields-fi value:</p>
<p>10. Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities (2.1.10a-d) Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve service users' goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.</p>		
<p>10a. Engagement (2.1.10a)</p>		
<ul style="list-style-type: none"> Successfully prepares for and begins practice with individuals, families, groups, organizations, and communities with a transparent and clear introduction of self and social work role. <ol style="list-style-type: none"> Appears to approach work with client systems without sufficient preparation and planning. Understands the need for effective planning/preparation for work with client systems, but, at times, unable to utilize that knowledge in developing a plan for beginning work with a given client system. Demonstrates an understanding of good planning/preparation, but not consistently prepared for different client systems (groups, community agencies, families, etc.). Consistently demonstrates good planning/preparation to begin practice with differential client systems. Consistently well prepared, beyond what is normally required, for action with client systems as evidenced by the quality of service delivery and planning discussions. 	<p>Choose from list below: (see rating descriptions on left)</p> <input type="text"/>	<p>row- q2fields-fi value:</p>
<ul style="list-style-type: none"> Listens and communicates with a wide range of service users using unconditional positive regard, warmth, genuineness, and a nonjudgmental, empathic style; attending effectively to verbal, nonverbal, and implicit communication and able to tolerate and work with conflict and strong emotions. <ol style="list-style-type: none"> Unable to engage and attend to a wide range of service users 	<p>Choose from list below: (see rating descriptions on left)</p> <input type="text"/>	<p>row- q2fields-fi value:</p>

<p>and/or colleagues with empathy and unconditional positive regard (e.g., may mistake sympathy for empathy).</p> <ol style="list-style-type: none"> 2. Able to engage and attend to some service users and/or colleagues with empathy and unconditional positive regard, but has difficulty in some areas or with specific populations. 3. Generally engages well and attends to service users and colleagues, with empathy and unconditional positive regard, but still has difficulty in some areas and/or with specific populations. 4. Consistently engages well and attends to service users and colleagues with empathy and unconditional positive regard. 5. Exceptional skill in engaging and attending to a wide range of service users and colleagues, utilizing a wide range of skills that are tailored to the situation and the relationship. 		
<ul style="list-style-type: none"> • Collaboratively develops the purpose and focus of the work. <ol style="list-style-type: none"> 1. Appears in supervision and in practice to be unaware of the need to develop the purpose and focus of the work. 2. Able, in supervision, to discuss a mutually agreeable focus for work with the client system, but has demonstrated limited ability to carry this into practice. 3. Attempts to collaboratively develop a focus for work with the client system, but an actual plan and desired outcomes are seldom identified in a timely manner and/or appear to lack sufficient client input. 4. Routinely able to collaboratively develop a plan for work with the client system, but not always done in a timely manner. 5. Consistently and collaboratively develops plans for work with client systems that are relevant, culturally sensitive, timely, and include the role of client system in the helping process. 	<p>Choose from list below: (see rating descriptions on left)</p> <input data-bbox="1066 548 1654 581" type="text"/>	<p>row- q2fields-fi value:</p>
<p>10b. Assessment (2.1.10b)</p>		
<ul style="list-style-type: none"> • Is able to determine what data is needed to ascertain needs and risks (i.e. child abuse, elder abuse, interpersonal violence) and formulates questions to collaboratively assess individuals, families, groups, organizations, and communities. <ol style="list-style-type: none"> 1. No evidence or limited skill in determining what client system data is needed for assessment and/or how to formulate questions to gather data. 2. Able to discuss in supervision the data needed for assessment of the specific client system, but has been unsuccessful in gathering the data on a consistent basis. Data have been inaccurate, irrelevant, and/or incomplete. 3. Demonstrates basic ability to determine what data is needed for assessment and to gather and organize the data, though at times information is incomplete or inaccurate or relies on structured tools to organize the process. 4. Consistently able to determine what data is needed for assessment and to gather and organize the data, though may still have difficulty deviating from a predetermined focus during the meeting. Able to gather information using formal tools as well as informal relationship skills. 	<p>Choose from list below: (see rating descriptions on left)</p> <input data-bbox="1066 1078 1654 1110" type="text"/>	<p>row- q2fields-fi value:</p>

<p>5. Consistently able to determine what data is needed and to gather and organize the data, including the ability to shift the focus of the data gathering during the assessment process. Is able to flexibly use formal assessment tools as well as informal means to gather information.</p>		
<ul style="list-style-type: none"> Is able to assess service users using a holistic perspective, including physical, emotional, social, spiritual, cultural, economic, personal and public, and service users' perspective. <ol style="list-style-type: none"> No evidence or appears not to understand how to conduct an assessment using a holistic perspective and/or minimizes its importance. Understands the importance of using a holistic perspective in assessment, but is unable to assess client system in a holistic manner. Demonstrates, at least once, skill in assessing a client system from a holistic perspective, though not consistently able to include all dimensions and requires supervision to identify gaps. Routinely, at least 3 times, able to assess a client system from a holistic perspective, consistently including all dimensions. Consistently, at least 5 times, able to assess a client system from a holistic perspective, consistently including all dimensions. 	<p>Choose from list below: (see rating descriptions on left)</p> <input data-bbox="1066 329 1654 367" type="text"/>	<p>row- q2fields-fi value:</p>
<ul style="list-style-type: none"> Conducts and writes assessments of individuals, families, groups, organizations, and communities that are strengths-based and culturally informed with adequate information to support the conclusions and intervention plan. <ol style="list-style-type: none"> No evidence or unable to assess client from a strengths-based, culturally informed perspective. Able to discuss in supervision the importance of strengths-based, culturally informed assessments, but assessments do not reflect these perspectives and/or are not completed in a timely manner. Able, at least once, to conduct a client assessment from a strengths-based culturally informed perspective, though written assessments inconsistently reflect this perspective and/or plan is not supported by the assessment, and/or assessment is not completed in a timely manner. Routinely, at least 3 times, conducts client assessments from a strengths-based, culturally informed perspective, able to convey that perspective in the written assessment and completes assessments in a timely manner. Sometimes plan not clearly supported by the assessment. Consistently, at least 5 times, able to conduct client assessments from a strengths-based, culturally informed perspective, able to convey that perspective in the written assessments, plans are supported by the assessment and the assessment is completed in a timely manner. 	<p>Choose from list below: (see rating descriptions on left)</p> <input data-bbox="1066 824 1654 862" type="text"/>	<p>row- q2fields-fi value:</p>
<ul style="list-style-type: none"> Works collaboratively with individuals, families, groups, organizations, and communities as experts on their problems, areas of growth/change, and mutually identifies client centered goals and interventions. 	<p>Choose from list below: (see rating descriptions on left)</p>	<p>row- q2fields-fi</p>

