

School of Social Work
Master of Social Work Program
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INTRODUCTION: UNIVERSITY, SCHOOL, AND PROGRAM CONTEXTUAL OVERVIEW

Portland State University

Portland State University (PSU) began in 1946 as a small extension center offering mainly lower-division classes. In 1955, by action of the Oregon Legislature, the center became an independent, four-year, degree-granting institution. By 1968, graduate education at Portland State University was expanded to include doctoral programs, and one year later the institution was designated a university. Today, PSU is considered Oregon's premier public urban research and community-based learning university. The University's motto "Let Knowledge Serve the City" exemplifies the importance of the City as an urban environment for innovative public higher education with a vision to "lead the way to an equitable and sustainable future through academic excellence, urban engagement, and expanding opportunity for all." The *U.S News & World Report* recognized PSU as one of the nation's "most innovative" universities.

Portland State University is located in the heart of downtown Portland and considered a "commuter" university with students and faculty traveling from a variety of suburbs and small towns near Portland. The setting contributes to the metropolitan quality of the University. The main campus occupies approximately 50 buildings that are intermixed within a nearly 50-acre area at the edge of southwest downtown Portland. The city is a living, learning educational environment where students, faculty, staff, and administration work and live together, offering a mixture of city vitality and city opportunities.

Portland State University has a current enrollment of nearly 28,000 students. Students can access credit and non-credit undergraduate and graduate courses in areas that include humanities, fine arts, sciences, and social sciences. Of the enrolled students, 78.9% are in undergraduate programs and 77.5% are Oregon residents. PSU is Oregon's most diverse university with students, staff, and faculty from all fifty states and over one hundred countries—representing a broad spectrum of ethnic, racial, tribal, ability, sexuality, age, and gender identities. During the 2017–2018 academic year, 38.4% of the PSU student body identified as a student of color, multi-ethnic/racial student, or international student. The ethnic and racial demographics for PSU students were 0.06% Pacific Islander, 1.1% American Indian/Alaskan Native (AI/AN) Native, 3.3% Black (non-Hispanic/Latinx), 8.4% Asian, 6.0%

multiple ethnic/race, 12.5% Hispanic or Latinx, 56.6% White (non-Hispanic/Latinx), and 7% International, with 4.6% of students self-identifying as “Other.”

Regional Demographic Context

While PSU draws students, faculty, and staff from across the U.S. and internationally, the University largely serves the northwestern region of Oregon and areas of southwest Washington State, particularly Washington’s Clark County and surrounding communities separated by the Columbia River. The State of Oregon is a geographically large, primarily rural state, with a rapidly growing population in the Portland metropolitan area and in the cities of the Willamette Valley and central Oregon.

While Oregon’s population is 83% white, in the last decade there has been a gradual increase in ethnic and racial diversity, with the 2016 representation of 3% Asian, 3% African American, 1.4% American Indian/Native Alaskan, 0.4% Pacific Islander/Hawaiian Native, 11% Hispanic or Latinx, 3% Multi-Ethnic/Racial, and 5% Other (U.S. Census Bureau, 2016). In 2016, there were 54,952 American Indian/Alaskan Native (AI/AN) persons in Oregon, with the Portland metropolitan area ranking as the ninth largest AI/AN population in the country. It is estimated that approximately 380 tribes are represented in the AI/AN urban population in the city of Portland. There are 563 federally recognized tribes in the United States and nine federally recognized tribes in Oregon. In addition, within the last two decades there has been an influx of Latinx populations into Oregon with an estimated 450,060 individuals identifying as Hispanic or Latinx.

School of Social Work

Portland State University School of Social Work is a well-established program within the Pacific Northwest. Established in 1961 by a resolution of the Oregon Legislature, the School of Social Work is among the top 20 percent (38th in the nation) of schools of social work based on its high ranking by *U.S. News & World Report*. The three major functions of the SSW are teaching, research, and community service. The School of Social Work programs’ curricula are guided by principles of equity, social justice, and anti-oppressive practice with a primary goal to prepare students for ethical leadership and practice with diverse populations and communities. Educational content includes values, principles, and skill development for culturally responsive practice that enable students to work effectively, cross-culturally, and innovatively. In addition, the School prioritizes research and scholarship that focuses on understanding, preventing, and ameliorating social problems. Community services involve inter-professional, interdisciplinary collaborations and individual, family, and community partnerships to support social service practices, policies, and community change processes that are driven by consumers and key stakeholders.

Mission

The School of Social Work (SSW) is committed to the enhancement of the individual and society. The School's 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.

Strategic Priorities

In 2014, the School began work on a strategic plan to achieve its mission. The strategic plan articulates eight priorities that include:

- Diversity and Equity
- Excellence in Research and Community Projects
- Excellence in Teaching
- Community and Policy Impact
- Quality of Life
- Shared Identity Across Schools
- Organizational Excellence and Financial Stability
- Responsible and Sustainable Growth

Programs

To pursue its mission, the School has two undergraduate academic degree programs, Child, Youth, and Family Studies (CYFS) and Bachelors in Social Work (BSW). The School also has two graduate academic degree programs, Masters in Social Work (MSW) and Doctor of Philosophy in Social Work and Social Research (PhD).

- **Child, Youth, and Family Studies (CYFS) Program.** The CYFS Program is an undergraduate major approved by the National Council on Family Relations (NCFR), which provides an internationally recognized certification for family life education professionals. Offering either a BA or BS degree, the CYFS Program is a professional preparation program for students interested in a broad range of educational or social services careers working with children, youth, and families. The CYFS Program emphasizes integrating theory, research, and practice as well as a social justice perspective. Students complete two field placements for a total of 300 hours, as well as a rigorous professional portfolio that documents their achievement of the program

learning outcomes. Integrated into the program is an opportunity for students to pursue one or more of eleven different specializations. The specializations include: elementary education, early childhood education, early intervention/early childhood special education, special education with school age children, child welfare/human services, family life educator, international worker, youth worker, program administrator, families in society, and human development. CYFS admits 90 students to the major each year and approximately 30 students to the minor with an average total enrollment of 277 students per year. The majority of CYFS students are Oregon residents and with 26 years as the average age. The majority (68%) of CYFS students identify as White, non-Hispanic.

- **Bachelor in Social Work (BSW) Program.** The SSW offers the only Council on Social Work Education (CSWE) accredited BSW Program at a public institution of higher education in Oregon. The BSW Program prepares either BA or BS degreed graduates to become professional entry-level generalist social workers to work in a wide variety of community-based, family-centered human services organizations in both the public and private sectors. BSW students take courses as a cohort with classes on social justice, policy, research, human behavior, practice, and field that are allied with the CSWE competencies. Students have a professionally supervised 500-hour field internship in a variety of settings in their senior year. The BSW Program follows a cohort model and admits roughly 90 students per academic year. The BSW Program total approximate per-year enrollment is 275. Among enrolled BSW students, 83% are Oregon residents and approximately 57% are White, non-Hispanic.
- **Masters in Social Work (MSW) Program.** The MSW Program is the only CSWE accredited program at a public university in the state of Oregon. To meet the diverse needs of students, the School provides several options for completing the MSW degree—Portland, Online, Ashland, Bend, Eugene, and Salem. The MSW Program may be completed in two, three, or four years; qualified students with a BSW from an accredited social work program may be admitted to the MSW Program with advanced standing and complete the program in one year. MSW students may select an advanced specialization in Clinical; Health Across the Lifespan; Children, Youth, and Families; and Practice and Leadership with Communities and Organizations. In addition, students may complete a dual degree, a certificate program, or a school social work licensure track by taking coursework in other departments. Students are required to complete 500 hours of supervised field placement in their generalist and advanced years' courses of study. Each year the MSW Program admits approximately 150 students to the Portland Option, 40 students in the Online Option, and 30 students per one or two of the Distance (Ashland, Bend, Eugene, Salem) Options.

Nearly 87% of the 530 average students enrolled each year are Oregon residents. The MSW Program attracts a significant number of non-traditional students whose average age in the 2017–18 year is 34 years. Of the current MSW student body, 75% identify as White, non-Hispanic.

- **Doctor of Philosophy in Social Work and Social Research (PhD) Program.** The PhD Program prepares students to understand critical social welfare problems, to conduct research and policy analysis related to the solution of the problems, to teach in accredited schools of social work, to take responsibility for program development and administration in the human services, and to assume leadership positions in the social welfare community. The course of study is organized around a social problem selected by the student. Throughout the program, the student analyzes the problem on multiple levels, designs an intervention to address the problem, and proposes a plan to evaluate the intervention. Core courses build skills in analyzing problems, designing and evaluating interventions, conducting applied research, and performing data analysis. The PhD program integrates practice, policy, and research by encouraging students to collaborate with investigators in the research centers and programs of the School. The School's PhD Program admits an average cohort size of 6-10 students, most of whom are Oregon residents (60%) with an average age of 39 years. Approximately 46% of the PhD student body is White, non-Hispanic.

Research and Continuing Education Infrastructures

In addition to our academic programs, we have two nationally recognized research and continuing education infrastructures within the School of Social Work: The Regional Research Institute for Human Services and the Center for Improvement of Children and Family Services.

- **The Regional Research Institute for Human Services (RRI).** The RRI has served the region for nearly 40 years and conducts several funded research and evaluation projects focused on improving the lives of underserved children, adults, and families. The RRI projects include:
 - Reclaiming Futures: Building Community Solutions to Substance Abuse and Delinquency
 - Pathways to Positive Futures, a National Institute for Disability and Rehabilitation Research and Center for Mental Health Services funded program
 - National Wraparound initiative
 - The Center to Advance Racial Equity

- **The Center for Improvement of Children and Family Services (CCF).** The CCF integrates research, education, and training to advance service delivery to children and families. It also builds community capacity to address emerging social and economic justice issues. The CCF projects include:
 - Child Welfare Education Partnership
 - Systems of Care Institute
 - Leadership Academy for Middle Managers

Economic Landscape

The past decade's national economic downturn led to a record level of increased student enrollment, which subsequently is leveling off as the economy improves. While the University and School enrollments have rapidly increased over the last decade, a decline in funding from the Oregon Legislative Assembly has negatively affected PSU's schools and colleges. Over the past decade the School of Social Work has expanded its programs and the numbers of students admitted, but funding has not kept pace. Oregon state budgets for education rank 48th in the nation for state budget allocations toward higher education. Schools and colleges within PSU, including the School of Social Work, continue to make 4–6% budget cuts annually. These budget constraints have serious implications on programming and deeply affect staff and faculty morale. Recently, faculty salaries have been stagnant relative to comparative schools of social work. However, efforts to increase salaries to offset compression and compete nationally to hire new faculty remain tenuous. As a School of Social Work, our financial priority is to address fiscal uncertainties and manage budget stressors in a compassionate manner by working collaboratively with SSW and PSU administrators to identify and implement creative strategies to manage budget reductions.

Masters in Social Work Program

The MSW Program has been a respected program at PSU for over 50 years and was first accredited by CSWE in 1962. The MSW Program is the only CSWE accredited public university program in the state of Oregon. The MSW Program prepares students to become professional social workers with the knowledge, values, and skills needed to serve individuals and families, transform communities, influence social policy, and promote social, political, and economic justice. The MSW Program takes pride in offering diverse urban and rural learning communities as real-world laboratories for future social work leaders and practitioners. The School's program is led by world-class faculty and dedicated staff who strive to support and prepare students for advanced leadership and practice that dismantles systems of oppression, builds equity and justice, and advances the well-being of diverse populations.

Program Options

As the state's only School of Social Work established by an Oregon legislative resolution, the MSW Program provides a 78-credit generalist and advanced social work curriculum statewide. There are six program options: Portland, Ashland, Bend, Eugene, Salem, and Online.

- **The Portland Option** is a traditionally formatted curriculum that provides students with the opportunity to complete the program in two, three, or four years. Students select an advanced social work practice specialization in either Clinical; Children, Youth, and Families; Health Across the Lifespan; or Practice and Leadership with Communities and Organizations. In addition, students complete two 500-hour field placements, one generalist and one advanced. Students accepted into Advanced Standing must have a BSW degree from an CSWE accredited program. Advanced standing students complete 46 credit hours of our advanced curriculum over four or five terms (beginning summer term) and are required to complete one 500-hour advanced field placement.
- **The Ashland, Bend, Eugene, and Salem Options** were established in 1997 and offer Oregon-based students who reside in regions outside of Portland a three-year MSW degree program. These Options follow a cohort model with traditional curriculum delivery format. The course of study includes generalist and advanced Clinical specialization, one 500-hour generalist field placement, and one 500-hour Clinical field placement. Coursework and field education are provided in either Ashland, Bend, Eugene, or Salem communities.
- **The Online Option** was established in 2014 and is uniquely designed for those who have traditionally lacked access to the MSW degree. The Online Option follows a cohort model and offers an innovative and dynamic learning opportunity using teaching techniques that allow student-directed learning in a structure that supports a work- and school-life balance. Students complete their MSW degrees over the course of three years. The MSW Online Option offers one specialization, Practice and Leadership with Communities and Organizations. During years two and three, students complete two 500-hour field placements, one generalist and one advanced.

Workforce Preparation

Students who complete one of our Program options are prepared for social work service employment nationally and internationally. In Oregon and the southwestern regions of Washington specifically, social services are provided in a range of statutory and voluntary

human service organizations. Examples of these settings include family counseling agencies, children's treatment centers, child welfare, schools, hospitals, behavioral health organizations, juvenile and adult correctional programs, courts, neighborhood centers, civil rights organizations, community-based health and mental health centers, anti-poverty programs, programs for older adults, employment and rehabilitation agencies, and health and social welfare planning programs.

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

Social workers' professional tasks are to: (a) provide direct services to individuals and families; (b) assess, plan, and intervene at the individual, family, neighborhood, community, and service delivery system levels; and (c) design and administer new programs to meet changing human needs. The qualifications of personnel entrusted with leadership of social service programs and provision of these services are a matter of public concern.

Professional Licensure

The public has come to understand that the knowledge and skill required for the tasks assigned to social workers demand professional education. All practice of social work in Oregon is regulated by the Oregon Board of Licensed Social Workers, which provides licensure for practice of master's social work (LMSW) and licensure for practice of clinical social work (LCSW), as well as a certificate as a clinical social work associate (CSWA) for those preparing to become LCSWs.

The LMSW requires applicants to hold a master's degree in social work from a college or university accredited by an accrediting organization recognized by the Board, and to pass the national ASWB Master's Exam and the Oregon Statutes and Administrative Rules Exam.

The CSWA requires applicants to hold a master's degree in social work from a college or

university accredited by an accrediting organization recognized by the Board; to develop a plan approved by the board for completion of practice and supervision requirements for the LCSW; and to pass the Oregon Statutes and Administrative Rules Exam.

The LCSW requires applicants to have a master's degree in social work from a college or university accredited by an accrediting organization recognized by the Board and complete the equivalent of two years of post-MSW full-time experience. The full-time experience must be in the field of clinical social work, with a minimum of 2000 direct client hours and 100 hours of clinical supervision. In addition, applicants must pass the national ASWB Clinical examination.

1: PROGRAM MISSION AND GOALS

EP 1.0: *The mission and goals of each social work program address the profession's purpose, are grounded in core professional values, and are informed by program context.*

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

Social Work Purpose and Values

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

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally. (CSWE EPAS, 2015, p. 5)

The social work profession's purpose is anchored by the values of "service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry." (CSWE EPAS, 2015, p. 10).

MSW Program Mission

The MSW Program mission is as follows:

The mission of the Portland State University MSW program is to educate students for advanced leadership and practice that recognizes and dismantles systems of oppression; builds racial equity and social, political, and economic justice; and advances the well-being of diverse individuals, families, groups, organizations, communities, and tribal nations. We endeavor to deliver a social work education that is critically informed, theoretically driven, empirically supported, reflexive, ethical, vigilant and resistive to colonial, heteropatriarchal, classist, and white supremacist agendas. (Revised and accepted by the MSW Program Faculty on April, 2017)

The MSW Program mission statement is consistent with the social work profession's purpose and values as outlined in CSWE's 2015 Educational Policy and Accreditation Standards. The

following matrix illustrates the alignment between the profession’s purpose and values and the mission of the Portland State University MSW Program.

Table 1.0.1.1

Mission of the Portland State University MSW Program

Purpose of Social Work Profession	Educate students for advanced leadership and practice that	Recognizes and dismantles systems of oppression;	Builds racial equity and social, political, and economic justice;	Advances the well-being of diverse individuals, families, groups, organizations, communities, and tribal nations; and	Delivers a social work education that is critically informed, theoretically driven, empirically supported, reflexive, ethical, vigilant and resistive to colonial, heteropatriarchal, classist, and white supremacist agendas.
<i>Promote human and community well-being</i>	X	X	X	X	X
<i>Person-in-Environment framework</i>	X	X	X	X	X
<i>Global perspective</i>	X	X	X	X	X
<i>Respect for human diversity</i>	X	X	X	X	X
<i>Knowledge based on scientific inquiry</i>	X			X	X
<i>Quest for social and economic justice</i>	X	X	X	X	X
<i>Prevention of conditions that limit human rights</i>	X	X	X	X	X
<i>Elimination of poverty</i>	X	X	X	X	X
<i>Enhancement of the quality of life for all persons</i>	X	X	X	X	X
Profession’s Values					
<i>Service</i>	X	X	X	X	
<i>Social justice</i>		X	X	X	X
<i>Dignity and worth of the person</i>	X	X	X	X	X
<i>Importance of human relationships</i>	X			X	X
<i>Integrity</i>	X	X	X	X	X
<i>Competence</i>					X

<i>Human rights</i>	x	x	x	x	x
<i>Scientific inquiry</i>	x			x	x

To realize the MSW mission and the profession’s purpose and values, the MSW Program consists of a generalist year and an advanced year that offers four advanced specializations in social work practice and leadership. The four advanced specializations are 1) Advanced Clinical Social Work Practice, 2) Health Across the Lifespan, 3) Social Work Practice with Children, Youth, and Families, and 4) Practice and Leadership with Communities and Organizations.

The need for social work leadership and practice across the State of Oregon contributed to the development of the Program’s four regional distance sites in Ashland, Bend, Eugene, and Salem, as well as the Online option. Advanced specialization offerings vary by program options. The following chart provides a summary of the advanced specialization offered by MSW Program options.

Table 1.0.1.2 *Advanced Specializations & Program Options*

Program Options	Clinical	Health Across the Lifespan	Children, Youth, and Families	Practice and Leadership with Communities and Organizations
<i>Portland</i>	x	x	x	x
<i>Ashland</i>	x			
<i>Bend</i>	x			
<i>Eugene</i>	x			
<i>Salem</i>	x			
<i>Online</i>				x

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

Portland State University Mission and Values

The Portland State University's mission supports its vision to lead the way to an equitable and sustainable future through academic excellence, urban engagement, and expanding opportunity for all.

The Portland State University's mission is stated as follows:

- We serve and sustain a vibrant urban region through our creativity, collective knowledge, and expertise.
- We are dedicated to collaborative learning, innovative research, sustainability, and community engagement.
- We educate a diverse community of lifelong learners.
- Our research and teaching have global impact.

Portland State University also:

- Promotes access, inclusion, and equity as pillars of excellence.
- Commits to curiosity, collaboration, stewardship, and sustainability.
- Strives for excellence and innovation that solves problems.
- Believes everyone should be treated with integrity and respect.

The Master of Social Work Program and Portland State University mission and values are closely aligned. This alignment is practiced and realized across all program options (Portland, Ashland, Bend, Eugene, Salem, and Online). The depth of community engagement, through diverse generalist and advance explicit and implicit curricula, is evidence of the Program advancing the University's mission and values. Students are encouraged to pursue lifelong learning and professional stewardship that honors the voices and needs of the community as important partners in developing innovative, empirically-driven, and critically-informed social service practices and policies. Moreover, the MSW Program's mission is consistent with PSU's mission and values in that it recognizes the importance of working with and promoting equity and inclusion of diverse individuals and communities.

Table 1.0.2.1

Mission of the Portland State University MSW Program

PSU Mission	Educate students for advanced leadership and practice that	Recognizes and dismantles systems of oppression;	Builds racial equity and social, political, and economic justice;	Advances the well-being of diverse individuals, families, groups, organizations, communities, and tribal nations; and	Delivers a social work education that is critically informed, theoretically driven, empirically supported, reflexive, ethical, vigilant and resistive to colonial, heteropatriarchal, classist, and white supremacist agendas.
<i>Serve and sustain a vibrant urban region through our creativity, collective knowledge, and expertise</i>	x	x	x	x	x
<i>Dedicated to collaborative learning, innovative research, sustainability, and community engagement</i>	x			X	x
<i>Educate a diverse community of lifelong learners</i>		x	x	x	x
<i>Research and teaching have global impact</i>	x	x	x	x	x
Values of PSU					
<i>Promote access, inclusion, and equity as pillars of excellence</i>	x	x	x	x	x
<i>Commit to curiosity, collaboration, stewardship, and sustainability</i>	x	x	x	x	x
<i>Strive for excellence and innovation that solves problems</i>	x	x	x	x	x
<i>Believe everyone should be treated with integrity and respect</i>	x	x	x	x	x

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

MSW Program Mission

The mission of the Portland State University MSW Program is to educate students for advanced leadership and practice that recognizes and dismantles systems of oppression; builds racial equity and social, political, and economic justice; and advances the well-being of diverse individuals, families, groups, organizations, communities, and tribal nations. We endeavor to deliver a social work education that is critically informed, theoretically driven, empirically supported, reflexive, ethical, vigilant and resistive to colonial, heteropatriarchal, classist, and white supremacist agendas.

MSW Program Goals

The MSW Program mission is realized by providing a statewide program that prepares master's social workers for practice and leadership with diverse individuals, families, groups, communities, and organizations. The goals of the program are to prepare MSW social workers to:

- Provide advanced practice and leadership in healthcare and aging; clinical mental health; services to children, youth and families; communities; and/or organizations.
- Practice effectively with individuals, groups, families, and communities to improve their wellbeing.
- Demonstrate a professional use of self and a commitment to practice within social work values and ethics.
- Engage in critically informed, non-discriminatory, collaborative practice that addresses/challenges oppression and reflects respect, knowledge, and skills related to race, color, ethnicity, culture, social and economic class, sex, gender identity, sexual orientation, marital status, family structure, language, national origin, age, disability, and religion.
- Use knowledge of systemic oppression and privilege, community and organizational change processes, and practice skills to advance social and economic justice.
- Analyze, formulate, and influence policies to improve practice and advance social and economic justice.
- Use practice experience, empirical evidence, and theory to guide practice.
- Develop a plan and motivation for continued professional development, learning, and growth to enhance their social work skills and to contribute to the social work profession's efforts to advance social justice after graduation.

The MSW program mission and goals provide an integrated framework for preparing MSW social workers. The following matrix demonstrates the alignment between the MSW Program mission and goals. The mission and goals apply to all program options—Portland, Ashland, Bend, Eugene, Salem, and Online.

Table 1.0.3.1

Mission of the Portland State University MSW Program

MSW Social Workers Will:	Educate students for advanced leadership and practice that	Recognizes and dismantles systems of oppression;	Builds racial equity and social, political, and economic justice;	Advances the well-being of diverse individuals, families, groups, organizations, communities, and tribal nations; and	Delivers a social work education that is critically informed, theoretically driven, empirically supported, reflexive, ethical, vigilant and resistive to colonial, heteropatriarchal, classist, and white supremacist agendas.
<i>Provide advanced practice and leadership in healthcare and aging; clinical mental health; services to children, youth and families; communities; and/or organizations.</i>	X				
<i>Practice effectively with individuals, groups, families and communities to improve their wellbeing.</i>	X			X	
<i>Demonstrate a professional use of self and a commitment to practice within social work values and ethics.</i>	X	X	X	X	X
<i>Engage in critically informed, non-discriminatory, collaborative practice that addresses/challenges oppression and reflects respect, knowledge, and skills related to race, color, ethnicity, culture, social and economic class, sex, gender identity, sexual orientation, marital status, family structure, language, national origin, age, disability, and religion.</i>	X	X	X	X	X
<i>Use knowledge of systemic oppression and privilege, community and organizational change processes, and practice skills to advance social and economic justice.</i>	X	X	X	X	X

<i>Analyze, formulate, and influence policies to improve practice and advance social and economic justice.</i>	x		x		x
<i>Use practice experience, empirical evidence, and theory to guide practice.</i>	x		x		x
<i>Develop a plan and motivation for continued professional development, learning, and growth to enhance their social work skills and to contribute to the social work profession's efforts to advance social justice after graduation.</i>	x	x	x		x

EXPLICIT CURRICULUM INTRODUCTION: MASTER OF SOCIAL WORK PROGRAM COURSES OF STUDY

Within the Portland State University Master of Social Work Program, there are six program options with various courses of study. All six MSW Program Options provide an integrated competency-based education that prepares students for master's level professional practice. The explicit curriculum includes coursework that supports the development of generalist and advanced specialization practice competencies.

Portland Option

The Portland Option offers a variety of courses of study. Students have the option of completing their degree as full-time students over two years, or part-time students over three or four years. We also offer an Advanced Standing course of study for students who have completed a BSW degree from a CSWE accredited undergraduate program.

In addition, the program offers a few specialized courses of study beyond the regular course offerings. Students in the MSW program may work toward a Graduate Certificate in Gerontology. A dual master's degree in social work and public health is also available. Finally, students have the opportunity to acquire an Oregon School Social Work License.

Ashland, Bend, Eugene, Salem Options

The program offers Ashland, Bend, Eugene, and Salem students a three-year course of study.

Online Option

Online students are offered a three-year course of study.

Portland Option Two-Year Course of Study

First Year

The first year of study is the same for all Two-Year Option students. Students enroll for 13 credits of generalist course work each term: three 3-credit courses and 4 credits of generalist field placement per term. The two-year (six-term) MSW program is designed so that an academic load of 13 credits per term in the first year, and 13 credits per term in the second year, enables students to complete the 78-credit minimum required for graduation.

Generalist year classes are scheduled on Mondays and Wednesdays during the day and evening, and on Tuesday evenings. Students are usually in their field placement two days per week. Multiple sections of all generalist courses are offered at times to suit students' scheduling needs. The course schedule makes it possible for commuting students to take all generalist course work in one day. For students with daytime employment or other commitments, it is possible to take all generalist coursework in the evenings.

Second Year

In the second year of study, students choose an advanced practice specialization in Clinical Practice, Health Across the Lifespan, Children, Youth and Families, or Practice and Leadership with Communities and Organizations. The advanced practice specialization course sequences provide advanced coursework in a specialized type of social work practice, complemented by a field placement in the same specialization and advanced electives. Advanced year classes are scheduled on Mondays and Wednesdays during the day and evening, and on Thursday evenings. Students are usually in their field placement two days per week. A few electives are offered in the summer term; and students who take summer electives can reduce their credit load in the final year of the program.

MSW Portland Option Two-Year Course Map (78 Credit Hours)

Year One (39 Credits)		
Fall	Winter	Spring
SW 540 Human Development Through the Lifespan (3 credits)	SW 515 Skills for the Helping Process—Groups (3 credits)	SW 532 Advocacy and Empowerment (3 credits)
SW 530 Skills for the Helping Process—Individuals and Families (3 credits)	SW 541 Societal, Community and Organizational Structures and Processes (3 credits)	SW 520 Social Welfare History and Policy (3 credits)
SW 539 Social Justice in Social Work (3 credits)	SW 550 SW Research & Evaluation I (3 credits)	SW 551 SW Research & Evaluation II (3 credits)
SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)

Year Two (39 Credits)		
Fall	Winter	Spring
SW 517 Health Across the Lifespan I (3 credits) or SW 533 Clinical Social Work Practice I (3 credits) or SW 586 Social Work with Children, Youth and Families I (3 credits) or SW 593 Practice and Leadership with Communities and Organizations I (3 credits)	SW 518 Health Across the Lifespan II (3 credits) or SW 534 Clinical Social Work Practice II (3 credits) or SW 587 Social Work with Children, Youth and Families II (3 credits) or SW 594 Practice and Leadership with Communities and Organizations II (3 credits)	SW 519 Health Across the Lifespan III (3 credits) or SW 535 Clinical Social Work Practice III (3 credits) or SW 588 Social Work with Children, Youth and Families III (3 credits) or SW 595 Practice and Leadership with Communities and Organizations III (3 credits)
2 Electives (6 credits)	2 Electives (6 credits)	2 Electives (6 credits)
SW 512 Advanced Field Placement (4 credits)	SW 512 Advanced Field Placement (4 credits)	SW 512 Advanced Field Placement (4 credits)

Portland Option Three-Year Course of Study

The MSW Program offers an extended degree course of study in which students complete coursework and field practice over a three-year period. The degree requirements are the same as in the two-year program. Students generally select the three-year course of study because it permits them to add the demands of graduate study to already existing family and work responsibilities. Program staff recommend that students enrolled in the three-year course of study to anticipate the substantial increase in demands on their time during the second and third years of the program.

The accompanying course of study map includes a typical distribution of courses for students admitted to the three-year course of study. Although elective courses are identified in specific years and terms, they may be taken at any time, as long as prerequisites are met and field work is accompanied by a practice course.

**MSW Portland Option
Three-Year Course Map (78 Credit Hours)**

Year One (18 Credits)		
Fall	Winter	Spring
SW 539 Social Justice in Social Work (3 credits)	SW 541 Societal, Community and Organizational Structures and Processes (3 credits)	SW 520 Social Welfare History and Policy (3 credits)
SW 540 Human Development Through the Lifespan (3 credits)	SW 550 SW Research & Evaluation I (3 credits)	SW 551 SW Research & Evaluation II (3 credits)

Year Two (30 Credits)		
Fall	Winter	Spring
SW 530 Skills for the Helping Process—Individuals and Families (3 credits)	SW 515 Skills for the Helping Process—Groups (3 credits)	SW 532 Advocacy and Empowerment (3 credits)
SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)
Elective (3 credits)	Elective (3 credits)	Elective (3 credits)

Year Three (30 Credits)		
Fall	Winter	Spring
SW 517 Health Across the Lifespan I (3 credits) or SW 533 Clinical Social Work Practice I (3 credits) or SW 586 Social Work with Children, Youth and Families I (3 credits) or SW 593 Practice and Leadership with Communities and Organizations I (3 credits)	SW 518 Health Across the Lifespan II (3 credits) or SW 534 Clinical Social Work Practice II (3 credits) or SW 587 Social Work with Children, Youth and Families II (3 credits) or SW 594 Practice and Leadership with Communities and Organizations II (3 credits)	SW 519 Health Across the Lifespan III (3 credits) or SW 535 Clinical Social Work Practice III (3 credits) or SW 588 Social Work with Children, Youth and Families III (3 credits) or SW 595 Practice and Leadership with Communities and Organizations III (3 credits)
Elective (3 credits)	Elective (3 credits)	Elective (3 credits)
SW 512 Advanced Field Placement (4 credits)	SW 512 Advanced Field Placement (4 credits)	SW 512 Advanced Field Placement (4 credits)

Portland Option Four-Year Course of Study

The MSW Program offers an extended degree course of study in which students complete coursework and field practice over a four-year period. The four-year course of study is restricted to a few students who are employed full-time and students whose outside demands (work responsibilities, dependent care, community obligations) do not make it possible to complete the full time or three-year courses of study. Students take six to seven credits per term spread over the course of four years. In years two and four, they take their practice

classes simultaneously with their related field placements.

The accompanying course of study map includes a typical distribution of courses for students admitted to the four-year course of study. Although elective courses are identified in specific years and terms, they may be taken at any time, as long as prerequisites are met and field work is accompanied by a practice course.

**MSW Portland Option
Four-Year Course Map (78 Credit Hours)**

Year One (18 Credits)		
Fall	Winter	Spring
SW 539 Social Justice in Social Work (3 credits)	SW 541 Societal, Community and Organizational Structures and Processes (3 credits)	SW 520 Social Welfare History and Policy (3 credits)
SW 540 Human Development Through the Lifespan (3 credits)	SW 550 SW Research & Evaluation I (3 credits)	SW 551 SW Research & Evaluation II (3 credits)

Year Two (21 Credits)		
Fall	Winter	Spring
SW 530 Skills for the Helping Process—Individuals and Families (3 credits)	SW 515 Skills for the Helping Process—Groups (3 credits)	SW 532 Advocacy and Empowerment (3 credits)
SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)

Year Three (21 Credits)		
Fall	Fall	Fall
SW 517 Health Across the Lifespan I (3 credits) or SW 533 Clinical Social Work Practice I (3 credits) or SW 586 Social Work with Children, Youth and Families I (3 credits) or SW 593 Practice and Leadership with Communities and Organizations I (3 credits)	SW 517 Health Across the Lifespan I (3 credits) or SW 533 Clinical Social Work Practice I (3 credits) or SW 586 Social Work with Children, Youth and Families I (3 credits) or SW 593 Practice and Leadership with Communities and Organizations I (3 credits)	SW 517 Health Across the Lifespan I (3 credits) or SW 533 Clinical Social Work Practice I (3 credits) or SW 586 Social Work with Children, Youth and Families I (3 credits) or SW 593 Practice and Leadership with Communities and Organizations I (3 credits)
SW 512 Advanced Field Placement (4 credits)	SW 512 Advanced Field Placement (4 credits)	SW 512 Advanced Field Placement (4 credits)

Year Four (18 Credits)		
Fall	Fall	Fall
2 Electives (6 credits)	2 Electives (6 credits)	2 Electives (6 credits)

Portland Option Advanced Standing Course of Study

Individuals who have completed a BSW degree from an undergraduate program accredited by the Council on Social Work Education within the last five years may apply for the Advanced Standing course of study. To ensure a solid foundation for graduate work and for entry into the advanced curriculum of the MSW Program, applicants must have a cumulative GPA of 3.0 in BSW coursework and 2,000 hours of human service experience. Applicants must also provide a copy of their BSW field placement evaluation and have a faculty member from their BSW program complete one of the letters of reference as part of the application process.

The program of study for the Advanced Standing course of study includes 46 credits of course work, which includes 7 credits in the summer and 13 credits each term consisting of 3 credits of advanced practice coursework, 4 credits of advanced field placement, and usually 6 credits of elective coursework. Student may elect to take some of their electives in the summer.

To ensure that Advanced Standing students are well-prepared for their advanced year of study and have an equivalent knowledge base as traditional MSW students entering the advanced year of the MSW Program, they are required to take summer bridge courses that review and consolidate social work generalist practice and research knowledge, values, and skills.

After successful completion of the summer courses, students continue into the advanced year of the program and complete the same 39 credits as the Portland two-year course of study students, including advanced specialization courses, electives, and their advanced field placement.

The accompanying course of study map includes a typical distribution of courses for students admitted to Advanced Standing. Although elective courses are identified in terms, they may be taken during the summer term, as long as prerequisites are met.

**MSW Portland Campus Option
Advanced Standing Option Course Map (46 Credit Hours)**

Summer	Fall	Winter	Spring
SW 513 Social Work Research for Advanced Standing Students (3 credits)	SW 539 Social Justice in Social Work** (3 credits)	Elective (3 credits)	Elective (3 credits)

SW 510 Advanced Standing Bridge Course (2 credits)	Elective (3 credits)	Elective (3 credits)	Elective (3 credits)
SW 589 Advanced Standing Seminar (2 credits)	SW 517 Health Across the Lifespan I (3 credits) or SW 533 Clinical Social Work Practice I (3 credits) or SW 586 Social Work with Children, Youth and Families I (3 credits) or SW 593 Practice and Leadership with Communities and Organizations I (3 credits)	SW 518 Health Across the Lifespan II (3 credits) or SW 534 Clinical Social Work Practice II (3 credits) or SW 587 Social Work with Children, Youth and Families II (3 credits) or SW 594 Practice and Leadership with Communities and Organizations II (3 credits)	SW 519 Health Across the Lifespan III (3 credits) or SW 535 Clinical Social Work Practice III (3 credits) or SW 588 Social Work with Children, Youth and Families III (3 credits) or SW 595 Practice and Leadership with Communities and Organizations III (3 credits)
	SW 512 Advanced Field Placement (4 credits)	SW 512 Advanced Field Placement (4 credits)	SW 512 Advanced Field Placement (4 credits)

Dual Degree, Certificate, or Specialization Programs

MSW and Graduate Certificate in Gerontology

The Graduate Certificate in Gerontology (GCG) is an interdisciplinary course of study offered through the Institute on Aging within the College of Urban and Public Affairs. The School of Social Work is a member of the consortium of disciplines and offers students the opportunity to obtain a certificate in gerontology studies while pursuing the MSW degree. This is only available in the Portland Option MSW Program. Students must satisfy the requirements for both the MSW degree and the Graduate Certificate in Gerontology, although some of the courses will meet the requirements for both programs.

MSW Portland Option Two-Year Course Map (78 Credit Hours) Gerontology Certificate Track

Year One (39 Credits)		
Fall	Winter	Spring
SW 540 Human Development Through the Lifespan (3 credits)	SW 515 Skills for the Helping Process—Groups (3 credits)	SW 532 Advocacy and Empowerment (3 credits)
SW 530 Skills for the Helping Process—Individuals and Families (3 credits)	SW 541 Societal, Community and Organizational Structures and Processes (3 credits)	SW 520 Social Welfare History and Policy (3 credits)
SW 539 Social Justice in Social Work (3 credits)	SW 550 SW Research & Evaluation I (3 credits)	SW 551 SW Research & Evaluation II (3 credits)
SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)

Year Two (39 Credits)		
Fall	Winter	Spring
SW 517 Health Across the Lifespan I (3 credits) or SW 533 Clinical Social Work Practice I (3 credits) or SW 586 Social Work with Children, Youth and Families I (3 credits) or SW 593 Practice and Leadership with Communities and Organizations I (3 credits)	SW 518 Health Across the Lifespan II (3 credits) or SW 534 Clinical Social Work Practice II (3 credits) or SW 587 Social Work with Children, Youth and Families II (3 credits) or SW 594 Practice and Leadership with Communities and Organizations II (3 credits)	SW 519 Health Across the Lifespan III (3 credits) or SW 535 Clinical Social Work Practice III (3 credits) or SW 588 Social Work with Children, Youth and Families III (3 credits) or SW 595 Practice and Leadership with Communities and Organizations III (3 credits)
Two Electives (6 credits)	Two Electives (6 credits)	Two Electives (6 credits)
SW 512 Advanced Field Placement (4 credits)	SW 512 Advanced Field Placement (4 credits)	SW 512 Advanced Field Placement (4 credits)

Gerontology Certificate Electives
PHE 558 Perspectives in Aging. Required. This course is offered in the fall and is considered the first course in the Certificate program. This course may be used as an elective in the MSW program of study and is usually taken in the fall of the second year.
SW 574 Social Work with Older Adults. Required. This course is usually offered in the fall term only. This course is usually taken in the fall of the second year.
SW 544 Midlife and Beyond. Required. This course is offered only in the winter term. This course is usually taken in the winter term of the second year.
<p>Two Additional Electives. Must be taken from the following list. The Institute on Aging can determine whether other aging-specific courses may satisfy this requirement, as well. These can be 3-credit or 4-credit classes and satisfy elective requirements for both the Certificate and the MSW.</p> <p>PHE 510 Business & Aging (3 cr.) – offered every term (online) except in winter term during odd years (e.g., 2017).</p> <p>PHE 516 Families & Aging (3 cr.) – offered every winter and spring term.</p> <p>PHE 556 Health Aspects of Aging (4 cr.) – offered every term.</p> <p>PHE 557 National Long-Term Care Policy (3 cr.) – offered every spring term.</p> <p>PHE 559 Economics of Aging (3 cr.) – offered in winter during odd years (e.g., 2017).</p> <p>PHE 560 Mental Health and Aging (3 cr.) – offered spring term during even years (e.g., 2016).</p> <p>PHE 561 Cultural Variations in Aging (3 cr.) – offered irregularly (typically fall term during even years).</p> <p>PHE 562 Global Aging (3 cr.) – offered every spring term.</p> <p>SW 569 Social Work in End-of-Life and Palliative Care (3 cr.) – offered winter term.</p> <p>SOC 569 Sociology of Aging (4 cr.) – usually offered spring and summer terms (online).</p> <p>USP 585 Housing and Environments for the Elderly (3 cr.) – offered irregularly.</p> <p>USP 564 Political and Administrative Issues in Aging (3 cr.) – offered irregularly.</p>

MSW and MPH Dual Degree Program

Students can obtain a Masters of Social Work and a Masters of Public Health in Health Management and Policy or Health Promotion through the dual degree program. This is only available in the Portland Option MSW Program. Students must apply to and be admitted to each program separately.

Sample Course of Study: MSW/MPH—Health Promotion Track

Students in the MSW/MPH Health Promotion track will need to complete at least 120 credits, which consists of 69 Social Work credits and 60 Public Health credits. (See sample course map below.)

In this sample course of study, Public Health coursework will count for ten credits of MSW requirements as follows: PH 524 Introduction to Biostatistics (four credits) will count as SW 551 in the MSW generalist research sequence, PHE 517 Community Organizing (three credits) and PHE 519 Etiology of Disease (three credits) will count as six elective credits. The nine-credit MSW three-course advanced specialization sequence will count toward MPH elective credits. MSW/MPH students must complete PHE 540 Mass Communication during the “Boot Camp” session, which is offered the week before your second-year classes begin.

There are 19 shared credits. Note that MPH course scheduling may vary; this course of study model and courses may be re-sequenced.

MSW Portland Option MSW/MPH Dual Degree Health Promotion Track (120 Credit Hours)

Year One (15 MSW Credits; 22 MPH Credits)		
Fall	Winter	Spring
**SW 539 Social Justice in Social Work (3 credits)	SW 541 Societal, Community and Organizational Structures and Processes (3 credits)	SW 520 Social Welfare History and Policy (3 credits)
SW 540 Human Development Thru the Lifespan (3 credits)	SW 550 SW Research & Evaluation I (3 credits)	*PH 524 Introduction to Biostatistics* (4 credits) [Meets SW 551 Research and Evaluation II requirement]
PHE 580 Concepts of Environmental Health (3 credits)	*PHE 512 Principles of Health Behavior * (3 credits)	PHE 517 Community Organizing (3)
PHE 511 Foundations of Public Health (3 credits)	PHE 541 Media Advocacy (3credits)	PHE 519 Etiology of Disease (3 credits)
Summer Before Year Two (3 MPH Credits)		
HSMP 574 Health Systems Org (3 credits)		

Year Two (24 MSW Credits; 17 MPH Credits)		
Fall	Winter	Spring
SW 530 Skills for the Helping Process—Individuals and Families (3 credits)	SW 515 Skills for the Helping Process—Groups (3 credits)	SW 532 Advocacy and Empowerment (3 credits)
SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)
PHE 530 Epidemiology I (4 credits)	PHE 550 Health Promotion Program Planning (4 credits)	HSMP 573 Values and Ethics (3)
PHE 520 Qualitative Research Design (3 credits)	PHE 521 Quantitative Research Design (3 credits)	MSW Elective (3 credits)

Year Three (30 MSW Credits; 9 MPH Credits)		
Fall	Winter	Spring
SW 517 Health Across the Lifespan I (3 credits) or SW 533 Clinical Social Work Practice I (3 credits) or SW 586 Social Work with Children, Youth and Families I (3 credits) or SW 593 Practice and Leadership with Communities and Organizations I (3 credits)	SW 518 Health Across the Lifespan II (3 credits) or SW 534 Clinical Social Work Practice II (3 credits) or SW 587 Social Work with Children, Youth and Families II (3 credits) or SW 594 Practice and Leadership with Communities and Organizations II (3 credits)	SW 519 Health Across the Lifespan III (3 credits) or SW 535 Clinical Social Work Practice III (3 credits) or SW 588 Social Work with Children, Youth and Families III (3 credits) or SW 595 Practice and Leadership with Communities and Organizations III (3 credits)
SW 512 Advanced Field Placement (4 credits)	SW 512 Advanced Field Placement (4 credits)	SW 512 Advanced Field Placement (4 credits)
MSW Elective (3 credits)	MSW Elective (3 credits)	MSW Elective (3 credits)
PAH/HSMP 588 Program Evaluation and Management in Health Services (3 credits)	PHE 505 Field Experience/Internship (3 credits)	PHE 505 Field Experience/Internship (3 credits)

School Social Work License

The School Social Work License is a specialized program that is designed for students who wish to pursue employment as a social worker in schools upon graduation from the MSW program. The license enhances the opportunities to pursue jobs in K–12 positions. The program prepares students to work in schools through a social work lens emphasizing: social justice, an ecological perspective, advocacy, individual, group and community work in schools. Beginning in the 2017–18 academic year, this course of study is open to students in any of the program options who resided in Oregon, as the required electives are offered online.

**MSW Portland Option
Two-Year Course Map (78 Credit Hours)
School Social Work Licensure Track**

Year One (39 Credits)		
Fall	Winter	Spring
SW 540 Human Development Through the Lifespan (3 credits)	SW 515 Skills for the Helping Process—Groups (3 credits)	SW 532 Advocacy and Empowerment (3 credits)
SW 530 Skills for the Helping Process—Individuals and Families (3 credits)	SW 541 Societal, Community and Organizational Structures and Processes (3 credits)	SW 520 Social Welfare History and Policy (3 credits)
SW 539 Social Justice in Social Work (3 credits)	SW 550 SW Research & Evaluation I (3 credits)	SW 551 SW Research & Evaluation II (3 credits)
SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)

Year Two (39 Credits)		
Fall	Winter	Spring
SW 517 Health Across the Lifespan I (3 credits) or SW 533 Clinical Social Work Practice I (3 credits) or SW 586 Social Work with Children, Youth and Families I (3 credits) or SW 593 Practice and Leadership with Communities and Organizations I (3 credits)	SW 518 Health Across the Lifespan II (3 credits) or SW 534 Clinical Social Work Practice II (3 credits) or SW 587 Social Work with Children, Youth and Families II (3 credits) or SW 594 Practice and Leadership with Communities and Organizations II (3 credits)	SW 519 Health Across the Lifespan III (3 credits) or SW 535 Clinical Social Work Practice III (3 credits) or SW 588 Social Work with Children, Youth and Families III (3 credits) or SW 595 Practice and Leadership with Communities and Organizations III (3 credits)
Two Electives (6 credits)	Two Electives (6 credits)	Two Electives (6 credits)
SW 512 Advanced Field Placement (4 credits)	SW 512 Advanced Field Placement (4 credits)	SW 512 Advanced Field Placement (4 credits)

School Social Work Licensure Required Electives
SW 563 Social Work with Children, Adolescents, and Families. This elective is required for students in the Clinical and Practice and Leadership with Communities and Organizations (PLCO) specializations only.
SW 564 Social Work in Schools.
ELP 581 U.S. and Oregon School Law and Policy. This course is offered through the Graduate School of Education. This course is usually offered in the winter and summer terms only, but term availability is subject to change.

MSW Ashland, Bend, Eugene, and Salem Options

The MSW options in Ashland, Bend, Eugene, and Salem provide access to the Master of Social Work program to students living in small cities and rural communities throughout Oregon. Students are able to earn a Master of Social Work degree through intensive classroom study and professional field placements. These options are three-year programs that utilize traditional classroom instruction and provide field education in the students' communities. The Clinical Practice advanced specialization is offered in these sites. Students are offered six electives over the course of their program. Students move through the program as a cohort, so all students in the cohort take the same elective courses unless they choose to travel to the Portland campus or take an online elective. The selection of electives for each cohort is determined by taking account of the practice needs of the local communities and students' professional interests.

Each option has a full time Distance Site Coordinator, a faculty member who lives in the community. The Distance Site Coordinator establishes and coordinates all components of the field education program for their site, teaches the field seminar, provides academic advising, and serves as the field liaison to students' field placements. They also provide informational, orientation, advisory, and supportive activities to current students and recruit future students. The program relies heavily on core faculty from the Portland campus to teach courses at these satellite sites, in addition to local adjunct faculty.

Eugene and Salem Options Three-Year Courses of Study

First Year

In the first year, Eugene and Salem Option students enroll in two 3-credit courses each term to complete six of the nine required generalist courses. Courses meet four times a term, Fridays and Saturdays 9:00 a.m.–5:00 p.m. on the main PSU campus.

Second Year

In the second year, Eugene and Salem Option students enroll in 10 credits each term: 3 credits of generalist practice coursework, 4 credits of generalist field placement, and 3 credits of elective coursework. Courses meet five times a term, Fridays 9:00 a.m.–4:00 p.m. in their local communities.

Third Year

In the third year, Salem and Eugene Option students usually enroll in 10 credits each term: 3 credits of advanced practice coursework, 4 credits of advanced field placement, and 3 credits of elective coursework. Courses meet five times a term, Fridays 9:00 a.m.–4:00 p.m. in their local communities.

Some students elect to complete some of their electives on the Portland campus in the summer or online throughout the year.

Ashland and Bend Options Three-Year Courses of Study

First Year

In the first year, Ashland and Bend Option students enroll in two 3-credit courses each term to complete six of the nine required generalist courses. Courses meet four times a term, Fridays 9:00 a.m.–5:00 p.m. in their local communities.

Second Year

In the second year, Ashland and Bend Option students enroll in 10 credits each term: 3 credits of generalist practice coursework, 4 credits of generalist field placement, and 3 credits of elective coursework. Courses meet five times a term, Fridays 9:00 a.m.–4:00 p.m. in their local communities.

Third Year

In the third year, Ashland and Bend Option students usually enroll in 10 credits each term: 3 credits of advanced practice coursework, 4 credits of advanced field placement, and 3 credits of elective coursework. Courses meet five times a term, Fridays 9:00 a.m.–4:00 p.m. in their local communities.

Some students elect to complete some of their electives on the Portland campus in the summer or online throughout the year.

The Course of Study Map is identical for the Ashland, Bend, Eugene, and Salem Options and includes a typical distribution of courses for students admitted to the three-year options at these locations. Although elective courses are identified in specific years and terms, they may be taken at other times, either Online or at the Portland campus, as long as prerequisites are met and field work is accompanied by a practice course.

MSW Ashland, Bend, Eugene, and Salem Options Three-Year Course Map (78 Credit Hours)

Year One (18 Credits)		
Fall	Winter	Spring
SW 539 Social Justice in Social Work (3 credits)	SW 520 Social Welfare History and Policy (3 credits)	SW 540 Human Development Through the Lifespan (3 credits)
SW 541 Societal, Community and Organizational Structures and Processes (3 credits)	SW 550 SW Research & Evaluation I (3 credits)	SW 551 SW Research & Evaluation II (3 credits)

Year Two (30 Credits)		
Fall	Winter	Spring
SW 530 Skills for the Helping Process—Individuals and Families (3 credits)	SW 515 Skills for the Helping Process—Groups (3 credits)	SW 532 Advocacy and Empowerment (3 credits)
Elective (3 credits)	Elective (3 credits)	Elective (3 credits)
SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)

Year Three (30 Credits)		
Fall	Winter	Spring
SW 533 Clinical Social Work Practice I (3 credits), Prerequisite 3 terms of SW 511, corequisite SW 512	SW 534 Clinical Social Work Practice II (3 credits), Prerequisite SW 533, corequisite SW 512	SW 535 Clinical Social Work Practice III (3 credits), Prerequisite SW 534, corequisite SW 512
Elective (3 credits)	Elective (3 credits)	Elective (3 credits)
SW 512 Advanced Field Placement (4 credits)	SW 512 Advanced Field Placement (4 credits)	SW 512 Advanced Field Placement (4 credits)

MSW Online Option Three-Year Course of Study

The MSW Online Option provides access to the Master of Social Work program to students who are unable to access a traditional campus based MSW program. Students are able to earn a Master of Social Work degree through a three-year online course of study and professional field placements in the students' community. The Practice and Leadership with Communities and Organizations advanced specialization is offered in the Online Option. Twelve online electives are offered predominantly during the summer, though a few are offered during the traditional academic year.

First Year

In the first year, Online Option students enroll in two 3-credit courses each term to complete six of the nine required generalist courses.

Second Year

In the second year, Online Option students usually enroll in seven credits each term: three credits of generalist practice coursework and four credits of generalist field placement.

Third Year

In the third year, Online Option students usually enroll in seven credits each term: three credits of advanced practice coursework and four credits of advanced field placement.

Summer Term Electives

In the summer term, students typically take nine credits of electives, or three courses. Each summer term, 10 online electives are offered. Students take a minimum of six courses over

the course of two or three summers. At this point, an additional six online electives are also offered during the traditional academic year.

The accompanying course of study map includes a typical distribution of courses for students admitted to the Online Option. Although elective courses are identified in specific years and terms, they may be taken at any time, as long as prerequisites are met and field work is accompanied by a practice course.

MSW Online Option Three-Year Course Map (78 Credit Hours)

Year One (18 required course credits; elective credits)			
Fall	Winter	Spring	Summer
SW 539 Social Justice in Social Work (3 credits)	SW 520 Social Welfare History and Policy (3 credits)	SW 540 Human Development Through the Lifespan (3 credits)	2 or 3 Electives
SW 541 Societal, Community and Organizational Structures and Processes (3 credits)	SW 550 SW Research & Evaluation I (3 credits)	SW 551 SW Research & Evaluation II (3 credits)	

Year Two (9 required course credits; 12 field credits; elective credits)			
Fall	Winter	Spring	Summer
SW 530 Skills for the Helping Process: Individuals and Families (3 credits)	SW 515 Skills for the Helping Process: Groups (3 credits)	SW 532 Social Work Advocacy and Empowerment (3 credits)	2 or 3 Electives
SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)	

Year Three: PLCO Specialization (9 Required Course Credits; 12 Field Credits; One Required Elective)			
Fall	Winter	Spring	Summer
SW 593 Practice and Leadership with Communities and Organizations I (3 credits)	SW 594 Practice and Leadership with Communities and Organizations II (3 credits)	SW 595 Practice and Leadership with Communities and Organizations III (3 credits)	0 or 1 Elective
SW 512 Advanced Field Placement (4 credits)	SW 512 Advanced Field Placement (4 credits)	SW 512 Advanced Field Placement (4 credits)	

Curriculum Redesign Process

As a foundation for the explicit curriculum discussion, the history of the curriculum redesign process and the components of our explicit curriculum will be outlined.

The Portland State University MSW Program faculty was engaged in a multiyear process of assessment, reflection, analysis, and dialogue with stakeholders in our educational community to prepare to meet the Council on Social Work Education (CSWE) 2008 Educational and Policy Standards for competency-based education, and subsequently the 2015 Council on Social Work Education (CSWE) Educational and Policy Standards. The goal was to develop a curriculum that could be offered in all of our program options—Portland, Ashland, Bend, Eugene, Salem, and Online.

Below is a brief overview of the MSW Program curriculum revision process.

The school had three processes that supported differing stakeholders' involvement in the curriculum redesign: a field instructor nominal group process to identify “practice behaviors;” a series of community dialogue events to ask questions about what our community of practitioners, students, consumers, and social work leaders believe is important for students to be able to do upon graduation; and a survey to gather student feedback.

Field Instructor Input on Practice Behaviors

In summer 2011, the School of Social Work Field Team asked field instructors at twelve field orientations across our Portland, Ashland, Bend, Eugene, and Salem Options to participate in a nominal group process to identify the practice behaviors that they thought represented eight of the ten 2008 CSWE competencies. Over two hundred field instructors and task supervisors—175 from Portland and 58 from the other four options (the Online Option did not exist at that point)—participated in this process. Not all groups addressed all competencies, but at least two Portland groups and one of the Distance (Ashland, Bend, Eugene, Salem) groups addressed each of the following competencies.

- Identifies as a professional social worker and conducts self accordingly
- Applies social work ethical principles and values to practice
- Applies critical thinking to inform and communicate professional judgments
- Applies knowledge of human behavior and the social environment
- Engages in policy practice to advance social and economic well-being and to deliver effective social work services
- Responds to contexts that shape practice
- Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations, and communities (Engagement, Assessment, Intervention, and Evaluation were separated out for discussion)

Competency 4: Engages diversity and difference in practice and Competency 5: Advances human rights and social and economic justice were not discussed with the field instructors

due to the need to limit the list of competencies, though results from the nominal group process on other competencies often addressed these competencies.

Competency 6: Engages in research-informed practice and practice-informed research was not discussed with the field instructors as the research faculty had previously identified the practice behaviors associated with that competency.

The information from the nominal group process was reviewed by the field team in order to eliminate redundancies, clarify language, combine similar results, delete items that did not fit the intent of the process, and move behaviors to the correct competency. A final list of field instructor practice behaviors resulted from this review process. Particular attention was given to including unique items that were highlighted by Ashland, Bend, Eugene, and Salem field instructors as they represent a rural Oregon perspective, though for the most part there was not much difference between the Portland site and the other sites. The final report was presented to the faculty in winter 2012 as part of the curriculum revision process.

Community Dialogues

In fall 2011, the program conducted a series of community events to ask our community of practitioners, students, consumers, and social work leaders what they believe is important for students to be able to demonstrate upon graduation. The questions focused on what skills and abilities are most important to current and future social workers in the region. There were three distinct opportunities to discuss these issues. First, a large group meeting was held using the World Café methodology. Online surveys were offered to people who were unable to attend the meeting or who had additional ideas to share their input. Finally, focus groups were held around the state at the Ashland, Bend, Eugene, and Salem sites.

At the World Café event in Portland, 185 people were in attendance, including 32 students, 45 alumni, 38 social service agency employees, and 14 persons identified as consumers (some people represented multiple categories), with an age range of 18–84. Alumni ranged from 1968 graduates to those from 2011. Fields of practice and/or types of organizations represented included child welfare, addictions, mental health, public health, schools, disabilities, LGBTQ organizations, culturally specific organizations for the Asian, Latino, Native American, and African American communities, domestic violence, foster care, homelessness, poverty, hospice, juvenile justice, seniors, veterans, government, and families/youth service organizations in both public and private sectors.

The Ashland, Bend, Eugene, and Salem Option focus groups included 75 participants over the four sites as described above. Three people identified as service users, with representation from a similar mix of community programs. The majority of social work participants were

graduates from PSU's program who now serve as field instructors. A small proportion were graduates of MSW programs in other states. Twenty-six additional people completed the online survey option.

The final report identified the following priorities as the most important skills and issues related to social workers of the future in our region. Portland event and online survey participants noted the following priority areas:

1. Structural racism/AOP/diversity competence
2. Collaboration and systems change
3. Self-care
4. Trauma-informed care
5. Self-determination and client empowerment
6. Listening/communication
7. Domestic violence
8. Integration across three current areas of specialized practice (administration and leadership, community-based practice, and direct human services) and More diversity among students, faculty and staff at SSW (these two scored evenly)
9. Evidence-based practice readiness and capacity to do research/evaluation
10. Addictions
11. Theory and practice connected in every class
12. Clinical skills
13. Strengthening of collective identity and voice as social workers
14. Advocacy skills

Ashland, Bend, Eugene, and Salem focus groups prioritized:

1. Clinical skills
2. Assessment and diagnostic skills
3. Attitudes and values
4. Social work ethics
5. Evidence-based practice

Student Feedback

The MSW students were surveyed in fall 2011 related to their experiences with the generalist curriculum.

In spring 2012, students had the opportunity to attend three information sessions around

proposed curriculum changes. In these sessions, students (n=45) identified four priorities. Three of the four (*) priorities reflect feedback from surveys conducted earlier in fall of 2011. Students asked that the program keep this in mind as decisions were made around what is best for student learning.

1. Social Justice*—Students continued to ask for more social justice content and more integration of social justice into the whole curriculum.
2. Field Seminar—Students understood that the best way to learn from their field placements is to integrate field experience with classroom learning; i.e., process matters!
3. Research*—Students expressed that research needs to more fully reflect and be applicable to their practice.
4. Flexibility*—Students asked for more flexibility but recognize this is difficult to achieve in the generalist year.

The data from the community dialogues, field instructors, and students was provided to the MSW faculty as part of the curriculum revision process. The curriculum development was further guided by the School of Social Work Philosophical Principles for Curriculum Development (approved May 2009).

PHILOSOPHICAL PRINCIPLES FOR CURRICULUM DEVELOPMENT

School of Social Work is committed to the philosophy of social, political and economic justice of all peoples. This philosophy is reflected in the following principles, which guide our curriculum design.

Family and Community-Centered Practice and Policy	Emphasizes full participation and engagement of individuals, families, schools, neighborhoods, communities, tribes, states, regions, and countries in decision-making, development, delivery, and evaluation of services and policies deemed meaningful by that community.
Empowerment	Process of supporting the efforts of individuals, families, and communities to take action to manage their lives, organizations, communities, and governments toward personal and social change.
Partnership and Collaboration	Relationships characterized by mutual contributions and agreed upon shared goals, responsibility and decision-making capacity.
Diversity	Inclusion of the broad range of human experience, emphasizing the following identities or group memberships: race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital/partner status, political belief, religion, class, disability, immigration status, language and linguistics.

Social Justice	Both a process and a goal that (1) seeks equitable (re)distribution of resources, opportunities, and responsibilities; (2) challenges the roots of oppression and injustice; (3) empowers all people to enhance self-determination and realize their full potential; (4) and builds social solidarity and community capacity for collaborative action.
Inclusion	Process of operationalizing a commitment to diversity. Inclusion reflects the authentic involvement of all stakeholders in decisions that affect them and the entire community.
Strengths-Based Practice	Belief that all people have strengths and capacity to become more competent and that social policies, programs, and practices are most effective when they are designed to build on strengths.
Evidence-Based Perspectives	Process of establishing sound evidence of practice and policy effectiveness, using interventions and promoting policies that are currently supported by empirical evidence, as well as promoting practice-based evidence by incorporating information about effectiveness from the perspectives of consumers.
Global Connections	Recognition of the role of nations in promoting international social justice, human rights, and sustainability.
Inquiry	Exploration of knowledge to inform practice, policy and the public. Building conceptual understanding using analytic and critical thinking to inform practice, policy, and research.

Curriculum Revision and Implementation Timeline

During fall 2012, the faculty modeled different curricular configurations and in winter 2013 voted on a final design. The decision was to make significant changes to the generalist year and develop four advanced specializations:

- Health Across the Lifespan
- Advanced Clinical Practice
- Children, Youth, and Families
- Practice and Leadership with Communities and Organizations

During the summer of 2013, faculty worked on revising the generalist curriculum and syllabi and simultaneously began to convert the generalist curriculum to a fully online MSW option.

In fall 2013, each advanced specialization faculty met with community practitioners and field instructors to identify the core content, advanced competencies, and practice behaviors that were to be included in each specialization. In winter and spring 2014, the faculty developed draft syllabi for each specialization.

The revised generalist courses were mapped to the 2008 CSWE Competencies and Practice Behaviors and were revised again after publication of the 2015 CSWE Educational Policies and Standards.

The revised generalist curriculum was offered beginning in fall 2014 and the revised Advanced Specializations were offered beginning in fall 2015. Based on feedback from students, faculty, and field instructor and the revised 2015 EPAS the generalist curriculum was further revised during the 2015–16 academic year and the advanced specializations were further revised during the 2016–17 academic year. The final approved curriculum is outlined below.

Overview of the MSW Program Curriculum

To graduate from any of the Portland State University MSW Program Options, students must successfully complete 78 credits of required and elective courses, distributed across the generalist and advanced years. The generalist coursework includes 39 credits of required coursework. The advanced year includes 21 required and 18 elective credits.

Generalist Coursework

All students in all program options have the same generalist course work. Students take these courses prior to entering their advanced specialization courses and advanced field placement. Students entering the Advanced Standing course of study have successfully completed a BSW degree from a CSWE accredited program, which includes content covered in the PSU MSW Program generalist year. Below are the generalist courses, the course descriptions, and competencies emphasized in each course, though in most cases each competency is also addressed in other courses.

SW 515—Skills for the Helping Process: Groups (3 credits)

SW 515 is the generalist MSW course on social work practice with groups. This course focuses on helping students to develop assessment and intervention skills for working with client, organizational, and community groups. Students will assess types and stages of groups, roles, and group dynamics, and develop a group proposal. Students will learn how to begin, facilitate, and end a group. Corequisite: SW 511

Competencies emphasized in SW 515:

Competency 6: Engagement with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

SW 520—Social Welfare History and Policy (3 credits)

This course addresses social welfare and the policy-making process, as well as the values and

ethical choices affecting that process. It examines historical and contemporary issues and their impact on social work profession and social welfare. The course highlights relations among social problems, social policies, and social practices as means for promoting social justice.

Competencies emphasized in SW 520:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 5: Engage in Policy Practice

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (Communities)

SW 530—Skills for Helping Process: Individuals and Families (3 credits)

This course is the generalist MSW course on social work practice with individuals and families. This course helps students develop engagement, assessment, and intervention skills for work with individuals and families.

Competencies emphasized in SW 530:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities (Individuals and Families)

Competency 7: Assess Individuals, Families, Groups, Organizations, & Communities (Individuals and Families)

Competency 8: Intervene with Individuals, Families, Groups, Organizations, & Communities (Individuals and Families)

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities (Individuals and Families)

SW 532—Advocacy and Empowerment (3 credits)

Builds the advocacy skills to form purposive and equitable partnerships with service users, their communities, and organizations. Includes empowerment-based practices in micro, mezzo, and macro work. Healthy critique of the role of the professional social worker as “expert” is examined.

Competencies emphasized in SW 532:

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advanced Human Rights and Social, Economic, and Environmental Justice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities (Individuals)

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities (Organizations)

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (Individuals and Organizations)

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Organizations)

SW 539—Social Justice in Social Work (3 credits)

The course will explore social justice 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

culturally oppressed groups. It will also examine social, political, and cultural processes as they affect intergroup and intragroup relations. The course will also explore the role of social worker as border-crosser, cultural learner, and agent of change. There will be opportunities for cross cultural dialogue and critical reflection and some skills development. The nature of the course requires examination of the systems in which each of us is immersed, as well as examination of those systems and institutions that we, as social workers, must strive to understand and transform.

Competencies emphasized in SW 539:

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social and Economic Justice

Competency 5: Policy Practice CSWE Core

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities (Individuals, Groups, and Communities)

Competency 8: Intervene with Individuals, Families, Groups, Organizations, & Communities (Individuals and Communities)

SW 540—Human Development through the Lifespan (3 credits)

Basic knowledge of human development from infancy to late adulthood is presented from the perspective of individuals and families, and relationships between theoretical frameworks and biopsychosocial-spiritual factors will be identified. Variations over the human life course are emphasized, and attention is paid to addressing the development of populations considered to be at risk. A major task of this course is to provide students with knowledge of how developmental frameworks organize information about human dynamics, while still stressing the multi-causal and bi-directional nature of individual client outcomes. A framework of critique will be presented against which the various theories of development will be compared, applied and evaluated. Included in this framework is an examination of the values and ideologies that are associated with the social construction of such knowledge. Knowledge will also be evaluated according to the degree of existing empirical support. Both traditional and contemporary perspectives on human development are presented.

Competencies emphasized in SW 540:

Competency 7: Assess Individuals, Families, Groups, Organizations, & Communities (Individuals and Families)

Competency 8: Intervene with Individuals, Families, Groups, Organizations, & Communities (Individuals and Families)

SW 541—Societal, Community, and Organizational Structures and Processes (3 credits)

Service users and social work practitioners are constrained by societal, community, and organizational structures and processes. Social construction of conceptual frames with social work values and ethics are critiqued. Theories addressing the behavior and change in process of communities and organizations are applied and evaluated.

Competencies emphasized in SW 541:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities (Organizations and Communities)

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities (Organizations and Communities)

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (Organizations and Communities)

SW 550—Social Work Research and Evaluation I (3 credits)

Introduction to research and evaluation in social work. Stresses the importance of research and evaluation to social work practice and policy. Introduces critical consumption of research and ethics of social work research and evaluation. Addresses qualitative and quantitative social work research, group designs, single system designs, and evaluation of programs and of practice. Considers scientific method, systematic inquiry, relation of theory to research, problem formulation, measurement, sampling, design, and data collection. Addresses connections between (a) social work research and evaluation and (b) social and economic justice, cultural sensitivity and inclusion, and diversity.

Competencies emphasized in SW 550:

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

SW 551—Social Work Research and Evaluation II (3 credits)

Focuses on techniques of quantitative data analysis and introduces methods of qualitative data analysis, as well as interpreting, using, and critically analyzing results to improve social work practice and policy. Examines descriptive statistics, probability theory and hypothesis testing, inferential methods, and thematic analysis. Addresses connections between (a) social work research and evaluation and (b) social and economic justice, cultural sensitivity and inclusion, and diversity. Prerequisite: SW 550.

Competencies emphasized in SW 551:

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

SW 511 (500-hour generalist field placement and seminar)

This course is the nine-month agency-based field internship and concurrent field seminar where students apply social work knowledge and develop social work skills. The supervised field internship and weekly field seminar facilitate students' application of social work skills, the integration of theoretical content, and the development of critical thinking skills. This course is a core component of the MSW curriculum, allowing students to apply knowledge gained in their social work courses in real world practice settings and to

demonstrate component behaviors that reflect the integration of the knowledge, values, skills, and cognitive and affective processes of the nine competencies.

Competencies emphasized in SW 511—Field Seminar:

Competency 1: Demonstrate Ethical and Professional Behavior

Competencies and Behaviors addressed in SW 511—Field Placement:

Competency 1: Demonstrate Ethical and Professional Behavior

- 1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context
- 1b. Recognize how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice
- 1c. Demonstrate professional behavior, including oral, written, and electronic communication; time management, use of social media, and adherence to agency policies and procedures
- 1d. Use technology ethically and appropriately to facilitate practice
- 1e. Use supervision and consultation to guide professional judgment and behavior
- 1f. Cope with stress, crisis, and conflict and understands the signs of burnout, vicarious trauma, and develops and practices a self-care plan

Competency 2: Engage Diversity and Difference in Practice

- 2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels
- 2b. Present themselves as learners and engage with others as informants and experts on their lives
- 2c. Demonstrate self-awareness and an ability to recognize and reduce the influence of personal bias, privilege, and participation in systems of oppression and the forces that reinforce these systems

Competency 3: Advanced Human Rights and Social, Economic, and Environmental Justice

- 3a. Work with and in the service of clients and client systems to advocate for social, economic, and environmental justice and human rights
- 3b. Understand systemic oppression and privilege and engage in practices to dismantle oppression and advance social, economic, and environmental justice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

- 4a. Use practice experience and theory to inform scientific inquiry and research
- 4b. Engage in critical analysis of quantitative and qualitative research methods and research findings
- 4c. Use and translate research findings to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

- 5a. Identify social policy at the local, state, federal, and tribal level that impacts the delivery of and access to social services
- 5b. Assess how social welfare and economic policies impact the delivery of and access to social services
- 5c. Engage in critical analysis of and formulate and promote policies that advance human rights and social, economic, and environmental justice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- 6a. Apply knowledge of human behavior and the social environment and practice context to engage with clients and client systems
- 6b. Listen and communicate with a wide range of clients and client systems 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

Competency 7: Assess Individuals, Families, Groups, Organizations, & Communities

- 7a. Collect, organize, and critically analyze and interpret information from clients and client systems
- 7b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of micro clients and client systems
- 7c. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of macro clients and client systems
- 7d. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and client systems
- 7e. Work collaboratively with clients and client systems to select appropriate intervention strategies based on the assessment, research knowledge, and client values and preferences

Competency 8: Intervene with Individuals, Families, Groups, Organizations, & Communities

- 8a. Apply critical thinking in choosing and implementing interventions to achieve practice goals and enhance capacities of clients and client systems
- 8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and client systems
- 8c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- 8d. Negotiate, mediate, and advocate on behalf of and with clients and client systems
- 8e. Facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- 9a. Select and use appropriate methods for evaluation of outcomes
- 9b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- 9c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- 9d. Apply evaluation findings to improve practice effectiveness at the micro and macro level

Advanced Standing Coursework

Students in the Advanced Standing Course of Study take the following courses prior to entering their advanced specialization courses and field placement to assure they are prepared for the advanced year of the program.

SW 589—*Advanced Standing Seminar (4 credit hours)*

Students who successfully complete this seminar will demonstrate the competencies required to enter the advanced year of the MSW program. This seminar will provide a connection between the BSW curriculum and the advanced MSW curriculum and evaluate students' readiness for advanced practice. The course requires students to demonstrate foundational social work skills, critical self-reflection, and academic readiness for graduate coursework.

SW 513—*Advanced Standing Research (3 credit hours)*

As a component of the bridge program in the Advanced Standing MSW program at Portland State University, this course provides students an intensive review of generalist content in research methods. This material can be especially challenging for many social work students; however, its mastery is essential in preparing graduates for professional practice. This course covers material from the two three-credit courses that compose the generalist research

sequence in PSU's MSW curriculum: SW550 Research & Evaluation I and SW551 Research & Evaluation II.

Advanced Specialization Coursework

The MSW Program offers four advanced specializations. In the Portland Option, all four advanced specializations are offered. In our Ashland, Bend, Eugene, Eugene, and Salem Options, the Clinical Practice advanced specialization is offered. In the Online Option, the Practice and Leadership with Communities and Organizations specialization is offered.

The advanced specializations are offered as a three-course sequence taken simultaneously with a 500-hour advanced field placement (SW 512). In addition, students select six electives based on their interests and area of focus, though in some cases the specialization requires students take a specific elective. Outlined below are the courses and the competencies emphasized in each course, though in most cases each competency is also addressed in the other courses, and the associated field placement behaviors.

Health Across the Lifespan (SW 517, SW 518, SW 519)—3 credits per course

The Health Across the Lifespan specialization builds on the generalist year and provides advanced training in healthcare and aging practice that is grounded in social work perspectives, knowledge, values, and ethics. The specialization has a lifespan focus that prepares students for advanced practice with individuals, families, and groups in various healthcare and aging settings. The sequence begins with general adult practice, moving to work with older adults, and ending with a focus on children, youth, and families. The theoretical models put forth are grounded in strength-based, trauma-informed, and collaborative perspectives that support students to develop engagement, assessment, intervention, and evaluation competencies for practice with diverse populations. Intervention modalities make use of evidence-based principles and include motivational interviewing, brief counseling, crisis intervention, client-centered advocacy and case management across multiple care settings. Ongoing consideration of health disparities, health literacy, the social determinants of health, health reform, diversity, and access and utilization in healthcare are infused across the sequence. The Health Across the Lifespan specialization's approach to practice is informed by principles of social justice and recognition of the systemic contexts of practice and thus includes advocacy, activism, and policy-practice with, and on behalf of, individuals, families, groups, organizations, and communities.

SW 517—Health Across the Lifespan I

Advanced specialization course for students in health-related settings with a lifespan focus on general adult social work practice. Focus on self-awareness, ethics, chronic disease, teamwork, health disparities, health literacy, the social determinants of health, and diversity

and social justice issues in healthcare, as well as medical terminology, documentation, and the use of interpreters. Emphasis on engagement and assessment, use of empathy, and motivational interviewing. Connecting field placement experiences with course content. Prerequisite: three terms of SW 511.

Advanced Competencies emphasized in SW 517:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

SW 518—Health Across the Lifespan II

Advanced specialization course with a lifespan focus on older adults for students in health-related settings. Intervention and assessment modalities and important practice theories with application of approaches and rapid assessment tools. Ongoing consideration of health disparities, diversity, and social justice implications in healthcare, as well as health systems, health reform, and medical terminology. Exploration of advanced care planning and end-of-life. Connecting field placement experiences with course content. Prerequisite: SW 517.

Advanced Competencies emphasized in SW 518:

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 5: Engage in Policy Practice

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

SW 519—Health Across the Lifespan III

Advanced specialization course with a lifespan focus on children, youth, and families for students in health-related settings. Maternal, child, adolescent, young adult, and family health issues. Ongoing consideration of health disparities, diversity, and social justice implications in healthcare, as well as ethics and medical terminology. Culminating course in HAL sequence revisits generalist practice models, research and practice evaluation, lifelong learning, and job readiness. Connecting field placement experiences with course content. Prerequisite: SW 518.

Advanced Competencies emphasized in SW 519:

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

SW 512—Advanced Health Across the Lifespan Field Placement (500-hour field placement)

This course is the nine-month agency-based field internship where students develop advanced healthcare social work competencies and demonstrate advanced behaviors.

Students are placed in community agencies that will support the development of the advanced competencies for this specialization. This course is a core component of the MSW curriculum, allowing students to apply knowledge gained in their social work courses in real world practice settings.

The following are the competency behaviors that students are to demonstrate in their Advanced Health Across the Lifespan field placement:

Competency 1: Demonstrate Ethical and Professional Behavior

- 1a. Apply state and federal laws affecting social work practice in health setting
- 1b. Evaluate the influence of their emotional responses to complex ethical situations

Competency 2: Engage Diversity and Difference in Practice

- 2a. Identify the intersections of culturally diverse social group membership and chronic illness and health management
- 2b. Demonstrate client-centered literacy in health communications

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- 3a. Demonstrate the interconnection of social and economic justice and human rights with health disparities
- 3b. Develop strategies that counter structural barriers to the effective access or use of health services

Competency 4: Engage in Practice-informed Research and Research-informed Practice

- 4a. Identify and critically analyze relevant research
- 4b. Apply evidenced based research to inform healthcare practice

Competency 5: Engage in Policy Practice

- 5a. Analyze how health policy drives access and eligibility to healthcare
- 5b. Explain the social forces that influence healthcare reform

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- 6a. Describe how their personal beliefs affect their practice
- 6b. Demonstrate engagement with client-systems using a motivational interviewing framework

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- 7a. Demonstrate contextualized assessment approaches in healthcare settings
- 7b. Apply ongoing assessment strategies to issues of health across the lifespan

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- 8a. Evaluate the applicability of evidence informed interventions in healthcare settings
- 8b. Modify evidence informed single session approaches to specific healthcare settings or populations

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- 9a. Apply an evidence informed single session strategy to evaluate practice
- 9b. Evaluate client/system progress and intervention effectiveness, using qualitative and quantitative data, with attention to multiple sources of information

Required Elective: SW 555—Social Work Perspectives on Mental Health Disorders (3 credits)

This course reviews mental disorders as described in the Diagnostic and Statistical Manual of

Mental Disorders, Fifth Edition (DSM-5). Mental disorders are analyzed from the perspective of a broad range of variables that continually reshape and redefine the concepts and definitions of mental health and illness. Some of these variables are cultural values, social institutions, and biological and developmental research. Strategic approaches to assessment, diagnosis, intervention, and evaluation are examined from a social work perspective and a recovery philosophy. These approaches incorporate best practices that support social justice, diversity, and inclusion. Prerequisite: completion of SW 530 (or Advanced Standing status)

Advanced Competencies addressed in SW 555:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Advanced Clinical Social Work Practice (SW 533, SW 534, SW 535)—3 credits per course

The clinical specialization builds on the generalist year and provides advanced training in clinical practice that is grounded in social work perspectives, values, and ethics. Students are prepared for clinical work in various agency settings addressing a range of emotional, behavioral, mental health, and addiction concerns. The theoretical models put forth will be grounded in strength-based, trauma-informed, anti-oppressive and collaborative perspectives. Engagement and multi-dimensional assessment with individuals, groups, and families will be explored with special attention to relational self-awareness, cultural responsiveness and the “common factors” associated with positive therapeutic outcomes. The sequence will familiarize students with intervention modalities that make use of evidence-based principles and that include brief and long-term psychotherapy/ counseling, crisis intervention, client-centered advocacy and case management. This social work approach to clinical practice is informed by principles of social justice and recognition of the systemic contexts of practice and thus includes advocacy, activism, and policy-practice with, and on behalf of, clients. Outlined below are the courses and the competencies emphasized in each course, though in most cases each competency is also addressed in the other courses, and the associated field placement behaviors.

SW 533—Advanced Clinical Social Work Practice I

This is the first term of a three-course sequence. The course addresses how to enter into clinical work in ways that are respectful and honoring of the strengths, vulnerabilities, goals, and needs of client systems and are responsive to the socio-political and systemic contexts of clients’ lives. Special attention is given to positive engagement, creation of a therapeutic alliance, and case-conceptualization grounded in critical theory and developmental perspectives. Best practices are put forward that are grounded in the research on common factors associated with positive outcomes. Students are supported to connect with their own competence, compassion, and hope; and to develop self-awareness and intentionality. They are encouraged to recognize oppressive condition and pathologizing narratives that impact

both client systems and providers and to take a critical social work approach to clinical practice that supports possibility, and client-driven healing.

Advanced Competencies emphasized in SW 533:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

SW 534—Advanced Clinical Social Work Practice II

This is the second course in a three-course sequence. It focuses on increasing the student's self-awareness of the perspectives, strengths, biases and limitations they bring to this work. Students are supported to learn about family theory and cultural context models they apply to both their clients and themselves. Goals include an increased understanding of the vulnerabilities and strengths that impact our clients and ourselves. Students are supported to clarify their professional responsibilities and ethics. Students learn skills in managing reactivity (their own and that of client systems). Continued attention is given to supporting work in internships and exploring conceptual and practice theories and specific intervention skills related to clinical work with individuals and families.

Advanced Competencies emphasized in SW 534:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

SW 535—Advanced Clinical Social Work Practice III

This course builds on material covered in SW 533 and 534 and integrates knowledge students have gained from other courses and their internships. The primary purpose of the course is to provide students with an opportunity to develop and articulate their personal theoretical orientation or practice model and to clarify how they will integrate their favored models and what will inform their choice of what to do when. A commitment to effectiveness and accountability will be supported by the review of evidence-based principles, professional ethics, and the ongoing use of research and evaluation. Attention will also be given to the positive use of supervision/consultation and pursuit of continuing education and licensure and sustaining practices of self-care. Students will also be supported to critically examine agency practices and mental health structures and policies that impact clinical services and to develop a plan for addressing an identified concern.

Advanced Competencies emphasized in SW 535:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

SW 512—Advanced Clinical Field Placement (500-hour field placement)

This course is the nine-month agency-based field internship where students develop

advanced clinical social work practice competencies and demonstrate advanced behaviors. Students are placed in community agencies that will support the development of the advanced competencies for this specialization. This course is a core component of the MSW curriculum, allowing students to apply knowledge gained in their social work courses in real world practice settings.