<ol style="list-style-type: none"> 1. No evidence or has difficulty identifying client centered goals and objectives. Appears unclear about how goals differ from objectives and/or how to collaboratively develop either with the client system (individual, family, group, organization, and/or community). 2. Has limited skill in developing goals and objectives and/or develops goals and objectives that are not mutually defined with the client system. The process, at times, inhibits rather than facilitates, further work with the client system. 3. Has demonstrated, atleast once, the ability to collaboratively develop goals and objectives with the client system. Goals and objectives are relevant, clear, and comprehensive. 4. Has demonstrated, atleast three times, the ability to collaboratively develop goals and objectives with the client system. Goals and objectives are relevant, clear, and comprehensive. 5. Works very effectively with various types of client systems in mutually developing goals and supporting objectives. Goals and objectives are developed with ease and clarity, engaging the client system in each step of the process. 	<input type="text"/>	value:
<ul style="list-style-type: none"> • Utilizes different intervention strategies to help individuals, families, groups, organizations, and communities to resolve problems and enhance capacities. <ol style="list-style-type: none"> 1. No evidence or limited ability to select an intervention strategy appropriate to the client system (individual, family, group, organization, and/or community) needs. 2. Has knowledge of various intervention strategies, but has difficulty making the connection between client system need and an effective intervention strategy. 3. Has been able, at least twice, to appropriately connect client needs to an intervention strategy, though more practice needed. 4. Routinely demonstrates an ability to identify and use intervention strategies appropriate to client system needs. 5. Consistently demonstrates an ability to identify and use intervention strategies appropriate to client system needs, choosing from among a repertoire of strategies based on client system need. 	Choose from list below: (see rating descriptions on left) <input type="text"/>	row- q2fields-fi value:
10c. Intervention and Ending (2.1.10c)		
<ul style="list-style-type: none"> • Prioritizes needs/goals, steps to achieve goals, and initiates actions to achieve identified goals. <ol style="list-style-type: none"> 1. No evidence or unaware of client system (individual, family, group, organization, and/or community) goals and, therefore, has been unable to initiate actions to achieve goals. 2. Articulates client system goals, but has shown no ability to prioritize goals or initiate action to achieve identified goals. 3. Articulates and prioritizes client system goals and on 1-2 occasions has initiated some action to achieve identified goals. 4. Routinely able to articulate, prioritize, and initiate action to achieve client system goals. 5. Routinely able to articulate, prioritize, and initiate action to achieve 	Choose from list below: (see rating descriptions on left) <input type="text"/>	row- q2fields-fi value:

<p>goals of various client systems. Provides leadership in achieving agency and/or community goals.</p>		
<ul style="list-style-type: none"> • Implements prevention interventions that enhance service user capacities. <ol style="list-style-type: none"> 1. No evidence or does not integrate prevention interventions into work with service users. 2. Able to identify prevention interventions, though does not implement them into practice unless suggested by supervisor and/or under-utilizes prevention as an intervention strategy. 3. Has demonstrated initiative, at least twice, in integrating prevention interventions that support service users. 4. Routinely integrates prevention interventions in work with service users. Good follow-through in designing and implementing plans. 5. Actively investigates and consistently integrates prevention interventions in work with service users and takes a leadership role in promoting opportunities to expand prevention interventions. 	<p>Choose from list below: (see rating descriptions on left)</p> <input type="text" value=""/>	<p>row-q2fields-fi value:</p>
<ul style="list-style-type: none"> • Understands the social work role, factors that impede or promote change, and service user responsibility in the intervention phase. <ol style="list-style-type: none"> 1. Unaware or unable to articulate the roles of a social work as broker, advocate, mediator, etc. and/or client system (individual, family, group, organization, and/or community) responsibility for the intervention process. 2. Aware of social work and service user roles in the intervention phase, but is unable to negotiate, advocate and mediate with client system. 3. Has demonstrated the ability, at least twice, to negotiate, advocate and/or mediate with client systems. Comfort level with these skills and/or skills in balancing the social worker and client system role are still developing. 4. Routinely and effectively negotiates, advocates and mediates on behalf of and with client systems. 5. Highly skilled in this area, with exceptional skills in empowering and supporting service users to negotiate and advocate for their needs. 	<p>Choose from list below: (see rating descriptions on left)</p> <input type="text" value=""/>	<p>row-q2fields-fi value:</p>
<ul style="list-style-type: none"> • Is able to identify, access and collaborate with service user, resources in the agency, and in the community to carry out the intervention plan (i.e. case management). <ol style="list-style-type: none"> 1. No evidence or unable to identify, access and/or collaborate with service users, resources in the agency, and the community to carry out an intervention plan. 2. Able to identify relevant resources in the agency and community, but is unable to collaborate with service users and those resources to carry out an intervention plan. 3. Able to identify relevant resources in the agency and community, and at least once has been able to collaborate with those resources to carry out the intervention plan. Still working on skills to include service user in the process. 4. Able, at least 3-5 times, to identify relevant resources in the agency and community and to collaborate with those resources and the 	<p>Choose from list below: (see rating descriptions on left)</p> <input type="text" value=""/>	<p>row-q2fields-fi value:</p>

<p>service user to carry out the intervention plan.</p> <p>5. Consistently able to collaborate with the service user and agency/community resources to carry out intervention plans. Clearly supports service users' perspective and power in the process.</p>		
<ul style="list-style-type: none"> Facilitates intentional and planned processes for transitions and endings with individuals, families, groups and community organizations. <ol style="list-style-type: none"> No evidence or lacks knowledge and skill to facilitate intentional and planned processes for transitions and endings. Aware of the importance of intentional and planned processes for transitions and endings, but has not implemented that knowledge into practice. Able to plan for transitions and endings in supervision, but has difficulty fully executing the plan with client systems. Able to plan and facilitate processes for transitions and endings. Appropriately facilitates the process for the client system as well as with colleagues and community partners. Effectively integrates work around transitions and endings and able to use them as an opportunity for both client system and worker growth. 	<p>Choose from list below: (see rating descriptions on left)</p> <input type="text"/>	<p>row-q2fields-fi value:</p>
<p>10d. Evaluation (2.1.10d)</p>		
<ul style="list-style-type: none"> Evaluates their own practice and contributes to the evaluations of their programs and agencies. <ol style="list-style-type: none"> No evidence or does not acknowledge assessment and evaluation as an ongoing process and therefore does not monitor and evaluate interventions. Recognizes the need for evaluation but lacks the skill to monitor and evaluate interventions. Able, at least 2-3 times, to use supervision to discuss and evaluate their own practice, though does not contribute on a larger basis to the evaluation of programs or services of the agency. Consistently demonstrates on-going ability to analyze, monitor and evaluate own practice and contributes to agency dialogue on evaluation of programs and services. Consistently demonstrates on-going ability to analyze, monitor and evaluate own practice, utilizing information to modify practices. Provides leadership in program or agency discussion around evaluation. 	<p>Choose from list below: (see rating descriptions on left)</p> <input type="text"/>	<p>row-q2fields-fi value:</p>

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Open Ended Evaluation Questions: Items #1-2 are required

1. What are this student's strengths?

Student Response:	No data.
Field Instructor Response	No data.
2. Discuss any concerns you may have about the student moving forward to the next level of practice and/or the agency's capacity to meet the student's needs.	
Student Response	No data.
Field Instructor Response	No data.