The following are the competency behaviors that students are to demonstrate in their Advanced Clinical field placement:

Competency 1: Demonstrate Ethical and Professional Behavior

- 1a. Recognize complex ethical dilemmas in clinical practice and develop strategies for resolving them
- 1b. Articulate how personal values, beliefs, and thoughts impact clinical practice and develop strategies for addressing these

Competency 2: Engage Diversity and Difference in Practice

- 2a. Articulate how positionality (personal bias, privilege, and legacies of oppression) influences the clinical relationship
- 2b. Engage in direct conversations about diversity and difference with clients, supervisors, and colleagues

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- 3a. Recognize and address issues of social, economic, and environmental justice and human rights in the context of clinical work
- 3b. Recognize social, economic, and environmental justice and human rights issues impacting clients and develop strategies with and on behalf of clients and colleagues to address these issues at the organizational and/or community level

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

- 4a. Identify and critically analyze relevant research and apply evidence-based principles to inform clinical practice
- 4b. Customize evidence-based practices to increase responsiveness to clients and contexts

Competency 5: Engage in Policy Practice

- 5a. Identify agency, county, state and federal policies that impact clinical services and/or outcomes
- 5b. Collaborate with client systems and colleagues for effective policy actions that promotes social and economic justice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- 6a. Attend to the interpersonal and contextual factors that strengthen the therapeutic alliance
- 6b. Actively use engagement skills, including empathy, warmth, validation, reflective listening, and collaboration to strengthen the clinical relationship

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities

- 7a. Provide clinical assessments with attention to current and historic strengths, resources, vulnerabilities, constraints, and trauma across multiple dimensions including individual, family, community, and social-cultural context
- 7b. Apply advanced clinical theory to assessment with an understanding of how theory can be helpful and/or constraining in the assessment process and how the approach to assessment impacts client's sense of self and experience of problems and possibilities

Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities

- 8a. Partner with clients/client systems to implement responsive therapeutic interventions that are informed by their unique needs, abilities, and preferences
- 8b. Make intentional use of advanced practice theories that fit with client needs and agency context to inform interventions

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- 9a. Evaluate client progress and clinical intervention effectiveness with attention to multiple sources of information
- 9b. Elicit, explore, and respond to client feedback to ensure that interventions are responsive and effective

Required Elective: SW 555

This course reviews mental disorders as described in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5). Mental disorders are analyzed from the perspective of a broad range of variables that continually reshape and redefine the concepts and definitions of mental health and illness. Some of these variables are cultural values, social institutions, and biological and developmental research. Strategic approaches to assessment, diagnosis, intervention, and evaluation are examined from a social work perspective and a recovery philosophy. These approaches incorporate best practices that support social justice, diversity, and inclusion. Prerequisite: Completion of SW 530 (or Advanced Standing status).

Advanced Competencies addressed in SW 555:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Children, Youth, and Families (SW 586, 587, 588)—3 credits per course

The Children, Youth and Families (CYF) specialization builds on the generalist year and provides advanced training in practice, intervention, and advocacy for children, youth, and their families. CYF prepares MSW students to advance their clinical skills and competency in delivering theory-informed best practice models to engage, intervene, collaborate, and advocate with and on behalf of children and youth. While the primary identified clients will be children and teens, students will learn skills for partnering with adults, such as parents, caregivers, caseworkers, therapists, and teachers. The theoretical models examined will be grounded in strength-based, trauma-informed, and collaborative perspectives. Students will develop a systemic and family-focused understanding of the developmental and contextual factors affecting youth. This sequence will examine micro practice as well as key macro influences to prepare students for practice in various settings, including schools, early intervention, child welfare, juvenile justice, community-based mental health, integrated healthcare, and direct practice. Outlined below are the courses and the competencies emphasized in each course, though in most cases each competency is also addressed in the other courses, and the associated field placement behaviors.

SW 586—Children, Youth, and Families I

Advanced specialization course for students interested in working with children, youth, and families. Students will explore, learn, and apply methods for multi-systemic social work practice. Theoretical orientations/frameworks as applied in practice and informed by policy and research is the focus of fall term. Students will demonstrate practice methods and skills for working through barriers created by social policies that impact children, youth, and families. Prerequisite: three terms of SW 511.

Advanced Competencies emphasized in SW 586:

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

SW 587—Children, Youth, and Families II

Advanced specialization course for students interested in working with children, youth, and families. Students will continue to explore, learn, and apply methods for multi-systemic social work practice. Students will demonstrate practice methods and skills for working through barriers created by social policies that impact children, youth, and families. Prerequisite: three terms of SW 511.

Advanced Competencies emphasized in SW 587:

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

SW 588—Children, Youth, and Families III

Advanced specialization course for students interested in working with children, youth, and families. The course requires a deepening of practice skills. The course examines impact of policy on service-users; creative implementation of policy in best interests of service users; promoting service user influence on policy. Students discuss consumer advocacy groups and other forms of advocacy and evaluation. Transitions are discussed and addressed. Prerequisite: SW 587; corequisite: SW 512.

Advanced Competencies emphasized in SW 588:

Competency 5: Engage in Policy Practice
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

SW 512—Advanced Children, Youth, and Families Field Placement (500-hour field placement)

This course is the 9-month agency-based field internship where students develop advanced social work practice competencies and demonstrate advanced behaviors for working with children, youth, and families. Students are placed in community agencies that will support the development of the advanced competencies for this specialization. This course is a core component of the MSW curriculum, allowing students to apply knowledge gained in their social work courses in real world practice settings.

The following are the competency behaviors that students are to demonstrate in their Advanced Children, Youth and Families field placement.

Competency 1: Demonstrate Ethical and Professional Behavior

- 1a. Examine personal beliefs and assumptions and develop a plan for continuous learning aimed at ethical practice that promotes well-being for children, youth, and families (micro)
- 1b. Assess practices and policies that present ethical dilemmas working with children, youth, and families (macro)

Competency 2: Engage Diversity and Difference in Practice

- 2a. Articulate how one's identity, self-affiliation, and social location affect practice with children, youth, and families (micro)
- 2b. Identify policies and practices that are culturally responsive for diverse and marginalized children, youth, and families (macro)

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- 3a. Work collaboratively with service users to promote human rights and social and economic justice across multiple systems (micro)
- 3b. Mitigate the effects of structural oppression across multiple service systems (macro)

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

- 4a. Apply knowledge of research and evaluation methods to analyzing policies, social problems, and conditions that impact children, youth, families, and their communities (macro)
- 4b. Apply knowledge of research and evaluation methods to selecting, and evaluating impact of, advanced social work practice with children, youth, families, and their communities (micro)

Competency 5: Engage in Policy Practice

- 5a. Research, advocate, and influence policy change at multiple levels aimed at meeting service user-identified needs (macro)
- 5b. Promote the ability of service users to influence each level of policy development and implementation as well as service delivery for children, youth, families, and their communities (micro)

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- 6a. Engage in effective, collaborative, and culturally responsive practice with children, youth, families, and their communities and with service systems (micro)
- 6b. Engage effectively with diverse communities and organizations to promote culturally responsive, equitable, and transformational social work practices with children, youth, families, and their communities (macro)

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- 7a. Assess children, youth, and families from a multidimensional theory or framework (e.g., multi-systemic, multi-level, multi-disciplinary, client-worker) (micro)

- 7b. Identify contextual factors that influence (a) children, youth, and families' well-being, (b) effectiveness and cultural responsiveness of service systems, and (c) social and economic equity (macro)

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- 8a. Collaborate with children, youth, families, and their communities to select and apply practices aimed at enhancing social, emotional, and physical well-being (micro)
- 8b. Collaborate with service users and systems to develop and apply comprehensive and cross-system service plans that enhance social, emotional, and physical well-being (macro)

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- 9a. Collaborate with service users, communities, and service systems to develop and apply reliable, valid, and culturally sensitive measures and outcomes that are meaningful and acceptable to service users for service plans and interventions (macro)
- 9b. Demonstrate an ability to critically analyze, monitor, and evaluate one's own practice with children, youth, families, and their communities (micro)

Practice and Leadership with Communities and Organizations (SW 593, SW 594, SW 595)—3 credits per course

The Practice and Leadership with Communities and Organizations specialization builds on the generalist year and provides advanced learning opportunities that are grounded in community and organizational practices, perspectives, values, and ethics. Students are prepared for working with individuals, communities, and organizations in various settings which are focused on addressing disparities, community responses to social problems, policy practice, and leadership. The theoretical models put forth are grounded in strength-based, critical race theory, structural social work, anti-oppressive, feminist, empowering, and collaborative perspectives. Engagement in multi-dimensional assessment processes such as racial equity, community, and organizational assessment will be explored with specific attention to community voice, hierarchical structures, and cultural humility and responsiveness. The three-term sequence will familiarize students with intervention modalities that make use of evidence-based practice and practice-based evidence. The approaches explored and enacted in this specialization will be grounded in the principles of racial, economic and social justice practices and will include policy practice, advocacy, activating community members, and community and organizational leadership practices. Outlined below are the courses and the competencies emphasized in each course, though in most cases each competency is also addressed in the other courses, and the associated field placement behaviors.

SW 593—Practice and Leadership with Communities and Organizations I

This course is the first of the three-quarter advanced specialization for social work practice and leadership in community and organizational contexts, advancing skills in mobilizing empowering and just solutions to individual and social problems.

Advanced Competencies emphasized SW 593:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

SW 594—Practice and Leadership with Communities and Organizations II

The second course of this three-term sequence is focused on group work, organizational, and community assessments. This course is designed to look at features of organizational and community action planning including building coalitions, with emphasis on popular education, increasing equity, and reducing disparities.

Advanced Competencies emphasized SW 594:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

SW 595—Practice and Leadership with Communities and Organizations III

This term involves building skills in social transformation, at both the organizational and community level, with heightened focus on improving public policy. Students will build skills for practicing policy advocacy from inside and from outside the system.

Advanced Competencies emphasized SW 595:

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 5: Engage in Policy Practice

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

SW 512—Advanced Practice and Leadership with Communities and Organizations Field Placement (500-hour field placement)

This course is the 9-month agency-based field internship where students develop advanced social work practice competencies and demonstrate advanced behaviors for working with communities and organizations. Students are placed in community agencies that will support the development of the advanced competencies for this specialization. This course is a core component of the MSW curriculum, allowing students to apply knowledge gained in their social work courses in real world practice settings.

The following are the competency behaviors that students are to demonstrate in their Practice and Leadership with Communities and Organizations field placement.

Competency 1: Demonstrate Ethical and Professional Behavior

1a. Recognize complex ethical dilemmas in community and organization practice and identify strategies for resolving them

1b. Articulate how personal values, beliefs, and thoughts impact community and organizational practice and develop strategies for addressing these

Competency 2: Engage Diversity and Difference in Practice

- 2a. Demonstrate an advanced ability to identify organizational values and beliefs to improve equity among staff and community members
- 2b. Identify the need to build collaborations across all stakeholder groups, where power is shared in ways that increase the visibility, voice, and influence of community members

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- 3a. Demonstrate engagement in social transformation within organizations and communities
- 3b. Demonstrate a well-developed capacity for strategic assessment and planning to advance social justice in organizations and communities

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

- 4a. Conduct research that is informed by the knowledge, participation and influence of community members and strive to advance equity
- 4b. Customize evidence-based practices to work inclusively with communities and organizations, ensuring that disparities in outcomes for various cultural groups are readily identified and addressed

Competency 5: Engage in Policy Practice

- 5a. Actively engage in public or institutional policy change, ensuring community-identified needs are being addressed
- 5b. Collaborate with clients, communities, and colleagues to lead policy change efforts that promote social and economic justice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- 6a. Demonstrate advanced levels of constituency engagement, with effective participatory methods of empowerment practices, to build responsive human services
- 6b. Demonstrate effective methods for practice improvements and relational skills that are rooted in partnership

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- 7a. Demonstrate advanced capacity to understand the needs of communities and organizations with effective abilities to advance equity across an institution
- 7b. Conduct assessment (racial equity, community or organizational) of an organization that includes recommendations for reducing disparities and advancing equity

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- 8a. Demonstrate advanced capacity to design interventions that are likely to advance community empowerment, culturally responsive organizations, and improved outcomes for those served by the organization
- 8b. Integrate advanced practice theories that expand and align interventions toward collaboration, culturally responsive and justice-oriented practices

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- 9a. Demonstrate advanced ability to assess the effectiveness of public policy or institutional policy practice, including methods for ensuring continuous quality improvement
- 9b. Use participatory methods to elicit, explore, and respond to feedback from community members and staff to ensure that interventions are responsive, respectful and effective

Required Electives (students choose one):

SW 553—Racial Disparities

Reducing racial inequities in organizations requires gaining theory and practice skills. This course provides both, integrating heightened attention to policy, research, and intervention approaches

to reduce racial disparities in a wide array of human service systems. The course focuses on building individual, organizational, and leadership efficacy for advancing racial equity.

Working within the mandates that are typically available to social workers (as front-line service providers, supervisors and managers, Board members, equity and diversity managers, and human service executive directors), the course focuses on building individual, organizational, and leadership efficacy for advancing racial equity. Students explore the nature of disparities, sociological explanations for such disparities, various reform frameworks, sector-specific disparity reduction efforts, and research skills for building both the evidence on the nature of racial disparities as well as systems for monitoring improvements.

Racial disparities are urgent problems in health and human services, resulting in deep inequities in both entry into various systems and in the outcomes of institutional and systemic interventions. Accordingly, social workers need to build both analysis and action skills at the personal, institutional and societal levels. This course prepares students for rigorous engagement in these efforts.

Advanced Competencies emphasized in SW 553:

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

or

SW 559—Community and Organizational Research

This course provides one of two options for fulfilling the research requirement for the Practice and Leadership with Communities and Organizations specialization in the MSW program. The course prepares students for mezzo and macro research practices that are geared toward creating the evidence base for social change (building the research base to advance reforms), strengthening organizations (designing and using program evaluation to improve programs and organizations themselves), and building the voice and influence of marginalized communities (including local and regional communities and organizational service users).

Advanced Competencies emphasized in SW 559:

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

2.0: EXPLICIT CURRICULUM

EP 2.0: *Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic 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.*

AS M2.0.1: *The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.*

MSW Program Mission

The mission of the Portland State University MSW Program is to educate students for advanced leadership and practice that recognizes and dismantles systems of oppression; builds racial equity and social, political, and economic justice; and advances the well-being of diverse individuals, families, groups, organizations, communities, and tribal nations. The Program endeavors to deliver a social work education that is critically informed, theoretically driven, empirically supported, reflexive, ethical, vigilant and resistive to colonial, heteropatriarchal, classist, and white supremacist agendas.

The MSW Program goals as articulated earlier include preparing MSW social workers to:

- Provide advanced practice and leadership in healthcare and aging; clinical mental health; services to children, youth and families; communities; and/or organizations.
- Practice effectively with individuals, groups, families and communities to improve their well-being.
- Demonstrate a professional use of self and a commitment to practice within social work values and ethics.
- Engage in critically informed, non-discriminatory, collaborative practice that addresses/challenges oppression and reflects respect, knowledge, and skills related to race, color, ethnicity, culture, social and economic class, sex, gender identity, sexual orientation, marital status, family structure, language, national origin, age, disability, and religion.
- Use knowledge of systemic oppression and privilege, community and organizational change processes, and practice skills to advance social and economic justice.
- Analyze, formulate, and influence policies to improve practice and advance social and economic justice.
- Use practice experience, empirical evidence, and theory to guide practice.

- Develop a plan and motivation for continued professional development, learning, and growth to enhance their social work skills and to contribute to the social work profession's efforts to advance social justice after graduation.

The MSW Program mission and goals align with generalist practice as defined in the 2015 Educational and Policy Standards: “Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic 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” (CSWE, 2015, pg. 11). The overall mission and goals deepen the liberal arts education required of students admitted to the MSW program. Every aspect of the mission statement is grounded in a liberal arts foundation and maps to the definition of generalist practice. The following matrices show this alignment.

Table 2.0.1.1

Definition of Generalist Practice

MSW Program Mission	Person-in-environment framework	Promote human and social well-being	Use a range of prevention and intervention methods	Based on scientific inquiry and best practices	Identifies with the social work profession	Applies ethical principles	Critical thinking in practice at the micro, mezzo, and macro levels	Engage diversity in their practice	Advocate for human rights and social and economic justice	Recognize, support, and build on the strengths and resiliency	Engage in research-informed practice	Proactive in responding to the impact of context on professional practice
<i>Educate students for advanced leadership and practice that</i>		X	X	X	X			X		X	X	X
<i>recognizes and dismantles systems of oppression,</i>	X	X	X				X	X	X			X
<i>builds racial equity and social, political, and economic justice;</i>		X	X					X	X			X
<i>advances the well-being of diverse individuals, families, groups, organizations, communities, and tribal nations.</i>	X	X	X					X	X			X
<i>Deliver a social work education that is:</i>												
<i>critically informed,</i>				X			X					X
<i>theoretically driven,</i>			X	X								
<i>empirically supported,</i>				X							X	
<i>reflexive,</i>							X					
<i>ethical,</i>						X						
<i>vigilant and resistant to colonial, heteropatriarchal, classist, and white supremacist agendas.</i>	X								X			X

Table 2.0.1.2

Definition of Generalist Practice

MSW Program Goals	Person-in-environment framework	Promote human and social well-being	Use a range of prevention and intervention methods	Based on scientific inquiry and best practices	Identifies with the social work profession	Applies ethical principles	Critical thinking in practice at the micro, mezzo, and macro levels	Engage diversity in their practice	Advocate for human rights and social and economic justice	Recognize, support, and build on the strengths and resiliency	Engage in research-informed practice	Proactive in responding to the impact of context on professional practice
<i>Provide advanced practice and leadership in healthcare and aging; clinical mental health; services to children, youth and families; communities; and/or organizations</i>		x	x	x				x		x	x	x
<i>Practice effectively with individuals, groups, families and communities to improve their well-being</i>	x	x	x							x	x	x
<i>Demonstrate a professional use of self and a commitment to practice within social work values and ethics</i>					x	x	x					
<i>Engage in critically informed, non-discriminatory, collaborative practice that addresses/ challenges oppression and reflects respect, knowledge, and skills related to race, color, ethnicity, culture, social and economic class, sex, gender identity, sexual orientation, marital status, family structure, language, national origin, age, disability, and religion</i>		x						x	x	x		

<i>Use knowledge of systemic oppression and privilege, community and organizational change processes, and practice skills to advance social and economic justice</i>	x	x				x		x			x
<i>Analyze, formulate, and influence policies to improve practice and advance social and economic justice</i>	x	x	x					x			x
<i>Use practice experience, empirical evidence, and theory to guide practice</i>				x						x	
<i>Develop a plan and motivation for continued professional development, learning, and growth to enhance their social work skills and to contribute to the social work profession's efforts to advance social justice after graduation</i>					x	x	x		x		
<i>Provide advanced practice and leadership in healthcare and aging; clinical mental health; services to children, youth and families; communities; and/or organizations</i>							x				
<i>Practice effectively with individuals, groups, families and communities to improve their well-being</i>						x					

Demonstrate a professional use of self and a commitment to practice within social work values and ethics

x									x			x
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The following expands the understanding of the alignment between the MSW Program mission and goals with the CSWE definition of Generalist Practice, showing the links between the Generalist Practice definition and generalist practice curriculum,

Table 2.0.1.3

Generalist Practice Definition

MSW Generalist Curriculum	Liberal Arts	Person-in- environment framework	Promote human and social well- being	Use a range of prevention and intervention methods	Based on scientific inquiry and best practices	Identifies with the social work profession	Applies ethical principles	Critical thinking in practice at the micro, mezzo, and macro levels	Engage diversity in their practice	Advocate for human rights and social and economic justice	Recognize, support, and build on the strengths and resiliency	Engage in research- informed practice	Proactive in responding to the impact of context on professional practice
SW 511	X	X	X	X	X	X	X	X	X	X	X	X	X
SW 515		X		X	X			X	X			X	
SW 520	X		X					X		X			X
SW 530		X		X	X		X	X	X		X	X	
SW 532		X		X				X	X	X	X		X
SW 539	X	X	X					X	X	X			
SW 540	X	X						X			X		
SW 541	X	X	X					X		X			X
SW 550	X				X							X	
SW 551	X				X							X	

AS M2.0.2: *The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.*

The design for the Portland State University MSW Program generalist practice curriculum was informed by students, faculty, and community input, as outlined in the introduction. This design reflects vertical and horizontal integration of the knowledge, values, skills, and cognitive and affective processes necessary to develop the nine generalist practice competencies.

The rationale for the curriculum design of each program option—Portland, Ashland, Bend, Eugene, Salem, and Online—will be addressed separately, including the various courses of study offered within each option. The outline of the course of study is provided, followed by a discussion of the vertical and horizontal integration.

PORTLAND OPTION

Portland Option—Two-Year Course of Study

The Portland two-year course of study offers the generalist courses in one year as outlined below.

Year One		
Fall	Winter	Spring
SW 530 Skills for the Helping Process—Individuals and Families (3 credits)	SW 515 Skills for the Helping Process—Groups (3 credits)	SW 532 Advocacy and Empowerment (3 credits)
SW 540 Human Development Across the Lifespan (3 credits)	SW 541 Societal, Community, and Organizational Structures and Processes (3 credits)	SW 520 Social Welfare History and Policy (3 credits)
SW 539 Social Justice in Social Work (3 credits)	SW 550 SW Research & Evaluation I (3 credits)	SW 551 SW Research & Evaluation II (3 credits)
SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)

Given the MSW Program’s mission and the profession’s commitments to social justice and racial equity, the MSW program aims to thread social justice content throughout the generalist sequence. Students enrolled in the Portland Option are introduced to social justice concepts and content, framework and projects in their first quarter in the SW 539 Social Justice in Social Work course during the fall term. The faculty intentionally positioned this course as one of the first students take so the knowledge and critical awareness gained from this course shapes their engagement with the content and materials offered in subsequent

courses. The purpose of the course is to offer students a theoretical lens (critical theories) alongside conceptual frameworks for understanding and interrupting hegemonic power imbalances that shape inequality, oppression, and privilege across axes of race, ethnicity, gender, sexual orientation, religion, ability status, and social class. The course also encourages students to explore their own experiences of oppression and privilege, in addition to the roles they play in both perpetuating and interrupting oppression through an intersectional lens. This course is integrated throughout the generalist and advanced years of study.

Horizontal Integration

Horizontal integration is critical to the students' developmental process, over the course of the year providing the scaffolding necessary for the development of the competencies. The following addresses how courses in the Portland two-year course of study build on each other over the course of the year. For this discussion the courses have been divided into the practice sequence courses, macro sequence courses, research sequence courses, and field sequence courses, though this is an artificial division due to the overlap and integration throughout the curriculum. The SW 539 Social Justice in Social Work course provides a foundation for all other courses, as noted above, so will not be separately addressed in this discussion.

Practice Sequence Courses—Focus on Individuals, Families and Groups

Fall: SW 530: Skills for the Helping Process—Individuals and Families
SW 540 – Human Development Across the Lifespan

Winter: SW 515: Skills for the Helping Process—Groups

Spring: SW 532: Advocacy and Empowerment

SW 530: Skills for the Helping Process—Individuals and Families, SW 515: Skills for the Helping Process—Groups, and SW 532: Advocacy and Empowerment are the generalist practice courses that provide students with the engagement, assessment and intervention, and evaluation skills for practice with individuals, families, and groups, building on their understanding and critical awareness of oppression, power, and privilege from SW 539: Social Justice in Social Work. SW 530, SW 515, and SW 532 are taken concurrently with SW 511: Field Placement and Field Seminar. Concurrent enrollment in SW 511 supports students' application of knowledge and practice skills learned in the generalist practice courses. Further, the field seminar allows for a deeper examination of the integration between generalist coursework with field experiences. Students in the two-year course of study also take SW 540: Human Development Across the Lifespan in fall term to provide the

foundational theoretical knowledge of human functioning and development systems, and ecological systems perspective to inform their practice.

SW 530: Skills for the Helping Process—Individuals and Families

The generalist practice sequence begins in fall term with SW 530 as students are beginning their generalist field placement (SW 511). Students begin to develop the engagement, exploration, assessment, intervention, endings, and evaluation knowledge and skills at the individual and family level that they need for their generalist field placement. The development of these skills is explicitly tied to entering all social work relationships from a stance of cultural humility and responsiveness, honoring and addressing both the social worker's and the client's social cultural identity. Students are introduced to the ethics and values of the profession, the ecosystems, strengths, and empowerment perspectives, and the core principles of trauma-informed practice. Cognitive, behavior, family systems, and attachment theories are integrated into content on assessment. Techniques of problem solving, motivational interviewing, crisis intervention, cognitive restructuring, and case management are integrated into content on intervention. The SW 530 course is highly integrated into the field placement (SW 511) as most students begin working with individuals, before moving on to group, community, and organizational interventions. Students are expected to pass this course in order to continue in their field placement and to continue into SW 515, as faculty believe that mastery of this course content is necessary to continue on in the generalist practice sequence.

SW 515: Skills for the Helping Process—Groups

Building on the individual engagement, assessment, and intervention knowledge and skills of SW 530, SW 515 is offered Winter term and introduces key theoretical knowledge and practice skills for engagement, assessment, intervention, and evaluation with groups. This course focuses on treatment groups, for working with individuals and families, and task groups, for working with communities and organizations. Building on systems theory introduced in SW 530, SW 515 applies these concepts to group functioning and group dynamics. Additionally, theoretical constructs from psychodynamic, learning, social exchange, empowerment, cognitive, interpersonal, and behavior theories are utilized as they apply to group practice. Working with treatment groups expands the knowledge and skills for engagement, assessment, and intervention with individuals and families to group settings. Working with task groups introduces the knowledge and skills for facilitating focus groups, decision-making strategies, capacity building, and social action, all of which are reinforced and practiced in SW 532: Advocacy and Empowerment the following term. This spiral learning allows for students to revisit the practice skills and theories from one term to another, tightening their understanding and ability to apply these skills to real world situations. Student in their generalist field placement (SW 511) often expand their involvement to group work in winter term, which supports the integration of this course

material. Students are expected to pass this course in order to continue in their field placement and to continue into SW 532, as faculty believe that mastery of this course content is necessary to continue on in the generalist practice sequence.

SW 532: Advocacy and Empowerment

The final course in the micro practice sequence is SW 532: Advocacy and Empowerment, which introduces practice skills for both micro case-based and macro cause-based advocacy. Students learn to engage in case-based advocacy, building on the knowledge and skills for working with individuals and families (SW 530). They develop cause-based advocacy skills building off the knowledge and skills of group practice acquired in SW 515 to gather service user voice and advocate for macro-level changes.

Macro Sequence Courses—Focus on Communities and Organizations

Winter: SW 541: Societal, Community, and Organizational Structures and Processes

Spring: SW 520: Social Welfare History and Policy
SW 532: Advocacy and Empowerment

SW 541: Societal, Community, and Organizational Structures and Processes, SW 520: Social Welfare History and Policy, and SW 532: Advocacy and Empowerment provide students with the engagement, assessment and intervention, and evaluation skills for practice with communities and organizations, building on their understanding of structural inequities from SW 539: Social Justice in Social Work

SW 541: Societal, Community, and Organizational Structures and Processes

SW 541: Societal, Community, and Organizational Structures and Processes is offered in winter term. Building on the examination of structural inequities in SW 539 and the beginning engagement skills of SW 530 this course focuses on students developing the engagement, assessment and intervention skills at the community and organizational level. This course introduces knowledge of ways in which societal, community, and organizational structures and processes impact individuals, families, communities, and organizations. In this course, students develop beginning engagement, assessment, and intervention skills to promote change and address social, economic, and environmental injustices. This provides foundational knowledge on how structural factors impact individuals, families, communities, and organizations, and supports a more in-depth examination of how social work history and social welfare policies are implicated in these processes.

SW 520: Social Welfare History and Policy

SW 520: Social Welfare History and Policy, offered in spring term, builds on the knowledge

and skills of SW 541 to examine in more depth how historical and contemporary policy issues impact the social work profession, social welfare, and individuals, families, communities, and organizations. The course highlights relations between social problems, social policies, and social practices as means for promoting social justice. Students engage in policy analysis and policy advocacy.

SW 532: Advocacy and Empowerment

The final course in the macro sequence is SW 532: Advocacy and Empowerment, which, as noted above, introduces practice skills for both micro case-based and macro cause-based advocacy. Students learn to engage in cause-based advocacy building off their understanding of organizational and community structures and processes from SW 541.

Research Sequence Courses

Winter: SW 550: Research and Evaluation I

Spring: SW 551: Research and Evaluation II

The MSW Course of study offers two generalist research courses. SW 550: Research and Evaluation I is offered in Winter term of the generalist year and SW 551: Research and Evaluation II in Spring term of the same year. The courses are organized around conducting a hypothetical research/evaluation study. SW 550: begins with the process of deciding if a study should be done, and what should be studied, collaboratively with service users, providers, and other stakeholders if relevant. Ethical issues and issues of oppression and marginalization are addressed explicitly in the beginning of the course and throughout the term. SW 550: continues with the choices in creating and conducting a study. These choices include how data will be collected (e.g., interviews, observation, online survey, etc.) and measured, who will be studied (sampling and recruitment), and how the study will be designed (including issues of experimental/quasi-experimental evaluation studies). The pros and cons of each decision are critically examined. The basics are taught with respect to group designs first. Then the concepts of measurement, design, method of data collection, and others are applied to single system designs. In the spring, students take SW 551. This course continues with the research process, reviewing data collection methods taught in SW 550. New content includes data analysis, interpretation of findings, and dissemination of findings. Ethical issues and issues of marginalization and oppression relevant to data analysis, interpretation, and dissemination are addressed throughout the term.

Quantitative and qualitative research methods are highlighted throughout SW 550 and SW 551, with each methodology receiving particular attention at every step of the research process. In addition, both classes attend to producing and critically consuming research. For

instance, when teaching sampling, both quantitative and qualitative techniques are examined, and students are taught the issues of both conducting a study and critically evaluating others' studies. Organizing the sequence in this manner allows students to learn best practices for their own research and, at the same time, use this knowledge to evaluate other studies. For example, while students are learning the best ways to measure their variables, students also use this knowledge to critically evaluate the measurement choices made by their peers.

The generalist research sequence provides the knowledge and skills that every social worker needs to critically use research in their own practice. This course sequence also demonstrates to students the importance of research and evaluation and fosters positive attitudes towards evidence and empirical support for interventions. Students can then proceed into their specialization year with these foundational attitudes, knowledge, and skills.

Generalist Field Placement and Field Seminar Sequence Courses

Fall: SW 511: Field Placement and Field Seminar

Winter: SW 511: Field Placement and Field Seminar

Spring: SW 511: Field Placement and Field Seminar

SW 511 is a year-long course that includes a sixteen-hour per week generalist field placement and an eighty-minute weekly seminar. SW 511 supports the development of social work professional identity, ethical practice, and the integration of classroom knowledge and skills with field experiences. Together, the supervised field internship and weekly field seminar facilitate students' application of social work skills, the integration of theoretical content, and the development of critical thinking skills. This course is a core component of the MSW curriculum, allowing students to apply knowledge gained in their social work courses in real-world practice settings.

The fall term seminar introduces the core values and ethics of the profession as outlined through the standards of the NASW Code of Ethics. Content highlights the importance of developing self-care practices, exploring communities of care, assessing safety in the field, and beginning engagement skills with field organizations, field instructors, and service users. Students are encouraged to intentionally utilize supervision to inform professional and ethical behavior and are supported through seminar to engage in structured, meaningful, and evaluative supervision practices. Students are encouraged to document their weekly field supervision, including competencies being addressed and ways in which the theoretical coursework is integrated into their field practice.

The winter term seminar continues to address integration of coursework and fieldwork, exploration of self-care and communities of care, and effective use of supervision. Seminar content introduces the concept of endings, examines ethical dilemmas and ethical decision making, and defines organizational and community contexts of practice.

The spring term seminar solidifies integration of generalist practice and field competencies. Students review the evolution of their own self-care practices, review and engage in the endings process (at micro, mezzo, and macro levels), and complete the final evaluation of the field instructor and field placement experience.

During two required site visits throughout the year, students review the above supervision and documentation practices with their faculty advisor/liaison and field instructor. The site visits explore the student's strengths, areas for growth, the supervisory relationship, and how systems of oppression present within the practice setting. 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 developing competency in social work practice, and demonstrate professional knowledge, values, skills, and cognitive/affective processes. Site visits, which include the faculty advisor/liaison, the student, the field instructor, and the task supervisor (where applicable), are used to review the student's performance in relationship to demonstrating the behaviors identified on the *Field Educational Plan* and the *Field Evaluation*. The site visit also provides the student with a clear sense of direction for future learning activities.

Vertical Integration

The vertical integration in each term is essential to the students' developmental processes. The vertical integration allows students to see the linkages between the knowledge, values, skills, and cognitive and affective processes explored in each course. The following section addresses how courses taught concurrently in the Portland two-year course of study provide for an integrated, overlapping learning experience.

Fall Term

SW 539: Social Justice in Social Work

SW 540: Human Development Across the Lifespan

SW 530: Skills for the Helping Process—Individuals and Families

SW 511: Generalist Field Placement and Field Seminar

In fall term, students take SW 539: Social Justice in Social Work, SW 540: Human Development through the Lifespan, and SW 530: Helping Skills for Individuals and Families,

as well as begin their generalist field placement and field seminar (SW 511). The goal of this term is to introduce students to the profession's values and ethics while simultaneously introducing theories of human development (SW 540), building self-awareness around personal and structural dynamics of power, privilege, and oppression (SW 539), and developing skills for working with individuals and families (SW 530). The knowledge of human development (SW 540) informs the ways in which students engage, assess, and intervene with individuals and families (SW 530) while SW 539 (Social Justice in Social Work) provides a critical framework for thinking about development and difference. Students' awareness of the mechanisms of privilege and oppression (SW 539) supports their critical thinking around the theoretical basis of the profession and their own practice, particularly as it relates to ethnic, racial, and culturally oppressed groups.

Integration of content across the courses is evident in the following examples:

- Skills for Helping—Individuals and Families (SW 530), students write a Beginning Engagement Paper that addresses the following question: “How do you and the individual’s multiple sociocultural identities impact this interview and/or how might they impact your work with this individual?” This question relates directly to the learning from Social Justice in Social Work (SW 539).
- Human Development Across the Lifespan (SW 540), Assignment #2 focuses on the application of theory to assessment, specifically concentrating on attachment, which is built on in the Skills for Helping—Individuals and Families (SW 530) final assignment where students are asked to use “either ego psychology or the relational theories to discuss ways in which you see the major concepts reflected in your interview, giving examples to support your conclusions.”
- Skills for Helping—Individuals and Families course (SW 530) and the Human Development Across the Lifespan course (SW 540) use the same online case material on the Sanchez Family for course activities and assignments. SW 540 examines the developmental stages of the different family members while SW 530 has students develop an assessment summary and intervention plan for one of the family members.
- Human Development Across the Lifespan (SW 540), requires an assignment, Final Application of Theory, in which students address the following question: “What social justice and diversity issues are relevant to your analysis and how are they addressed (or not) by each theory you have selected?” which flows from the content in Social Justice in Social Work (SW 539). In this same assignment, students are given the option of examining developmental functioning of two individuals from their generalist field placement (SW 511).
- Field seminar (SW 511) introduces the NASW Code of Ethics standard for the Social Worker’s Ethical Responsibility to Clients to align with the focus on working with individuals and families in Skills for Helping—Individuals and Families (SW 530).

Winter Term

SW 541: Societal, Community, and Organizational Structures and Processes

SW 550: Research and Evaluation I

SW 515: Skills for the Helping Process—Groups

SW 511: Generalist Field Placement and Field Seminar

Students take SW 541: Societal, Community, and Organizational Structures and Processes, SW 550 Research and Evaluation I (introduces evaluation), and SW 515: Skills for Helping—Groups in winter term. They also continue in their generalist field placement and field seminar (SW 511). The goal of this term is to introduce the organizational and community context of practice and macro theory (SW 541), begin the development of micro and macro group practice skills (SW 515), and to use research to inform and evaluate practice (SW 550).

Integration of content across the courses is evident in the following examples:

- SW 541: Societal, Community, and Organizational Structures and Processes (SW 541) and Skills for Helping—Groups (SW 515) integrates Systems Theory as it applies to community and organizational assessment and to assessment of group functioning.
- Skills for Helping—Groups (SW 515) examines macro group skills for community or organizational practice at the same time that students are examining organization and community theory and processes in SW 541 Societal, Community, and Organizational Structures and Processes. This class has a Community Assessment and Structural Analysis of a Social Service Organization assignments that provide students with opportunities to apply these theories to their work with communities and organizations in their generalist field placement (SW 511).
- Skills for Helping—Groups (SW 515) requires students complete a group proposal assignment in which they identify research evidence that supports their group intervention, which builds on the knowledge and skills around evidence-based practices and critical consumption of research literature in SW 550 Research and Evaluation I.
- Research and Evaluation I (SW 550) helps the students understand the methodology for conducting research within communities and organizations and how to work collaboratively with multiple stakeholders while they simultaneously examine community and organizational processes in the SW 541 course.
- The Field Seminar (SW 511) introduces the NASW Code of Ethics Standards 2, 3 and 4, which focus on ethical responsibility to colleagues, practice settings, and professionals. These standards influence the student's ability to work with groups (SW 515) and organizations (SW 541).
- Field Seminar (SW 511) requires that students complete exercises late in the term in which they examine the organizational and community context of practice within

- their field placement and the impact on practice, keeping in mind their learning from Societal, Community, and Organizational Structures and Processes (SW 541).
- Field Seminar (SW 511) models the group process and facilitation skills taught in in the groups course (SW 515) as students engage in case consultation at the micro, mezzo, and macro levels.

Spring Term

SW 520: Social Welfare History and Policy
SW 551: Research and Evaluation II
SW 532: Advocacy and Empowerment
SW 511: Field Placement and Field Seminar

Students take SW 520: Social Welfare History and Policy, SW 551: Research and Evaluation II, and SW 532 Advocacy and Empowerment, and continue their generalist field placement and field seminar (SW 511). The goal of this term is to introduce students to social welfare policies and practice (SW 520), continue the development of research and evaluation skills and methods of collecting and analyzing data (SW 551), and develop practice skills for case- and cause-based advocacy (SW 532).

Integration of content across the courses is evident in the following examples:

- Advocacy and Empowerment (SW 532) Assignment #2, Individual Advocacy Practice, requires students to demonstrate an advocacy practice they have undertaken in their generalist field placement (SW 511).
- Advocacy and Empowerment (SW 532) Assignment #3, Service User Consultation, uses a qualitative method of gathering evaluation data that is used to develop a policy advocacy report. This assignment is done with services users in their field placement (SW511) and requires the students to integrate this activity into the field placement learning plan. This assignment also overlaps with the introduction of qualitative data analysis methods in Social Work Research and Evaluation II (SW 551) and builds on the policy advocacy discussion in the Policy Analysis Project assignment in Social Welfare History and Policy (SW 520).
- Field seminar (SW 511) introduces the NASW Code of Ethics Standards 5 and 6 focusing on ethical responsibility to the profession and broader society. These standards align with concepts taught in Research and Evaluation II (SW 551), Social Welfare History and Policy (SW 520), and Advocacy and Empowerment (SW 532).

Portland Option—Three-Year Course of Study

The Portland three-year course of study offers the generalist courses over two years as outlined below.

Year One		
Fall	Winter	Spring
SW 539 Social Justice in Social Work (3 credits)	SW 541 Societal, Community, and Organizational Structures and Processes (3 credits)	SW 520 Social Welfare History and Policy (3 credits)
SW 540 Human Development Across the Lifespan (3 credits)	SW 550 SW Research & Evaluation I (3 credits)	SW 551 SW Research & Evaluation II (3 credits)

Year Two		
Fall	Winter	Spring
SW 530 Skills for the Helping Process—Individuals and Families (3 credits)	SW 515 Skills for the Helping Process—Groups (3 credits)	SW 532 Advocacy and Empowerment (3 credits)
SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)

Courses offered the first year of the three-year course of study include all generalist courses, except the practice and field sequence courses, to ensure that students have some foundational knowledge prior to entering the field and their practice courses. Students take the practice sequence courses (SW 530, SW 515, SW 532) and generalist field placement and field seminar (SW 511) simultaneously in the second year. The sequencing of the courses is the same as the two-year course of study for ease of scheduling on the Portland campus.

Year One

The macro sequence courses (SW 539, SW 541, SW 520) and research sequence courses (SW 550, SW 551) are taken in the same order as noted above in the two-year course of study. Students also take SW 540 Human Development Across the Lifespan to provide the foundational theoretical knowledge of development and the ecological systems perspective. Year one of the three-year course of study provides students with theoretical knowledge that can then be applied in the practice courses and field placement in their second year. The horizontal and vertical integration of these courses is the same as outlined above in the Portland Option—Two-Year Course of Study.

Year Two

The Practice sequence courses (SW 530, SW 515, SW 532) are offered in the same sequence and concurrently with the Field Placement and Field Seminar (SW 511) for the same reasons

as outlined earlier in the discussion of the Portland Option—Two-Year Course of Study. This assures the horizontal and vertical integration of the practice courses with each other and with the field placement.

ASHLAND, BEND, EUGENE, AND SALEM OPTIONS—TWO-YEAR COURSE OF STUDY

The Ashland, Bend, Eugene, and Salem Options offer the generalist courses over two years in the same sequence, as outlined below. The course content and assignments in these Options are the same as the Portland Option.

Year One		
Fall	Winter	Spring
SW 540 Human Development Across the Lifespan (3 credits)	SW 520 Social Welfare History and Policy (3 credits)	SW 539 Social Justice in Social Work (3 credits)
SW 541 Societal, Community, and Organizational Structures and Processes (3 credits)	SW 550 SW Research & Evaluation I (3 credits)	SW 551 SW Research & Evaluation II (3 credits)

Year Two		
Fall	Winter	Spring
SW 530 Skills for the Helping Process—Individuals and Families (3 credits)	SW 515 Skills for the Helping Process—Groups (3 credits)	SW 532 Advocacy and Empowerment (3 credits)
SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)

Courses offered the first year of the three-year course of study include all generalist courses, except the practice and field sequence courses, to ensure that students have some foundational knowledge prior to entering the field and their practice courses. Students take the practice sequence courses (SW 530, SW 515, SW 532) and generalist Field Placement and Field Seminar (SW 511) simultaneously in the second year. The sequencing of the courses is slightly varied to support the development of cohort dynamics.

Given the MSW Program mission and the profession’s commitments to social justice and racial equity, the program aims to thread social justice content throughout the generalist sequence. While this content is in all courses, students in the Ashland, Bend, Eugene, and Salem Options are formally introduced to the concepts and analytic framework of the SW

539: Social Justice in Social Work course in spring term, for the reasons explained below. The purpose of the course is to offer students a theoretical lens (critical theories) alongside conceptual frameworks for understanding and interrupting hegemonic power imbalances that shape inequality, oppression, and privilege across axes of race, ethnicity, gender, sexual orientation, religion, ability status, and social class. The course also allows students to explore their own experiences of oppression and privilege, in addition to the roles they play in both perpetuating and interrupting oppression through an intersectional lens.

Year One

The macro sequence courses (SW 541, SW 520) and research sequence courses (SW 550, SW 551) are taken in the same order as noted above in the two-year course of study. Students also take SW 540: Human Development Across the Lifespan to provide the foundational theoretical knowledge of development and the ecological systems perspective. Year one of the three-year course of study provides students with theoretical knowledge that can then be applied in the year two practice courses and field placement. SW 539: Social Justice in Social Work is offered spring term; this was decided on 2008 after feedback from faculty about the impact on cohort dynamics when the course was offered the first term of the program. The course content requires significant self-reflection and vulnerability and often leads to challenging conversations about privilege and oppression. Our Ashland, Bend, Eugene, and Salem Options are in rural, white, often conservative communities where these concepts may be new. Site coordinators noted conflicts that arose in this class often negatively impacted the cohort dynamics and cohesion going forward. A decision was made to move the course to spring term, which allowed for the students to develop relationships and some cohesion prior to exploring this material. All other sections of this course are offered in fall term, so this sequencing also offers an opportunity for full-time faculty who teach this content to teach in one of the distance options. It also allows full-time faculty who teach SW 541 and SW 520 on the Portland campus to teach these courses in the Distance sites during different terms. This decision is being revisited by the program due to the ongoing belief held by faculty that teaching this content in the first term provides a foundation for all courses.

The horizontal integration of the other courses is the same as outlined in the Portland—Two-Year Course of Study.

Year Two

The Practice sequence courses (SW 530, SW 515, SW 532) are offered in the same sequence and concurrently with the Field Placement and Field Seminar (SW 511) for the reasons outlined earlier in the discussion of the Portland two-year course of study. This assures the horizontal and vertical integration of the practice courses with each other and with field.

ONLINE OPTION—THREE-YEAR COURSE OF STUDY

The Online Option offers the generalist courses over two years as outlined below. Course content and assignments for the Online Option are the same as those in the Portland Option.

Year One		
Fall	Winter	Spring
SW 539 Social Justice in Social Work (3 credits)	SW 520 Social Welfare History and Policy (3 credits)	SW 540 Human Development Across the Lifespan (3 credits)
SW 541 Societal, Community, and Organizational Structures and Processes (3 credits)	SW 550 SW Research & Evaluation I (3 credits)	SW 551 SW Research & Evaluation II (3 credits)

Year Two		
Fall	Winter	Spring
SW 530 Skills for the Helping Process—Individuals and Families (3 credits)	SW 515 Skills for the Helping Process—Groups (3 credits)	SW 532 Advocacy and Empowerment (3 credits)
SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)	SW 511 Field Placement and Seminar (4 credits)

Given the MSW Program mission and the profession’s commitments to social justice and racial equity, the MSW program aims to thread social justice content throughout the generalist sequence. Students enrolled in the Online Option are introduced to social justice concepts and content, framework and projects in their first quarter in the SW 539: Social Justice in Social Work course during the fall term, as in the Portland Option. Faculty intentionally positioned this course as one of the first they take so that the knowledge and critical awareness they gain from this course shapes their engagement with the content and materials offered in the rest of their courses. The purpose of the course is to offer students a theoretical lens (critical theories) alongside conceptual frameworks for understanding and interrupting hegemonic power imbalances that shape inequality, oppression and privilege across axes of race, ethnicity, gender, sexual orientation, religion, ability status, and social class. The course also supports students to explore their own experiences of oppression and privilege, in addition to the roles they play in both perpetuating and interrupting oppression through an intersectional lens.

Courses offered the first year of the three-year course of study include all generalist courses, except the practice and field sequence courses, to ensure that students have some foundational knowledge prior to entering the field and their practice courses. Students take

the practice sequence courses (SW 530, SW 515, SW 532) and generalist Field Placement and Field Seminar (SW 511) simultaneously in the second year. The sequencing of the courses is slightly varied for ease of scheduling.

Year One

The macro sequence courses (SW 539, SW 541, SW 520) and research sequence courses (SW 550, SW 551) are taken in the same order as noted above in the Portland Option—Two-Year Course of Study. Students also take SW 540: Human Development Across the Lifespan to provide the foundational theoretical knowledge of development and the ecological systems perspective. Year one of the three-year course of study provides the students with theoretical knowledge that can then be applied in the year two practice courses and field placement. SW 540 is offered spring term to increase the likelihood that full time faculty would be able to teach this course in the Online Option. All other sections of this course are offered in fall term, so this sequencing offers an opportunity for faculty who teach this content on the Portland campus to teach in the Online Option as well. In addition, it facilitates full time faculty who teach SW 541 and SW 520 on campus to be able to teach this content in our Online program as the campus sections of these courses are taught in different terms. The horizontal and vertical integration of these sequences is the same as outlined in the Portland Option—Two-Year Course of Study.

Year Two

The Practice sequence courses (SW 530, SW 515, SW 532) are offered in the same sequence and concurrently with the Field Placement and Field Seminar (SW 511) for the reasons outlined earlier in the discussion of the Portland Option—Two-Year Course of Study. This ensures the horizontal and vertical integration of the practice courses with each other and with field.

AS M2.0.3: *The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.*

GENERALIST MATRIX

The Generalist Practice Curriculum consists of the following courses, which implement the nine required social work competencies:

- SW 511: Field Placement and Field Seminar (Fall)
- SW 511: Field Placement and Field Seminar (Winter)
- SW 511: Field Placement and Field Seminar (Spring)
- SW 515: Skills for the Helping Process—Groups
- SW 520: Social Welfare History and Policy Welfare History and Policy
- SW 530: Skills for the Helping Process—Individuals and Families
- SW 532: Advocacy and Empowerment
- SW 539: Social Justice in Social Work
- SW 540: Human Development Across the Lifespan
- SW 541: Societal, Community, and Organizational Structures and Processes
- SW 550: Research and Evaluation I
- SW 551: Research and Evaluation II

There are multiple points in the MSW generalist curriculum where students are exposed to the knowledge, values, skills, and cognitive and affective processes necessary to develop the nine generalist social work competencies. Each competency has a strong emphasis in at least one of the generalist courses, and in most cases more than one course addresses the knowledge, values, skills, and/or cognitive and affective processes of a competency.

Outlined below are the courses that either introduce or reinforce the knowledge, values, skills, or cognitive and affective processes of the nine competencies. The expectation is that revisiting the different dimensions of the competency over the course of the generalist curriculum will support students’ integration of the material.

Competency	Courses Emphasizing Competency
Competency 1: Demonstrate Ethical and Professional Behavior	SW 511 (all three terms)
Competency 2: Engage Diversity and Difference in Practice	SW 532, SW 539
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	SW 520, SW 532, SW 539, SW 541
Competency 4: Engage in Practice-informed Research and Research-informed Practice	SW 550, SW 551

Competency 5: Engage in Policy Practice	SW 539, SW 520, SW 532
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<i>Individuals</i> SW 530, SW 532, SW 539 <i>Families</i> SW 530 <i>Groups</i> SW 515, SW 539 <i>Organizations and Communities</i> SW 539, SW 541
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	<i>Individuals</i> SW 530, SW 540 <i>Families</i> SW 530, SW 540 <i>Groups</i> SW 515 <i>Organizations and Communities</i> SW 532, SW 541
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<i>Individuals</i> SW 530, SW 532, SW 539, SW 540 <i>Families</i> SW 530, SW 540 <i>Groups</i> SW 515, SW 550 <i>Organizations</i> SW 532, SW 541 <i>Communities</i> SW 520, SW 539, SW 540, SW 550
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<i>Individuals and Families</i> SW 530, SW 550, SW 551 <i>Groups</i> SW 515, SW 550, SW 551 <i>Organizations and Communities</i> SW 532, SW 550, SW 551

CURRICULUM MATRICES

The matrices below map the dimensions of each competency to the content in the Generalist Practice curriculum.

Generalist Practice Curriculum Matrix with 2015 EPAS Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Courses	Dimensions(s)				Course Content
	Knowledge	Values	Skills	Cognitive & Affective Processes	
<i>SW 511: Generalist Field Placement</i>			x	x	<p>Skills Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms.</p> <p>Cognitive & Affective Processes Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms.</p>
<i>SW 511: Field Seminar</i>	x	x	x	x	<p>Knowledge</p> <p><i>Fall Term</i> Week 2: Reading Week 3: Reading and video; Assignment: Self-care assessment Week 4: Reading and classroom discussion on mandatory reporting Week 5: Reading and D2L discussion Week 7: Reading Week 9: D2L Discussion and classroom discussion on giving and receiving feedback Week 10: Reading, assignment (self-care assessment and plan and supervision log)</p> <p><i>Winter Term</i> Week 3: Reading, classroom discussion on ethics Week 5: Reading, podcast, D2L discussion, and classroom discussion on ethical dilemmas</p> <p><i>Spring Term</i> Week 3: Reading, D2L Discussion, and classroom discussion on ethics Week 5: Reading, D2L discussion, and classroom discussion on endings Week 9: D2L discussion and classroom discussion on evaluation of self and profession</p> <p>Values <i>Fall Term</i></p>
<i>Cont'd SW 511:</i>					

<p><i>Field Seminar</i></p>				<p>Week 4: Reading and classroom discussion on mandatory reporting Week 7: Reading</p> <p><i>Winter Term</i> Week 3: Reading and classroom discussion on ethics Week 5: Reading, podcast, D2L discussion, and classroom discussion on ethical dilemmas Week 7: Reading</p> <p><i>Spring Term</i> Week 3: Reading, D2L Discussion and classroom discussion on ethics Week 7: Assignment: Ethics challenge</p> <p><u>Skills</u></p> <p><i>Fall Term</i> Week 2: Reading; Week 3: Reading, video; Assignment: Self-care assessment Week 4: Reading and classroom discussion on mandatory reporting Week 5: Reading, D2L discussion and classroom discussion on use of supervision Week 10: Reading; Assignment: Self-care assessment and plan and supervision log</p> <p><i>Winter Term</i> Week 5: Reading, podcast, D2L discussion, and classroom discussion on ethical dilemmas Week 6: Assignment: Supervision Log</p> <p><i>Spring Term</i> Week 5: Reading, D2L discussion and classroom discussion on endings Week 7: Assignment: Ethics challenge Week 9: D2L discussion and classroom discussion on evaluation of self and profession Generalist Field Placement Weeks 1 to 10 in fall, winter and spring terms</p> <p><u>Cognitive & Affective Processes</u></p> <p><i>Fall Term</i> Week 3: Reading; Assignment: Self-care assessment Week 4: Reading and classroom discussion on mandatory reporting Week 7: Reading Week 9: D2L Discussion and classroom discussion on giving and receiving feedback</p>
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				<p>Week 10: Reading; Assignment: Self-care assessment and plan and supervision log</p> <p><i>Winter Term</i></p> <p>Week 5: Reading, podcast, D2L discussion, and classroom discussion on ethical dilemmas</p> <p>Week 6: Assignment: Supervision Log</p> <p>Week 8: Assignment: Self-care plan part II</p> <p><i>Spring Term</i></p> <p>Week 3: Reading, D2L discussion, and classroom discussion on ethics</p> <p>Week 7: Assignment: Ethics challenge</p> <p>Week 9: D2L discussion and classroom discussion on evaluation of self and profession</p>
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Competency 2: Diversity and Difference

Courses	Dimensions(s)				Course Content
	Knowledge	Values	Skills	Cognitive & Affective Processes	
<i>SW 511: Generalist Field Placement</i>			X	X	<p>Skills Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p> <p>Cognitive & Affective Processes Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p>
<i>SW 532: Advocacy and Empowerment</i>		X	X	X	<p>Values Assignment 1: Personal statement and subsequent review at close of course where values for empowering marginalized communities are identified.</p> <p>Skills Weeks 1 to 10: Works in the service of client systems to advocate for social and economic justice and human rights</p> <p>Cognitive & Affective Processes Assignments 1, 2, and 3: As a composite, these assignments provide holistic opportunities to gain practice-based insights into intrapersonal, interpersonal, and organizational systems that will inform future practice with marginalized communities.</p>
<i>SW 539: Social Justice in Social Work</i>	X	X	X	X	<p>Knowledge Weeks 1 to 10: Readings, class lectures, in-class exercises, movies, assignments Week 2: Assignment: Identity and Identification chest (Culture Chest) assignment and sharing Weeks 3 to 10: Readings for diversity and social justice</p> <p>Values Weeks 1 to 10: All the readings in the course text (Readings for diversity and social justice) address and engage with the values of justice and equity Week 3: Readings assigned in Chapter 1 engage with the underlying values/theories/tenants/principles of oppression, equity & justice for the entire text</p> <p>Skills Weeks 1 to 10: Readings (address how to interrupt oppression and/or be an ally), in-class exercises and discussions</p>

				<p>where students practice dialoguing across differences, oppression and privilege</p> <p>Week 10: Group activity assignment where students have to engage in some type of action that interrupts oppression. This assignment engages group work skills, organization, working across differences and across systems of privilege and oppression. Also engages community organizing skills.</p> <p><u>Cognitive & Affective Processes</u></p> <p>Weeks 1 to 10: Every week, students are invited to engage with the instructor and each other across their multiple social group identities (race, class, gender, ethnicity, sexual orientation, religion, ability, nationality, age). Instructors guide students to identify the living and dynamic forces of oppression and privilege in the classroom through in class interactions and in relationship to the readings, lectures, presentations and class content.</p> <p>Week 2: Assignment: Identity and Identification chest (Culture Chest) assignment and sharing</p> <p>Week 7: In-class workshop that engages with the intersections of gender and sexuality. The trainers are from a community-based agency and have students do the Gender Gumby exercise.</p>
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Competency 3: Advanced Human Rights and Social, Economic, and Environmental Justice

Courses	Dimensions(s)				Course Content
	Knowledge	Values	Skills	Cognitive & Affective Processes	
SW 511: Generalist Field Placement			X	X	<p>Skills Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p> <p>Cognitive & Affective Processes Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p>
SW 520: Social Welfare History and Policy	X	X	X		<p>Knowledge Week 1: Reading: Mohai et al. (environmental justice) Week 2: Reading: Taylor (environmental justice) Week 8: Readings, lecture, debates, discussions (housing) Week 9: Reading: Brulle & Pellow (human rights & environmental justice) Week 10: Readings, lecture, debates, discussions (human rights & immigration)</p> <p>Values Assignment: Individual Policy Analysis Project: All aspects of this assignment, but especially the Policy Advocacy component</p> <p>Skills Assignment: Individual Policy Analysis Project: All aspects of this assignment, but especially the focus on (a) engaging in critical analysis in the formulation and promotion of policies that advance human rights and social, economic, and environmental justice; and (b) considering alternative ideological perspectives on the chosen social policy context.</p>
SW 532: Advocacy and Empowerment	X		X	X	<p>Knowledge Class 1: Examine various codes of ethics to identify the range of professional approaches to human rights and justice</p> <p>Skills Assignments 2 and 3: Work in the service of client systems to advocate for social and economic justice and human rights</p> <p>Cognitive & Affective Processes</p>

					Assignments 2 and 3: Work in the service of client systems to advocate for social and economic justice and human rights
<i>SW 539: Social Justice in Social Work</i>	x	x	x	x	<p>Knowledge Weeks 1 to 10: Readings, class lectures, in-class exercises, movies, assignments Weeks 3 to 9: Course content, lectures, readings, and presentations focus on racism, classism, sexism, heterosexism, ableism, religious oppression respectively. Within each week, all content focuses on both what oppression and what privilege looks like at all levels, in addition to focusing on how students can work towards justice in those areas Weeks 3 to 10: Readings for diversity and social justice</p> <p>Values Weeks 1 to 10: Readings—All the readings in the course text (diversity and social justice) address & engage with the values of justice, civil and human rights, as well as equity Week 9: Reading: Six chapters that address “Working for social justice: visions and strategies for change”</p> <p>Skills Week 3: Engage in an exercise where students map the Logics of Racism according to the reading of Chapter 12 in their text Week 10: Students present on their Social Group Activity assignment. This is the culmination of engaging in skills of interrupting oppression and working across differences to promote justice and human rights</p> <p>Cognitive & Affective Processes Weeks 3 to 10: Students listen to, read about, and dialogue in class the ways that oppression and privilege surface in their individual, group, and community experiences, as well as those of their peers, colleagues, and clients. Topics focus on racism, classism, sexism, heterosexism, ableism, and religious oppression Week 3: Students engage in an exercise where they map the Logics of Racism in class according to the reading of Chapter 12 in their text</p>
<i>SW 541: Societal, Community and Organizational Structures and Process</i>	x	x			<p>Knowledge Week 1: Reading: Steen (human rights) Week 2: Reading: Mullaly (Chapter 2) & Schneider & Ingram, lectures, and discussions Week 3: Reading: Mullaly (Chapter 3–5), lectures, discussions Week 4: Reading: Mary (Social, economic, and environmental justice) Week 5: Readings, lectures, and discussions Week 6: Reading: Mullaly (Chapters 10–12)</p> <p>Values Week 1: NASW Code of Ethics reading, lectures, discussions</p>

					Week 2: Reading: Mullaly (Chapter 2) & Schneider & Ingram reading, lectures, and discussions Week 3: Reading: Mullaly (Chapter 3–5), lectures, and discussions Week 4: Reading: Mary (Social, economic, and environmental justice) Week 5: Readings, lectures, and discussions Week 6: Reading: Mullaly (Chapters 10–12)
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Competency 4: Research

Courses	Dimensions(s)				Course Content
	Knowledge	Values	Skills	Cognitive & Affective Processes	
<i>SW 511: Generalist Field Placement</i>			X	X	<p>Skills Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms.</p> <p>Cognitive & Affective Processes Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms.</p>
<i>SW 550: Research and Evaluation I</i>	X	X	X	X	<p>Knowledge Weeks 1 to 5: Scientific literature review assignment: Students engage in critical analysis of quantitative and qualitative studies that inform social work practice.</p> <p>Values Weeks 1 to 5: Ongoing discussions based on readings on research ethics, social work values, cultural competency in research, and the importance of client input in both research and practice. Assignments include taking ethical human subject research course on NIH website. Review of NASW code of ethics; and readings on cultural competency.</p> <p>Skills Weeks 5 to 10: Scientific literature review assignment: Students engage in critical analysis of quantitative and qualitative studies that inform social work practice.</p> <p>Cognitive & Affective Processes Weeks 10: Students make oral presentation and engage classroom in discussion of the role of research on practice, as well the role of practice on research.</p>
<i>SW 551: Research and Evaluation II</i>	X	X	X	X	<p>Knowledge Weeks 1 to 10: Students engage in hands-on data analysis to gain understanding of the role of data in informing practice.</p> <p>Values Weeks 2 to 8: Ongoing discussions based on readings on research ethics, social work values, cultural competency in research, and the importance of selecting the right analytic tool (i.e., choosing the correct t-test).</p> <p>Skills</p>

					<p>Weeks 5 to 10: Article critique assignment: Students engage in critical analysis of quantitative and qualitative studies that inform social work practice.</p> <p><u>Cognitive & Affective Processes</u></p> <p>Week 10: Students work in groups to discuss data analysis problems with cases provided by the instructor.</p>
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Competency 5: Policy and Practice

Courses	Dimensions(s)				Course Content
	Knowledge	Values	Skills	Cognitive & Affective Processes	
<i>SW 511: Generalist Field Placement</i>			x	x	<p>Skills Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p> <p>Cognitive & Affective Processes Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p>
<i>SW 520: Social Welfare History and Policy</i>	x	x	x	x	<p>Knowledge Weeks 1 to 10: Readings, lectures, discussions, videos, and group debates Assignment: Individual Policy Analysis Project: All aspects, but especially the Equity Analysis and Policy Advocacy components</p> <p>Values Weeks 1 to 10: Readings, lectures, discussions, videos, and group debates Assignment: Individual Policy Analysis Project: All aspects of this assignment, but especially the Equity Analysis component</p> <p>Skills Weeks 1 to 2: Readings, lectures, discussions, and videos focus on policy practice Assignment: Individual Policy Analysis Project: All aspects of this assignment, but especially the Policy Advocacy component</p> <p>Cognitive & Affective Processes Assignment: Individual Policy Analysis Project: All aspects, but especially the focus on (a) engaging in critical analysis in the formulation/promotion of policies that advance human rights and social, economic, and environmental justice and (b) considering alternative ideological perspectives on the chosen social policy context</p>
<i>SW 539: Social Justice in Social Work</i>	x		x	x	<p>Knowledge Weeks 3 to 10: Readings from the text address a range of historical and contemporary policies influencing/creating/interrupting oppression and privilege. For example, readings for week 5 specifically address laws against domestic violence and sexual assault, in addition to reproductive health policies. Assignment: Effecting change: Taking action to interrupt oppression. Students familiarize themselves with policies informing the kind of oppression(s) they choose to interrupt.</p>

				<p><u>Skills</u> Assignment #2 (Effecting change: Taking action to interrupt oppression) engages with policy. As students choose an activity to interrupt oppression, they must be able to make the case (to the instructor and in their oral presentation) that the issue they are organizing around is one of oppression. To make this case, they must consider a range of mezzo and macro policies that shape this type of oppression.</p> <p><u>Cognitive & Affective Processes</u> Weeks 3 to 8: In-class discussions, presentations, lectures, exercises Assignment #3 (Taping project, Part II) asks students to reflect on the self-interview they conducted at the beginning of the quarter. They are asked to place their learnings over the quarter (which includes policy knowledge) in conversation with their initial responses during the interview. Weeks 3 to 9: Explore racism, classism, sexism, heterosexism, religious oppression, and ableism. Each week's lecture/content presented in class includes some kind of attention to policies that perpetuate that type of oppression and/or strive to interrupt that type of oppression.</p>
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Competency 6: Engagement with Individuals, Families, Groups, Organizations, Communities

	Courses	Dimensions(s)				Course Content
		Knowledge	Values	Skills	Cognitive & Affective Processes	
Individuals	<i>SW 511: Generalist Field Placement</i>			X	X	<p>Skills Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p> <p>Cognitive & Affective Processes Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p>
	<i>SW 530: Skills for Helping Process</i>	X	X	X	X	<p>Knowledge Weeks 2 and 3: Readings & videos demonstrating skills Assignment: Beginning Engagement and Exploration Part I: Process recording/video tape and identification of SW engagement skills. Part II: Application of theory to engagement practice.</p> <p>Values Weeks 2 and 3: Readings and classroom discussion on personal and professional values & impact on engagement Assignment: Beginning Engagement and Exploration Part I: Process Recording/video tape</p> <p>Skills Weeks 2 and 3: Classroom roleplays practicing engagement and exploration skills Week 6: DV training: Screening Assignment: Beginning Engagement and Exploration Part I: Process recording/video tape of engagement and exploration skills.</p> <p>Cognitive & Affective Processes Weeks 2 and 3: Classroom discussion, roleplay debriefing Assignments: #2: Beginning Engagement and Exploration, Part II; #3: Reflection on self and sociocultural identities</p>

Individuals	<i>SW 532: Advocacy and Empowerment</i>	x	x	x	x	<p><u>Knowledge</u> Weeks 3 to 10: Readings and class dialogues focus on building knowledge on the concrete ways to effectively engage in practice to the service of the empowerment of clients at an individual, organizational, and societal levels.</p> <p><u>Values</u> Weeks 2 and 7: Content in these weeks critically examines how conventional social work practice advances a harmful discourse about clients, and opens possibilities for more empowerment, power-sharing, and collaborative types of engagement.</p> <p><u>Skills</u> Week 4: Identify and practice engagement skills in 1:1 advocacy Week 5: Practice conflict resolution, persuasion, and assertiveness skills using case studies and in-class practice.</p> <p><u>Cognitive & Affective Processes</u> Assignments 2 and 3: Engage in case advocacy practice (#2) and organizational advocacy (#3) to improve the well-being of clients. Requires deep listening to client perspectives, priorities, and experiences, so that students are led by clients.</p>
	<i>SW 539: Social Justice in Social Work</i>		x	x	x	<p><u>Values</u> Week 3: Identity and Identification Chest assignment sharing. Students practice listening with curiosity and respect as they take turns sharing their assignments.</p> <p><u>Skills</u> Weeks 1 and 2: Course content focuses heavily on diversity and individual differences as students learn the difference between diversity and anti-oppressive approaches to working with and across differences.</p> <p><u>Cognitive & Affective Processes</u> Weeks 3 to 10: Each class includes opportunities for students to engage each other in difficult dialogues across their racial, ethnic, class, religion, nationality, age, ability, sexual orientation, and gender identities.</p>

Families	<i>SW 511: Generalist Field Placement</i>			x	x	<p><u>Skills</u> Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p> <p><u>Cognitive & Affective Processes</u> Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p>
	<i>SW 530: Skills for Helping Process</i>	x	x	x	x	<p><u>Knowledge</u> Weeks 2 to 3: Readings & videos demonstrating skills Week 6: DV Training – Screening</p> <p><u>Values</u> Weeks 2 to 3: Readings and classroom discussion on personal and professional values & impact on engagement</p> <p><u>Skills</u> Weeks 2 to 3: Classroom role plays practicing engagement and exploration skills Week 6: DV training – Screening</p> <p><u>Cognitive & Affective Processes</u> Weeks 2 to 3: Classroom discussion, roleplay debriefing Assignments: #2: Beginning Engagement and Exploration, Part II; #3: Reflection on self and sociocultural identities</p>
Groups	<i>SW 511: Generalist Field Placement</i>			x	x	<p><u>Skills</u> Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p> <p><u>Cognitive & Affective Processes</u> Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p>

Groups	<i>SW 515: Skills for Helping Process—Groups</i>	x	x	x	x	<p><u>Knowledge</u> Week 4: Planning and beginning readings and class discussion Assignment: Group proposal includes collaboration with members in initial stages</p> <p><u>Values</u> Week 2: Culturally responsive group practice topic and discussion</p> <p><u>Skills</u> Weeks 2 to 8: Engagement of students within their task groups</p> <p><u>Cognitive & Affective Processes</u> Weeks 2 to 8: Task group members evaluate each other and discuss impacts of self on engagement and group cohesion</p>
	<i>SW 539: Social Justice in Social Work</i>				x	<p><u>Cognitive & Affective Processes</u> Weeks 4 to 10: Assignment #2, The Effecting Change requires students to form groups consisting of no more than three students for the purpose of planning and carrying out an activity that interrupts oppression.</p>
Organizations	<i>SW 511: Generalist Field Placement</i>			x	x	<p><u>Skills</u> Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p> <p><u>Cognitive & Affective Processes</u> Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p>
	<i>SW 541: Societal, Community and Organizational Structures and Processes</i>	x	x	x		<p><u>Knowledge</u> Weeks 9 to 10: Readings, lectures, & discussions: Bolman & Deal (Chapters 1–2); Mulroy; Netting et al. (Chapter 7)</p> <p><u>Values</u> Week 6: Readings, lectures, & discussions: Mullaly (Chapters 10–12)</p> <p><u>Skills</u> Week 6: Reading, lectures, & discussions: Mullaly (Chapters 9, 11–12) Assignment: Structural Analysis of an Agency or Field Placement</p>

Communities	<i>SW 511: Generalist Field Placement</i>			x	x	<p><u>Skills</u> Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p> <p><u>Cognitive & Affective Processes</u> Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p>
	<i>SW 541: Societal, Community and Organizational Structures and Processes</i>	x	x	x		<p><u>Knowledge</u> Weeks 7 to 8: Readings, lectures, & discussions: Netting et al. (Chapter 5–6)</p> <p><u>Values</u> Weeks 7 to 8: Readings, lectures, & discussions: Chavez; Breton; Morgaine & Capous-Desyllas</p> <p><u>Skills</u> Weeks 7 to 8: Readings, lectures, & discussions: Netting et al. (Chapter 5–6); Kretzman & McKnight Assignment: Community Assessment</p>

Competency 7: Assessment

	Courses	Dimension(s)				Course Content
		Knowledge	Values	Skills	Cognitive & Affective Processes	
Individuals	<i>SW 511: Generalist Field Placement</i>			x	x	<p><u>Skills</u> Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p> <p><u>Cognitive & Affective Processes</u> Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p>
	<i>SW 530: Skills for Helping Process</i>	x	x	x	x	<p><u>Knowledge</u> Weeks 4 and 5: Readings & videos demonstrating skills Assignment: Assessment Summary and Intervention Plan, Part I: Assessment summary</p> <p><u>Values</u> Weeks 4 and 5: Readings and classroom discussion on personal, professional, agency and community values & impact on assessment Assignment: Assessment Summary and Intervention Plan, Part III: Reflection</p> <p><u>Skills</u> Weeks 4 and 5: Classroom role plays practicing assessment skills with individuals Assignment: Assessment Summary and Intervention Plan, Part I: Write an assessment summary</p> <p><u>Cognitive & Affective Processes</u> Weeks 4 and 5: Classroom discussion, role play debriefing Assignment: Assessment Summary and Intervention Plan, Part III: Reflection</p>

Individuals	SW 540: Human Development Through the Lifespan	x	x	x	x	<p>Knowledge Weeks 1 and 2: Readings and assignment discussion on components of the biopsychosocial assessment Weeks 3, 6, and 7: Readings, videos, application, and discussions on sociocultural and economic considerations in individual assessment Weeks 2, 3, and 5 to 9: Readings, lectures, discussions, videos, class applications on knowledge building for theories used in assessment Weeks 4 to 11: Readings, lecture, discussion, videos, applications on age based developmental differences across the lifespan used in the content of assessment</p> <p>Values Week 2: Class discussion Chapter 1 Rogers HB & the SW Profession</p> <p>Skills Week 3: Class analysis of videos <i>Out of our right minds: trauma, depression & black women</i> and <i>Snapping the chain</i> (identify racism, stigma and trauma in the films & discuss use in assessment) Week 4: View video <i>Primer on ACES</i>, class discussion on ACES, developmental effects & use in assessment Week 7: Assignment #2: Application of theory in assessment: family & child development Week 11: Assignment #3: Application of theory in assessment & intervention: adulthood</p> <p>Cognitive & Affective Processes Week 2: Discussion. Assignment: Operating principles (reflection on student's implicit theoretical assumptions) Week 11: Post course discussion of student's operating principles; Short diverse videos from LGBTQ older adults sharing experiences, needs & perspectives (discussion to reflect on differences between generations in the LGBTQ community)</p>
Families	SW 511: Generalist Field Placement			x	x	<p>Skills Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p> <p>Cognitive & Affective Processes Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p>

Families	<i>SW 530: Skills for Helping Process—Individuals and Families</i>	x	x	x	x	<p><u>Knowledge</u> Week 6: Readings & videos demonstrating skills</p> <p><u>Values</u> Week 6: Readings and classroom discussion on personal, professional, agency and community values & impact on assessment</p> <p><u>Skills</u> Week 6: Classroom roleplays practicing assessment skills with families</p> <p><u>Cognitive & Affective Processes</u> Week 6: Classroom discussion, roleplay debriefing</p>
	<i>SW 540: Human Development Through the Lifespan</i>	x		x	x	<p><u>Knowledge</u> Week 2: Walsh <i>A family developmental framework</i>, use theory in assignment two & three Weeks 4, 5, and 6: Readings, videos & discussion on effects of parenting & adult interaction on child development Week 7: Nicolas reading on racial socialization of black youth by families Week 9: Qualls reading on late life families, Gladstone reading on grandparents raising grandchildren</p> <p><u>Skills</u> Week 7: Assignment 2: Application of theory in assessment: family & child development</p> <p><u>Cognitive & Affective Processes</u> Week 11: Film and discussion <i>Ten more good years</i> (diverse older GLBTQ redefining family)</p>
Groups	<i>SW 511: Generalist Field Placement</i>			x	x	<p><u>Skills</u> Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p> <p><u>Cognitive & Affective Processes</u> Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p>

Groups	<i>SW 515: Skills for Helping Process—Groups</i>	x	x	x	x	<p><u>Knowledge</u> Week 4: Assessment readings and class discussion Assignment: Group proposal is an assessment</p> <p><u>Values</u> Week 2: Culturally responsive group practice readings and class discussion Week 6: Boundaries topic and discussion Assignment: Collaboration with group members noted in group proposal.</p> <p><u>Skills</u> Weeks 2, 3, and 5: Assessing group process in videos Weeks 2, 4, 5, 6, and 7: Practicing group observation skills within class task groups</p> <p><u>Cognitive & Affective Processes</u> Week 6: Boundaries topic and discussion Assignment: matching assessment to interventions in group proposal</p>
	<i>SW 539: Social Justice in Social Work</i>				x	<p><u>Cognitive & Affective Processes</u> Weeks 4 to 10: Assignment 2: The Effecting Change requires students to form groups (no smaller than 3) for the purpose of planning and carrying out an activity that interrupts oppression</p>
Organizations	<i>SW 511: Generalist Field Placement</i>			x	x	<p><u>Skills</u> Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p> <p><u>Cognitive & Affective Processes</u> Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p>
	<i>SW 532: Advocacy and Empowerment</i>			x		<p><u>Skills</u> Week 10: Practice a force field analysis which is a popular education activity that can be used for community and organizational change practices Assignment 3: In order to identify a useful service user voice project, students must assess current options for service user voice at the organizational level and the barriers that exist for it</p>

Organizations	<i>SW 541: Societal, Community and Organizational Structures and Processes</i>	x	x	x	x	<p>Knowledge Weeks 9 and 10: Lectures and discussions, and readings: Bolman & Deal (Chapters 1–2); Mulroy; Netting et al. (Chapter 7).</p> <p>Values Weeks 6: Lectures, discussions, and readings: Mullaly (Chapters 10–12).</p> <p>Skills Weeks 6: Lectures, discussions, and readings: Mullaly (Chapters 9, 11–12) Assignment: Structural Analysis of an Agency or Field Placement.</p> <p>Cognitive & Affective Processes Weeks 6: Lectures, discussions, and readings: Mullaly (Chapters 9–12) Assignment: Structural Analysis of an Agency.</p>
Communities	<i>SW 511: Generalist Field Placement</i>			x	x	<p>Skills Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p> <p>Cognitive & Affective Processes Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p>
	<i>SW 532: Advocacy and Empowerment</i>			x		<p>Skills Week 10: Practice a force field analysis which is a popular education activity that can be used for community and organizational change practices</p>
	<i>SW 541: Societal, Community and Organizational Structures and Processes</i>	x	x	x	x	<p>Knowledge Week 8: Lectures, discussions, and readings: Netting et al. (Chapter 6)</p> <p>Values Weeks 7 and 8: Lectures, discussions, and readings: Chavez; Breton; Morgaine & Capous-Desyllas</p> <p>Skills Week 8: Lectures, discussions, and readings: Netting et al. (Chapter 6); Kretzman & McKnight Assignment: Community Assessment</p> <p>Cognitive & Affective Processes Week 7 and 8: Lectures, discussions, and readings: Chavez Assignment: Community Assessment</p>

Competency 8: Intervention

	Courses	Dimension(s)				Course Content
		Knowledge	Values	Skills	Cognitive & Affective Processes	
Individuals	<i>SW 511: Generalist Field Placement</i>			X	X	<p>Skills Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p> <p>Cognitive & Affective Processes Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p>
	<i>SW 530: Skills for Helping Process</i>	X	X	X	X	<p>Knowledge Weeks 7 and 8: Readings & videos demonstrating skills Assignment: Assessment Summary and Intervention Plan: Part II Intervention Plan</p> <p>Values Weeks 7 and 8: Readings and classroom discussion on personal, professional, agency and community values impact on intervention choices Assignment: Assessment Summary and Intervention Plan: Part III – Reflection</p> <p>Skills Weeks 7 and 8: Readings and role plays practicing goals setting and initial intervention Assignment: Assessment Summary and Intervention Plan – Part II Write an intervention plan</p> <p>Cognitive & Affective Processes Weeks 7 and 8: Classroom discussion Assignment: Assessment Summary and Intervention Plan – Part III Reflection</p>

Individuals	<i>SW 532: Advocacy and Empowerment</i>	x	x	x	x	<p>Knowledge Weeks 4, 5, 8, 9 and 10: Readings and class dialogues cover range of advocacy and empowerment interventions in micro, mezzo and macro practice Week 11: Learn from class colleagues' intervention projects (assignment 3) and the range of benefits and challenges that exist in social work organizations</p> <p>Values Weeks 1 to 10: Examines the concrete ways both the social work and the organization values the empowerment of clients and their communities</p> <p>Skills Assignment 1: Negotiates, mediates, and advocates on behalf of and with client systems</p> <p>Cognitive & Affective Processes Assignment 1: Build their identity as learners and engages with clients as informants and experts on their lives</p>
	<i>SW 539: Social Justice in Social Work</i>	x				<p>Knowledge Weeks 1, and 3 to 10: During week 1 students create and practice course guidelines designed to both help us feel comfortable enough to feel uncomfortable, and to help us intervene when microaggressions, trespasses, and/or acts of oppression are perpetuated in the classroom</p>
	<i>SW 540: Human Development through the Lifespan</i>	x		x		<p>Knowledge Weeks 4, 5, and 8: Science based reports and videos from Nat'l Scientific Council on the Developing Child & the Harvard Center on Developing Child (highlights successful early childhood interventions in several areas of biopsychosocial functioning). Readings, videos, discussion of theory-based intervention, application and critique. Use in assignments two & three</p> <p>Skills Week 7: Assignment Two: Application of theory in assessment: family & child development Week 11: Assignment Three: Application of theory in assessment & intervention: adulthood</p>

Families	<i>SW 511: Generalist Field Placement</i>			x	x	<p>Skills Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p> <p>Cognitive & Affective Processes Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p>
	<i>SW 530: Skills for Helping Process</i>	x	x	x	x	<p>Knowledge Weeks 7 and 9: Readings & videos demonstrating skills Week 9: DV training – intervention</p> <p>Values Weeks 7 and 9: Readings and classroom discussion on personal, professional, agency and community values impact on intervention choices</p> <p>Skills Weeks 7 and 9: Readings and role plays practicing goals setting and initial intervention Week 9: DV training intervention</p> <p>Cognitive & Affective Processes Weeks 7 and 9: Classroom discussion</p>
	<i>SW 540: Human Development through the Lifespan</i>	x		x		<p>Knowledge Week 8: Reading from Harvard Center (science-based interventions to enhance the success of adults in parenting & employment) and Sapolsky video (Stanford based stress researcher provides findings on the footprint of stress from pre-natal through adulthood & protective factors in adulthood). Use in assignment 2 & 3</p> <p>Skills Week 7: Assignment Two: Application of theory in assessment and intervention: family & child development Week 11: Assignment Three: Application of theory in assessment & intervention: adulthood</p>

Groups	<i>SW 511: Generalist Field Placement</i>			x	x	<p>Skills Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p> <p>Cognitive & Affective Processes Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p>
	<i>SW 515: Skills for Helping Process - Groups</i>	x	x	x	x	<p>Knowledge Weeks 5 and 7: Group methods readings and class discussion of intervention methods Assignment: Evidence-based interventions in group proposal</p> <p>Values Week 6: Boundaries topic and discussion Assignment: Collaboration with group members noted in group proposal Assignment: Matching group needs from assessment to interventions in group proposal Class discussion of need for and value of evaluation in practice</p> <p>Skills Weeks 2, and 4 to 7: In class task group process and intervention activities (e.g., group cohesiveness survey) Assignment: group interventions demonstrated in role play</p> <p>Cognitive & Affective Processes Week 6: Self-Disclosure topic and discussion Assignment: matching group assessment and goals to interventions in group proposal</p>
Organizations	<i>SW 511: Generalist Field Placement</i>			x	x	<p>Skills Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p> <p>Cognitive & Affective Processes Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p>