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Comments
Field Instructor General Comments
No data.
Field Instructor Required Comments
<p>Field Instructors are required to comment on the following:</p> <ul style="list-style-type: none"> ■ All ratings of "Inadequate" (Rating 1) ■ All ratings of "No Opportunity to Demonstrate or Observe" (Rating 0) ■ Recommending a "No Pass" grade

No data.

Task Instructor Comments (if applicable)

No data.

Student Comments

No data.

Faculty Advisor-Liaison Comments (Required for a grade of No Pass)

No data.

The Details: By signing this document you acknowledge having reviewed the evaluation and concur with the hours listed on the timesheet.

Total Hours Completed {From Timesheet}
Reminder: At least 167 hours are needed to pass.

2.5 hours this term.
2.5 hours this academic year (cumulative to date).

Grade Recommended by Field Instructor

No Grade Assigned Yet

Grade Recommended by Faculty Liaison

No Grade Assigned Yet

Student Signature: {Type your name to electronically sign.}

Field Instructor Signature: Not Yet Signed by Field Instructor

Faculty Liaison Signature: Not Yet Signed by Faculty Liaison

This document was created using the following reference documents: PSU SSW Foundation Objective, BYU BSW Evaluation of Field, PSU Foundation Year Assessment Tool, Wilson's List of Twenty Professional/Personal Characteristics, Charlotte Towle, (1954) The learner in education for the profession as seen in education for social work, Wilson and Moore (1989), CSWE Commission on Accreditation, "Suggestions on Educational Program Assessment

and Continuous Improvement", David Schantz, PhD, University of Montana Dept. of Social Work BSW Performance Evaluation, Bogo, et. al "Toward New Approaches for Evaluating Student Field Performance: Tapping the implicit criteria used by experienced field instructors.", From Drucker's The Effective Executive, PSU Generalist Year Learning Agreement

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School of Social Work, Portland State University

Report: Performance by Standards Report

Report Generated by Taskstream

DRF Template(s): BSW Program Portfolio

Program(s): BSW Program Portfolio Cohort 5

Authors: 62 Authors matched search criteria

Report Generated: Tuesday, July 08, 2014

Practice Behavior: 1.1 Advocates with service users, including working with

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
(2.1.1) Identifies as a professional social worker and conducts self accordingly 1.1 Advocates with service users, including working with other agencies to remove barriers Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	4	8.89%	30	66.67%	11	24.44%
1-1. Advocates with service users, including working with other agencies to remove barriers. Organizational assessment (f, g, h, i, j, l) Folio Area: SW 430 Gen Practice with Com & Org: Organizational Assessment & Paper DRF Template: BSW Program Portfolio	42 of 62 (67.74%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	0	0%	11	26.19%	31	73.81%

Practice Behavior: 1.2. Examines and critiques performance and makes plans

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
1.2 Examines and critiques performance and makes plans to address learning needs. Folio Area: SW 351 Beg Generalist Practice: Illustrating Prof SW Behavior DRF Template: BSW Program Portfolio	51 of 62 (82.26%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	2	3.92%	10	19.61%	39	76.47%
(2.1.1) Identifies as a professional social worker and conducts self accordingly 1.2. Examines and critiques performance and makes plans to address learning needs Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	0	0%	27	60%	18	40%

Practice Behavior: 1.3. Establishes and maintains professional roles and bo

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
1.3-Establishes and maintains	52 of 62	Score	0		2.5		5		7.5		10	

professional roles and boundaries. Folio Area: SW 351 Beg Generalist Practice: Assign#3 Establishes Maint Roles DRF Template: BSW Program Portfolio	(83.87%)											
		Count/%	0	0%	0	0%	2	3.85%	12	23.08%	38	73.08%
(2.1.1) Identifies as a professional social worker and conducts self accordingly 1.3. Establishes and maintains professional roles and boundaries Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	1	2.22%	26	57.78%	18	40%

Practice Behavior: 1.4. Demonstrates professional behavior, including appearance

Rubric Criteria	Authors evaluated	Distribution of scores										
1.4-. Demonstrates professional behavior, including appearance, communication, time management, use of technology, and adherence to agency policies and procedures. Folio Area: SW 351 Beg Generalist Practice: Illustrating Prof SW Behavior DRF Template: BSW Program Portfolio	51 of 62 (82.26%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	1	1.96%	1	1.96%	8	15.69%	41	80.39%
(2.1.1) Identifies as a professional social worker and conducts self accordingly 1.4. Demonstrates professional behavior, including appearance, communication, time management, use of technology, and adherence to agency policies and procedures Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	3	6.67%	22	48.89%	20	44.44%

Practice Behavior: 1.5. Demonstrates ability to self-reflect, self-evaluate

Rubric Criteria	Authors evaluated	Distribution of scores										
(2.1.1) Identifies as a professional social worker and conducts self accordingly 1.5. Demonstrates ability to self-reflect, self-evaluate and maintain curiosity necessary to be a career-long learner Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	5	11.11%	19	42.22%	21	46.67%
1. Identifies as a professional social worker and conducts self accordingly (2.1.1)	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	

Folio Area: SW 460 Integrated Portfolio: Lifelong Learning/ Prof Dev Plan DRF Template: BSW Program Portfolio	Count/%		0	0%	0	0%	0	0%	2	4.44%	43	95.56%

Practice Behavior: 1.6. Prepares for and effectively uses supervision and c

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
1.6 - Prepares for and effectively uses supervision and consultation Folio Area: SW 400 Field Seminar: Supervision Log & Reflection (Fall) DRF Template: BSW Program Portfolio	44 of 62 (70.97%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	9	20.45%	6	13.64%	29	65.91%
1.6 - Prepares for and effectively uses supervision and consultation Folio Area: SW 400 Field Seminar: Supervision Log & Reflection (Win) DRF Template: BSW Program Portfolio	43 of 62 (69.35%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	1	2.33%	10	23.26%	32	74.42%
(2.1.1) Identifies as a professional social worker and conducts self accordingly 1.6. Prepares for and effectively uses supervision and consultation Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	2	4.44%	29	64.44%	14	31.11%