Organizations	<i>SW 532: Advocacy and Empowerment</i>	x	x	x	x	<p><u>Knowledge</u> Classes 4, 5, and 8 to 10: Readings and class dialogues cover range of advocacy and empowerment interventions in micro, mezzo and macro practice Class 11: Assignment 3: Learn from class colleagues’ intervention projects; and the range of benefits and challenges that exist in social work organizations</p> <p><u>Values</u> Weeks 1 to 10: Examines the concrete ways both the social work and the organization values the empowerment of clients and their communities</p> <p><u>Skills</u> Assignments 2 and 3: Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes. Week 10: Practice a force field analysis which is a popular education activity that can be used for community and organizational change practices</p> <p><u>Cognitive & Affective Processes</u> Assignments 2 and 3: In case advocacy practice and organizational advocacy and to improve the well-being of clients</p>
	<i>SW 541: Societal, Community and Organizational Structures and Processes</i>	x	x	x	x	<p><u>Knowledge</u> Weeks 9 and 10: Lectures, discussions, and readings: Bolman & Deal (Chapters 1–2); Mulroy; Netting et al. (Chapter 7)</p> <p><u>Values</u> Week 6: Lectures, discussions, and readings: Mullaly (Chapters 10–12)</p> <p><u>Skills</u> Week 6: Lectures, discussions, and readings: Mullaly (Chapters 9, 11–12) Assignment: Structural Analysis of an Agency or Field Placement</p> <p><u>Cognitive & Affective Processes</u> Week 6: Lectures, discussions, and readings: Mullaly (Chapters 9–12) Assignment: Structural Analysis of an Agency</p>

Communities	<i>SW 511: Generalist Field Placement</i>			x	x	<p>Skills Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p> <p>Cognitive & Affective Processes Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p>
	<i>SW 520: Social Welfare History and Policy</i>			x	x	<p>Skills Assignment: Individual Policy Analysis Project: Policy Advocacy and Equity Analysis components</p> <p>Cognitive & Affective Processes Assignment: Individual Policy Analysis Project: All aspects of this assignment, but especially the focus on (a) engaging in critical analysis in the formulation and promotion of policies that advance human rights and social, economic, and environmental justice, (b) considering alternative ideological perspectives on the chosen social policy context</p>
	<i>SW 539: Social Justice in Social Work</i>				x	<p>Cognitive & Affective Processes Weeks 1 to 10: Readings, course content and lectures: how to both recognize the range of oppressions, as well as the multiple ways to intervene at the micro, mezzo, and macro levels Assignment: The Effecting Change Weeks 3 to 10: Readings to provide a wide range of examples of community based and targeted interventions to interrupt oppressions</p>
	<i>W 541: Societal, Community and Organizational Structures and Processes</i>	x	x			<p>Knowledge Week 8: Readings, lectures, discussions: Netting et al. (Chapter 6)</p> <p>Values Weeks 7 and 8: Readings, lectures, and discussions. Readings: Chavez; Breton; Morgaine & Capous-Desyllas</p>

Competency 9: Evaluation

	Courses	Dimensions(s)				Course Content
		Knowledge	Values	Skills	Cognitive & Affective Processes	
Individuals	<i>SW 511: Generalist Field Placement</i>			x	x	<p>Skills Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p> <p>Cognitive & Affective Processes Weeks 1 to 10: Generalist Year Field Placement in fall, winter, and spring terms</p>
	<i>SW 530: Skills for Helping Process</i>	x	x	x		<p>Knowledge Week 10: Readings and lecture</p> <p>Values Week 10: Readings and classroom discussion on personal, professional, agency, and community values impact on evaluation</p> <p>Skills Week 10: Readings and in class role plays practicing evaluation</p>
Individuals	<i>SW 550: Social Work Research and Evaluation I</i>	x	x	x	x	<p>Knowledge Weeks 1 to 10: Students read about diverse research designs that apply to individuals, families, groups, communities and organizations.</p> <p>Values Weeks 2 to 8: Students discuss in small groups different cases studies related to ethics and values ascribed to single subject research designs</p> <p>Skills Weeks 1 to 9: Readings throughout the quarter develop evaluation skills to assess the effectiveness of practice</p> <p>Cognitive & Affective Processes Weeks 5 to 10: Students are required, as part of the final assignment to critically assess the literature and make decisions to select the best practice approach in the evaluation interventions</p>

Individuals	<i>SW 551: Social Work Research and Evaluation II</i>	x	x	x	x	<p>Knowledge Weeks 1 to 10: Students read about diverse statistical and qualitative analyses that apply to individuals, families, groups, communities and organizations; Week 3: Discussion of units of analyses (e.g., selection of statistical tests depending on whether they're working with individuals vs. families, groups, etc.)</p> <p>Values Weeks 2 to 10: Students discuss in small groups different cases related to ethics and values ascribed to different data analyses</p> <p>Skills Weeks 1 to 9: Readings throughout the quarter develop data analysis skills (quantitative and qualitative) to use in program evaluation and for individual practice</p> <p>Cognitive & Affective Processes Weeks 5 to 10: Students are required, as part of the final assignment to conduct a data analysis project and to critically assess the literature in order to make appropriate conclusions based on their results</p>
	Families	<i>SW 511: Generalist Field Placement</i>			x	x
<i>SW 530: Skills for Helping Process</i>		x	x			<p>Knowledge Weeks 10: Readings and lecture</p> <p>Values Weeks 10: Readings and classroom discussion on personal, professional, agency and community values impact on evaluation</p>

Families	<i>SW 550: Social Work Research and Evaluation I</i>	x	x	x	x	<p>Knowledge Weeks 1 to 10: Students read about diverse research designs that apply to individuals, families, groups, communities and organizations</p> <p>Values Weeks 2 to 8: Students discuss in small groups different cases studies related to ethics and values ascribed to different research designs</p> <p>Skills Weeks 1 to 9: Readings throughout the quarter develop evaluation skills to assess the effectiveness of practice</p> <p>Cognitive and Affective Processes Weeks 5 to 10: Students are required, as part of the final assignment to critically assess the literature and make decisions to select the best practice approach in the evaluation interventions</p>
	<i>SW 551: Social Work Research and Evaluation II</i>	x	x	x	x	<p>Knowledge Weeks 1 to 10: Students read about diverse statistical and qualitative analyses that apply to individuals, families, groups, communities and organizations Week 3: Discussion of units of analyses (E.g., selection of statistical tests depending on whether they're working with individuals vs. families, groups, etc.)</p> <p>Values Weeks 2 to 10: Students discuss in small groups different cases related to ethics and values ascribed to different data analyses</p> <p>Skills Weeks 1 to 9: Readings throughout the quarter develop data analysis skills (quantitative and qualitative) to use in program evaluation and for individual practice</p> <p>Cognitive & Affective Processes Weeks 5 to 10: Students are required, as part of the final assignment to conduct a data analysis project and to critically assess the literature in order to make appropriate conclusions based on their results</p>
Groups	<i>SW 511: Generalist Field Placement</i>			x	x	<p>Skills Weeks 1 to 10: Generalist Year Field Placement in fall, winter and spring terms</p> <p>Cognitive & Affective Processes Weeks 1 to 10: Generalist Year Field Placement in fall, winter and spring terms</p>

Groups	<i>SW 515: Skills for Helping Process—Groups</i>	x	x	x	x	<p><u>Knowledge</u> Week 8: Evaluation readings and class discussion of evaluation methods</p> <p><u>Values</u> Class discussion of need for and value of evaluation in practice</p> <p><u>Skills</u> Assignment: Evaluation section of group proposal; Week 8 to 10: Evaluation of task groups class discussions</p> <p><u>Cognitive & Affective Processes</u> Assignment: evaluation matched to group purpose and member needs Weeks 8 to 10: Evaluation of task groups class discussions</p>
	<i>SW 550: Social Work Research and Evaluation I</i>	x	x	x	x	<p><u>Knowledge</u> Weeks 1 to 10: Students read about diverse research designs that apply to individuals, families, groups, communities and organizations</p> <p><u>Values</u> Weeks 2 to 8: Students discuss in small groups different cases studies related to ethics and values ascribed to different research designs</p> <p><u>Skills</u> Weeks 1 to 9: Readings throughout the quarter develop evaluation skills to assess the effectiveness of practice</p> <p><u>Cognitive & Affective Processes</u> Weeks 5 to 10: Students are required, as part of the final assignment to critically assess the literature and make decisions to select the best practice approach in the evaluation interventions</p>

Groups	<i>SW 551: Social Work Research and Evaluation II</i>	x	x	x	x	<p><u>Knowledge</u> Week 1 to 10: Students read about diverse statistical and qualitative analyses that apply to individuals, families, groups, communities and organizations Week 3: Discussion of units of analyses (E.g., selection of statistical tests depending on whether they're working with individuals vs. families, groups, etc.)</p> <p><u>Values</u> Weeks 2 to 10: Students discuss in small groups different cases related to ethics and values ascribed to different data analyses</p> <p><u>Skills</u> Weeks 1 to 9: Readings throughout the quarter develop data analysis skills (quantitative and qualitative) to use in program evaluation and for individual practice</p> <p><u>Cognitive & Affective Processes</u> Weeks 5 to 10: Students are required, as part of the final assignment to conduct a data analysis project and to critically assess the literature in order to make appropriate conclusions based on their results</p>
	<i>SW 511: Generalist Field Placement</i>			x	x	<p><u>Skills</u> Weeks 1 to10: Generalist Year Field Placement in fall, winter and spring terms</p> <p><u>Cognitive & Affective Processes</u> Weeks 1 to10: Generalist Year Field Placement in fall, winter and spring terms</p>
Organizations	<i>SW 550: Social Work Research and Evaluation I</i>	x	x	x	x	<p><u>Knowledge</u> Weeks 1 to 10: Students read about diverse research designs that apply to individuals, families, groups, communities and organizations</p> <p><u>Values</u> Weeks 2 to 8: Students discuss in small groups different cases studies related to ethics and values ascribed to different research designs</p> <p><u>Skills</u> Weeks 1 to 9: Readings throughout the quarter develop evaluation skills to assess the effectiveness of practice</p> <p><u>Cognitive & Affective Processes</u> Weeks 5 to 10: Students are required, as part of the final assignment to critically assess the literature and make decisions to select the best practice approach in the evaluation interventions</p>

Organizations	SW 551: Social Work Research and Evaluation II	x	x	x	x	<p><u>Knowledge</u> Weeks 1 to 10: Students read about diverse statistical and qualitative analyses that apply to individuals, families, groups, communities and organizations Week 3: Discussion of units of analyses (E.g., selection of statistical tests depending on whether they're working with individuals vs. families, groups, etc.)</p> <p><u>Values</u> Weeks 2 to 10: Students discuss in small groups different cases related to ethics and values ascribed to different data analyses</p> <p><u>Skills</u> Weeks 1 to 9: Readings throughout the quarter develop data analysis skills (quantitative and qualitative) to use in program evaluation and for individual practice</p> <p><u>Cognitive & Affective Processes</u> Weeks 5 to 10: Students are required, as part of the final assignment to conduct a data analysis project and to critically assess the literature in order to make appropriate conclusions based on their results</p>
Communities	SW 511: Generalist Field Placement			x	x	<p><u>Skills</u> Weeks 1 to 10: Generalist Year Field Placement in fall, winter and spring terms</p> <p><u>Cognitive & Affective Processes</u> Weeks 1 to 10: Generalist Year Field Placement in fall, winter and spring terms</p>

Communities	<i>SW 550: Social Work Research and Evaluation I</i>	x	x	x	x	<p><u>Knowledge</u> Weeks 1 to 10: Students read about diverse research designs that apply to individuals, families, groups, communities and organizations.</p> <p><u>Values</u> Weeks 2 to 8 Students discuss in small groups different cases studies related to ethics and values ascribed to different research designs</p> <p><u>Skills</u> Weeks 1 to 9: Readings throughout the quarter develop evaluation skills to assess the effectiveness of practice</p> <p><u>Cognitive & Affective Processes</u> Week 5 to 10: Students are required, as part of the final assignment to critically assess the literature and make decisions to select the best practice approach in the evaluation interventions</p>
	<i>SW 551: Social Work Research and Evaluation II</i>	x	x	x	x	<p><u>Knowledge</u> Weeks 1 to 10: Students read about diverse statistical and qualitative analyses that apply to individuals, families, groups, communities and organizations; Week 3: Discussion of units of analyses (E.g., selection of statistical tests depending on whether they're working with individuals vs. families, groups, etc.).</p> <p><u>Values</u> Week 2 to 10: Students discuss in small groups different cases related to ethics and values ascribed to different data analyses.</p> <p><u>Skills</u> Week 1 to 9: Readings throughout the quarter develop data analysis skills (quantitative and qualitative) to use in program evaluation and for individual practice.</p> <p><u>Cognitive & Affective Processes</u> Week 5 to 10: Students are required, as part of the final assignment to conduct a data analysis project and to critically assess the literature in order to make appropriate conclusions based on their results.</p>

2.1: SPECIALIZED PRACTICE

EP 2.1: *Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.*

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

ASM2.1.1: *The program identifies its area(s) of specialized practice (EP M2.1) and demonstrates how it builds on generalist practice.*

The Portland State University School of Social Work MSW Program provides four advanced specializations or areas of specialized practice, though not all specializations are offered in each option. The advanced specializations are:

- Advanced Clinical Social Work Practice;
- Health Across the Lifespan;
- Children, Youth, and Families; and
- Practice and Leadership with Communities and Organizations.

The Portland Option offers all four advanced specializations. The Ashland, Bend, Eugene, and Salem Options offer the Advanced Clinical Social Work Practice specialization. The Online Option offers the Practice and Leadership with Communities and Organizations specialization.

Outlined below is course content for each of the advanced specializations. The curriculum design and course content are identical whether the course is taught in the Portland, Online, Ashland, Bend, Eugene, or Salem Option, so this discussion applies to all Options.

All advanced specializations focus on the knowledge, values, skills, and behaviors of advanced practice with specific populations and/or settings. The Advanced Clinical Social Work Practice, Health Across the Lifespan, and Children, Youth, and Families specializations provide advanced knowledge and skills for practice with individuals, families, and groups.

The Practice and Leadership with Communities and Organizations specialization provides advanced knowledge and skills for practice with communities and organizations.

Each specialization consists of three sequential courses taken in the final year of the program concurrently with an advanced field placement (SW 512). Some specializations also have a required elective.

Each specialization builds on the generalist practice competencies, providing content and field experiences that support students to develop advanced practice and leadership competencies. The advanced competencies are anchored in the generalist competencies, promoting students' development of the advanced knowledge, values, skills, and cognitive and affective processes, and behaviors necessary for specialized practice in the four areas of practice. The specialization descriptions and associated nine advanced competencies articulate how the specialization builds on the nine generalist competencies to support students' development of advanced knowledge, values, skills, and cognitive and affective processes. Each specialization further identifies the advanced competency behaviors that students are to demonstrate in their field placement (SW 512).

The four advanced specializations outlined below include the specialization description; advanced competencies including knowledge, values, skills, cognitive and affective processes, and behaviors that reflect each of the nine advanced competencies; and course and required elective descriptions. Course syllabi are in Volume II.

Advanced Clinical Social Work Practice

The clinical specialization builds on the generalist year and provides advanced training in clinical practice that is grounded in social work perspectives, values, and ethics. Students are prepared for clinical work with adults in various agency settings addressing a range of emotional, behavioral, mental health, and addiction concerns. The theoretical models put forth will be grounded in strength-based, trauma-informed, anti-oppressive, and collaborative perspectives. Engagement and multi-dimensional assessment with individuals, groups, and families will be explored with special attention to relational self-awareness, cultural responsiveness, and the “common factors” associated with positive therapeutic outcomes. The sequence familiarizes students with intervention modalities that make use of evidence-based principles and that include brief and long-term psychotherapy/counseling, crisis intervention, client-centered advocacy, and case management. This social work approach to clinical practice is informed by principles of social justice and recognition of the systemic contexts of practice and thus includes advocacy, activism, and policy-practice with, and on behalf of, clients.

Advanced Clinical Social Work Practice Competencies and Field Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced clinical practitioners understand and apply social work values and ethics as they bring their professional social work identity to their clinical work. They incorporate strength-based and person-in-environment perspectives and develop and maintain effective therapeutic relationships throughout engagement, assessment, intervention, and evaluation. Advanced clinical practitioners apply ethical decision-making skills to specific issues in clinical work including issues related to confidentiality, protection from harm, dual relationships, competence, and commitment to honor and respect client needs. They demonstrate self-awareness and self-reflection in their clinical work including the recognition of strengths, limits, and barriers related to dynamics of power and diversity.

- Recognize complex ethical dilemmas in clinical practice and develop strategies for resolving them
- Articulate how personal values, beliefs, and thoughts impact clinical practice and develop strategies for addressing these

Competency 2: Engage Diversity and Difference in Practice

Advanced clinical practitioners are knowledgeable about many forms of diversity and difference and how these influence clinical engagement, assessment, intervention, and evaluation. Advanced clinical practitioners demonstrate self-awareness regarding their cultural identity, background, and biases and how these interface with those of clients. They recognize ways that cultural factors and the forces of oppression related to these can create or contribute to client struggles, presenting problems, and engagement. Advanced clinical practitioners employ open-mindedness and respect as they skillfully explore how cultural identities are a source of strength as well as a source of stress that impact client needs, challenges, and goals and influences the therapeutic relationship and clinical outcome.

- Articulate how positionality (personal bias, privilege, and legacies of oppression) influences the clinical relationship
- Engage in direct conversations about diversity and difference with clients, supervisors, and colleagues

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced clinical practitioners understand the effects of economic, social, and cultural factors in the lives of clients. They use knowledge of the effects of oppression, discrimination, and historic trauma on clients to guide engagement, assessment, and intervention. Advanced clinical practitioners recognize and name injustices affecting clients and help clients to shift from experiences of personal failure to the recognition of contextual constraints and help

clients to resist and address factors of social injustice. Advanced clinical practitioners value mental health parity and the reduction of health discrepancies for diverse populations. They intentionally position themselves to reduce and resist the stigma and shame associated with disorders, diagnosis, and help-seeking behaviors across diverse populations.

- Recognize and address issues of social, economic, and environmental justice and human rights in the context of the clinical work
- Recognize social, economic, and environmental justice and human rights issues impacting clients and develop strategies with and on behalf of clients and colleagues to address these issues at the organizational and/or community level

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Advanced clinical practitioners understand the value of both epistemological and ontological knowledge and the applicability of diverse research methods for evaluating practice.

Advanced clinical practitioners have knowledge of the scientific method and can determine the value of using quantitative, qualitative, or mixed-methods as the most appropriate methodology for answering clinical practice questions. Advanced clinical practitioners understand how to make use of the findings of others and that the design of their clinical research must be based in sound methods with logical outcomes and grounded in ethically and culturally informed research methodology.

- Identify and critically analyze relevant research and apply evidence-based principles to inform clinical practice
- Customize evidence-based practices to increase responsiveness to clients and contexts

Competency 5: Engage in Policy Practice

Advanced clinical practitioners understand the ways they participate in local, state, and federal policy development, maintenance, and change through their positionality and use of power and privilege. Advanced clinical practitioners understand they have an ethical obligation to be aware of current policy structures related to clinical intervention, the role of policy in delivery of clinical services, and the ways in which clinical interventions are situated within an ever changing organizational and community policy environment. Advanced clinical practitioners understand clinical interventions are impacted by and impact the current policy environment and the efficacy of clinical interventions depends on policy awareness and advocacy. Advanced clinical practitioners understand how they are uniquely situated to advocate with and on behalf of clients receiving clinical services.

- Identify agency, county, state, and federal policies that impact clinical services, client populations, and/or outcomes
- Collaborate with client systems and colleagues for effective policy action that promotes social and economic justice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced clinical practitioners value engagement as an ongoing component and dynamic process of practice. Advanced clinical practitioners consistently attend to and sensitively invite discussion of interpersonal and contextual factors that influence the therapeutic relationship. They actively use reflective listening, validation, empathy, warmth, and collaboration in practice, supervision, and with colleagues. Advanced clinical practitioners understand the different strategies, skills, practice models, and theoretical frameworks used to engage individuals, families, groups, organizations, and communities. Advanced clinical practitioners demonstrate awareness of their personal experiences and affective responses and how they influence their engagement with diverse clients.

- Attend to the interpersonal and contextual factors that strengthen or threaten the therapeutic alliance
- Actively use engagement skills, including empathy, warmth, validation, reflective listening, and collaboration to strengthen the clinical relationship

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Advanced clinical practitioners understand that assessment is a continuous component of effective clinical practice with individuals, families, groups, organizations, and communities. Clinical assessments are multi-dimensional (bio-psychosocial and spiritual) and are grounded in evidence-based theoretical practice models. Advanced clinical practitioners acknowledge the complexities of the practice context and conduct assessments with attention to strengths, diversity, experiences of historical oppression and trauma, resources, and vulnerabilities. Advanced clinical practitioners recognize how their personal experiences and use of self in the clinical interaction constrain or expand assessment practices with individuals, families, groups, organizations, and communities. The ethical values of service, respect, social justice, relationship, and client self-determination are present in all initial and ongoing assessment activities carried out by the advanced clinical practitioner.

- Provide clinical assessments with attention to current and historic strengths, resources, vulnerabilities, constraints, and trauma across multiple dimensions including individual, family, community, and social-cultural context
- Apply advanced clinical theory to assessment with an understanding of how theory can be helpful and/or constraining in the assessment process and how the approach to assessment impacts client's sense of self and experience of problems and possibilities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced clinical practitioners critically evaluate, select, and implement evidence-based interventions that are culturally relevant for the diverse groups of individuals, families, groups, organizations, and communities with whom they work. Advanced clinical practitioners work collaboratively with individual, family, group, organization, and community client systems to identify and implement clinical intervention techniques for a range of presenting concerns and ongoing problems. Grounded in a strengths-based, ecological model of intervention, advanced clinical practitioners collaborate with other professionals to ensure delivery of relevant treatment interventions and integrate feedback from clients, colleagues, and supervisors to enhance treatment intervention outcomes. Advanced clinical practitioners engage in constant self-reflection in order to provide culturally relevant, context-specific interventions to individuals, families, and groups.

- Partner with clients/client systems to initiate and implement responsive therapeutic interventions that are informed by their unique needs, abilities, and preferences
- Make intentional use of advanced practice theories that fit with client needs and agency context to inform interventions

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced clinical practitioners understand that evaluation of practice is an ongoing and an integral part of practice with individuals, families, groups, organizations, and communities. Advanced clinical practitioners consistently use standardized assessments, outcome measures, and other tools to evaluate and monitor outcomes. Advanced clinical practitioners understand and client progress as a measure of clinical effectiveness. Advanced clinical practitioners are aware of evaluation bias and validity issues and carefully select and use evaluation tools appropriate for diverse client groups.

- Evaluate client progress and clinical intervention effectiveness with attention to multiple sources including outcome indicators, level of engagement, feedback from supervisors, colleagues, and client systems
- Elicit, explore, and respond to client feedback to ensure that interventions are responsive and effective

Advanced Clinical Social Work Practice Courses

SW 512: Advanced Clinical Field Placement

This course is a 500-hour agency-based field placement offering opportunities for students to demonstrate advanced clinical behaviors. The field program identifies clinical field placements that support students to develop the advanced clinical practice competencies.

SW 533: Clinical Social Work Practice I

This is the first term of a three-course sequence. The course addresses how to enter into clinical work in ways that are respectful and honoring of the strengths, vulnerabilities, goals, and needs of client systems and are responsive to the socio-political and systemic contexts of clients' lives. Special attention is given to positive engagement, creation of a therapeutic alliance, and case-conceptualization grounded in critical theory and developmental perspectives. Best practices are put forward that are grounded in the research on common factors associated with positive outcomes. Students connect with their own competence, compassion, and hope, and develop self-awareness and intentionality. They are encouraged to recognize oppressive conditions and pathologizing narratives that impact both client systems and providers and to take a critical social work approach to clinical practice that supports possibility and client-driven healing.

SW 534: Clinical Social Work Practice II

This is the second course in a three-course sequence. It focuses on increasing the student's self-awareness of the perspectives, strengths, biases, and limitations they bring to this work. Students learn about family theory and cultural context models they can then apply to both their clients and themselves. Goals include an increased understanding of the vulnerabilities and strengths that impact our clients and ourselves. Students are supported to clarify their professional responsibilities and ethics. Students learn skills in managing reactivity (their own and that of client systems). Continued attention is given to supporting work in internships and exploring conceptual and practice theories and specific intervention skills related to clinical work with individuals and families.

SW 535: Clinical SW Practice III

This course builds on material covered in SW533 and 534 and integrates knowledge students have gained from other courses and their internships. The primary purpose of the course is to provide students with an opportunity to develop and articulate their personal theoretical orientation or practice model and to clarify how they will integrate their favored models and what will inform their choice of what to do when. A commitment to effectiveness and accountability is supported by the review of evidence-based principles, professional ethics, and the ongoing use of research and evaluation. Attention will also be given to the positive use of supervision/consultation, the pursuit of continuing education and licensure, and sustaining practices of self-care. Students also learn to critically examine agency practices and mental health structures and policies that impact clinical services and to develop a plan for addressing an identified concern.

SW 555: Social Work Perspectives on Mental Health Disorders (required elective)

This course reviews mental disorders as described in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5). Mental disorders are analyzed from the perspective

of a broad range of variables that continually reshape and redefine the concepts and definitions of mental health and illness. Some of these variables are cultural values, social institutions, and biological and developmental research. Strategic approaches to assessment, diagnosis, intervention, and evaluation are examined from a social work perspective and a recovery philosophy. These approaches incorporate best practices that support social justice, diversity, and inclusion.

Health Across the Lifespan

The Health Across the Lifespan specialization builds on the generalist year and provides advanced training in healthcare and aging practice that is grounded in social work perspectives, knowledge, values, and ethics. The specialization will have a lifespan focus that prepares students for advanced practice with individuals, families, and groups in various healthcare and aging settings. The sequence will begin with general adult practice, moving to work with older adults, and ending with a focus on children, youth, and families.

The theoretical models put forth are grounded in strength-based, trauma-informed, and collaborative perspectives that support students to develop engagement, assessment, intervention, and evaluation competencies for practice with diverse populations. Intervention modalities will make use of evidence-based principles and include motivational interviewing, brief counseling, crisis intervention, client-centered advocacy, and case management across multiple care settings. Ongoing consideration of health disparities, health literacy, the social determinants of health, health reform, diversity, and access and utilization in healthcare is infused across the sequence. The Health Across the Lifespan specialization's approach to practice is informed by principles of social justice and recognition of the systemic contexts of practice and thus includes advocacy, activism, and policy-practice with, and on behalf of, individuals, families, groups, organizations, and communities.

Health Across the Lifespan Advance Competencies and Field Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced practice healthcare social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels of healthcare settings. Advanced practice healthcare social workers understand interdisciplinary and multidisciplinary frameworks of ethical decision-making in healthcare settings and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced practice healthcare social workers recognize personal values and the distinction between personal and professional values as well as differences across healthcare professions. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced practice healthcare social workers also understand the role of other professions when engaged in interdisciplinary and multidisciplinary teams. Advanced practice healthcare social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective in healthcare settings. Social workers also understand emerging forms of technology and the ethical use of technology in social work

practice including the use of electronic health records and the legal and ethical guides of releasing health information.

- Apply state and federal laws affecting social work practice in health setting
- Evaluate the influence of their emotional responses to complex ethical situations

Competency 2: Engage Diversity and Difference in Practice

Advanced practice healthcare social workers understand how diversity and difference characterize and shape the human experience in healthcare settings. Advanced practice healthcare social workers are knowledgeable about the influence of diversity and difference on 1) access to healthcare systems, 2) help-seeking behaviors, 3) intervention options, and 4) communication and education strategies. They also understand how personal experiences and affective reactions influence professional judgment and behavior of interdisciplinary and multidisciplinary teams. Advanced practice healthcare social workers understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power and how that influences interactions within healthcare settings.

- Identify the intersections of culturally diverse social group membership and chronic illness and health management
- Demonstrate client-centered literacy in health communications

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced practice healthcare social workers understand the interconnection of social, economic, and environmental factors in the lives of patients and their families. Advanced practice healthcare social workers understand the global interconnections of oppression and human rights violations and the effects on health across the lifespan. They understand and develop strategies to eliminate oppressive structural barriers to ensure that healthcare is distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

- Demonstrate the interconnection of social and economic justice and human rights with health disparities
- Develop strategies that counter structural barriers to the effective access or use of health services

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Advanced practice healthcare social workers can apply quantitative and qualitative research methods to inform practice in a healthcare setting. They contribute to the healthcare

knowledge base through research and evaluation. They understand evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice in a healthcare setting.

- Identify and critically analyze relevant research
- Apply evidenced-based research to inform clinical practice

Competency 5: Engage in Policy Practice

Advanced practice healthcare social workers understand that healthcare is mediated by policy and its implementation at the federal, state, and local levels. Advanced practice healthcare social workers understand the history and current structures of healthcare policies and services, the role of policy in service delivery, and the role of practice in policy development. They understand their role in policy development and implementation within healthcare settings at the micro, mezzo, and macro levels, and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. Advanced practice healthcare social workers are skilled in policy formulation, analysis, implementation, and evaluation.

- Analyze how health policy drives access and eligibility to healthcare
- Explain the social forces that influence healthcare reform

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced practice healthcare social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Advanced practice healthcare social workers understand interpersonal dynamics and contextual factors that affect a working relationship. They understand strategies of collaboration and cooperation to engage diverse clients and constituencies to advance practice effectiveness in healthcare settings. Advanced practice healthcare social workers understand how personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies within healthcare settings. They value principles of relationship-building and interdisciplinary and multidisciplinary collaboration to facilitate engagement with clients, constituencies, and other professionals to promote health and well-being.

- Demonstrate engagement with client-systems using a motivational interviewing framework
- Describe how personal beliefs affect one's practice

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Advanced practice healthcare social workers understand that bio-psycho-social-spiritual assessment is an ongoing component of the dynamic and interactive process of healthcare social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They understand and use theories of health promotion, social determinants of health, lifespan development, motivational interviewing, and human behavior and the social environment to critically evaluate and apply knowledge in the assessment. Advanced practice healthcare social workers recognize the implications of the context of healthcare in the assessment process and value the importance of interdisciplinary and multidisciplinary collaboration in the process. They understand how their personal experiences and affective reactions may affect their assessment and decision-making.

- Demonstrate contextualized assessment approaches in healthcare settings
- Apply ongoing assessment strategies to issues of health across the lifespan

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced practice healthcare social workers critically appraise and apply multiple interventions to achieve the goals of clients and constituencies. They collaborate with interdisciplinary and/or multidisciplinary teams to coordinate interventions. Advanced practice healthcare social workers identify, analyze, and implement best practice and evidence-informed interventions to promote client and constituency goals and well-being. They demonstrate skills in effective teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary and multidisciplinary collaboration.

- Evaluate the applicability of evidence-informed interventions in healthcare settings
- Modify evidence-informed single-session approaches to specific healthcare settings or populations

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced practice healthcare social workers understand that evaluation is a vital and ongoing component of social work practice with individuals, families, groups, organizations, and communities. They recognize the importance of evaluating practice and outcomes to advance practice, policy, and service delivery; improve teamwork; and contribute to the knowledge base. Advanced practice healthcare social workers are skilled in applying qualitative and quantitative methods for evaluating outcomes and practice effectiveness based on goals and objectives.

- Apply an evidence-informed single-session strategy to evaluate practice
- Evaluate client/system progress and intervention effectiveness using qualitative and quantitative data, with attention to multiple sources of information

Health Across the Lifespan Courses

SW 512: Advanced Health Across the Lifespan Field Placement

This course is a 500-hour agency-based field placement offering opportunities for students to demonstrate advanced healthcare practice behaviors. The field program identifies healthcare field placements that support students to develop the advanced Health Across the Lifespan practice competencies.

SW 517: Health Across the Lifespan I

Advanced specialization course for students in health-related settings with a lifespan focus on general adult social work practice. Focus on self-awareness, ethics, chronic disease, teamwork, health disparities, health literacy, the social determinants of health, and diversity and social justice issues in healthcare, as well as medical terminology, documentation, and the use of interpreters. Emphasis on engagement and assessment, use of empathy, and motivational interviewing. Connecting field placement experiences with course content.

SW 518: Health Across the Lifespan II

Advanced specialization course with a lifespan focus on older adults for students in health-related settings. Intervention and assessment modalities and important practice theories with application of approaches and rapid assessment tools. Ongoing consideration of health disparities, diversity, and social justice implications in healthcare, as well as health systems, health reform, and medical terminology. Exploration of advanced care planning and end-of-life. Connecting field placement experiences with course content.

SW 519: Health Across the Lifespan III

Advanced specialization course with a lifespan focus on children, youth, and families for students in health-related settings. Maternal, child, adolescent, young adult, and family health issues. Ongoing consideration of health disparities, diversity, and social justice implications in healthcare, as well as ethics and medical terminology. Culminating course in HAL sequence revisits generalist practice models, research and practice evaluation, lifelong learning, and job readiness. Connecting field placement experiences with course content.

SW 555: Social Work Perspectives on Mental Health Disorders (required elective)

This course reviews mental disorders as described in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Mental disorders are analyzed from the perspective of a broad range of variables that continually reshape and redefine the concepts and definitions of mental health and illness. Some of these variables are cultural values, social institutions, and biological and developmental research. Strategic approaches to assessment, diagnosis, intervention, and evaluation are examined from a social work perspective and a recovery philosophy. These approaches incorporate best practices that support social justice, diversity, and inclusion.

Children, Youth, and Families

The Children, Youth, and Families (CYF) specialization builds on the generalist year and provides advanced training in practice, intervention, and advocacy for children, youth, and their families. CYF prepares MSW students to advance their clinical skills and competency in delivering theory-informed best practice models to engage, intervene, collaborate, and advocate with and on behalf of children and youth. While the primary identified clients will be children and teens, students will learn skills for partnering with adults, such as parents, caregivers, caseworkers, therapists and teachers. The theoretical models examined will be grounded in strength-based, trauma-informed, and collaborative perspectives. Students will develop a systemic and family-focused understanding of the developmental and contextual factors affecting youth. This sequence will examine micro practice as well as key macro influences to prepare students for practice in various settings, including schools, early intervention, child welfare, juvenile justice, community-based mental health, integrated healthcare, and direct practice. Students are prepared for practice and leadership with children, youth, and families in various agency settings.

Children, Youth, and Families Competencies and Field Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced CYF social workers understand and apply social work values and ethics as they bring their professional social work identity to their direct service work with children, youth, and families. Social workers explore relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels of various service settings for children and families. They incorporate theoretically grounded and systemic perspectives to develop and maintain professional relationships with clients, their families, service providers, and community partners. CYF social workers demonstrate the ability to make ethical decisions when working with minor children and respect confidentiality while adhering to relevant mandatory reporting laws. When working with family systems, advanced CYF social workers recognize issues of diversity, cultural considerations, power dynamics, and the individual rights of children. Complex ethical dilemmas in working with children are recognized and a plan for mitigating them established.

- Examine personal beliefs and assumptions and develop a plan for continuous learning aimed at ethical practice that promotes well-being for children, youth, and families (micro)
- Assess practices and policies that present ethical dilemmas working with children, youth, and families (macro)

Competency 2: Engage Diversity and Difference in Practice

Advanced CYF social workers are knowledgeable about many forms of diversity and difference and how these influence family formation, parent-child relationships, parenting practices, and the role of children in diverse family systems. Advanced CYF social workers demonstrate self-awareness regarding their cultural identity, background, and biases (positionality) and how these interface with those of children and families; they recognize ways that cultural factors and the forces of oppression related to these can create or contribute to client struggles, presenting problems, and family engagement. Cultural identities are a source of strength as well as a source of stress that impact client needs, challenges and goals; culture influences the therapeutic relationship and outcome. Valuing the necessity of natural support for minor clients, advanced CYF social workers recognize the need for family and system collaboration, advocacy, and sensitive case management practices.

- Articulate how one's identity, self-affiliation, and social location affect practice with children, youth, and families (micro)
- Identify policies and practices that are culturally responsive for diverse and marginalized children, youth, and families (macro)

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced CYF social workers examine and deeply understand the complex relationship between social and cultural factors and their impact on childhood development. The effects of oppression, discrimination, and historic trauma on clients and families are considered when planning any assessment or intervention, specifically the impact of ageism (directed toward children) in decision-making or service planning. The positioning of children is essential in recognizing how and why young people and their families seek and engage in services; these contextual constraints are understood as factors of social injustice. Advanced CYF social workers seek to reduce health discrepancies for diverse populations. They also work to reduce and resist the stigma and shame associated with disorders, diagnosis, treatment seeking, and family support across diverse populations.

- Work collaboratively with service users to promote human rights and social and economic justice across multiple systems (micro)
- Mitigate the effects of structural oppression across multiple service systems (macro)

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Advanced CYF social workers understand the value of and apply research and evaluation. They have knowledge of the scientific method and can determine the value of using quantitative, qualitative or mixed-methods as the most appropriate methodology for answering practice-based questions. They understand evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. Advanced CYF social workers

critically analyze research and evidence-based practices for cross-cultural applicability. The complexities of research on minor clients are understood as well as the impact on practice.

- Apply knowledge of research and evaluation methods to analyzing policies, social problems, and conditions that impact children, youth, families, and their communities (macro)
- Apply knowledge of research and evaluation methods to selecting, and evaluating impact of, advanced social work practice with children, youth, families, and their communities (micro)

Competency 5: Engage in Policy Practice

Advanced CYF social workers participate in local, state, tribal, and federal policy development, maintenance and change through their positionality and use of power and privilege. Advanced CYF social workers understand they have an obligation to be aware of current policy structures and the role of policy in delivery of services to children and families. Services and supports are situated within an ever-changing organizational and community policy environment; the political impacts of services at the micro, mezzo, and macro level are evaluated. Advanced CYF social workers understand how they are uniquely situated to advocate with and on behalf of clients requesting or receiving services.

- Research, advocate, and influence policy change at multiple levels aimed at meeting service user-identified needs (macro)
- Promote the ability of service users to influence each level of policy development and implementation as well as service delivery for children, youth, families, and their communities (micro)

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced CYF social workers recognize interpersonal dynamics and contextual factors that affect the collaborative relationship with children and families. Advanced CYF practitioners value engagement as an ongoing component and dynamic process of practice. They value principles of relationship-building and interdisciplinary and multidisciplinary collaboration to facilitate engagement with clients and their families. They actively use reflective listening, validation, empathy, warmth, and collaboration in practice, supervision, and with colleagues. Advanced CYF practitioners understand the different strategies, skills, practice models, and theoretical frameworks used to engage children, families, and their respective communities. Advanced clinical practitioners demonstrate awareness of their personal experiences and affective responses and how these influence their engagement with diverse clients.

- Engage in effective, collaborative, and culturally responsive practice with children, youth, families, and their communities and with service systems (micro)
- Engage effectively with diverse communities and organizations to promote culturally

responsive, equitable, and transformational social work practices with children, youth, families, and their communities (macro)

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Advanced CYF social workers understand that assessment is a continuous component of effective practice with children, families, and their respective communities. Assessments are multi-dimensional (bio-psycho-social-spiritual) and are grounded in evidence-based theoretical practice models. Advanced CYF practitioners acknowledge the complexities of the practice context and conduct assessments with attention to strengths, diversity, experiences of historical oppression and trauma, resources, and systemic barriers. Advanced CYF practitioners understand how to critically incorporate theory into their assessment of children and family systems and recognize the impact communities and macro systems have on development, family functioning, parenting, and service accessibility. Advanced CYF social workers recognize how their personal experiences and use of self in the practical or clinical interaction constrain or expand assessment with children, families, organizations and communities.

- Assess children, youth, and families from a multidimensional theory or framework (i.e., multi-systemic, multi-level, multi-disciplinary, client-worker) (micro)
- Identify contextual factors that influence (a) children, youth, and families' well-being, (b) effectiveness and cultural responsiveness of service systems, and (c) social and economic equity (macro)

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced CYF social workers critically evaluate, select, and implement evidence-based interventions that are culturally relevant for the diverse groups of children and families served and attend to the influence of contextual setting where services are offered. Advanced CYF social workers attempt to always work collaboratively with families and support systems available to children and youth; if those supports aren't available, intervention approaches will focus on building those systems through collaboration with and advocacy for clients. Services offered to children and families are situated in family and ecological models of intervention; they are strengths-based and culturally responsive. Advanced CYF social workers engage in constant self-reflection and seek supervision in order to provide culturally relevant, developmentally appropriate, and context-specific interventions to children, youth, and families.

- Collaborate with children, youth, families, and their communities to select and apply practices aimed at enhancing social, emotional, and physical well-being (micro)
- Collaborate with service users and systems to develop and apply comprehensive and cross-system service plans that enhance social, emotional, and physical well-being

(macro)

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced CYF social workers understand that evaluation of practice is an ongoing and an integral part of practice with individuals, families, groups, organizations, and communities. Advanced CYF social workers consistently use standardized assessments, outcome measures, and other tools to evaluate outcomes. Children, families, and their support systems are each given voice to evaluate the impact of intervention on an individual and systemic levels. Advanced CYF social workers are aware of evaluation bias and validity issues, especially with children and youth, and carefully select and use evaluation tools appropriate for diverse client groups. The limitations of evaluation practices to measure behavioral or psychological progress in children are understood.

- Collaborate with service users, communities, and service systems to develop and apply reliable, valid, and culturally sensitive measures and outcomes that are meaningful and acceptable to service users for service plans and interventions (macro)
- Demonstrate an ability to critically analyze, monitor, and evaluate one's own practice with children, youth, families, and their communities (micro)

Children, Youth, and Families Courses

SW 512: Advanced Field Placement

This course is a 500-hour agency-based field placement offering opportunities for students to demonstrate advanced behaviors for working with children, youth, and families. The field program identifies field placements that support students to develop the advanced competencies for working with children, youth, and families.

SW 586: Children, Youth, and Families I

Advanced specialization course for students interested in working with children, youth, and families. Students will explore, learn, and apply methods for multi-systemic social work practice. Theoretical orientations/frameworks as applied in practice and informed by policy and research will be the focus of fall term. Demonstration of practice methods and skills for working through barriers created by social policies that impact children, youth, and families will be addressed.

SW 587: Children, Youth, and Families II

Advanced specialization course for students interested in working with children, youth, and families. Students will continue to explore, learn, and apply methods for multi-systemic social

work practice. Demonstration of practice methods and skills for working through barriers created by social policies that impact children, youth, and families will be addressed.

SW 588: Children, Youth, and Families III

Advanced specialization course for students interested in working with children, youth, and families. The course will require a deepening of practice skills. The course will examine impact of policy on service-users; creative implementation of policy in best interests of service users; promoting service user influence on policy. Students will discuss consumer advocacy groups and other forms of advocacy and evaluation. Transitions will be discussed and addressed.

Practice and Leadership with Communities and Organizations

The Practice and Leadership with Communities and Organizations specialization builds on the generalist year and provides advanced learning opportunities that are grounded in community and organizational practices and perspectives, values, and ethics. Students are prepared for working with individuals, communities, and organizations in various settings which are focused on addressing disparities, community responses to social problems, policy practice, and leadership. The theoretical models put forth are grounded in strength-based, critical race theory, structural social work, anti-oppressive, feminist, empowerment, and collaborative perspectives. Engagement in multi-dimensional assessment processes such as racial equity, community and organizational assessment will be explored, with specific attention to community voice, hierarchical structures, and cultural humility and responsiveness.

The three-term sequence familiarizes students with intervention modalities that make use of evidence-based practice and practice-based evidence. The approaches explored and enacted in this specialization are grounded in the principles of racial, economic, and social justice practices and include policy practice, advocacy, activating community members, and community and organizational leadership practices.

Practice and Leadership with Communities and Organizations Competencies and Field Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced PLCO practitioners ascribe to the values and ethics advanced by NASW and CSWE for professional conduct and ethical decision-making in working with communities and organizations, recognizing the ways oppression, privilege, and power support or impede their work in and with a community. Advanced practitioners engage in practice that aligns with the profession's standards and aims to maximize respect, inclusion, and the leadership and visibility of people and their communities. Practitioners are involved in critical self-reflection and make effective use of formal supervision and consultation through critical dyad partnerships to review one's practice and identify areas of improvement.

- Recognize complex ethical dilemmas in community and organization practice and identify strategies for resolving them
- Articulate how personal values, beliefs, and thoughts impact community and organizational practice and develop strategies for addressing these

Competency 2: Engage Diversity and Difference in Practice

Advanced PLCO practitioners will engage in critical self-reflection (including one's many identities, bias, privilege, and legacies of oppression). The advanced practitioner is able to critically analyze challenges, resistance (which has allowed communities to survive despite oppression), and assets within communities and organizations. The practitioner will develop approaches to build respectful relationships and partnerships with diverse stakeholders. Examples can include democratic participation strategies, collaborative decision-making practices, organizational equity initiatives, cultural matching in services and staff, culturally responsive use of self, and supports such as interpretation, child care provision, and gender-sensitive accessibility considerations.

- Demonstrate an advanced ability to identify organizational values and beliefs to improve equity amongst staff and community members
- Identify the need to build collaborations across all stakeholder groups, where power is shared in ways that increase the visibility, voice, and influence of community members

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced PLCO practitioners are knowledgeable of the global interconnections of oppression and theories and strategies to promote social justice and human rights. They are aware of change efforts in human rights as well as economic, social, and environmental justice at the local, national, and international levels, and are able to identify opportunities for engagement.

- Demonstrate engagement in social transformation within organizations and communities
- Demonstrate a well-developed capacity for strategic assessment and planning to advance social justice in organizations and communities

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Advanced PLCO practitioners hold a well-developed understanding of research and its usefulness for improving service quality and relevance to specific communities. Practitioners are well versed in the strengths and limitations of evidence-based practice and practice-based evidence; they identify research needs and engage in research and/or partner with others. The practitioner integrates qualitative and quantitative research practices to understand the nature of communities and organizations and uses best practices to improve well-being in organizations, communities, and societies. The advanced practitioner engages in research practice that is informed by the knowledge, participation, and influence of community members, including interventions that are community-driven and participatory.

- Conduct research that is informed by the knowledge, participation, and influence of community members and strives to advance equity

- Customize evidence-based practices to work inclusively with communities and organizations, ensuring that disparities in outcomes for various cultural groups are readily identified and addressed

Competency 5: Engage in Policy Practice

Advanced PLCO practitioners recognize that social work is a non-partisan political profession and understand the macro constraints on individual and community well-being. Practitioners are committed to advancing community/organizational-level policies and interventions that are preventative in nature and involve the community in policy practice, building long-term capacity for influencing public and institutional policy.

- Actively engage in public or institutional policy change, ensuring community-identified needs are being addressed
- Collaborate with clients, communities, and colleagues to lead policy change efforts that promote social and economic justice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced PLCO practitioners are highly skilled at engagement with groups, organizations, and communities, guided by practice principles that are collaborative, democratic, equitable, and inclusive. Practitioners utilize participatory methods and employ a range of interventions to advance organizational and community well-being. Advanced practitioners invite feedback from those they work alongside and work toward continuous quality improvement within their own practices, as well as those of the organizations in which they work and lead.

- Demonstrate advanced levels of constituency engagement, with effective participatory methods of empowerment practices, to build responsive human services
- Demonstrate effective methods for practice improvements and relational skills that are rooted in partnership

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Advanced PLCO practitioners are equipped to identify needs and strengths through racial equity, community, and/or organizational assessments, using tools that gather the insights and experiences of community members while integrating diverse perspectives. Advanced practitioners are adept at understanding how their own experiences affect their internalized discourses about who is self and who is “other” (meaning the communities and organizations with whom one works) and they implement a range of strategies to limit the ways one’s own subjectivity influences how one understands the community and organization.

- Demonstrate advanced capacity to understand the needs of communities and organizations with effective abilities to advance equity across an institution

- Conduct assessment (racial equity, community, or organizational) of an organization that includes recommendations for reducing disparities and advancing equity

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced PLCO practitioners are able to design and implement practices that include stakeholders (particularly clients and their communities, but also including staff) to gain more influence over their lives; they identify the range of organizational interventions that advance social justice including budgets, fiscal systems, human resources, board governance, policies, strategic planning, supervision, and organizational structures. They also collaborate with stakeholders in community settings to address factors impeding self-determination and social justice. Advanced practitioners utilize methods such as popular education, coalition building, transformative learning, and social justice campaigns to build and support individual, community, and organizational capacity.

- Demonstrate advanced capacity to design interventions that are likely to advance community empowerment, culturally responsive organizations, and improved outcomes for those served by the organization
- Integrate advanced practice theories that expand and align interventions towards collaboration, culturally responsive and justice-oriented practices

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced PLCO practitioners understand that service providers can benefit from critical reflections about practice through evaluation and evaluation methods that are culturally responsive, empowering, and action-oriented. Advanced practitioners work to ensure that organizations identify continuous quality improvement systems and structures to maximize the positive outcomes of the interventions and the self-learning capacity of the organization. Practitioners contribute to the building of practice-based evidence that helps advance best practices within the social work profession.

- Demonstrate advanced ability to assess the effectiveness of public policy or institutional policy practice, including methods for ensuring continuous quality improvement
- Uses participatory methods to elicit, explore, and respond to feedback from community members and staff to ensure that interventions are responsive, respectful, and effective

Practice and Leadership with Communities and Organization Courses

SW 512: Advanced PLCO Field Placement

This course is a 500-hour agency-based field placement offering opportunities for students to

demonstrate advanced behaviors for working with communities and organizations. The field program identifies field placements that support students to develop the advanced competencies for working with communities and organizations.

SW 593: Practice & Leadership with Communities & Organizations I

This course is the first of the three-quarter advanced specialization for social work practice and leadership in community and organizational contexts, advancing skills in mobilizing empowering and just solutions to individual and social problems.

SW 594: Practice & Leadership with Communities & Organizations II

The second course of this three-term sequence focuses on group work and organizational and community assessments. This course is designed to look at features of organizational and community action planning, including building coalitions, with emphasis on popular education, increasing equity, and reducing disparities.

SW 595: Practice & Leadership with Communities & Organizations III

This term involves building skills in social transformation at both the organizational and community level with heightened focus on improving public policy. Students build skills for practicing policy advocacy from inside and from outside the system.

Students are required to take one of the following electives:

SW 559: Community & Organizational Research

This course provides one of two options for fulfilling the research requirement for the Practice and Leadership with Communities and Organizations specialization in the MSW program. The course prepares students for mezzo and macro research practices that are geared toward creating the evidence base for social change (building the research base to advance reforms), strengthening organizations (designing and using program evaluation to improve programs and organizations themselves), and building the voice and influence of marginalized communities (including local and regional communities and organizational service users).

SW 553: Racial Disparities

Reducing racial inequities in organizations requires gaining theory and practice skills. This course provides both, integrating heightened attention to policy, research, and intervention approaches to reduce racial disparities in a wide array of human service systems. The course focuses on building individual, organizational, and leadership efficacy for advancing racial equity.

Working within the mandates that are typically available to social workers (as front-line

service providers, supervisors and managers, Board members, equity and diversity managers, and human service executive directors), the course focuses on building individual, organizational and leadership efficacy for advancing racial equity. The course explores the nature of disparities, sociological explanations for such disparities, various reform frameworks, sector-specific disparity reduction efforts, and research skills for building both the evidence on the nature of racial disparities as well as systems for monitoring improvements.

Racial disparities are urgent problems in health and human services, resulting in deep inequities in both entry into various systems and in the outcomes of institutional and systemic interventions. Accordingly, social workers need to build both analysis and action skills at the personal, institutional, and societal levels. This course prepares students for rigorous engagement in these efforts.

ASM2.1.2: *The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.*

CURRICULUM DESIGN RATIONALE

The Portland State University School of Social Work MSW Program provides four advanced specializations or areas of specialized practice, though not all specializations are currently offered in each Option. The advanced specializations are:

- Advanced Clinical Social Work Practice;
- Health Across the Lifespan;
- Children, Youth, and Families; and
- Practice and Leadership with Communities and Organizations.

The Portland Option offers all four advanced specializations. The Ashland, Bend, Eugene, and Salem Options offer the Advanced Clinical Social Work Practice specialization. The Online Option offers the Practice and Leadership with Communities and Organizations.

Outlined below is the curriculum design rationale for each specialization. The curriculum design is identical whether the course is taught in the Portland, Online, Ashland, Bend, Eugene, or Salem Options; thus, this discussion applies to all Options.

Advanced Clinical Social Work Practice Specialization

The Advanced Clinical Social Work specialization was developed as a specialized course of study for students interested in developing the knowledge, values, and skills for adult mental health social work practice. The content was informed by a series of events that asked community practitioners, students, consumers, and social work leaders what they believed was needed by social work graduates. This information was collected from the Portland community, as well as the communities in our Ashland, Bend, Eugene, and Salem sites.

The community stakeholders identified the following skills as critical to students in mental health practice: advanced clinical engagement skills, mental health and addiction assessment and diagnostic skills, skills for applying evidence-based interventions, skills for identifying and addressing ethical dilemmas, and systems change skills. The community further underscored the need for these skills to be grounded in a foundation of anti-oppressive,

trauma, and theory-informed practice.

The required curriculum for the Advanced Clinical Social Work Practice specialization includes a three-course Advanced Clinical Social Work Practice sequence (SW 533, SW 534, and SW 535) taken concurrently with the Advanced Field Placement (SW 512) and a required elective, Social Work Perspective on Mental Health Disorders (SW 555). The core sequence begins with content on advanced clinical practice with individuals, moves to practice with families and groups, and ends with an integration of the content from the entire MSW course of study.

The content of these courses and the design rationale will be discussed in detail below. This specialization is offered in our Portland, Ashland, Bend, Eugene, and Salem Options and the curriculum sequence and design is identical for all Options.

Advanced Clinical Social Work Practice sequence courses: SW 533, SW 534, SW 535

The Advanced Clinical Social Work sequence builds on the generalist year and provides advanced training in clinical practice that is grounded in social work perspectives, values, and ethics. Students are prepared for clinical work in various agency settings addressing a range of emotional, behavioral, mental health, and addiction concerns. The theoretical models put forth are grounded in strength-based, trauma-informed, anti-oppressive, and collaborative perspectives. Engagement and multi-dimensional assessment with individuals, groups, and families are explored with special attention to relational self-awareness, cultural responsiveness, and the “common factors” associated with positive therapeutic outcomes. The sequence familiarizes students with intervention modalities that make use of evidence-based principles and that include brief and long-term psychotherapy/counseling, crisis intervention, client-centered advocacy, and case management. This social work approach to clinical practice is informed by principles of social justice and recognition of the systemic contexts of practice and thus includes advocacy, activism, and policy-practice with, and on behalf of, clients.

This sequence is offered over three terms and students must concurrently be in an Advanced Field Placement (SW 512). Faculty set the requirement for concurrent enrollment in a field placement in order for students to integrate their academic course work with their field work. The field program identifies clinical field placements that support students to develop the advanced clinical practice competencies. While specific advanced competencies are associated with a specific term, in reality most competencies are integrated throughout the course, as noted in the curriculum maps.

SW 533: Advanced Clinical Social Work Practice I (three credits, offered fall term)

The first course addresses how to enter into clinical work in ways that are respectful and honoring of the strengths, vulnerabilities, goals, and needs of client systems and are responsive to the socio-political and systemic contexts of clients' lives. Special attention is given to positive engagement, creation of a therapeutic alliance, and case-conceptualization grounded in critical theory and developmental perspectives. Best practices are put forward that are grounded in the research on common factors associated with positive outcomes. Students are supported to connect with their own competence, compassion, and hope; and to develop self-awareness and intentionality. They are encouraged to recognize oppressive condition and pathologizing narratives that impact both client systems and providers and to take a critical social work approach to clinical practice that supports possibility, and client-driven healing.

The course begins the sequence with a focus on practice with individuals as the clinical practice perspectives, skills, theories, interventions, and models for working with individuals provide a foundation for the remainder of the year. Students explore and practice culturally responsive, collaborative, strengths-based, relational engagement and assessment skills with individuals. Humanistic, client-centered, cognitive, and behavioral theories are explored as applied to clinical practice. Empirically supported individual treatment models—motivational interviewing, dialectical behavioral treatment, brief solution focused treatment, narrative therapy, cognitive-behavioral treatment—are discussed and practiced. Students are introduced to practice evaluation using the feedback-informed treatment approach. Woven throughout the term is attention to critical thinking about the context of practice, the use of self, diversity, and social justice issues.

Assignments in this course support students' development of individual engagement skills, critical self-reflection, providing and responding to feedback, and applying theory to practice. For the first assignment students engage in an authentic interview with another student, utilizing their empathic engagement and exploration skills and then critically reflect on their use of these skills. The second assignment builds on this experience to have students practice client-centered listening using a video case. Students are asked to watch a client video and write up sections of the engagement process that attend to the client process, as well as the clinician's thoughts, feelings and assumptions. They critically examine their own internal processes, as well as the skills in client centered listening. The course culminates in students comparing two theories applicable for working with individuals and applying one of the theories to a case that is provided by the instructor. Students who have enough material from a client with whom they are working in their field placement can use their own client for this assignment. Students provide a case formulation, treatment goals, and intervention plan using the theory. Finally, students critically examine ways in which the theoretical approach aligns with personal and professional social work knowledge, values, and skills.

Faculty believe that having students beginning with the knowledge, values, skills, and cognitive and affective processes for working with individuals provides a solid foundation for the remainder of the year. This includes understanding the application of theory to practice, the use of empirically supported treatments, treatment evaluation, and an introduction to the use of self in clinical practice. Students are just beginning their field placement so attention to the context of practice is introduced in the first term as a basis for more in-depth analysis of the contextual factors impacting clinical practice later in the year. As part of the ongoing curriculum evaluation process a few areas of the curriculum design for this term are being modified. Content on development theory and its application to clinical practice will be added to support the individual assessment process and provide a foundation for family assessment in the following term. Students will also be introduced to clinical ethics and ethical dilemmas this term, which will provide a foundation for examining ethics for the remainder of the year. Faculty will implement these changes in the 2018–19 school year.

SW 534: Advanced Clinical Social Work Practice II (three credits, offered winter term)

This is the second course in the three-course sequence. It focuses on increasing the student's self-awareness of the perspectives, strengths, biases and limitations they bring to this work. Students are supported to learn about family theory and cultural context models they apply to both their clients and themselves. Goals include an increased understanding of the vulnerabilities and strengths that affect clients as well as practitioners. Students are supported to clarify their professional responsibilities and ethics. Students will learn skills in managing reactivity (their own and that of client systems). Continued attention is given to supporting the field placement behaviors and exploring conceptual and practice theories and specific intervention skills related to clinical work with individuals, families, and groups.

This course builds on the course material from SW 533, focusing on practice with families, couples and groups. Students explore and practice culturally responsive, collaborative, strengths-based, relational engagement and assessment skills with families and couples. The core theories from SW 533, as well as systems theory from the generalist year, are revisited as a foundation for exploring family, couple, and group theories and therapies. Structural, intergenerational, and narrative theoretical models for working with families are examined and practiced, in addition to empirically supported intervention models for working with couples and families (cognitive-behavioral, functional family therapy, emotion-focused, solution-focused, psychoeducation). Ethics and ethical dilemmas in group, couple, and family therapy are examined and debated. Students apply a family theoretical lens to practice evaluation processes with families and groups, building on the feedback informed treatment model that was introduced in SW 533.

Course assignments support students to deepen their awareness of ways in which their own history impacts clinical social work practice and to develop competence in family assessment

and the application of family theory to practice. Students apply intergenerational theory concepts to themselves and their families as part of a process of identifying potential areas of reactivity. This builds on the earlier discussions on the use of self to highlight ways in which unconscious processes and biases may affect practice. The second assignment asks students to apply theoretical and multicultural knowledge to understanding a family and its problems. The final assignment focuses on the application of family theory to a client with whom they are working in their field placement. Students apply a theoretical model and develop a case formulation and intervention plan using this model, integrating a critical reflection on the usefulness of the theory.

This course further integrates students' advanced field placement clinical work through weekly case presentations. Each week, and throughout the rest of the year, one student provides a case presentation and consultation to the class using a case from their field placement. The case presentation includes a biopsychosocial assessment, case formulation integrating their theoretical lens, intervention plan, as well as a review of the treatment to date and its success. The presentation integrates sociocultural and social justice issues, as well as a reflection on the student's affective reactions to the client and treatment. Students are to identify their goals for presenting this case and their expectations from the class consultation. Following the presentation, the presenter and class engage in a discussion centered on the goals for the consultation. This activity serves to support students' integration of all nine advanced clinical practice competencies

SW 535: Advanced Clinical Social Work Practice III (three credits, offered spring term)

This is the third course in the three-course sequence. The primary purpose of the course is to provide students with an opportunity to develop and articulate their personal theoretical orientation or practice model and to clarify how they will integrate their favored models and what will inform their choice of what to do when. A commitment to effectiveness and accountability is supported by the review of evidence-based principles, professional ethics, and the ongoing use of research and evaluation. Attention will also be given to the positive use of supervision/consultation and pursuit of continuing education and licensure and sustaining practices of self-care. Students will also be supported to critically examine agency practices and mental health structures and policies that impact clinical services and to develop a plan for addressing an identified concern.

This course builds on material covered in previous terms (SW 533 and SW 534) and integrates knowledge students have gained from other courses and their field placements. The goal of the term is to consolidate the advanced knowledge, values, skills, and cognitive and affective processes for advanced clinical practice so students are ready to graduate, practice, and enter the profession as lifelong learners. To reach this goal, the course revisits material from both the generalist and advanced years.

This course consolidates students' learning by revisiting material from the entire program while simultaneously integrating the wisdom from advanced clinical practitioners, *The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients* (Yalom, 2017) and *Letters to a Young Therapist* (Pipher, 2016). Students examine the integration of theory with practice, attending to the false dichotomy between micro and macro practice. Evaluation and evidence-based practice are revisited using a cultural relevancy lens. Organization and community mental health policies and advocacy practices are explored, discussed and practiced. Students critically reflect on ways in which sociocultural identity, values, and ethics impact practice. The case presentations and consultations initiated in SW 534 continue through this term, solidifying the integration of course material with the field experience.

Assignments in this course focus on the development of skills that will be useful in advanced clinical social work practice. The first assignment asks students to examine a clinical problem of interest and develop a practice brief that can be used to educate other practitioners and/or consumers about the issue. This is a useful skill for post-graduate clinical practice, reinforcing the processes for remaining a lifelong learner and for disseminating information. The second assignment revisits course material from the generalist year on policy analysis and advocacy and the context of practice discussions earlier in the advanced clinical social work sequence. Students engage in policy advocacy in their field agency or in the Oregon legislature by developing either a piece of legislative testimony or writing an agency policy or program change memo. These are essential skills that will support clinical social work graduates to influence organizational and community policies and practices.

The culmination of this sequence and the final assignment is a Professional Social Work Frame of Reference presentation. The presentation demonstrates students' ability to clearly and succinctly integrate and articulate the knowledge, values, skills, and critical thinking that inform their practice. The presentation incorporates theories and models of practice, beliefs about change, professional values and ethics, impact of sociocultural identity, social justice practice, and research and evaluation. This presentation and the professional interview preparation support students' readiness to gain post-graduate employment.

Advanced Clinical Social Work Practice Specialization Required Elective

SW 555: Social Work Perspectives on Mental Health Disorders

This course is a required elective for all students in the Advanced Clinical Social Work Practice sequence. Students can take it at any time in their advanced year and it is offered all four terms to ensure students have access. Many advanced clinical field placements require that students take the course prior to or simultaneously with beginning their advanced clinical field placement in fall, so extra sections are offered in the summer and fall terms.

This course reviews mental disorders as described in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5). Mental disorders are analyzed from the perspective of a broad range of variables that continually reshape and redefine the concepts and definitions of mental health and illness. Some of these variables are cultural values, social institutions, and biological and developmental research. Strategic approaches to assessment, diagnosis, intervention, and evaluation are examined from a social work perspective and a recovery philosophy. These approaches incorporate best practices that support social justice, diversity, and inclusion.

This is a requirement of the sequence as the understanding and ability to apply diagnostic criteria is fundamental to mental health and addictions practice. While the course teaches assessment using the DSM-5 diagnostic categories, they are examined through a sociocultural and mental health recovery model lens.

Material in the course highlights the DSM-5 as the US explanatory model of mental health, introducing international alternatives. This process of teaching the DSM-5 expands students' critical awareness and reflection on ways in which cultural narratives affect assessment and diagnosis.

Health Across the Lifespan Specialization

The Health Across the Lifespan (HAL) advanced specialization was developed to strengthen field placements in health and medical settings. Previous to the development and implementation of this specialization, students placed in healthcare settings took the Direct Human Services specialization that focused on long-term mental health assessments and interventions. Student experiences in their field settings did not fit well with the assignments, readings, and other requirements of the DHS specialization. There was discussion and hope for many years that health and medical settings could have their own advanced specialization that would better serve our students, their field placements, field supervisors, and clients. The curriculum redesign process discussed earlier resulted in this new advanced specialization

Two focus groups were held to ask community practitioners, current and former students, instructors in SSW in aging and related electives, and leaders in health and social work for input on the content of HAL across seven areas: CSWE competencies, essential professional knowledge and skills, use of self and reflective capacities, practice theories, intervention and assessment modalities, practice settings, and target populations. Our students have field placements in a wide range of health and medical settings: primary care, behavioral health, hospitals, hospice, palliative care, community health centers, dialysis, transplantation, short

term rehabilitation, assisted living and long-term care, and bereavement. In this spirit, the three syllabi for the specialization (SW 517, SW 518, and SW 519) were also constructed with the input of practitioners.

Health Across the Lifespan sequence courses: SW 517, SW 518, SW 519

Health Across the Lifespan builds on the generalist year curriculum and provides advanced training in healthcare across the lifespan that is grounded in social work perspectives, knowledge, values, and ethics. The HAL specialization has a focus that prepares students for advanced practice with individuals, families, and groups in various healthcare and aging settings. The sequence begins with general adult practice (SW 517), moving to work with older adults (SW 518), and ending with a focus on children, youth, and families (SW 519).

The theoretical models put forth are grounded in strength-based, trauma-informed, and collaborative perspectives that support students to develop engagement, assessment, intervention, and evaluation competencies for practice with diverse populations. Intervention modalities make use of evidence-based principles and include motivational interviewing, brief counseling, crisis intervention, client-centered advocacy, and case management across multiple care settings. Ongoing consideration of health disparities, health literacy, the social determinants of health, health reform, diversity, and access and utilization in healthcare is infused across the sequence. HAL's approach to practice is informed by principles of social justice and recognition of the systemic contexts of practice and thus includes advocacy, activism, and policy-practice with, and on behalf of, individuals, families, groups, organizations, and communities.

The required curriculum for Health Across the Lifespan includes a three-course sequence (SW 517, SW 518, SW 519) taken concurrently with Advanced Field Placement (SW 512), and a required elective, Social Work Perspectives on Mental Health Disorders (SW 555). HAL is offered in the Portland Option and, as a result of need around the state, will be taught in the Online MSW Option in the fall 2018. The curriculum sequence and design for the online offering will be identical to the campus option.

SW 517: Health Across the Lifespan I (three credits, offered fall term)

The emphasis of this specialization is to ensure that the field placement experiences of students are integrated with course content. The focus on this first of three courses of HAL is general adult social work practice in a health setting. This course gives attention to self-awareness, ethics (both NASW and two bio-ethics models), chronic disease, teamwork, health disparities, health literacy, the social determinants of health, diversity and social justice

issues in healthcare delivery, as well as medical terminology, documentation, and the use of interpreters. There is an emphasis in the course on engagement and assessment, use of empathy, and motivational interviewing.

Readings, assignments, and week-to-week topics that support the content in this course include reading the NASW Healthcare Standards, discussion of the numerous roles of social workers in health settings, looking at various resources on the use of interpreters and medical terminology, seeking out refugee health information, reviewing modules on ethics and laws specific to health settings, watching social determinants of health videos, students completing a video of themselves in a motivational interviewing roleplay with a written follow-up that includes self-evaluation of empathy skills and emotion, discussing interdisciplinary teamwork, considering recovery and harm reduction models, sharing case examples of trauma-informed care, and ending with compliance and the impacts of sexuality and gender on illness. For the last assignment in SW 517, the students construct a health disparities poster that considers the interconnection of social and economic justice, human rights, and health disparities around a specific chronic disease. Students explore the chronic disease and its effect on marginalized communities and barriers to care. They are required to include on this poster some strategies for overcoming barriers to health equity and strategies to promote health around the chronic illness they selected.

SW 518: Health Across the Lifespan II (three credits, offered winter term)

The focus on this second course of three in the HAL advanced specialization is on older adults in health settings. This course builds on skills and theories introduced SW 517. Intervention and assessment modalities combined with important practice theories are reviewed, with particular emphasis on single session work and cognitive behavioral therapy (CBT). The use of rapid assessment tools for decisional capacity is discussed and practiced. Ongoing consideration of health disparities, social determinants of health, diversity, and social justice implications in healthcare, as well as health systems, health reform, and medical terminology continues in this course. Advance care planning, end-of-life care, and palliative care explored.

Readings, assignments, and week-to-week topics that support the content in this course include a poster presentation on older adults that explores the interconnection of social and economic justice, human rights, and health disparities; an assignment on a single session at the field placement using an evidence-informed methodology; the exploration and roleplays of several rapid assessment tools, including SBIRT, SLUMS, PHQ9 and others; review of advance directives, POLST, and Oregon's Death with Dignity Act; hospice and palliative care; and health policies relevant to eligibility and access. There is a discussion of the impact of illness on caregivers and videos that cover the intersection of aging with diversity and social justice. Students must also work in a small consultation group to present a CBT-oriented case that

includes assessment and intervention. Throughout the course their field placement experiences are integrated into discussions and roleplays.

SW 519: Health Across the Lifespan III (three credits, offered spring term)

This final course in the HAL specialization has a focus on children, youth, and families in health settings. This includes maternal and child health, and social work with youth and families who are in health and medical settings. Ongoing consideration continues concerning social determinants of health, health disparities, diversity, and social justice implications in healthcare settings for children and youth. Ethical practice with this population as well as medical terminology is covered, as these topics are different for children and youth in health settings. This course also revisits the generalist practice models, emphasizes research and practice evaluation, lifelong learning, and job readiness as students generally graduate after completion of this term.

Readings, assignments, and week-to-week topics that support the content of this course include weekly small group work on research relevant to the student's field placement (journal club); a video on social determinants of maternal health; social justice discussions around the book *The Spirit Catches You and You Fall Down* (Fadiman, 1997); ethics around children's health, palliative care and hospice for children and youth; adolescent health; behavioral health for teens; family health and the impact of illness on caregivers; substance use for youth and young adults; a practice evaluation project designed to include practice-based data collection and outcome evaluation of a student's intervention plan with a client system using a single-system design; and a poster presentation on health, diversity, and social justice issues within health systems for children, youth, and families. The course also has students bring their résumés to class for tips on how to structure their résumés and how to capture their field learning, including HAL, into their job readiness.

Health Across the Lifespan Specialization Required Elective

SW 555: Social Work Perspectives on Mental Health Disorders (three credits)

This course is a required elective for all students in the HAL advanced specialization. Some field agencies ask that students have this course either before they begin their advanced year or in fall term of their advanced year. To accommodate this, extra sections of this course are offered in the summer and fall terms.

This course reviews mental health disorders as described in the DSM-5. Mental disorders are analyzed from the perspective of a broad range of variables that continually reshape and redefine the concepts and definitions of mental health and illness. Some of these variables are cultural values, social institutions, and biological and developmental research. Strategic approaches to assessment, diagnosis, intervention, and evaluation are examined from a social

work perspective and a recovery philosophy. These approaches incorporate best practices that support social justice, diversity, and inclusion.

There are many reasons why this course is a required elective for HAL. Some field placements are in outpatient and/or behavioral health settings and students need to learn how to use the DSM-5 in these practice contexts. Many students from HAL go on for licensure (LCSW in Oregon) and this content is on the exam. Some field placements require this course so that students have some grounding in diagnosis, assessment, and intervention in mental health disorders even if they would not use the DSM-5 to diagnose. As the US healthcare system moves toward a more integrated approach to health and mental health, it made sense to this specialization's shapers and instructors to have students learn about the DSM-5 from a social work perspective so they are prepared for wherever they might be placed or ultimately work.

Advanced Children, Youth, and Families Specialization

The Advanced Children, Youth, and Families specialization is a year-long practice-focused course of study for students interested in developing knowledge, value, and skills for working with children, their families and support systems. Students, community members, social work colleagues, former consumers, and alumni partnered to provide information about the current needs of families in the Portland metro area. Service providers informed the School of Social Work of the need for trauma-informed, systems-oriented, and clinically sophisticated practitioners to work with children to improve outcomes in school settings, community mental health, child welfare and juvenile justice. Stakeholders further informed the school of the lack of theoretically and empirically based education available to social workers interested in partnering with children and their families. As identified primary clients, children require specialized skills in engagement, assessment, diagnosis and treatment.

Advanced Children, Youth, and Families sequence courses: SW 586, SW 587, SW 588

The required curriculum for the Advanced Children, Youth, and Families specialization includes a three-course practice sequence (SW 586, SW 587 and SW 588) taken concurrently with the Advanced Field Placement (SW 512). The core sequence begins with content on theoretical orientations and perspectives on development, mental health and family systems and moves into practice with children, their families, support systems, and community partners. Students ground their practice skills in theoretically supported models of

intervention. The emphasis throughout the academic year is for students to apply concepts and skills learned in the classroom into their practice settings; because students in this specialization often have unique and disparate populations of interest from one and other, students are supported in developing, refining, and sharing their theoretical and practice models throughout the course of study. For example, trauma-informed services within a child welfare setting may look quite different in a school or community-based setting. In order to support the varied scopes of interest, the Advanced Children, Youth, and Families specialization supports students in strengthening their evidence base and skills related to their fieldwork.

SW 586: Children, Youth and Families I (three credits, offered fall term)

The emphasis of this first term is to ground students in theoretically supported models that increase their comprehension of developmental trauma, systems perspectives, and relevant intervention approaches specific to their populations of interest. Special attention is given to the ways in which oppressive forces influence child development and family functioning. Macro systems and their impacts on children are examined in depth.

Readings, assignments, and weekly work support the content of this course to expand students' understanding of development, trauma, adaptation to environmental and systems oppression, and focuses on understanding how systems integration (or lack thereof) contributes to the presentation of children in school and clinical settings. Students are required to complete a professional self-assessment where they outline learning goals for the term while reflecting on what they have learned and still have yet to learn. Throughout the term, students continue to reflect on those goals and discuss them in small work groups. Additional group work includes clinical case consultations, practice modules, and roleplay exercises to explore challenging or complex cases from their field experience. While students work to develop their professional identities, they concurrently gather information and materials to complete an annotated bibliography on their specific population of interest with a focus on theory and models that support working with this unique population. Students formally present their findings in order to help further the discussion on theoretically and empirically grounded intervention.

The final assignment is a presentation of a client or client system from the field placement, consisting of an assessment and an intervention plan that include micro, mezzo, and macro system consideration. Students are supported in thinking critically about their service and organization; they then offer realistic solutions for helping to mitigate boundaries for clients.

SW 587: Children, Youth and Families II (three credits, offered winter term)

Students continue to explore, learn, and apply methods for multi-systemic social work practice in this course. Demonstration of practice methods and skills for working through

barriers created by social policies that impact children, youth, and families are addressed. Clinical conversations about race, gender, and culture are explored in small groups and practice assignments (namely roleplays). Students build upon the theoretical orientations they established in fall term to more deeply examine practice methods and modalities. Students gain experience presenting professional material in small groups to enhance their skills in case consultation and public speaking. The final presentation for winter term involves a presentation on an evidence-based intervention that is being explored in the field setting with a client of their choosing. Students research and then present best practices and provide a brief demonstration of the intervention being presented.

SW 588: Children, Youth and Families III (three credits, offered spring term)

The final course in this sequence requires a deepening of practice skills. Readings, class lectures, and assignments are skill-based and focused on refining clinical skills, integrating families into direct work with children and broadening students' experiences in the field setting.

The course concurrently examines the impact of policy on service-users; creative implementation of policy in best interests of service users; and promoting service user influence on policy. Transitions and endings are discussed and addressed through a trauma-informed lens. This course enforces the importance integrating clinical/micro knowledge with policy/macro knowledge.

The culminating assignment for the year is a professional presentation wherein students provide a "job talk" in front of their peers to highlight topics explored throughout all three terms of the advanced specialization, including theoretical orientation, practice framework, learning over the course of the MSW program, and goals for professional growth post-graduation. They integrate their field experiences into this presentation. Part of the assignment includes a mock job interview where students are asked standard questions encountered during typical employment interviews. Public speaking skills, the ability to explain one's professional identity, and job preparation are woven into the assignment for the final presentation.

Advanced Practice and Leadership with Communities and Organizations Specialization

The Advanced Practice and Leadership with Communities and Organizations (PLCO) specialization was developed as a specialized course of study for students interested in developing the knowledge, values, and skills for working within communities and organizations at the macro level. The content was informed by a series of events that asked

community practitioners, students, consumers, and social work leaders what they believed was needed by social work graduates. This information was collected from the Portland community, as well as the communities in our Ashland, Bend, Eugene, and Salem sites.

The community stakeholders identified the following skills as critical to students in advanced macro practice: advanced community engagement skills; community, organization and equity assessment skills; skills for identifying and addressing ethical dilemmas; policy development and implementation; and systems change skills. The community further underscored the need for these skills to be grounded in a foundation of equity, justice, anti-oppressive, and theory-informed practice.

The required curriculum for the Advanced Practice and Leadership with Communities and Organizations specialization includes a three-course advanced practice sequence (SW 593, SW 594, and SW 595) taken concurrently with the Advanced Field Placement (SW 512), and one required research elective. Students can choose between two electives, Community and Organizational Research (SW559) or Racial Disparities (SW553). The core sequence begins with content on advanced practice and skill development in engaging with communities and organizations, organizational human resource practices, and fiscal analysis, followed by in-depth assessment and intervention, and ends with social movements and policy development.

The content of these courses and the design rationale will be discussed in detail below. This specialization is offered in our Portland and Online Options, and the curriculum sequence and design are identical for said Options.

Advanced Practice and Leadership with Communities and Organizations sequence courses: SW 593, SW 594, SW 595

The Advanced Practice and Leadership with Communities and Organizations sequence builds on the generalist year and provides training in advanced macro practice focused on communities and organizations. This training is grounded in social work perspectives, values, and ethics. Students are prepared for macro level social work in various agency settings. The theoretical models put forth are grounded in strength-based, critical race theory, structural social work, anti-oppressive, feminist, empowerment, and collaborative perspectives. Engagement and assessment of communities and organizations are explored with special attention to cultural responsiveness, equity, and social, racial and economic justice practices.

The three-term sequence familiarizes students with intervention modalities that make use of evidence-based practice and practice-based evidence. The approaches explored and enacted

in this specialization are grounded in the principles of racial, economic, and social justice practices and include policy practice, advocacy, activating community members and community and organizational leadership practices. Students utilize critical triads to engage in deeper dialogue, problem solving, and solution identification to practice challenges. In each term of the advanced practice specialization, at least four hour-long peer triad dialogue sessions are held, for a total of at least twelve over the course of the year.

This sequence is offered over three terms and students must concurrently be in an Advanced Field Placement (SW 512). Faculty set the requirement for concurrent enrollment in a field placement in order for students to integrate their academic course work with their fieldwork. The field program identifies advanced practice and leadership placements with local communities and organizations that support students to develop the advanced PLCO competencies. While specific advanced competencies are associated with a specific term, in reality most competencies are integrated throughout the course, as noted in the curriculum maps.

SW 593: Advanced Practice and Leadership with Communities and Organizations I (three credits, offered fall term)

The Practice and Leadership with Communities and Organizations specialization builds on the generalist year and provides advanced learning opportunities that are grounded in community and organizational practices and perspectives, values, and ethics. Students are prepared for working with individuals, communities, and organizations in various settings, and are able to address disparities in community responses to social problems, policy practice, and leadership. The theoretical models put forth are grounded in strength-based, critical race theory, structural social work, anti-oppressive, feminist, empowerment, and collaborative perspectives. Engagement in multi-dimensional assessment processes such as racial equity, community, and organizational assessment are explored, with specific attention to community voice, hierarchical structures, and cultural humility and responsiveness.

Assignments in this course support students' development of community and organizational engagement skills, critical self-reflection, analysis of organizational practices, and ability to apply theory in practice. In the first assignment, students engage in an organizational fiscal analysis within the context of social work values. Students acquire the organizational and/or programmatic budget of their field placement organization and engage in dialogue with their field instructor or colleague in a leadership position to explore the budget as it relates to practices and policies within the organization. Students develop an analysis that includes an exploration of their field placement's ethical practices, fiscal viability and sustainability, agency values and culture, programmatic viability, and transparency practices. The second assignment focuses on the student's development of their personal philosophy of practice, which includes identifying key theoretical orientations and principles of practice as developing social work practitioners.

Faculty believe that teaching the knowledge, values, skills, and cognitive and affective processes for working with community members in and with communities and organizations first provides a solid foundation for the remainder of the year. This includes understanding the application of theory within the context of macro social work practice and the principles of practice. Students begin their field placement as they start this course, so attention to grounding one's experience in engagement and the building of relationship and collaboration is a key focus of SW 593. This course provides the framework for the subsequent two terms.

SW 594: Advanced Practice and Leadership with Communities and Organizations II
(three credits, offered winter term)

This is the second course in the three-course sequence. This term is focused on group work and organizational, community, and equity assessments. This course is designed to look at features of organizational and community action planning, including building coalitions, with emphasis on popular education and facilitation techniques, community engagement, and techniques designed to increase equity and reduce disparities within communities.

This course builds on the learning from SW593, with focus on facilitation techniques and skill development; popular education formats of learning and sharing when working with groups; and assessment skill development at the macro practice level. Students expand their knowledge, practice, and skills in participatory methods of creating responsive human services and delivery, as well as partnership and collaboration. Students advance their capacity to better understand the needs of communities and organizations with a deep focus on equity practices. Additionally, students enhance their assessment skills and ability to develop and make recommendations for reducing disparities and increasing equity amongst workers within organizations and the community of clients served. The course emphasizes advanced practice theories that expand and align interventions leaning toward collaboration, culturally responsive, and justice-oriented practices.