Practice Behavior: 1.7. Copes with stress, crisis, and conflict and underst

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
1.7-Copes with stress, crisis, and conflict and understands the signs of burn-out, vicarious trauma, and develops and practices a self-care plan. Folio Area: SW 351 Beg Generalist Practice: Self Care Plan DRF Template: BSW Program Portfolio	53 of 62 (85.48%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	10	18.87%	21	39.62%	22	41.51%
(2.1.1) Identifies as a professional social worker and conducts self accordingly 1.7. Copes with stress, crisis, and conflict and understands the signs of burn-out, vicarious trauma, and develops and practices a self-care plan Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	5	11.11%	30	66.67%	10	22.22%
1.7-Copes with stress, crisis, and conflict and understands the signs of burn-out, vicarious trauma,	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	0	0%	0	0%	0	0%

tolerate and work with conflict and strong emotions Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	Count/%	1	2.22%	0	0%	0	0%	26	57.78%	18	40%
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Practice Behavior: 10a.3. Collaboratively develops the purpose and focus of

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
EP2.1.10(a) – Engagement 10a.3. Collaboratively develops the purpose and focus of the work Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Count/%	0	0%	0	0%	3	6.67%	19	42.22%	23	51.11%
		Score	0		2.5		5		7.5		10	
10a-3 - Collaboratively develops the purpose and focus of the work. Folio Area: SW 432 Gen Practice with Groups: Group Session Content & Role Play DRF Template: BSW Program Portfolio	40 of 62 (64.52%)	Count/%	0	0%	0	0%	0	0%	0	0%	40	100%
		Score	0		2.5		5		7.5		10	

Practice Behavior: 10b.1. Is able to determine what data is needed to ascer

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
(2.1.10b) Assessment 10b.1. Is able to determine what data is needed to ascertain needs and risks (i.e. child abuse, elder abuse, interpersonal violence) and formulates questions to collaboratively assess individuals, families, groups, organizations, and communities Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Count/%	0	0%	1	2.22%	11	24.44%	23	51.11%	10	22.22%
		Score	0		2.5		5		7.5		10	
10b-1. Is able to determine what data is needed to ascertain needs and risks (i.e. child abuse, elder abuse, interpersonal violence) and formulates questions to collaboratively assess individuals, families, groups, organizations, and communities. Folio Area: SW 430 Gen Practice with Com & Org: Community Assessment & Intervention DRF Template: BSW Program Portfolio	42 of 62 (67.74%)	Count/%	0	0%	0	0%	0	0%	6	14.29%	36	85.71%
		Score	0		2.5		5		7.5		10	
10b-1- Is able to determine what data is needed to ascertain needs and risks (i.e. child abuse, elder	46 of 62 (74.19%)	Score	0		2.5		5		7.5		10	

abuse, interpersonal violence) and formulates questions to collaboratively assess individuals, families, groups, organizations, and communities Folio Area: SW 431 Gen Practice with Ind & Fam: Social History/Social Assessment DRF Template: BSW Program Portfolio											
	Count/%	0	0%	1	2.17%	8	17.39%	33	71.74%	4	8.7%

Practice Behavior: 10b.2. Is able to assess service users using a holistic

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
(2.1.10b) Assessment 10b.2. Is able to assess service users using a holistic perspective, including physical, emotional, social, spiritual, cultural, economic, personal and public, and service users' perspective Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	1	2.22%	9	20%	16	35.56%	19	42.22%
10b-2 - Is able to assess service users using a holistic perspective, including physical, emotional, social, spiritual, cultural, economic, personal and public, and service users' perspective. Folio Area: SW 431 Gen Practice with Ind & Fam: Social History/Social Assessment DRF Template: BSW Program Portfolio	46 of 62 (74.19%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	2	4.35%	6	13.04%	27	58.7%	11	23.91%

Practice Behavior: 10b.3. Conducts and writes assessments of individuals, f

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
(2.1.10b) Assessment 10b.3. Conducts and writes assessments of individuals, families, groups, organizations, and communities that are strengths-based and culturally informed with adequate information to support the conclusions and intervention plan Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	3	6.67%	10	22.22%	22	48.89%	10	22.22%
10b-3. Conducts and writes assessments of individuals, families, groups, organizations, and communities that are strengths-based and culturally informed with adequate information to support the conclusions and intervention plan. Organizational assessment (a, b,	42 of 62 (67.74%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	0	0%	16	38.1%	26	61.9%

c, d, e, g, i, k) Folio Area: SW 430 Gen Practice with Com & Org: Organizational Assessment & Paper DRF Template: BSW Program Portfolio													
10b-3 - Conducts and writes assessments of individuals, families, groups, organizations, and communities that are strengths-based and culturally informed with adequate information to support the conclusions and intervention plan. Folio Area: SW 431 Gen Practice with Ind & Fam: Social History/Social Assessment DRF Template: BSW Program Portfolio	46 of 62 (74.19%)	Score	0		2.5		5		7.5		10		
		Count/%	0	0%	1	2.17%	6	13.04%	31	67.39%	8	17.39%	
10b-3 - Conducts and writes assessments of individuals, families, groups, organizations, and communities that are strengths-based and culturally informed with adequate information to support the conclusions and intervention plan Folio Area: SW 432 Gen Practice with Groups: Small Group Assessment DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10		
		Count/%	0	0%	0	0%	0	0%	5	11.11%	40	88.89%	

Practice Behavior: 10b.4. Works collaboratively with individuals, families,

Rubric Criteria	Authors evaluated	Distribution of scores											
		Score	0		2.5		5		7.5		10		
(2.1.10b) Assessment 10b.4. Works collaboratively with individuals, families, groups, organizations, and communities as experts on their problems, areas of growth/change, and mutually identifies client centered goals and interventions Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10		
		Count/%	0	0%	3	6.67%	4	8.89%	25	55.56%	13	28.89%	
10b-4. Works collaboratively with individuals, families, groups, organizations, and communities as experts on their problems, areas of growth/change, and mutually identifies client centered goals and interventions. Folio Area: SW 430 Gen Practice with Com & Org: Community Assessment & Intervention DRF Template: BSW Program Portfolio	42 of 62 (67.74%)	Score	0		2.5		5		7.5		10		
		Count/%	0	0%	0	0%	0	0%	2	4.76%	40	95.24%	
10b-4 - Works collaboratively with individuals, families, groups, organizations, and communities	46 of 62 (74.19%)	Score	0		2.5		5		7.5		10		

<p>as experts on their problems, areas of growth/change, and mutually identifies client centered goals and interventions. Folio Area: SW 431 Gen Practice with Ind & Fam: Service Contract and Interv Plan DRF Template: BSW Program Portfolio</p>											
	Count/%	0	0%	0	0%	4	8.7%	16	34.78%	26	56.52%
<p>10b-4 works collaboratively with individuals, families, groups, organizations and communities as experts on their problems, areas of growth/change, and mutually identifies client centered goals and interventions. Folio Area: SW 432 Gen Practice with Groups: Group Proposal DRF Template: BSW Program Portfolio</p>	47 of 62 (75.81%)	Score	0	2.5	5	7.5	10				
		Count/%	0	0%	0	0%	0	0%	0	0%	47

Practice Behavior: 10b.5. Utilizes different intervention strategies to hel

Rubric Criteria	Authors evaluated	Distribution of scores									
		Score	0	2.5	5	7.5	10				
<p>(2.1.10b) Assessment 10b.5. Utilizes different intervention strategies to help individuals, families, groups, organizations, and communities to resolve problems and enhance capacities Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio</p>	45 of 62 (72.58%)	Score	0	2.5	5	7.5	10				
		Count/%	0	0%	1	2.22%	9	20%	24	53.33%	11
<p>10b-5 - Selects appropriate intervention strategies to help individuals, families, groups, organizations, and communities to resolve problems and enhance capacities Folio Area: SW 431 Gen Practice with Ind & Fam: Service Contract and Interv Plan DRF Template: BSW Program Portfolio</p>	46 of 62 (74.19%)	Score	0	2.5	5	7.5	10				
		Count/%	0	0%	0	0%	2	4.35%	12	26.09%	32
<p>10b-5 - Selects appropriate intervention strategies to help individuals, families, groups, organizations, and communities to resolve problems and enhance capacities Folio Area: SW 432 Gen Practice with Groups: Group Proposal DRF Template: BSW Program Portfolio</p>	47 of 62 (75.81%)	Score	0	2.5	5	7.5	10				
		Count/%	0	0%	0	0%	0	0%	0	0%	47

Practice Behavior: 10c.1. Prioritizes needs/goals, steps to achieve goals,

Rubric Criteria	Authors evaluated	Distribution of scores						
		Score	0	2.5	5	7.5	10	
<p>(2.1.10.c) Intervention and Ending 10c.1. Prioritizes</p>	45 of 62 (72.58%)	Score	0	2.5	5	7.5	10	
		Count/%	0	0%	0	0%	0	0%

needs/goals, steps to achieve goals, and initiates actions to achieve identified goals Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio		Count/%	0	0%	1	2.22%	6	13.33%	30	66.67%	8	17.78%
		Score	0		2.5		5		7.5		10	
10c.1 - Prioritizes needs/goals, steps to achieve goals, and initiates actions to achieve identified goals. Folio Area: SW 431 Gen Practice with Ind & Fam: Service Contract and Interv Plan DRF Template: BSW Program Portfolio	46 of 62 (74.19%)	Count/%	0	0%	0	0%	5	10.87%	16	34.78%	25	54.35%
		Score	0		2.5		5		7.5		10	
10c.1 - Prioritizes needs/goals, steps to achieve goals, and initiates actions to achieve identified goals. Folio Area: SW 432 Gen Practice with Groups: Group Session Content & Role Play DRF Template: BSW Program Portfolio	40 of 62 (64.52%)	Count/%	0	0%	0	0%	0	0%	0	0%	40	100%
		Score	0		2.5		5		7.5		10	

Practice Behavior: 10c.2. Implements prevention interventions that enhance

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
(2.1.10.c) Intervention and Ending 10c.2. Implements prevention interventions that enhance service user capacities Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Count/%	1	2.22%	0	0%	9	20%	28	62.22%	7	15.56%
		Score	0		2.5		5		7.5		10	
10c-2. Implements prevention interventions that enhance service user capacities. Folio Area: SW 430 Gen Practice with Com & Org: Community Assessment & Intervention DRF Template: BSW Program Portfolio	42 of 62 (67.74%)	Count/%	0	0%	0	0%	0	0%	1	2.38%	41	97.62%
		Score	0		2.5		5		7.5		10	

Practice Behavior: 10c.3. Understands the social work role, factors that im

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
(2.1.10.c) Intervention and Ending 10c.3. Understands the social work role, factors that impede or promote change, and service user responsibility in the intervention phase Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Count/%	0	0%	1	2.22%	9	20%	27	60%	8	17.78%
		Score	0		2.5		5		7.5		10	

10c.3 - Understands the social work role, factors that impede or promote change, and service user responsibility in the intervention phase. Folio Area: SW 431 Gen Practice with Ind & Fam: Service Contract and Interv Plan DRF Template: BSW Program Portfolio	46 of 62 (74.19%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	2	4.35%	14	30.43%	30	65.22%
10c-3 - Understands the social work role, factors that impede or promote change, and service user responsibility in the intervention phase. Folio Area: SW 432 Gen Practice with Groups: Group Session Content & Role Play DRF Template: BSW Program Portfolio	40 of 62 (64.52%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	0	0%	0	0%	40	100%

Practice Behavior: 10c.4. Is able to identify, access and collaborate with

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
(2.1.10.c) Intervention and Ending 10c.4. Is able to identify, access and collaborate with service user, resources in the agency, and in the community to carry out the intervention plan (i.e. case management) Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	1	2.22%	8	17.78%	22	48.89%	14	31.11%
10c.4 - Is able to identify, access and collaborate with service user, resources in the agency, and in the community to carry out the intervention plan (i.e. case management). Folio Area: SW 431 Gen Practice with Ind & Fam: Service Contract and Interv Plan DRF Template: BSW Program Portfolio	46 of 62 (74.19%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	2	4.35%	13	28.26%	31	67.39%

Practice Behavior: 10c.5. Facilitates intentional and planned processes for

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
(2.1.10.c) Intervention and Ending 10c.5. Facilitates intentional and planned processes for transitions and endings with individuals, families, groups and community organizations Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	3	6.67%	7	15.56%	26	57.78%	9	20%

10c-5 - Facilitates intentional and planned processes for transitions and endings with individuals, families, groups and community organizations Folio Area: SW 432 Gen Practice with Groups: Group Session Content & Role Play DRF Template: BSW Program Portfolio	40 of 62 (64.52%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	0	0%	0	0%	40	100%
10c. Intervention and Ending (2.1.10.c) Folio Area: SW 460 Integrated Portfolio: Complete Portfolio DRF Template: BSW Program Portfolio	44 of 62 (70.97%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	1	2.27%	0	0%	43	97.73%