This course further integrates students' advanced field placement work through weekly activities and the practical application of the course materials in the field experience. Students are asked to participate in ongoing discussion and reflection with their field instructor to bring the learning from the course into the field placement and, in turn, from field back into the course through their interactions and discussions with peers and faculty. Students begin this term learning popular education, facilitation, and community engagement skills and practice. This learning is then practiced in the field placement environment and is furthered by the community, organizational, or equity assessment processes where students engage with colleagues and/or community members to glean input and ideas on their assessment of choice. Subsequently at the end of the term, students write a brief report which identifies and analyzes the findings and provides recommendations for interventions. Students then present their assessment to their field instructor and colleagues within the field placement and to

their peers and instructor, further practicing succinct dissemination of assessment outcomes, recommendations, and principles of practice as developing social work practitioners.

SW 595: Advanced Practice and Leadership with Communities and Organizations III
(three credits, offered spring term)

This is the third course in the three-course sequence and builds on the generalist year and provides advanced learning opportunities that are grounded in building skills in social transformation at both the organizational and community level. Students explore social movements and their historical beginnings before learning the steps to policy development and multiple levels. Students enhance their learning and skill development to practice policy advocacy from inside and outside of systems and organizations.

The primary purpose of this course is to provide students with an opportunity to develop and enhance their skills to engage in policy exploration and development at multiple levels in policy change by ensuring community-identified needs and challenges are centered. Students develop an advanced ability to assess the effectiveness of public policy or institutional policy practice, including methods for ensuring continuous quality improvement. Students utilize participatory methods to elicit, explore, and respond to feedback from community members and staff to ensure that interventions are responsive, respectful, and effective. A commitment to effectiveness and accountability within their practice is supported by review of evidence-based principles, professional ethics, community practice, and theoretical orientations, as well as through the use of research and evaluation practices. Students utilize peer dialogues (Critical Triads) as well as field instructors and faculty for consultation and discussion of ethical dilemmas. Through ongoing reflection and reflective practice, students examine organizational practices.

This course builds on material covered in previous terms (SW 593 and SW 594) and integrates knowledge students have gained from other courses and their field placements. The goal of the term is to consolidate the advanced knowledge, values, skills, and cognitive and affective processes for advanced macro practice (Practice and Leadership with Communities and Organizations) so students are ready to graduate, practice, and enter the profession as lifelong learners. To reach this goal the course revisits material from both the generalist and advanced years including the Social Welfare Policy and Advocacy and Empowerment courses. These foundation courses directly relate to the next levels of learning and practice in students' learning of social movements and policy development in practice settings.

Assignments in this course focus on the development of skills that will be useful in advanced practice within the macro context. Activities include the development of a policy brief and strategic communications, including development of a press release or news advisory for

release to media and a policy proposal infographic. Activities and content throughout the term enhance the learning as students develop policy campaign assignment. The policy campaign is a small group project that expands upon the critical triad consultation groups. Each group will prepare the documents noted above as well as a five-page report on their campaign which will be presented to their peers at the end of the term. The second assignment focuses on the professional development of students and prepares them for the post-graduation job search through the development of a professional resume and cover letter.

Advanced Practice and Leadership with Communities and Organizations Specialization Required Research Electives (*students choose one of these electives*)

SW553: Racial Disparities: Analysis and Action for Social Workers (three credits)

This course is one choice for students in the Advanced Practice and Leadership with Communities and Organizations specialization. Students can take this course at any time over the course of their studies after completion of generalist research courses (SW 550 and SW 551). This course is offered a few times each year, both on campus during the academic year and online in the summer term.

The purpose of this course is to enhance students' learning and understanding of the ways to reduce racial inequities in organizations through learning theory and practice skills. This course provides both, integrating heightened attention to policy, research, and intervention approaches to reduce racial disparities in a wide array of human service systems. Working within the mandates that are typically available to social workers (as front-line service providers, supervisors and managers, Board members, equity and diversity managers, and human service executive directors), the course focuses on building individual, organizational and leadership efficacy for advancing racial equity. Sociological explanations for such disparities, various reform frameworks, sector-specific disparity reduction efforts, and research skills for building both the evidence on the nature of racial disparities and systems for monitoring improvements are explored across the course. Students design and conduct a racial disparities analysis of an organization's data or assess and design a data system for the organization.

Social workers need to build both analysis and action skills at the personal, institutional, and societal levels; this course prepares students for rigorous engagement in these efforts. This required elective supports students' development of the Advanced Competency #4: Engage in Practice-Informed Research and Research-Informed Practice.

SW559: Community and Organizational Research (three credits)

This course is one choice for students in the Advanced Practice and Leadership with Communities and Organizations specialization. Students can take this course at any time

over the course of their studies after completion of generalist research courses (SW 550 and SW 551). This course is offered a few times each year, both on campus during the academic year and online in the summer term.

The course prepares students for mezzo and macro research practices that are geared towards creating the evidence base for social change (building the research base to advance reforms), strengthening organizations (designing and using program evaluation to improve programs and organizations themselves), and building the voice and influence of marginalized communities (including local and regional communities and organizational service users). Students design a program evaluation and a culturally responsive assessment and action plan.

Social workers need to build both analysis and action skills at the personal, institutional and societal levels; this course prepares students for rigorous engagement in these efforts. This required elective supports students' development of the Advanced Competency #4: Engage in Practice-Informed Research and Research-Informed Practice.

AS M2.1.3: The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.

Social Work Competencies Exhibited in Specializations

Each MSW Program advanced specialization has identified advanced competencies that extend and enhance the nine generalist social work competencies and articulate the associated behaviors. Each specialization is outlined below with the associated advanced competencies and behaviors, identifying how they build on the nine generalist competencies.

Advanced Clinical Social Work Practice	
<i>Advanced Competency 1</i>	<p>Advanced clinical practitioners understand and apply social work values and ethics as they bring their professional social work identity to their clinical work. They incorporate strength-based and person-in-environment perspectives and develop and maintain effective therapeutic relationships throughout engagement, assessment, intervention, and evaluation. Advanced clinical practitioners apply ethical decision-making skills to specific issues in clinical work including issues related to confidentiality, protection from harm, dual relationships, competence, and commitment to honor and respect client needs. They demonstrate self-awareness and self-reflection in their clinical work including the recognition of strengths, limits, and barriers related to dynamics of power and diversity.</p> <ul style="list-style-type: none"> • Recognize complex ethical dilemmas in clinical practice and develop strategies for resolving them. • Articulate how personal values, beliefs, and thoughts impact clinical practice and develop strategies for addressing these.
<i>Advanced Competency 2</i>	<p>Advanced clinical practitioners are knowledgeable about many forms of diversity and difference and how these influence clinical engagement, assessment, intervention, and evaluation. Advanced clinical practitioners demonstrate self-awareness regarding their cultural identity, background, and biases and how these interface with those of clients. They recognize ways that cultural factors and the forces of oppression related to these can create or contribute to client struggles, presenting problems, and engagement. Advanced clinical practitioners employ open-mindedness and respect as they skillfully explore how cultural identities are a source of strength as well as a source of stress that impacts client needs, challenges, and goals and influences the therapeutic relationship and clinical outcome.</p> <ul style="list-style-type: none"> • Articulate how positionality (personal bias, privilege, and legacies of oppression) influences the clinical relationship. • Engage in direct conversations about diversity and difference with clients, supervisors, and colleagues.
<i>Advanced Competency 3</i>	<p>Advanced clinical practitioners understand the effects of economic, social, and cultural factors in the lives of clients. They use knowledge of the effects of oppression, discrimination, and historic trauma on clients to guide engagement, assessment, and intervention. Advanced clinical practitioners recognize and name injustices effecting clients and help clients to shift from experiences of personal failure to the recognition of contextual constraints and help clients to resist and address factors of social injustice. Advanced clinical practitioners value mental health parity and the reduction of health discrepancies for diverse populations. They intentionally position themselves to reduce and resist the stigma and shame associated with disorders, diagnosis, and help-seeking behaviors across diverse populations.</p>

	<ul style="list-style-type: none"> Recognize and address issues of social, economic, and environmental justice and human rights in the context of the clinical work. Recognize social, economic, and environmental justice and human rights issues impacting clients and develop strategies with and on behalf of clients and colleagues to address these issues at the organizational and/or community level.
<i>Advanced Competency 4</i>	<p>Advanced clinical practitioners understand the value of both epistemological and ontological knowledge and the applicability of diverse research methods for evaluating practice. Advanced clinical practitioners have knowledge of the scientific method and can determine the value of using quantitative, qualitative, or mixed-methods as the most appropriate methodology for answering clinical practice questions. Advanced clinical practitioners understand how to make use of the findings of others and that the design of their clinical research must be based in sound methods with logical outcomes and grounded in ethically and culturally informed research methodology.</p> <ul style="list-style-type: none"> Identify and critically analyze relevant research and apply evidence-based principles to inform clinical practice. Customize evidence-based practices to increase responsiveness to clients and contexts.
<i>Advanced Competency 5</i>	<p>Advanced clinical practitioners understand the ways they participate in local, state, and federal policy development, maintenance, and change through their positionality and use of power and privilege. Advanced clinical practitioners understand they have an ethical obligation to be aware of current policy structures related to clinical intervention, the role of policy in delivery of clinical services, and the ways in which clinical interventions are situated within an ever changing organizational and community policy environment. Advanced clinical practitioners understand clinical interventions are impacted by and impact the current policy environment and the efficacy of clinical interventions depends on policy awareness and advocacy. Advanced clinical practitioners understand how they are uniquely situated to advocate with and on behalf of clients receiving clinical services.</p> <ul style="list-style-type: none"> Identify agency, county, state, and federal policies that impact clinical services, client populations, and/or outcomes. Collaborate with client systems and colleagues for effective policy action that promotes social and economic justice.
<i>Advanced Competency 6</i>	<p>Advanced clinical practitioners value engagement as an ongoing component and dynamic process of practice. Advanced clinical practitioners consistently attend to and sensitively invite discussion of interpersonal and contextual factors that influence the therapeutic relationship. They actively use reflective listening, validation, empathy, warmth, and collaboration in practice, supervision, and with colleagues. Advanced clinical practitioners understand the different strategies, skills, practice models, and theoretical frameworks use to engage individuals, families, groups, organizations and communities. Advanced clinical practitioners demonstrate awareness of their personal experiences and affective responses and how they influence their engagement with diverse clients.</p> <ul style="list-style-type: none"> Attend to the interpersonal and contextual factors that strengthen or threaten the therapeutic alliance. Actively use engagement skills, including empathy, warmth, validation, reflective listening, and collaboration, to strengthen the clinical relationship.
<i>Advanced Competency 7</i>	<p>Advanced clinical practitioners understand that assessment is a continuous component of effective clinical practice with individuals, families, groups, organizations, and communities. Clinical assessments are multi-dimensional (bio-psycho-social and spiritual) and are grounded in evidence-based theoretical practice models. Advanced clinical practitioners acknowledge the complexities of the practice</p>

	<p>context and conduct assessments with attention to strengths, diversity, experiences of historical oppression and trauma, resources, and vulnerabilities. Advanced clinical practitioners recognize how their personal experiences and use of self in the clinical interaction constrain or expand assessment practices with individuals, families, groups, organizations, and communities. The ethical values of service, respect, social justice, relationship, and client self-determination are present in all initial and ongoing assessment activities carried out by the advanced clinical practitioner.</p> <ul style="list-style-type: none"> • Provide clinical assessments with attention to current and historic strengths, resources, vulnerabilities, constraints, and trauma across multiple dimensions including individual, family, community, and social-cultural context. • Apply advanced clinical theory to assessment with an understanding of how theory can be helpful and/or constraining in the assessment process and how the approach to assessment impacts client’s sense of self and experience of problems and possibilities.
<p><i>Advanced Competency 8</i></p>	<p>Advanced clinical practitioners critically evaluate, select, and implement evidence-based interventions that are culturally relevant for the diverse groups of individuals, families, groups, organizations, and communities with whom they work. Advanced clinical practitioners work collaboratively with individual, family, group, organization, and community client systems to identify and implement clinical intervention techniques for a range of presenting concerns and ongoing problems. Grounded in a strengths-based, ecological model of intervention, advanced clinical practitioners collaborate with other professionals to ensure delivery of relevant treatment interventions and integrate feedback from clients, colleagues, and supervisors to enhance treatment intervention outcomes. Advanced clinical practitioners engage in constant self-reflection in order to provide culturally relevant, context-specific interventions to individuals, families, and groups.</p> <ul style="list-style-type: none"> • Partner with clients/client systems to initiate and implement responsive therapeutic interventions that are informed by their unique needs, abilities, and preferences. • Make intentional use of advanced practice theories that fit with client needs and agency context to inform interventions.
<p><i>Advanced Competency 9</i></p>	<p>Advanced clinical practitioners understand that evaluation of practice is an ongoing and an integral part of practice with individuals, families, groups, organizations, and communities. Advanced clinical practitioners consistently use standardized assessments, outcome measures, and other tools to evaluate and monitor outcomes. Advanced clinical practitioners understand and client progress as a measure of clinical effectiveness. Advanced clinical practitioners are aware of evaluation bias and validity issues and carefully select and use evaluation tools appropriate for diverse client groups.</p> <ul style="list-style-type: none"> • Evaluate client progress and clinical intervention effectiveness with attention to multiple sources including outcome indicators, level of engagement, feedback from supervisors, colleagues, and client systems. • Elicit, explore and respond to client feedback to ensure that interventions are responsive and effective.

Health Across the Lifespan

<i>Advanced Competency 1</i>	<p>Advanced practice healthcare social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels of healthcare settings. Advanced practice healthcare social workers understand interdisciplinary and multidisciplinary frameworks of ethical decision-making in healthcare settings and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced practice healthcare social workers recognize personal values and the distinction between personal and professional values as well as differences across healthcare professions. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced practice healthcare social workers also understand the role of other professions when engaged in interdisciplinary and multidisciplinary teams. Advanced practice healthcare social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective in healthcare settings. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice including the use of electronic health records and the legal and ethical guides of releasing health information.</p> <ul style="list-style-type: none"> • Apply state and federal laws affecting social work practice in health setting. • Evaluate the influence of their emotional responses to complex ethical situations.
<i>Advanced Competency 2</i>	<p>Advanced practice healthcare social workers understand how diversity and difference characterize and shape the human experience in healthcare settings. Advanced practice healthcare social workers are knowledgeable about the influence of diversity and difference on 1) access to healthcare systems, 2) help-seeking behaviors, 3) intervention options, and 4) communication and education strategies. They also understand how personal experiences and affective reactions influence professional judgment and behavior of interdisciplinary and multidisciplinary teams. Advanced practice healthcare social workers understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power and how that influences interactions within healthcare settings.</p> <ul style="list-style-type: none"> • Identify the intersections of culturally diverse social group membership and chronic illness and health management. • Demonstrate client-centered literacy in health communications.
<i>Advanced Competency 3</i>	<p>Advanced practice healthcare social workers understand the interconnection of social, economic, and environmental factors in the lives of patients and their families. Advanced practice healthcare social workers understand the global interconnections of oppression and human rights violations and the effects on health across the lifespan. They understand and develop strategies to eliminate oppressive structural barriers to ensure that healthcare is distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p> <ul style="list-style-type: none"> • Demonstrate the interconnection of social and economic justice and human rights with health disparities. • Develop strategies that counter structural barriers to the effective access or use of health services.
<i>Advanced Competency 4</i>	<p>Advanced practice healthcare social workers can apply quantitative and qualitative research methods to inform practice in a healthcare setting. They contribute to the healthcare knowledge base through research and evaluation. They understand evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings</p>

	<p>into effective practice in a healthcare setting.</p> <ul style="list-style-type: none"> • Identify and critically analyze relevant research. • Apply evidenced based research to inform clinical practice.
<i>Advanced Competency 5</i>	<p>Advanced practice healthcare social workers understand that healthcare is mediated by policy and its implementation at the federal, state, and local levels. Advanced practice healthcare social workers understand the history and current structures of healthcare policies and services, the role of policy in service delivery, and the role of practice in policy development. They understand their role in policy development and implementation within healthcare settings at the micro, mezzo, and macro levels, and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. Advanced practice healthcare social workers skilled in policy formulation, analysis, implementation, and evaluation.</p> <ul style="list-style-type: none"> • Analyze how health policy drives access and eligibility to healthcare. • Explain the social forces that influence healthcare reform.
<i>Advanced Competency 6</i>	<p>Advanced practice healthcare social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Advanced practice healthcare social workers understand interpersonal dynamics and contextual factors that affect a working relationship. They understand strategies of collaboration and cooperation to engage diverse clients and constituencies to advance practice effectiveness in healthcare settings. Advanced practice healthcare social workers understand how personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies within healthcare settings. They value principles of relationship-building and interdisciplinary and multidisciplinary collaboration to facilitate engagement with clients, constituencies, and other professionals to promote health and well-being.</p> <ul style="list-style-type: none"> • Describe how their personal beliefs affect their practice. • Demonstrate engagement with client-systems using a motivational interviewing framework.
<i>Advanced Competency 7</i>	<p>Advanced practice healthcare social workers understand that bio-psycho-social-spiritual assessment is an ongoing component of the dynamic and interactive process of healthcare social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They understand and use theories of health promotion, social determinants of health, lifespan development, motivational interviewing, and human behavior and the social environment to critically evaluate and apply knowledge in the assessment. Advanced practice healthcare social workers recognize the implications of the context of healthcare in the assessment process and value the importance of interdisciplinary and multidisciplinary collaboration in the process. They understand how their personal experiences and affective reactions may affect their assessment and decision-making.</p> <ul style="list-style-type: none"> • Demonstrate contextualized assessment approaches in healthcare settings. • Apply ongoing assessment strategies to issues of health across the lifespan.
<i>Advanced Competency 8</i>	<p>Advanced practice healthcare social workers critically appraise and apply multiple interventions to achieve the goals of clients and constituencies. They collaborate with interdisciplinary and/or multidisciplinary teams to coordinate interventions. Advanced practice healthcare social workers identify, analyze, and implement best practice and evidence-informed interventions to promote client and constituency goals and well-being. They demonstrate skills in effective teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary and multidisciplinary collaboration.</p>

	<ul style="list-style-type: none"> • Evaluate the applicability of evidence informed interventions in healthcare settings. • Modify evidence-informed single-session approaches to specific healthcare settings or populations.
<i>Advanced Competency 9</i>	<p>Advanced practice healthcare social workers understand that evaluation is a vital and ongoing component social work practice with individual, families, groups, organizations, and communities. They recognize the importance of evaluating practice and outcomes to advance practice, policy, and service delivery; improve teamwork; and contribute to the knowledge base. Advanced practice healthcare social workers are skilled in applying qualitative and quantitative methods for evaluating outcomes and practice effectiveness based on goals and objectives.</p> <ul style="list-style-type: none"> • Apply an evidence-informed single-session strategy to evaluate practice. • Evaluate client/system progress and intervention effectiveness using qualitative and quantitative data, with attention to multiple sources of information.

Children, Youth, and Families

<i>Advanced Competency 1</i>	<p>Advanced CYF social workers understand and apply social work values and ethics as they bring their professional social work identity to their direct service work with children, youth, and families. Social workers explore relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels of various service settings for children and families. They incorporate theoretically grounded and systemic perspectives to develop and maintain professional relationships with clients, their families, service providers, and community partners. CYF social workers demonstrate the ability to make ethical decisions when working with minor children and respect confidentiality while adhering to relevant mandatory reporting laws. When working with family systems, advanced CYF social workers recognize issues of diversity, cultural considerations, power dynamics and the individual rights of children. Complex ethical dilemmas in working with children are recognized and a plan for mitigating them established.</p> <ul style="list-style-type: none"> • Examine personal beliefs and assumptions and develop a plan for continuous learning aimed at ethical practice that promotes well-being for children, youth, and families (micro). • Assess practices and policies that present ethical dilemmas working with children, youth, and families (macro).
<i>Advanced Competency 2</i>	<p>Advanced CYF social workers are knowledgeable about many forms of diversity and difference and how these influence family formation, parent-child relationships, parenting practices and the role of children in diverse family systems. Advanced CYF social workers demonstrate self-awareness regarding their cultural identity, background, and biases (positionality) and how these interface with those of children and families; they recognize ways that cultural factors and the forces of oppression related to these can create or contribute to client struggles, presenting problems, and family engagement. Cultural identities are a source of strength as well as a source of stress that impact client needs, challenges and goals; culture influences the therapeutic relationship and outcome. Valuing the necessity of natural support for minor clients, CYF social workers recognize the need for family and system collaboration, advocacy, and sensitive case management practices.</p> <ul style="list-style-type: none"> • Articulate how one’s identity, self-affiliation, and social location affect practice with children, youth, and families (micro). • Identify policies and practices that are culturally responsive for diverse and marginalized children, youth, and families (macro).
<i>Advanced Competency 3</i>	<p>Advanced CYF social workers examine and deeply understand the complex relationship between social and cultural factors and their impact on childhood development. The effects of oppression, discrimination, and historic trauma on clients and families are considered when planning any assessment or intervention, specifically the impact of ageism (directed toward children) in decision-making or service planning. The positioning of children is essential in recognizing how and why young people and their families seek and engage in services; these contextual constraints are understood as factors of social injustice. Advanced CYF social workers seek to reduce health discrepancies for diverse populations. They also work to reduce and resist the stigma and shame associated with disorders, diagnosis, treatment seeking, and family support across diverse populations.</p> <ul style="list-style-type: none"> • Work collaboratively with service users to promote human rights and social and economic justice across multiple systems (micro). • Mitigate the effects of structural oppression across multiple service systems (macro).
<i>Advanced Competency 4</i>	<p>Advanced CYF social workers understand the value of and apply research and evaluation. They have knowledge of the scientific method and can determine the value of using quantitative, qualitative or mixed-methods as the most appropriate</p>

	<p>methodology for answering practice-based questions. They understand evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. Advanced CYF social workers critically analyze research and evidence-based practices for cross-cultural applicability. The complexities of research on minor clients are understood as well as the impact on practice.</p> <ul style="list-style-type: none"> • Apply knowledge of research and evaluation methods to analyzing policies, social problems, and conditions that impact children, youth, families, and their communities (macro). • Apply knowledge of research and evaluation methods to selecting, and evaluating impact of, advanced social work practice with children, youth, families, and their communities (micro).
<i>Advanced Competency 5</i>	<p>Advanced CYF social workers participate in local, state, tribal, and federal policy development, maintenance and change through their positionality and use of power and privilege. Advanced CYF social workers understand they have an obligation to be aware of current policy structures and the role of policy in delivery of services to children and families. Services and supports are situated within an ever-changing organizational and community policy environment; the political impacts of services at the micro, mezzo, and macro level are evaluated. Advanced CYF social workers understand how they are uniquely situated to advocate with and on behalf of clients requesting or receiving services.</p> <ul style="list-style-type: none"> • Research, advocate, and influence policy change at multiple levels aimed at meeting service user-identified needs (macro) • Promote the ability of service users to influence each level of policy development and implementation as well as service delivery for children, youth, families, and their communities (micro)
<i>Advanced Competency 6</i>	<p>Advanced CYF social workers recognize interpersonal dynamics and contextual factors that affect the collaborative relationship with children and families. Advanced CYF practitioners value engagement as an ongoing component and dynamic process of practice. They value principles of relationship-building and interdisciplinary and multidisciplinary collaboration to facilitate engagement with clients and their families. They actively use reflective listening, validation, empathy, warmth, and collaboration in practice, supervision, and with colleagues. Advanced CYF practitioners understand the different strategies, skills, practice models, and theoretical frameworks used to engage children, families, and their respective communities. Advanced clinical practitioners demonstrate awareness of their personal experiences and affective responses and how these influence their engagement with diverse clients.</p> <ul style="list-style-type: none"> • Engage in effective, collaborative, and culturally responsive practice with children, youth, families, and their communities and with service systems (micro). • Engage effectively with diverse communities and organizations to promote culturally responsive, equitable, and transformational social work practices with children, youth, families, and their communities (macro).
<i>Advanced Competency 7</i>	<p>Advanced CYF social workers understand that assessment is a continuous component of effective practice with children, families, and their respective communities. Assessments are multi-dimensional (bio-psycho-social-spiritual) and are grounded in evidence-based theoretical practice models. Advanced CYF practitioners acknowledge the complexities of the practice context and conduct assessments with attention to strengths, diversity, experiences of historical oppression and trauma, resources, and systemic barriers. Advanced CYF practitioners understand how to critically incorporate theory into their assessment of children and family systems and recognize the impact communities and macro systems have on development, family functioning, parenting, and service accessibility. Advanced CYF social workers recognize how their personal experiences and use of self in the practical or clinical interaction constrain or expand assessment</p>

	<p>with children, families, organizations and communities.</p> <ul style="list-style-type: none"> • Assess children, youth, and families from a multidimensional theory or framework (i.e., multi-systemic, multi-level, multi-disciplinary, client-worker) (micro). • Identify contextual factors that influence (a) children, youth, and families' well-being, (b) effectiveness and cultural responsiveness of service systems, and (c) social and economic equity (macro).
<i>Advanced Competency 8</i>	<p>Advanced CYF social workers critically evaluate, select, and implement evidence-based interventions that are culturally relevant for the diverse groups of children and families served and attend to the influence of contextual setting where services are offered. Advanced CYF social workers attempt to always work collaboratively with families and support systems available to children and youth; if those supports aren't available, intervention approaches will focus on building those systems through collaboration with and advocacy for clients. Services offered to children and families are situated in family and ecological models of intervention; they are strengths-based and culturally responsive. Advanced CYF social workers engage in constant self-reflection and seek supervision in order to provide culturally relevant, developmentally appropriate and context specific interventions to children, youth and families.</p> <ul style="list-style-type: none"> • Collaborate with children, youth, families, and their communities to select and apply practices aimed at enhancing social, emotional, and physical well-being (micro). • Collaborate with service users and systems to develop and apply comprehensive and cross-system service plans that enhance social, emotional, and physical well-being (macro).
<i>Advanced Competency 9</i>	<p>Advanced CYF social workers understand that evaluation of practice is an ongoing and an integral part of practice with individuals, families, groups, organizations, and communities. Advanced CYF social workers consistently use standardized assessments, outcome measures, and other tools to evaluate outcomes. Children, families, and their support systems are each given voice to evaluate the impact of intervention on an individual and systemic levels. Advanced CYF social workers are aware of evaluation bias and validity issues, especially with children and youth, and carefully select and use evaluation tools appropriate for diverse client groups. The limitations of evaluation practices to measure behavioral or psychological progress in children are understood.</p> <ul style="list-style-type: none"> • Collaborate with service users, communities, and service systems to develop and apply reliable, valid, and culturally sensitive measures and outcomes that are meaningful and acceptable to service users for service plans and interventions (macro). • Demonstrate an ability to critically analyze, monitor, and evaluate one's own practice with children, youth, families, and their communities (micro).

Practice and Leadership with Communities and Organizations	
<i>Advanced Competency 1</i>	<p>Advanced PLCO practitioners ascribe to the values and ethics advanced by NASW and CSWE for professional conduct and ethical decision-making in working with communities and organizations, recognizing the ways oppression, privilege, and power supports or impedes their work in and with a community. Advanced practitioners engage in practice that aligns with the profession's standards and aims to maximize respect, inclusion, and the leadership and visibility of people and their communities. Practitioners are involved in critical self-reflection and make effective use of formal supervision and consultation through critical dyad partnerships to review one's practice and identify areas of improvement.</p> <ul style="list-style-type: none"> • Recognize complex ethical dilemmas in community and organization practice and identify strategies for resolving them. • Articulate how personal values, beliefs, and thoughts impact community and organizational practice and develop strategies for addressing these.
<i>Advanced Competency 2</i>	<p>Advanced PLCO practitioners will engage in critical self-reflection (including one's many identities, bias, privilege, and legacies of oppression). The advanced practitioner is able to critically analyze challenges, resistance (which has allowed communities to survive despite oppression), and assets within communities and organizations. The practitioner will develop approaches to build respectful relationships and partnerships with diverse stakeholders. Examples can include democratic participation strategies, collaborative decision-making practices, organizational equity initiatives, cultural matching in services and staff, culturally responsive use of self, and supports such as interpretation, child care provision, and gender-sensitive accessibility considerations.</p> <ul style="list-style-type: none"> • Demonstrate an advanced ability to identify organizational values and beliefs to improve equity amongst staff and community members. • Identify the need to build collaborations across all stakeholder groups, where power is shared in ways that increase the visibility, voice, and influence of community members.
<i>Advanced Competency 3</i>	<p>Advanced PLCO practitioners are knowledgeable of the global interconnections of oppression and theories and strategies to promote social justice and human rights. They are aware of change efforts in human rights, economic, social, and environmental justice at the local, national, and international levels and are able to identify opportunities for engagement.</p> <ul style="list-style-type: none"> • Demonstrate engagement in social transformation within organizations and communities. • Demonstrate a well-developed capacity for strategic assessment and planning to advance social justice in organizations and communities.
<i>Advanced Competency 4</i>	<p>Advanced PLCO practitioners hold a well-developed understanding of research and its usefulness for improving service quality and relevance to specific communities. Practitioners are well versed in the strengths and limitations of evidence-based practice and practice-based evidence; they identify research needs and engage in research and/or partner with others. The practitioner integrates qualitative and quantitative research practices to understand the nature of communities and organizations and uses best practices to improve well-being in organizations, communities, and societies. The advanced practitioner engages in research practice that is informed by the knowledge, participation, and influence of community members, including interventions that are community-driven and participatory.</p> <ul style="list-style-type: none"> • Conduct research that is informed by the knowledge, participation, and influence of community members and strives to advance equity. • Customize evidence-based practices to work inclusively with communities and organizations, ensuring that disparities in outcomes for various cultural groups are readily identified and addressed.

<p><i>Advanced Competency 5</i></p>	<p>Advanced PLCO practitioners recognize that social work is a non-partisan political profession and understand the macro constraints on individual and community well-being. Practitioners are committed to advancing community/organizational-level policies and interventions that are preventative in nature and involve the community in policy practice, building long-term capacity for influencing public and institutional policy.</p> <ul style="list-style-type: none"> • Actively engage in public or institutional policy change, ensuring community-identified needs are being addressed. • Collaborate with clients, communities, and colleagues to lead policy change efforts that promote social and economic justice.
<p><i>Advanced Competency 6</i></p>	<p>Advanced PLCO practitioners are highly skilled at engagement with groups, organizations, and communities, guided by practice principles that are collaborative, democratic, equitable, and inclusive. Practitioners utilize participatory methods and employ a range of interventions to advance organizational and community well-being. Advanced practitioners invite feedback from those they work alongside and work towards continuous quality improvement within their own practices, as well as those of the organizations in which they work and lead.</p> <ul style="list-style-type: none"> • Demonstrate advanced levels of constituency engagement, with effective participatory methods of empowerment practices, to build responsive human services. • Demonstrate effective methods for practice improvements and relational skills that are rooted in partnership.
<p><i>Advanced Competency 7</i></p>	<p>Advanced PLCO practitioners are equipped to identify needs and strengths through racial equity, community, and/or organizational assessments, using tools that gather the insights and experiences of community members while integrating diverse perspectives. Advanced practitioners are adept at understanding how their own experiences affect their internalized discourses about who is self and who is “other” (meaning the communities and organizations with whom one works) and they implement a range of strategies to limit the ways one’s own subjectivity influences how one understands the community and organization.</p> <ul style="list-style-type: none"> • Demonstrate advanced capacity to understand the needs of communities and organizations with effective abilities to advance equity across an institution. • Conduct assessment (racial equity, community, or organizational) of an organization that includes recommendations for reducing disparities and advancing equity.
<p><i>Advanced Competency 8</i></p>	<p>Advanced PLCO practitioners are able to design and implement practices that include stakeholders (particularly clients and their communities, but also including staff) to gain more influence over their lives; they identify the range of organizational interventions that advance social justice including budgets, fiscal systems, human resources, board governance, policies, strategic planning, supervision, and organizational structures. They also collaborate with stakeholders in community settings to address factors impeding self-determination and social justice. Advanced practitioners utilize methods such as popular education, coalition building, transformative learning, and social justice campaigns to build and support individual, community, and organizational capacity.</p> <ul style="list-style-type: none"> • Demonstrate advanced capacity to design interventions that are likely to advance community empowerment, culturally responsive organizations, and improved outcomes for those served by the organization. • Integrate advanced practice theories that expand and align interventions towards collaboration, culturally responsive and justice-oriented practices.
<p><i>Advanced Competency 9</i></p>	<p>Advanced PLCO practitioners understand that service providers can benefit from critical reflections about practice through evaluation and evaluation methods that are culturally responsive, empowering, and action-oriented. Advanced practitioners work</p>

	<p>to ensure that organizations identify continuous quality improvement systems and structures to maximize the positive outcomes of the interventions and the self-learning capacity of the organization. Practitioners contribute to the building of practice-based evidence that helps advance best practices within the social work profession.</p> <ul style="list-style-type: none">• Demonstrate advanced ability to assess the effectiveness of public policy or institutional policy practice, including methods for ensuring continuous quality improvement.• Use participatory methods to elicit, explore, and respond to feedback from community members and staff to ensure that interventions are responsive, respectful, and effective.
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ASM2.1.4: For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Social Work Competency Matrices

The Portland State University School of Social Work provides four advanced specializations, though not all specializations are offered in each option. The specializations are:

- Advanced Clinical Social Work Practice;
- Health Across the Lifespan;
- Children, Youth, and Families; and
- Practice and Leadership with Communities and Organizations.

The Portland Option offers all four advanced specializations. The Ashland, Bend, Eugene, and Salem Options offer the Advanced Clinical Social Work Practice specialization. The Online Option offers the Practice and Leadership with Communities and Organizations. The curriculum for each advanced specialization is identical across the different Options.

Each advanced specialization includes nine advanced competencies that reflect the knowledge, values, skills, and cognitive and affective processes necessary for advanced practice and leadership in that area of practice. While the specializations associate certain competencies with specific terms, in practice dimensions of all competencies are integrated throughout the year. While one of area of competence may be introduced in one term, subsequent terms may delve deeper, build on the foundation, explore another dimension, or reinforce the learning. This spiral learning process is integral to development of the competencies. The final term in all of the advanced specialization sequences integrates the learning from the generalist year, as well as the advanced course work, into a coherent framework for practice. The matrices for each specialization map the curriculum content to the advanced competencies and their associate dimension and illustrate this spiral learning process.

Advanced Clinical Social Work Practice

SW 533: Advanced Clinical Social Work Practice I

SW 534: Advanced Clinical Social Work Practice II

SW 535: Advanced Clinical Social Work Practice III

Required elective: SW 555: Social Work Perspectives on Mental Health Disorder

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
Competency 1: Ethical/Professional Behavior	SW 534 Week 2: Ethics and Self and SW readings	SW 534 Week 2: Ethics and Self and SW readings	SW 534 Week 2: Ethics classroom exercises	SW 533 Week 1 Reading: Knowing in Action Reading
	SW 534 Week 5: Ethics readings	SW 534 Week 5: Ethics readings	SW 534 Week 5: Ethical dilemma classroom exercises	SW 534 Week 2: Self and SW Readings
	SW 535 Week 5: Sociocultural Identity and countertransference readings	SW 535 Week 5: Sociocultural Identity and countertransference readings	SW 534 Week 6: Couples therapy ethical dilemmas classroom exercises	SW 534 Week 5: Ethical dilemma classroom exercises
	SW 535 Week 6: Ethics reading	SW 535 Week 6: Ethics reading	SW 535 Week 8: professional interviewing classroom exercises	SW 534 Week 6: Couples therapy ethical dilemmas classroom exercises
	SW 535 Week 8: professional interviewing and resume readings			SW 534 Assignment #1
				SW 535 Week 3: Classroom exercises
				SW 535 Week 5: Sociocultural Identity and countertransference readings and classroom exercises
				SW 535 Week 6: classroom exercises
				SW 535 Assignment #3

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
Competency 2: Diversity	<p>SW 533 Week 1 Reading: Just Therapy</p> <p>SW 533 Week 2 Reading: Boyd-Franklin Chapter 3</p> <p>SW 533 Week 9: Reading: Cultural context model, Therapist as advocate</p> <p>SW 534 Week 2: Reading: Critical Genogram, Critical Theory, Family adaptation to oppression</p> <p>SW 534 Assignment #2</p> <p>SW 535 Week 5: Sociocultural Identity and countertransference readings</p>	<p>SW 533 Week 1 Reading: Just Therapy</p> <p>SW 533 Week 9: Reading: Cultural context model, Therapist as advocate</p> <p>SW 534 Week 2: Reading: Critical Genogram, Critical Theory, Family adaptation to oppression</p> <p>SW 535 Week 5: Sociocultural Identity and countertransference readings</p>	<p>SW 534 and SW 535 Case Consultations</p> <p>SW 533 Week 2 and 3: classroom skills exercises using diverse individual cases</p> <p>SW 534 Week 4: Video; Hodge, Arredondo, and Falicov readings and classroom exercises using diverse family cases</p>	<p>SW 533 Week 1 Reading: Just Therapy Reading</p> <p>SW 533 Week 2 Reading: In search of subjugated knowledge</p> <p>SW 533 Assignment #3</p> <p>SW 534 Assignment #1</p> <p>SW 534 Assignment #2</p> <p>SW 535 Week 5: Sociocultural Identity and countertransference readings and classroom exercises</p> <p>SW 535 Assignment #3</p> <p>SW 534 and SW 535 Case Presentation and Consultations</p>
Competency 3: Human Rights & Justice	<p>SW 533 Week 1 Reading: Just Therapy</p> <p>SW 534 Week 3 Reading: Family adaptation to oppression</p> <p>SW 535 Week 2: readings on modifying evidence-based practices</p>	<p>SW 533 Week 1 Reading: Just Therapy</p> <p>SW 534 Week 3 Reading: Family adaptation to oppression</p> <p>SW 535 Week 2: readings on modifying evidence-based practices</p>	<p>SW 535 Week 2: readings and classroom exercises on modifying evidence-based practices</p>	<p>SW 533 Week 1 Reading: Just Therapy</p> <p>SW 533 Week 2 Reading: In search of subjugated knowledge</p> <p>SW 535 Assignment #3</p> <p>SW 534 and SW 535 Critical Discussion Groups</p>

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
Competency 4: Research	SW 533 Week 8: Evidence-based practice and Empirically support treatment readings SW 535 Week 2: Evidence-based practice readings	SW 533 Week 8: Evidence-based practice and Empirically support treatment readings SW 535 Week 2: Evidence-based practice readings	SW 535 Week 2: Evidence-based practice readings and classroom skills exercises SW 535 Assignment #1	SW 533 Week 8: Evidence-based practice and Empirically support treatment readings SW 535 Assignment #3
Competency 5: Policy	SW 535 Week 2: Oregon Evidence-based practice policy SW 535 Week 3: Policy readings and legislative testimony video SW 535 Assignment #2	SW 535 Week 2: Oregon Evidence-based practice policy SW 535 Week 3: Policy readings and legislative testimony video SW 535 Assignment #2	SW 535 Week 3: legislative testimony video SW 535: Assignment #2	SW 535 Assignment #2
Competency 6: Engagement (Individuals)	SW 533 Week 3 Reading: Boyd-Franklin Chapter 4, Psychotherapy of Carl Rogers, & On becoming Human SW 533 Week 4: Interviewing and Solution-Focused Brief Treatment readings SW 533 Week 5: Cognitive Behavioral Treatment Readings SW 533 Week 6: Dialectical Behavioral Treatment readings and videos	SW 533 Week 3 Reading: Boyd-Franklin Chapter 4, Psychotherapy of Carl Rogers, & On becoming Human SW 533 Week 4: Motivational Interviewing and Solution-Focused Brief Treatment readings SW 533 Week 5: Cognitive Behavioral Treatment readings SW 533 Week 6: Dialectical Behavioral Treatment readings and videos	SW 533 Week 2 and 3 classroom skills exercises SW 533 Week 4: Motivational Interviewing and Solution-Focused Brief Treatment readings, classroom skills exercises SW 533 Week 5: Cognitive Behavioral Treatment readings, classroom skills exercises SW 533: Assignments #1 and #2	SW 533 Week 2 Reading: In search of subjugated knowledge & Stepping off the Throne SW 533: Assignments #1 and #2

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
Competency 6 (Families)	<p>SW 533 Week 3 Reading: Boyd-Franklin Chapter 4,</p> <p>SW 533 Week 4: Motivational Interviewing and Solution-Focused Brief Treatment readings</p> <p>SW 534 Week 3: Intergenerational and Psychodynamic Family readings</p> <p>SW 534 Week 4: Structural Family Therapy readings and video</p> <p>SW 534 Week 5: Functional Family Therapy and Cognitive Behavioral Family Therapy readings and videos</p> <p>SW 534 Week 6: Brief Solution Focused Therapy and Couples therapy readings and videos</p> <p>SW 534 Week 7: Narrative Family Therapy readings and videos</p>	<p>SW 534 Week 3: Intergenerational and Psychodynamic Family readings</p> <p>SW 534 Week 4: Structural Family Therapy readings and video</p> <p>SW 534 Week 5: Functional Family Therapy and Cognitive Behavioral Family Therapy readings and videos</p> <p>SW 534 Week 6: Brief Solution Focused Therapy and Couples therapy readings and videos</p> <p>SW 534 Week 7: Narrative Family Therapy readings and videos</p>	<p>SW 534 Week 3: Beginning with families classroom skills exercises</p> <p>SW 534 Week 4: Structural Family Therapy readings, videos, and classroom skills exercises</p> <p>SW 534 Week 6: Brief Solution Focused Therapy and Couples therapy readings, videos, and classroom exercises</p> <p>SW 534 Week 7: Narrative Family Therapy readings, videos and classroom exercises</p>	<p>SW 533 Week 2 Reading: In search of subjugated knowledge & Stepping off the Throne</p> <p>SW 534 Week 7: Narrative Family Therapy readings and videos</p> <p>SW 534 Assignments #1 and #2</p>