Practice Behavior: 10d.1. Evaluates their own practice and contributes to t

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
(2.1.10 d) Evaluation 10d.1. Evaluates their own practice and contributes to the evaluations of their programs and agencies Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	4	8.89%	31	68.89%	10	22.22%
10d-1. Evaluates their own practice and contributes to the evaluations of their programs and agencies. Folio Area: SW 450 Research and Eval I: EBP Evaluation Research Proposal DRF Template: BSW Program Portfolio	46 of 62 (74.19%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	1	2.17%	7	15.22%	8	17.39%	30	65.22%
10d.1. Evaluates their own practice and contributes to the evaluations of their programs and agencies Folio Area: SW 451 Research and Eval II: Data Analysis DRF Template: BSW Program Portfolio	47 of 62 (75.81%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	4	8.51%	15	31.91%	28	59.57%
10d. Evaluation (2.1.10 d) Folio Area: SW 460 Integrated Portfolio: Complete Portfolio DRF Template: BSW Program Portfolio	44 of 62 (70.97%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	1	2.27%	0	0%	43	97.73%

Practice Behavior: 2.1. Recognizes how personal values, beliefs, and though

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
2.1. Recognizes how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice Folio Area: SW 339 Intro to Oppression/Prevalence: Final Taping	54 of 62 (87.1%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	0	0%	12	22.22%	42	77.78%

Paper DRF Template: BSW Program Portfolio												
(2.1.2) Applies social work ethical principles and values to practice 2.1. Recognizes how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	3	6.67%	27	60%	15	33.33%

Practice Behavior: 2.2. Accepts and uses the NASW Code of Ethics

Rubric Criteria	Authors evaluated	Distribution of scores										
2.2-Accepts and uses the NASW Code of Ethics. Folio Area: SW 351 Beg Generalist Practice: Code of Ethics exam DRF Template: BSW Program Portfolio	54 of 62 (87.1%)	Score	0		2.5		5		7.5		10	
		Count/%	7	12.96%	2	3.7%	8	14.81%	17	31.48%	20	37.04%
(2.1.2) Applies social work ethical principles and values to practice 2.2. Accepts and uses the NASW Code of Ethics Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	12	26.67%	24	53.33%	9	20%

Practice Behavior: 2.3. Tolerates ambiguity in resolving ethical conflicts

Rubric Criteria	Authors evaluated	Distribution of scores										
(2.1.2) Applies social work ethical principles and values to practice 2.3. Tolerates ambiguity in resolving ethical conflicts Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	7	15.56%	28	62.22%	10	22.22%
2. Applies social work ethical principles and values to practice (2.1.2) Folio Area: SW 460 Integrated Portfolio: Ethical Toolkit DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	0	0%	2	4.44%	43	95.56%

Practice Behavior: 2.4. Identifies and analyzes ethical dilemmas and critic

Rubric Criteria	Authors evaluated	Distribution of scores										
(2.1.2) Applies social work ethical	45 of 62	Score	0		2.5		5		7.5		10	

principles and values to practice 2.4. Identifies and analyzes ethical dilemmas and critically applies an ethical decision making framework Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	(72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	13	28.89%	25	55.56%	7	15.56%
2. Applies social work ethical principles and values to practice (2.1.2) Folio Area: SW 460 Integrated Portfolio: Ethical Toolkit DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	0	0%	2	4.44%	43	95.56%

Practice Behavior: 3.1. Demonstrates an ability to seek out, embrace, synth

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
3.1. Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments Folio Area: SW 339 Intro to Oppression/Prevalence: Final Taping Paper DRF Template: BSW Program Portfolio	54 of 62 (87.1%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	1	1.85%	16	29.63%	37	68.52%
3.1 - Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments Folio Area: SW 400 Field Seminar: Critical Case Reflection (Winter) DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	0	0%	4	8.89%	41	91.11%
3.1 - Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments Folio Area: SW 400 Field Seminar: Critical Case Reflection (Spring) DRF Template: BSW Program Portfolio	37 of 62 (59.68%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	1	2.7%	4	10.81%	32	86.49%
(2.1.3) Applies critical thinking to inform and communicate professional judgments 3.1. Demonstrates an ability to seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	5	11.11%	33	73.33%	7	15.56%

3-1. Seek out, embrace, synthesize, and integrate conflicting ideas and information in coming to professional judgments Folio Area: SW 450 Research and Eval I: EBP Evaluation Research Proposal DRF Template: BSW Program Portfolio	46 of 62 (74.19%)	Score	0	2.5	5	7.5	10		
		Count/%	0 0%	0 0%	10 21.74%	11 23.91%	25 54.35%		

Practice Behavior: 3.2. Demonstrates the ability to critically analyze the

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
Practice Behavior: 3.2. Demonstrates the ability to critically analyze theoretical knowledge and models of assessment, prevention, intervention, and evaluation Folio Area: SW 350 HB Through Lifespan: Paper on lifestage DRF Template: BSW Program Portfolio	49 of 62 (79.03%)	Score	0		2.5		5		7.5		10	
		Count/%	0 0%	0 0%	0 0%	0 0%	3 6.12%	46 93.88%				
(2.1.3) Applies critical thinking to inform and communicate professional judgments 3.2. Demonstrates the ability to critically analyze theoretical knowledge and models of assessment, prevention, intervention, and evaluation Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0 0%	0 0%	13 28.89%	27 60%	5 11.11%					

Practice Behavior: 3.3. Demonstrates effective, clear, and concise oral and

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
3.3-Demonstrates effective, clear, and concise oral and written communication. Folio Area: SW 351 Beg Generalist Practice: Recording Client Contacts DRF Template: BSW Program Portfolio	52 of 62 (83.87%)	Score	0		2.5		5		7.5		10	
		Count/%	0 0%	0 0%	4 7.69%	12 23.08%	36 69.23%					
(2.1.3) Applies critical thinking to inform and communicate professional judgments 3.3. Demonstrates effective, clear, and concise oral and written communication Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0 0%	0 0%	2 4.44%	26 57.78%	17 37.78%					
3.3-Demonstrates effective, clear, and concise oral and written	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	

communication. Folio Area: SW 460 Integrated Portfolio: Generalist SW Practice Framework DRF Template: BSW Program Portfolio		Count/%	0	0%	0	0%	0	0%	4	8.89%	41	91.11%
3.3-Demonstrates effective, clear, and concise oral and written communication. Folio Area: SW 460 Integrated Portfolio: Presentation of Portfolio DRF Template: BSW Program Portfolio	43 of 62 (69.35%)	Score	0		2.5		5		7.5		10	
		Count/%	1	2.33%	1	2.33%	1	2.33%	1	2.33%	39	90.7%

Practice Behavior: 4.1. Recognizes, accepts, and discusses the importance a

Rubric Criteria	Authors evaluated	Distribution of scores											
		0		2.5		5		7.5		10			
4.1. Recognizes, accepts, and discusses the importance and impact of social, cultural, spiritual identities, norms, and practices and ways they may oppress, marginalize, alienate, and/or privilege Folio Area: SW 339 Intro to Oppression/Prevalence: Final Taping Paper DRF Template: BSW Program Portfolio	54 of 62 (87.1%)	Score		0		2.5		5		7.5		10	
		Count/%		0	0%	0	0%	0	0%	24	44.44%	30	55.56%
(2.1.4) Engages diversity and difference in practice 4.1. Recognizes, accepts, and discusses the importance and impact of social, cultural, spiritual identities, norms, and practices and ways they may oppress, marginalize, alienate, and/or privilege Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score		0		2.5		5		7.5		10	
		Count/%		0	0%	0	0%	3	6.67%	29	64.44%	13	28.89%

Practice Behavior: 4.2. Gains sufficient self-awareness to eliminate the in

Rubric Criteria	Authors evaluated	Distribution of scores											
		0		2.5		5		7.5		10			
4.2. Gains sufficient self-awareness to eliminate the influence of personal bias, privilege, blindness and participation in systems of oppression and the forces that reinforce these systems Folio Area: SW 339 Intro to Oppression/Prevalence: Final Taping Paper DRF Template: BSW Program Portfolio	54 of 62 (87.1%)	Score		0		2.5		5		7.5		10	
		Count/%		0	0%	0	0%	3	5.56%	16	29.63%	35	64.81%
(2.1.4) Engages diversity and difference in practice 4.2. Gains sufficient self-awareness to	45 of 62 (72.58%)	Score		0		2.5		5		7.5		10	

eliminate the influence of personal bias, privilege, blindness and participation in systems of oppression and the forces that reinforce these systems Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio											
	Count/%	0	0%	0	0%	8	17.78%	24	53.33%	13	28.89%

Practice Behavior: 4.3. Engages with others around issues of identity and d

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
Assignment 1: Gathers and Hunters 4.3-Engages with others around issues of identity and difference Folio Area: SW 341 Social Justice Practice: Gathers & Hunters DRF Template: BSW Program Portfolio	54 of 62 (87.1%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	0	0%	0	0%	54	100%
(2.1.4) Engages diversity and difference in practice 4.3. Engages with others around issues of identity and difference Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	1	2.22%	0	0%	5	11.11%	33	73.33%	6	13.33%

Practice Behavior: 4.4. Engages with others as informants and experts on th

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
2.1.4.4-Engages with others as information and experts on their lives and routinely seeks feedback from colleagues and services users. Folio Area: SW 341 Social Justice Practice: Mining a Community Success St DRF Template: BSW Program Portfolio	51 of 62 (82.26%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	0	0%	0	0%	51	100%
(2.1.4) Engages diversity and difference in practice 4.4. Engages with others as informants and experts on their lives and routinely seeks feedback from colleagues and services users Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	4	8.89%	27	60%	14	31.11%

Practice Behavior: 5.1. Understands systemic oppression and privilege and i

	Authors	
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Rubric Criteria	evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
5.1. Understands systemic oppression and privilege and identifies practical steps to dismantle oppression Folio Area: SW 339 Intro to Oppression/Priviled: Final Taping Paper DRF Template: BSW Program Portfolio	54 of 62 (87.1%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	16	29.63%	19	35.19%	19	35.19%
(2.1.5) Advances human rights and social and economic justice 5.1. Understands systemic oppression and privilege and identifies practical steps to dismantle oppression Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	1	2.22%	1	2.22%	10	22.22%	29	64.44%	4	8.89%

Practice Behavior: 5.2. Works in the service of service users and communiti

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
Assignment 3-Community Success Story: 5.2: Works in the service of service users and communities to advocate for social and economic justice Folio Area: SW 341 Social Justice Practice: Taking SJ Action into World DRF Template: BSW Program Portfolio	51 of 62 (82.26%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	0	0%	0	0%	51	100%
(2.1.5) Advances human rights and social and economic justice 5.2. Works in the service of service users and communities to advocate for social and economic justice Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	3	6.67%	0	0%	14	31.11%	23	51.11%	5	11.11%

Practice Behavior: 5.3. Involves and supports service users to build their

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
2.1.5.3 Involves and supports service users to build their own power and voice to identify, prioritize, and address social and economic injustices. Folio Area: SW 341 Social Justice Practice: Mining a Community Success St DRF Template: BSW Program Portfolio	51 of 62 (82.26%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	0	0%	0	0%	51	100%
(2.1.5) Advances human rights	45 of 62	Score	0		2.5		5		7.5		10	

Folio Area: SW 450 Research and Eval I: EBP Evaluation Research Proposal DRF Template: BSW Program Portfolio		Count/%	0	0%	3	6.52%	6	13.04%	11	23.91%	26	56.52%
6.2. Critically appraises and uses research findings to inform and improve practice, policy, and social service delivery; chooses and employs appropriate evidence-based interventions Folio Area: SW 451 Research and Eval II: Article Critique DRF Template: BSW Program Portfolio	47 of 62 (75.81%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	2	4.26%	21	44.68%	24	51.06%

Practice Behavior: 7.1. Utilizes conceptual frameworks to guide the process

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
Practice Behavior: 3.2. Demonstrates the ability to critically analyze theoretical knowledge and models of assessment, prevention, intervention, and evaluation Folio Area: SW 350 HB Through Lifespan: Paper on lifestage DRF Template: BSW Program Portfolio	49 of 62 (79.03%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	0	0%	3	6.12%	46	93.88%
(2.1.7) Applies knowledge of human behavior and the social environment. 7.1. Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	8	17.78%	31	68.89%	6	13.33%

Practice Behavior: 7.2. Critiques and applies knowledge to understand perso

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
Practice Behavior: 3.2. Demonstrates the ability to critically analyze theoretical knowledge and models of assessment, prevention, intervention, and evaluation Folio Area: SW 350 HB Through Lifespan: Paper on lifestage DRF Template: BSW Program Portfolio	49 of 62 (79.03%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	0	0%	3	6.12%	46	93.88%
(2.1.7) Applies knowledge of human behavior and the social environment. 7.2. Critiques and applies knowledge to understand person and environment Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	3	6.67%	33	73.33%	9	20%

Practice Behavior: 8.1. Articulates the relationships between social polici

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
8.1. Articulates the relationships between social policies, social problems, and social work practice and the impact on services users, service providers, and the community Folio Area: SW340 Advocacy Through Policy Chang: SW 340 Advocacy for Policy Change DRF Template: BSW Program Portfolio	53 of 62 (85.48%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	4	7.55%	8	15.09%	41	77.36%
2.1.8.1 Articulates the relationships between social policies, social problems, and social work practice and the impact on services users, service providers, and the community. Folio Area: SW 341 Social Justice Practice: Mining a Community Success St DRF Template: BSW Program Portfolio	51 of 62 (82.26%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	0	0%	0	0%	51	100%
(2.1.8) Engages in policy practice to advance social and economic well-being and to deliver effective social work services 8.1. Articulates the relationships between social policies, social problems, and social work practice and the impact on services users, service providers, and the community Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	4	8.89%	30	66.67%	11	24.44%

Practice Behavior: 8.2. Analyzes, formulates and collaborates with service

Rubric Criteria	Authors evaluated	Distribution of scores										
		Score	0		2.5		5		7.5		10	
8.2. Analyzes, formulates and collaborates with service users, colleagues, and/or other community organizations to promote policy changes Folio Area: SW340 Advocacy Through Policy Chang: SW 340 Advocacy for Policy Change DRF Template: BSW Program Portfolio	53 of 62 (85.48%)	Score	0		2.5		5		7.5		10	
		Count/%	2	3.77%	11	20.75%	16	30.19%	6	11.32%	18	33.96%
2.1.8.2 Analyzes, formulates and collaborates with service users, colleagues, and/or other community organizations to promote policy changes.	51 of 62 (82.26%)	Score	0		2.5		5		7.5		10	
		Count/%										

Folio Area: SW 341 Social Justice Practice: Mining a Community Success St DRF Template: BSW Program Portfolio		Count/%	0	0%	0	0%	0	0%	0	0%	51	100%
(2.1.8) Engages in policy practice to advance social and economic well-being and to deliver effective social work services 8.2. Analyzes, formulates and collaborates with service users, colleagues, and/or other community organizations to promote policy changes Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score	0		2.5		5		7.5		10	
		Count/%	1	2.22%	0	0%	17	37.78%	24	53.33%	3	6.67%

Practice Behavior: 9.1. Continuously discovers, appraises, and attends to c

Rubric Criteria	Authors evaluated	Distribution of scores											
		0		2.5		5		7.5		10			
(2.1.9) Responds to contexts that shape practice 9.1. Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score		0		2.5		5		7.5		10	
		Count/%	0	0%	1	2.22%	6	13.33%	32	71.11%	6	13.33%	
9-1. Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. Organizational assessment (a, b, g, k, j) Folio Area: SW 430 Gen Practice with Com & Org: Organizational Assessment & Paper DRF Template: BSW Program Portfolio	42 of 62 (67.74%)	Score		0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	0	0%	15	35.71%	27	64.29%	

Practice Behavior: 9.2. Provides leadership in promoting sustainable change

Rubric Criteria	Authors evaluated	Distribution of scores											
		0		2.5		5		7.5		10			
(2.1.9) Responds to contexts that shape practice 9.2. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services Folio Area: SW 400 Field Placement Evaluation: Field Instructor Evaluation DRF Template: BSW Program Portfolio	45 of 62 (72.58%)	Score		0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	10	22.22%	27	60%	8	17.78%	

<p>9-2. Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. Organizational assessment (d, f, h, l)</p> <p>Folio Area: SW 430 Gen Practice with Com & Org: Organizational Assessment & Paper</p> <p>DRF Template: BSW Program Portfolio</p>	<p>42 of 62 (67.74%)</p>	Score		0		2.5		5		7.5		10	
		Count/%	0	0%	0	0%	0	0%	26	61.9%	16	38.1%	

BSW Program Assessment and Continuous Improvement Plan 2014-2015

Item	Who	Stakeholders	What	Start Date	End Date
Post CSWE assessment report on line	BSW Director	Public viewing	Present the CSWE assessment report online for public accountability and CSWE requirements	September 15, 2014	NA
Present the findings of the assessment report	BSW Director	BSW Program Committee members	To present findings and discuss their meaning and next steps	October 1, 2014	December 30, 2014
Provide findings from the assessment to other stakeholders	BSW Director	Faculty, field instructors, students, administration, PSU university/ accreditation office	To present findings to internal and external stakeholders	October 1, 2014	December 30, 2014
Review assessment plan of action	BSW Director	Faculty, field instructors, students, administration	Discuss and modify this plan of action	November 15, 2014	January 15, 2015
Make the adjustments to improve the correspondence among the practice behaviors, course content, rubrics, and the assignments used to teach and evaluate the competencies.	BSW Director	BSW Program Committee	Review all the course, rubrics, and practice behaviors and make necessary adjustments. Four courses per term for review and modification purposes.	November 30, 2014	June 15, 2015
Revisit and modify teaching to more closely align their courses with the competencies and practice behaviors assigned to each course.	BSW Director	BSW faculty	Begin with the fall term classes, SW339 Introduction to Oppression and Privilege	Fall, 2014	Spring, 2015
Strengthen connections between the field seminars and the rest of the curriculum (generalist practice classes)	BSW Director	BSW teaching faculty	To better integrate field and coursework; To strengthen the focus on achieving the practice competencies.	November 15, 2014 Ongoing monthly meetings	continuous

Address specific practice behaviors as stated in the assessment chapter of the self-study (2.1.5 Advances human rights and social justice and economic justice; 2.1.6 Engages in research-informed practice and practice-informed research)	BSW Director	BSW Program Committee and BSW teaching faculty	Decide on what additional electives or core content the curriculum needs to strengthen this area	November, 2014	Spring, 2015
Address specific practice behaviors as stated in the assessment chapter of the self-study (2.1.6 Engages in research-informed practice and practice-informed research)	BSW Director	BSW Program Committee and BSW teaching faculty	Examine research assignments and readings to improve this area	December, 2014	June, 2015
Address specific practice behaviors as stated in the assessment chapter of the self-study (2.1.2.2. Accepts and uses the NASW Code of Ethics)	BSW Director	BSW Program Committee and BSW teaching faculty	Focus on improving students' understanding of how to use the Code of Ethics in the practice classes by adding an additional activity or other exercise	January, 2015	June, 2015
Address specific practice behaviors as stated in the assessment chapter of the self-study (2.1.5.1. Understands systemic oppression and privilege and identifies practical steps to dismantle oppression)	BSW Director	BSW Program Committee and BSW teaching faculty	Identify practical steps to dismantle oppression; additional assignments to practice this practice behavior	March, 2015	June, 2015
Address specific practice behaviors as stated in the assessment chapter of the self-study (2.1.8.2. Analyzes, formulates and collaborates with service users, colleagues, and/or other community organizations to promote policy changes)	BSW Director	BSW Program Committee and BSW teaching faculty			

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