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
Competency 6 (Groups)	SW 533 Week 3 Reading: Boyd-Franklin Chapter 4 SW 534 Week 5 Reading: Boyd-Franklin Chapter 12, Taft, Gianino, and Ormont SW 534 Week 8 Psychoeducation and Family Group readings	SW 534 Week 5 Reading: Boyd-Franklin Chapter 12, Taft, Gianino, and Ormont SW 534 Week 8: Psychoeducation and Family Group readings	SW 534 and SW 535 Critical Discussion Group Facilitation SW 534 Week 5 Reading: Boyd-Franklin Chapter 12, Taft, Gianino, and Ormont	SW 533 Week 2 Reading: In search of subjugated knowledge & Stepping off the Throne SW 534 Facilitation of small group discussions
Competency 6 (Communities)				
Competency 6 (Organizations)				
Competency 7: Assessment (Individuals)	SW 533 Week 4: Motivational Interviewing and Solution- Focused Brief Treatment readings SW 533 Week 5: Cognitive Behavioral Treatment readings SW 533 Week 6: Dialectical Behavioral Treatment readings and videos SW 533 Week 8: Evidence- based practice and Empirically support treatment readings SW 533 Week 9 Reading: Cultural context model, Boyd-Franklin Chapter 13	SW 533 Week 4: Motivational Interviewing and Solution- Focused Brief Treatment readings SW 533 Week 5: Cognitive Behavioral Treatment readings SW 533 Week 6: Dialectical Behavioral Treatment readings and videos SW 533 Week 8: Evidence- based practice and Empirically support treatment readings SW 533 Week 9 Reading: Cultural context model, Boyd-Franklin Chapter 13	SW 533 Week 4: Motivational Interviewing and Solution-Focused Brief Treatment readings, classroom skills exercises SW 533 Week 5: Cognitive Behavioral Treatment readings, classroom skills exercises SW 533 Week 6: Dialectical Behavioral Treatment readings, videos and classroom skills exercises SW 533 Assignment #2 SW 534 and SW 535 Case Presentation and Consultations	SW 533 Week 2 Reading: In search of subjugated knowledge & Stepping off the throne SW 533 Week 8: Evidence-based practice and Empirically support treatment readings SW 534 and SW 535 Case Presentation and Consultations SW 535 Assignment #3 SW 555: Entire course, classroom exercises and assignments

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
	<p>SW 533 Assignment #3</p> <p>SW 535 Week 2: Integration of Theory and Practice readings</p> <p>SW 535 Week 6: Psychiatric medication history reading</p> <p>SW 555: Entire Course</p>	<p>SW 533 Assignment #3</p> <p>SW 535 Week 2: Integration of Theory and Practice readings</p> <p>SW 535 Week 6: Psychiatric medication history reading</p> <p>SW 555: Entire Course</p>	<p>SW 535 Week 6: Psychiatric medication history reading and classroom skills exercises</p> <p>SW 555: Entire course, classroom exercises and assignments</p>	
Competency 7 (Families)	<p>SW 533 Week 9 Reading: Cultural context model</p> <p>SW 534 Week 1: Lecture, classroom video and discussion</p> <p>SW 534 Week 2: Genogram readings, video and classroom discussion</p> <p>SW 534 Week 3: Intergenerational and Psychodynamic Family readings</p> <p>SW 534 Week 4: Structural Family Therapy readings and video</p> <p>SW 534 Week 5: Functional Family Therapy and Cognitive Behavioral Families Therapy readings and videos</p>	<p>SW 533 Week 9 Reading: Cultural context model</p> <p>SW 534 Week 1: Lecture, classroom video and discussion</p> <p>SW 534 Week 2: Genogram readings, video and classroom discussion</p> <p>SW 534 Week 3: Intergenerational and Psychodynamic Family readings</p> <p>SW 534 Week 4: Structural Family Therapy readings and video</p> <p>SW 534 Week 5: Functional Family Therapy and Cognitive Behavioral Families Therapy readings and videos</p>	<p>SW 534 and SW 535 Case Presentation and Consultations</p> <p>SW 534 Week 4: Structural Family Therapy readings, videos, and classroom skills exercises</p> <p>SW 534 Week 6: Brief Solution Focused Therapy and Couples therapy readings, videos, and classroom exercises</p> <p>SW 534 Week 7: Narrative Family Therapy readings, videos and classroom exercises</p> <p>SW 534 Assignment #1</p>	<p>SW 533 Week 2 Reading: In search of subjugated knowledge & Stepping off the Throne</p> <p>SW 534 Week 3 Reading: Knudson-Martin (1994)</p> <p>SW 534 and SW 535 Case Presentation and Consultations</p> <p>SW 534 Assignments #1, 2, and 3</p> <p>SW 535 Assignment #3</p>

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
	<p>SW 534 Week 6: Brief Solution Focused Therapy and Couples therapy readings and videos</p> <p>SW 534 Week 7: Narrative Family Therapy readings and videos</p> <p>SW 534 Assignment #3</p> <p>SW 535 Week 2: Integration of Theory and Practice readings</p>	<p>SW 534 Week 6: Brief Solution Focused Therapy and Couples therapy readings and videos</p> <p>SW 534 Week 7: Narrative Family Therapy readings and videos</p> <p>SW 535 Week 1: Integration of Theory and Practice readings</p> <p>SW 535 Week 2: Integration of Theory and Practice readings</p>		
Competency 7 (Groups)	<p>SW 534 Week 5 Reading: Boyd-Franklin Chapter 12, Taft, Gianino, and Ormont</p> <p>SW 534 Week 8: Psychoeducation and Family Group readings</p>	<p>SW 534 Week 5 Reading: Boyd-Franklin Chapter 12, Taft, Gianino, and Ormont</p> <p>SW 534 Week 8: Psychoeducation and Family Group readings</p>	SW 534 and SW 535 Critical Discussion Group Facilitation	<p>SW 533 Week 2 Reading: In search of subjugated knowledge & Stepping off the Throne</p> <p>SW 534 & SW 535 Facilitation of small group discussions</p>
Competency 7 (Communities)	<p>SW 535 Week 1: Integration of Theory and Practice readings</p> <p>SW 535 Week 3: Oregon MH policy readings and legislative testimony video</p>	<p>SW 535 Week 1: Integration of Theory and Practice readings</p> <p>SW 535 Week 3: Oregon MH policy readings and legislative testimony video</p>	SW 535 Assignment #2: Option 1	SW 535 Assignment #2: Option 1
Competency 7 (Organizations)	<p>SW 535 Week 2: Integration of Theory and Practice readings</p> <p>SW 535 Week 4: Trauma readings</p>	<p>SW 535 Week 2: Integration of Theory and Practice readings</p> <p>SW 535 Week 4: Trauma readings</p>	<p>SW 535 Week 4: Trauma readings and classroom exercises</p> <p>SW 535 Assignment #2: Option 2</p>	SW 535 Assignment #2: Option 1

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
	SW 535 Week 5: Supervision readings and video	SW 535 Week 5: Supervision readings and video		
Competency 8: Intervention (Individuals)	SW 533 Week 4: Motivational Interviewing and Solution-Focused Brief Treatment readings SW 533 Week 5: Cognitive Behavioral Treatment readings SW 533 Week 6: Dialectical Behavioral Treatment readings and videos SW 533 Week 9 Reading: Cultural context model, Therapist as advocate, Boyd-Franklin Chapter 14 SW 533 Assignment #3 SW 535 Week 1: Integration of Theory and Practice readings SW 535 Week 6: Intervention readings SW 535 Assignment #1	SW 533 Week 4: Motivational Interviewing and Solution-Focused Brief Treatment readings SW 533 Week 5: Cognitive Behavioral Treatment readings SW 533 Week 6: Dialectical Behavioral Treatment readings and videos SW 533 Week 9 Reading: Cultural context model, Therapist as advocate, Boyd-Franklin Chapter 14 SW 533 Assignment #3 SW 535 Week 1: Integration of Theory and Practice readings SW 535 Week 6: Intervention readings SW 535 Assignment #1	SW 533 Week 4: Motivational Interviewing and Solution-Focused Brief Treatment readings, classroom skills exercises SW 533 Week 5: Cognitive Behavioral Treatment readings, and classroom skills exercises SW 533 Week 6: Dialectical Behavioral Treatment readings, videos and classroom skills exercises SW 534 and SW 535 Case Presentation and Consultations	SW 533 Assignment #3 SW 534 and SW 535 Case Presentation and Consultations SW 535 Assignment #3
Competency 8 (Families)	SW 533 Week 9 Reading: Cultural context model SW 534 Week 3: Intergenerational and	SW 533 Week 9 Reading: Cultural context model SW 534 Week 3: Intergenerational and	SW 534 and SW 535 Case Presentation and Consultations SW 534 Week 4: Structural Family Therapy readings,	SW 534 and SW 535 Case Presentation and Consultations SW 534 Assignments #2 and #3 SW 535 Assignment #3

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
	<p>Psychodynamic Family readings</p> <p>SW 534 Week 4: Structural Family Therapy readings and video</p> <p>SW 534 Week 5: Functional Family Therapy and Cognitive Behavioral Family Therapy readings and videos</p> <p>SW 534 Week 6: Brief Solution Focused Therapy and Couples therapy readings and videos</p> <p>SW 534 Week 7: Narrative Family Therapy readings and videos</p> <p>SW 534 Assignment #3</p> <p>SW 535 Assignment #1</p>	<p>Psychodynamic Family readings</p> <p>SW 534 Week 4: Structural Family Therapy readings and video</p> <p>SW 534 Week 5: Functional Family Therapy and Cognitive Behavioral Family Therapy readings and videos</p> <p>SW 534 Week 6: Brief Solution Focused Therapy and Couples therapy readings and videos</p> <p>SW 534 Week 7: Narrative Family Therapy readings and videos</p> <p>SW 534 Assignment #3</p> <p>SW 535 Assignment #1</p>	<p>videos, and classroom skills exercises</p> <p>SW 534 Week 6: Brief Solution Focused Therapy and Couples therapy readings, videos, and classroom exercises</p> <p>SW 534 Week 7: Narrative Family Therapy readings, videos and classroom exercises</p>	
Competency 8 (Groups)	<p>SW 534 Week 5 Reading: Boyd-Franklin Chapter 12, Taft, Gianino, and Ormont</p> <p>SW 534 Week 8 Psychoeducation and Family Group readings and video</p>	<p>SW 534 Week 5 Reading: Boyd-Franklin Chapter 12, Taft, Gianino, and Ormont</p> <p>SW 534 Week 8 Psychoeducation and Family Group readings and video</p>	<p>SW 534 and SW 535 Critical Discussion Group Facilitation</p>	<p>SW 534 & SW 535 Facilitation of small group discussions</p> <p>SW 535 Assignment #3</p>
Competency 8 (Communities)	<p>SW 533 Week 9 Reading: Boyd-Franklin Chapter 14</p>	<p>SW 533 Week 9 Reading: Boyd-Franklin Chapter 14</p>	<p>SW 535 Week 3: Oregon MH policy readings and legislative testimony video</p>	<p>SW 535 Assignment #2: Option 1</p>

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
			SW 535 Assignment #2: Option 1	
Competency 8 (Organizations)	SW 535 Week 4: Trauma readings	SW 535 Week 4: Trauma readings	SW 535 Assignment #2: Option 2	SW 535 Assignment #2: Option 2
Competency 9: Evaluation (Individuals)	SW 534 Readings on Feedback Informed treatment SW 535 Week 7: Evaluation of practice readings	SW 534 Readings on Feedback Informed treatment SW 535 Week 7: Evaluation of practice readings	SW 533 Assignment #1 SW 533 Assignment #3 SW 535 Week 7: Evaluation of practice readings and classroom exercises	SW 533 Assignment #3 SW 535 Week 7: Evaluation of practice readings and classroom exercises SW 535 Assignment #3
Competency 9 (Families)	SW 534 Readings on Family therapy evaluation SW 535 Week 7: Evaluation of practice readings	SW 534 Readings on Family therapy evaluation SW 535 Week 7: Evaluation of practice readings	SW 534: Assignment #3 SW 535 Week 7: Evaluation of practice readings and classroom exercises	SW 535 Week 7: Evaluation of practice readings and classroom exercises SW 535 Assignment #3
Competency 9 (Groups)	SW 534 Readings on group therapy evaluation	SW 534 Readings on group therapy evaluation	SW 534 & 535 Facilitation of small group discussions	SW 535 Assignment #3
Competency 9 (Communities)				
Competency 9 (Organizations)			SW 535 Assignment #2: Option 2	SW 535 Assignment #2: Option 2

Health Across the Lifespan

SW 517: Health Across the Lifespan I

SW 518: Health Across the Lifespan II

SW 519: Health Across the Lifespan III

Required elective: SW 555: Social Work Perspectives on Mental Health Disorder

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
Competency 1: Ethical/Professional Behavior	SW 517 Week 2: Reading on ethics and interpreters SW 517 Week 3: Ethical Models content SW 518 Week 5: How to Die in Oregon Film SW 518 Week 6: Death with Dignity Topic SW 519 Week 5: Job Readiness	SW 517 Assignment: Ethical Reflection and Analysis Paper SW 518 Week 5: How to Die in Oregon Film discussion SW 518 Week 6: Death with Dignity discussion	SW 517 Week 3: Ethics case example discussion SW 517 Assignment: Ethical Reflection and Analysis Paper SW 518 Week 5: Advanced Directives and Surrogate Decision Making: Use of POLST and Your Life, Your Decisions Booklet SW 519 Week 5: Job Readiness topic and discussion	SW 517 Week 3: Ethics case example discussion SW 517 Assignment: Ethical Reflection and Analysis Paper SW 518 Week 5: How to Die in Oregon Film discussion SW 518 Week 6: Death with Dignity discussion
Competency 2: Diversity	SW 517 Week 2, 3, 4 Reading: Henrietta Lacks SW 517 Week 2: Ethomed and diversity health resources SW 517 Week 4: Unnatural Causes Ep4 Video SW 518 Week 3–7 Reading: Being Mortal	SW 517 Week 2, 3, 4 Discussion: Henrietta Lacks SW 517 Week 4: Unnatural Causes Ep4 video discussion SW 518 Week 3–7 Discussion: Being Mortal SW 518 Week 8: Unnatural Causes Ep3 Video discussion	SW 517 Week 2, 3, 4 Discussion: Henrietta Lacks SW 517 Week 2: Ethomed and diversity health resources 5 SW 18 Week 3–7 Discussion: Being Mortal SW 519 Week 2–8 Discussion: Spirit Catches	SW 517 Week 2, 3, 4 Discussion: Henrietta Lacks SW 517 Week 4: Unnatural Causes Ep4 video discussion SW 518 Week 3–7 Discussion: Being Mortal SW 518 Week 8: Unnatural Causes Ep3 Video discussion

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
	<p>SW 518 Week 8: Unnatural Causes Ep3 Video</p> <p>SW 518 Week 9: Eligibility and Access to Care topic (immigration) readings</p> <p>SW 519 Text: Spirit Catches</p> <p>SW 519 Week 3: Unnatural Causes Ep2 Video</p> <p>SW 519 Week 8: Unnatural Causes Ep5 Video</p>	<p>SW 518 Week 9: Eligibility and Access to Care (immigration) discussion</p> <p>SW 519 Weeks 2–8: Spirit Catches discussion</p> <p>SW 519 Week 3: Unnatural Causes Ep2 Video</p> <p>SW 519 Week 8: Unnatural Causes Ep5 Video discussion</p>		<p>SW 518 Week 9: Eligibility and Access to Care (immigration) discussion</p> <p>SW 519 Weeks 2–8: Spirit Catches discussion</p> <p>SW 519 Week 3: Unnatural Causes Ep2 Video</p> <p>SW 519 Week 8: Unnatural Causes Ep5 Video discussion</p>
Competency 3: Human Rights & Justice	<p>SW 517 Week 3: Unnatural Causes Ep1 Video</p> <p>SW 517 Assignment: Health Disparities Poster Presentation</p> <p>SW 518 Week 8–9: Healthcare reform readings</p> <p>SW 518 Week 10: Unnatural Causes Ep7 Video</p> <p>SW 518 Assignment: Health Diversity and Social Justice Poster</p> <p>SW 519 Week 2: Social Justice and Social Determinants topic and readings</p>	<p>SW 517 Week 3: Unnatural Causes Ep1 video discussion</p> <p>SW 518 Week 8–9: Healthcare reform readings and discussion</p> <p>SW 518 Week 10: Unnatural Causes Ep7 Video discussion</p> <p>SW 519 Week 3: Unnatural Causes Ep2 Video discussion</p> <p>SW 519 Week 8: Unnatural Causes Ep5 Video discussion</p>	<p>SW 517 Assignment: Diversity and Disease Process Poster Presentation</p> <p>SW 518 Assignment: Health Diversity and Social Justice Poster Presentation</p> <p>SW 519 Assignment: Health, Diversity and Social Justice Poster Presentation</p>	<p>SW 517 Week 3: Unnatural Causes Ep1 video discussion</p> <p>SW 517 Assignment: Diversity and Disease Process Poster Presentation</p> <p>SW 518 Week 10: Unnatural Causes Ep7 Video discussion</p> <p>SW 518 Assignment: Health Diversity and Social Justice Poster Presentation</p> <p>SW 519 Assignment: Health, Diversity and Social Justice Poster Presentation</p> <p>SW 519 Week 3: Unnatural Causes Ep2 Video discussion</p>

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
	<p>SW 519 Week 3: Unnatural Causes Ep2 Video</p> <p>SW 519 Week 8: Unnatural Causes Ep5 Video</p> <p>SW 519 Assignment: Health, Diversity and Social Justice Poster</p>			<p>SW 519 Week 8: Unnatural Causes Ep5 Video discussion</p>
Competency 4: Research	SW 519 Assignment: Research to Practice Journal Club	SW 519 Assignment: Research to Practice Journal Club	SW 519 Assignment: Research to Practice Journal Club	SW 519 Assignment: Research to Practice Journal Club
Competency 5: Policy	<p>SW 518 Week 3–7 Reading: Being Mortal</p> <p>SW 518 Week 5: How to Die in Oregon Film</p> <p>SW 518 Week 6: Death with Dignity Topic</p> <p>SW 518 Week 8–9: Healthcare Policy readings</p>	<p>SW 518 Week 3–7 Discussion: Being Mortal</p> <p>SW 518 Week 5: How to Die in Oregon Film</p> <p>SW 518 Week 8–9: Healthcare Policy readings and discussion</p> <p>SW 518 Assignment: Health Diversity and Social Justice Poster Presentation</p>	<p>SW 518 Week 5: POLST forms and End of Life Booklet</p> <p>SW 518 Assignment: Health Diversity and Social Justice Poster Presentation</p>	<p>SW 518 Week 8–9: Healthcare Policy readings and discussion</p> <p>SW 518 Week 3–7 Discussion: Being Mortal</p> <p>SW 518 Week 5: How to Die in Oregon Film</p>
Competency 6: Engagement (Individuals)	<p>SW 517 Motivational Interviewing text and practice sessions</p> <p>SW 517 Week 6 & 7: Recovery Model, Harm Reduction, Trauma Informed Care</p> <p>SW 518 Week 1: Single Session Topic</p>		<p>SW 517 Assignment: Motivational Interviewing Video</p> <p>SW 518 Assignment: Single Session Paper</p>	<p>SW 517 Assignment: Motivational Interviewing Video Review</p> <p>SW 518 Assignment: Single Session Paper</p>

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
Competency 6 (Families)	SW 519 Week 2&3: Topics and Readings on Maternal Health and Children’s Health SW 519 Week 6–8: Topics and Readings on Adolescent Health and Family Health		SW 518 Week 5: Advanced Directives and Surrogate Decision-Making: Use of POLST and Your Life, Your Decisions Booklet	SW 518 Week 5: Advanced Directives and Surrogate Decision-Making discussions
Competency 6 (Groups)	SW 517 Week 5: Interdisciplinary Teamwork readings, topic, and discussion			
Competency 6 (Communities)	SW 517 Week 3: Social Determinants of Health topic and discussion SW 517 Week 4: Unnatural Causes Ep4 Video	SW 517 Week 3: Social Determinants of Health topic and discussion		517 Week 3: Social Determinants of Health topic and discussion SW 517 Week 4: Unnatural Causes Ep4 Video
Competency 6 (Organizations)	SW 517 Week 1 Topic: NASW Healthcare Standards and the contexts of social work in healthcare practice			
Competency 7: Assessment (Individuals)	SW 517 Motivational Interviewing text SW 517 Week 6 & 7: Recovery Model, Harm Reduction, Trauma Informed Care SW 518 Week 1: Single Session Topic SW 518 Week 2–3: CBT Topic SW 518 Week 4: SLUMS, MOCA, and SBIRT topic	SW 518: Week 2 & 3: CBT Case Conceptualization and Presentation SW 555: Week 1 & 2 Readings and lectures and classroom videos. SW 555 Reading: Watters	SW 517 Assignment: Motivational Interviewing Video SW 517 Motivational Interviewing practice sessions SW 518 Week 2 & 3: CBT Case Conceptualization and Presentation SW 518 Week 4: SLUMS, MOCA, and SBIRT practice sessions	SW 518: Week 2 & 3: CBT Case Conceptualization and Presentation SW 518 Week 4: SLUMS, MOCA, and SBIRT practice sessions SW 518 Assignment: Single Session Paper SW 518 Assignment: CBT Case Formulation and Presentation SW 555 Assignment 4: Consult Group Case Diagnoses

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
	<p>SW 518 Assignment: Single Session Paper</p> <p>SW 518 Assignment: CBT Case Formulation and Presentation</p> <p>SW 555 Week 1–10: Readings, lectures and classroom videos</p>		<p>SW 518 Assignment: Single Session Paper</p> <p>SW 518 Assignment: CBT Case Formulation and Presentation</p> <p>SW 555 Assignment 1: Client Descriptions and Mental Status Examination</p> <p>SW 555 Assignment 2: Media Character Diagnoses</p> <p>SW 555: Assignment 3: Client Diagnoses</p> <p>Assignment 4: Consult Group Case Diagnoses</p>	
Competency 7 (Families)	SW 518 Week 5: Advanced Directives and Surrogate Decision-Making Topic	SW 519 Week 3: Unnatural Causes Ep2 Video	SW 518 Week 5: Advanced Directives and Surrogate Decision Making: Use of POLST and Your Life, Your Decisions Booklet	SW 518 Week 5: Advanced Directives and Surrogate Decision-Making discussions
Competency 7 (Groups)			SW 517 Week 5: Interdisciplinary Teamwork readings, topic, and discussion	
Competency 7 (Communities)	SW 517 Week 4: Unnatural Causes Ep4 Video	SW 518 Week 9: Eligibility and Access to Care (immigration) discussion		SW 517 Week 4: Unnatural Causes Ep4 video discussion
Competency 7 (Organizations)	<p>SW 517 Week 1 Topic: NASW Healthcare Standards and the contexts of social work in healthcare practice</p> <p>SW 518 Week 8–9: Healthcare reform readings</p>	<p>SW 518 Week 8–9: Healthcare reform discussion</p> <p>SW 518 Week 10: Unnatural Causes Ep7 Video discussion</p>	<p>SW 518 Week 4: SLUMS, MOCA, and SBIRT in field placement discussion</p> <p>SW 518 Week 5: Advanced Directives and Surrogate</p>	<p>SW 518 Week 8–9: Healthcare reform discussion</p> <p>SW 518 Week 10: Unnatural Causes Ep7 Video discussion</p>

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
	SW 519 Week 5: Job Readiness topic		Decision Making in field placement discussion SW 519 Week 5: Job Readiness discussion	SW 519 Week 5: Job Readiness discussion
Competency 8: Intervention (Individuals)	SW 517 Week 6 & 7: Recovery Model, Harm Reduction, Trauma-Informed Care SW 517 Motivational Interviewing text SW 518 Week 1–3: CBT readings SW 518 Week 4: SLUMS, MOCA, and SBIRT handouts SW 518 Assignment: Single Session Paper SW 518 Assignment: CBT Case Formulation and Presentation	SW 518 Week 2 & 3: CBT Case Conceptualization and Presentation	SW 517 Assignment: Motivational Interviewing Video SW 517 Motivational Interviewing practice sessions SW 518: Week 2 & 3: CBT Case Conceptualization and Presentation SW 518 Week 4: SLUMS, MOCA, and SBIRT practice sessions SW 518 Assignment: Single Session Paper SW 518 Assignment: CBT Case Formulation and Presentation	SW 518: Week 2–3: CBT application exercises SW 518 Assignment: Single Session Paper SW 518 Assignment: CBT Case Formulation and Presentation
Competency 8 (Families)	SW 519 Text: Spirit Catches W 519 Assignment: Health, Diversity and Social Justice Poster SW 519 Week 8: Unnatural Causes Ep5 Video	SW 519 Weeks 2–8: Spirit Catches discussion SW 519 Assignment: Health, Diversity and Social Justice Poster Presentation SW 519 Week 8: Unnatural Causes Ep5 Video discussion		SW 519 Weeks 2–8: Spirit Catches discussion SW 519 Assignment: Health, Diversity and Social Justice Poster Presentation SW 519 Week 8: Unnatural Causes Ep5 Video discussion

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
Competency 8 (Groups)	SW 517 Week 5: Interdisciplinary Teamwork readings, topic, and discussion			SW 517 Assignment: Health Disparities Poster Presentation
Competency 8 (Communities)	SW 518 Week 8: Unnatural Causes Ep3 Video	SW 518 Week 8: Unnatural Causes Ep3 Video discussion		SW 518 Week 8: Unnatural Causes Ep3 Video discussion
Competency 8 (Organizations)	SW 518 Week 8–9: Healthcare reform discussion	SW 518 Week 9: Eligibility and Access to Care (immigration) discussion		SW 518 Week 9: Eligibility and Access to Care (immigration) discussion
Competency 9: Evaluation (Individuals)	SW 518 Assignment: Single Session Paper SW 519 Assignment: Practice Evaluation Paper		SW 518 Assignment: Single Session Paper SW 519 Assignment: Practice Evaluation Paper	SW 518 Assignment: Single Session Paper SW 519 Assignment: Practice Evaluation Paper
Competency 9 (Families)	SW 519 Week 1: Practice Evaluation lecture	SW 519 Week 8: Unnatural Causes Ep5 Video discussion		SW 519 Week 8: Unnatural Causes Ep5 Video discussion
Competency 9 (Groups)			SW 517 Week 5: Interdisciplinary Teamwork readings, topic, and discussion	
Competency 9 (Communities)				SW 519 Weeks 2–8: Spirit Catches discussion
Competency 9 (Organizations)	SW 517 Week 1 Topic: NASW Healthcare Standards and the contexts of social work in healthcare practice	SW 518 Week 8: Unnatural Causes Ep3 Video discussion		SW 518 Week 10: Unnatural Causes Ep7 Video discussion

Children, Youth, and Families

SW 586: Social Work with Children, Youth, and Family I

SW 587: Social Work with Children, Youth, and Family II

SW 588: Social Work with Children, Youth, and Family III

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
Competency 1: Ethical/Professional Behavior	SW 586 Week 1–3: Class lecture. Assignment: Professional Development Self-Assessment Assignment 1, part 1 Collaboration and Teamwork with CYF and Multiple Systems Final presentation SW 587 Assignment: Organization Memo on Best Practices Assignment 1	SW 586 Assignment: Professional Development Self-Assessment Assignment 1, part 3	SW 586 Week 1 and 2: Class discussion Assignment: Professional Development Self-Assessment Assignment 1, part 2 Collaboration and Teamwork with CYF and Multiple Systems Final presentation SW 587 Assignment: Organization Memo on Best Practices Assignment 1	SW 586 Week 1 and 2: Class discussion
Competency 2: Diversity	SW 587 Week 5–8: Class discussion, activities and reading groups. Collaboration and Teamwork with Families and Multiple Systems Final assignment	SW 587 Week 5–8: Class discussion reading groups. Collaboration and Teamwork with Families and Multiple Systems Final assignment	SW 587 Week 5–8: Reading groups; Week 5: Class activity on culturally specific social work skills Collaboration and Teamwork with Families and Multiple Systems Final assignment	SW 587 Week 5–8: Reading groups
Competency 3: Human Rights & Justice	SW 587 Week 1: Lecture and discussion; Assignment: Organizational Memo on Best Practices Assignment 1 SW 587: Collaboration and Teamwork with Families and	SW 587 Week 4–8: Media presentations	SW 587 Assignment: Organizational Memo on Best Practices Assignment 1 SW 587: Collaboration and Teamwork with Families and Multiple Systems Final assignment	SW 587 Week 1: Lecture and discussion SW 587 Week 4–8: Media presentations

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
	Multiple Systems Final assignment			
Competency 4: Research	SW 587 Week 2 and 3: Class lecture and discussion	SW 587 Week 3: Guest lecture and readings	SW 587: Collaboration and Teamwork with Families and Multiple Systems Final assignment	SW 587 Week 3: Guest lecture and readings SE 587: Collaboration and Teamwork with Families and Multiple Systems Final assignment
Competency 5: Policy	SW 588 Week 5: Readings and discussion and Week 7: class discussion SW 588 Assignment: Policy eco map assignment	SW 588 Assignment: Policy eco map assignment SW 588 Week 7: Class discussion	SW 588 Assignment: Policy eco map assignment	SW 588 Assignment: Policy eco map assignment
Competency 6: Engagement (Individuals)	SW 586 Assignment: Professional Development Self-Assessment Assignment 1, part 3 SW 586: Collaboration and Teamwork with CYF and Multiple Systems Final presentation SW 586 Week 6: Lecture and class discussion	SW 586 Week 6–8: Class discussion/activity	SW 586: Collaboration and Teamwork with CYF and Multiple Systems Final presentation	
Competency 6 (Families)	SW 586: Collaboration and Teamwork with CYF and Multiple Systems Final presentation	SW 586 Week 4: Lecture and class activity on Family Systems and bias	SW 586: Collaboration and Teamwork with CYF and Multiple Systems Final presentation	
Competency 6 (Groups)	SW 587 Week 5–8: Reading groups		SW 586 weeks 5, 7 and 8: Reading groups SW 587 Week 5–8: Reading groups	

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
Competency 6 (Communities)	SW 586 Week 2: Lecture on systemic perspectives			SW 586: Collaboration and Teamwork with CYF and Multiple Systems Final presentation
Competency 6 (Organizations)	SW 587 Assignment: Organizational Memo on Best Practices Assignment 1 S W 587 Week 4: Class lecture and discussion			SW 586 Assignment: Professional Development Self-Assessment Assignment 1
Competency 7: Assessment (Individuals)	SW 586 Assignment: Annotated Bibliography Assignment 2 SE 586 Week 1–5: Lecture and class discussion on explanatory theories SW 588 Assignment: Integrating Learning, Practice and Professional Development Assignment 1 (student demonstrations) SW 588 Week 6: Lecture and discussion in class on DSM 5	SW 588 Week 6: Lecture and discussion in class	SW 586 Week 5: Group discussion on trauma case study SW 586 Assignment: Annotated Bibliography Assignment 2 SW 588 Assignment: Integrating Learning, Practice and Professional Development Assignment 1 (student demonstrations)	
Competency 7 (Families)	SW 586 Week 4: Lecture on Family Systems Theory	SW 586 Assignment: Annotated Bibliography Assignment 2 SW 588 Assignment: Integrating Learning, Practice and Professional Development Assignment 1	SW 586 Week 4: Lecture on Family Systems Theory class activities	
Competency 7 (Groups)			SW 586 Weeks 5, 7 and 8: Reading groups	

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
Competency 7 (Communities)				SW 586: Collaboration and Teamwork with CYF and Multiple Systems Final presentation
Competency 7 (Organizations)	SW 588 Week 6: Lecture and class discussion on DSM 5			SW 586: Collaboration and Teamwork with CYF and Multiple Systems Final presentation
Competency 8: Intervention (Individuals)	SW 586 Assignment: Annotated Bibliography Assignment 2 SW 586 Collaboration and Teamwork with CYF and Multiple Systems Final presentation SW 586 Week 6: Lecture and class discussion on DSM 5 SW 588: Assignment: Integrating Learning, Practice and Professional Development Assignment 1 (student demonstrations)	SW 586: Collaboration and Teamwork with CYF and Multiple Systems Final presentation	SW 586: Collaboration and Teamwork with CYF and Multiple Systems Final presentation SW 586 Week 6: In-class activity SW 588 Week 5: Lecture and discussion	SW 586: Collaboration and Teamwork with CYF and Multiple Systems Final presentation
Competency 8 (Families)	SW 586: Collaboration and Teamwork with CYF and Multiple Systems Final presentation	SW 586: Collaboration and Teamwork with CYF and Multiple Systems Final presentation	SW 588 Week 5: Lecture and discussion	
Competency 8 (Groups)	SW 588 Week 2: Reading, lecture and groups		SW 586 Week 7: Group work SW 588 Weeks 2, 4, 6, 8: Group exercises	
Competency 8 (Communities)			SW 588: "Job Talk" Final presentation	SW 586: Collaboration and Teamwork with CYF and

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
				Multiple Systems Final presentation
Competency 8 (Organizations)			SW 586: Collaboration and Teamwork with CYF and Multiple Systems Final presentation SW 588 Assignment: Policy eco map assignment 2 SE 588: "Job Talk" Final presentation	SW 588 Assignment: Policy eco map assignment 2
Competency 9: Evaluation (Individuals)	SW 588 Week 2: Reading, lecture and groups SW 588: Evaluating own practice handout and discussion	SE 588 Weeks 2, 4, 5 and 6: Reading, lecture and groups		
Competency 9 (Families)	SW 588: Evaluating own practice handout and discussion			
Competency 9 (Groups)			SW 588 Week 4–6: Reading groups	SW 588 Week 4–6: reading groups
Competency 9 (Communities)			SW 588 Assignment: Policy eco map assignment 2	SW 588: "Job Talk" Final presentation
Competency 9 (Organizations)			SW 588 Assignment: Policy eco map assignment 2	SW 588: "Job Talk" Final presentation

Practice and Leadership with Communities and Organizations

SW 593: Practice and Leadership with Communities and Organizations I
 SW 594: Practice and Leadership with Communities and Organizations II
 SW 595: Practice and Leadership with Communities and Organizations III

Required Research Electives (students take one)

SW 559: Community and Organization Research
 SW 553: Racial Disparities: Analysis and Action for Social Workers

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
Competency 1: Ethical/Professional Behavior	<p>SW 593 Week 2: Social work ethics in community practice. Readings, lecture, dialogue.</p> <p>SW 593 Activity: handouts on ethics – specifically focusing on community/ Organizational ethics and implications for practice – this work is accomplished in dyad groups.</p> <p>SW 593 Assignment #1: Fiscal Analysis</p>	<p>SW 593 Week 3: Community practice theory & values and critical dyads. Readings, discussions, lecture.</p> <p>SW 593 Assignment #1: Fiscal Analysis</p>	<p>SW 593 Week 5: Values driven budgeting; fiscal analysis readings, lecture.</p> <p>SW 593 Assignment #1: Fiscal Analysis</p>	<p>SW 593 Week 4: Critical use of self. Lecture and class activity. Community practice theory, values, principles. Lecture, readings.</p> <p>SW 593 Activity: using sample budgets engage in identifying areas of general operating funds; restricted; discussion of values/ethics as it relates to budgeting/budgeting processes.</p> <p>SW 593 Assignment #1: Fiscal Analysis</p>
Competency 2: Diversity	<p>SW 593 Week 3: Community practice theory & values. Readings, lecture.</p> <p>SW 593 Assignment #2: Community based project</p>	<p>SW 593 Week 6: Community practice & engagement through equity lens. Readings, lecture.</p> <p>SW 593 Assignment #2: Community based project</p>	<p>SW 593 Week 7: Organizational & leadership theory. Readings, lecture.</p> <p>SW 593 Assignment #2: Community based project</p>	<p>SW 593 Week 9: Organizational culture and impact on practice. Readings, lecture.</p> <p>SW 593 Activity: critical dyads – engage in focused discussion in dyad/triad groups – focus on equity within organizational and community practice.</p> <p>Assignment #2: Community</p>

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
				based project
Competency 3: Human Rights & Justice	SW 595 Week 1: Policy foundations for economic, racial, environmental justice. Readings, lecture. SW 595 Assignment #1: Campaign to Affect Policy	SW 595 Week 8: Human rights & social movements. Readings, film. SW 595 Assignment #1: Campaign to Affect Policy	SW 595 Week 4: Building campaign strategies & tactics for advocacy practice. Readings, lecture, SW 595 Assignment #1: Campaign to Affect Policy	SW 595 Week 7: Evaluating policy practice, personal practice & lifelong learning. Readings, lecture. SW 595 Assignment #1: Campaign to Affect Policy
Competency 4: Research	SW 559: Entire course focuses on knowledge for advanced research with a focus research practices to effect mezzo and macro social change SW 553: Entire course focuses on knowledge for advanced research with a focus on using research to analyze and advance racial equity.	SW 559 Week 2: Readings, Lecture, Classroom Discussion – Ethics, Power and Partnership in Research Practice SW 559 Week 5: Readings, Lecture, Classroom – Cultural Responsive Research Practices Discussion SW 559 Week 6: Readings, Lecture, Classroom Discussion – Critiquing Evidence-Based Practices SW 553 Week 2: Readings, Lecture, Classroom Discussion – Exploring ethics and values around addressing racial disparities SW 553 Week 3: Readings, Lecture, Classroom Discussion – Explore beliefs, discourses, and framing of disparities	SW 559: Assignment 1: Prog. Eval. SW 559 Assignment 2: Cultural Responsiveness Assess. And action plan SW 559 Assignment 3: Research Communications SW 553: Assignment #2 Research Practice to Reduce Disparities	SW 559: Assignment 1: Appendix items C, D, and E. SW 559 Assignment 2: E and F SW 553: Assignment #1: Self-evaluation of Your Practice Capacity

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
Competency 5: Policy	SW 595 Week 3: Preparing for policy practice. Readings, lecture, activities. SW 595 Assignment #1: Campaign to Affect Policy	SW 595 Week 9: Social justice applications within organizational life: empowerment & client bill of rights. Readings, lecture, activities. SW 595 Assignment #1: Campaign to Affect Policy	SW 595 Week 10: Organizational empowerment innovations: consumer-led and culturally specific organizations. Readings, lecture, activities. SW 595 Assignment #1: Campaign to Affect Policy	SW 595 Week 7: Evaluating policy, practice, personal practice & lifelong learning. Readings, lecture, activities. SW 595 Assignment #1: Campaign to Affect Policy
Competency 6: Engagement (Individuals)			SW 594 Week 1: Popular education, facilitation. Readings, activities. SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment	
Competency 6 (Families)	SW 594 Week 1: Popular education, facilitation. Readings, dialogue and practice with peers.			
Competency 6 (Groups)		SW 594 Week 7: Group work, decision making, modified consensus. Readings, activities, lecture. SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment		SW 594 Week 2: Community Assessment. Readings, activities, lecture. SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment
Competency 6 (Communities)	SW 594 Week 2: Community assessment. Readings, lecture, dialogue. SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment	SW 594 Week 6: Community intervention. Readings, lecture, dialogue.	SW 594 Week 2: Community assessment. Readings, lecture. SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment	

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
Competency 6 (Organizations)	SW 594 Week 4: Organizational assessment. Activities, lecture, readings. SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment	SW 594 Week 9: Organizational policy development. Readings, lecture, dialogue.	SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment	SW 594 Week 9: Organizational policy development. Readings, lecture, dialogue.
Competency 7: Assessment (Individuals)	SW 594 Week 2: Community Assessment. Readings, lecture SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment		SW 594 Week 1: Popular education / facilitation. Readings, lecture. SW 594 Activity: develop popular education, engagement activities and present ideas and techniques to peers.	
Competency 7 (Families)	SW 594 Week 2: Community Assessment. Readings, lecture SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment		SW 594 Week 1: Popular education / facilitation. Readings, lecture. SW 594 Activity: develop popular education, engagement activities and present ideas and techniques to peers.	
Competency 7 (Groups)	SW 594 Week 7: Group work: decision making / modified consensus. Readings, lecture, in-class practice.	SW 594 Week 7: Group work: decision making / modified consensus. Readings, lecture, in-class practice.	SW 594 Week 7: Group work: decision making / modified consensus. Readings, lecture, in-class practice.	SW 594 Week 7: Group work: decision making / modified consensus. Readings, lecture, in- class practice.
Competency 7 (Communities)	SW 594 Week 3: Racial equity assessment. Readings, lecture, film, dialogue.		SW 594 Week 3: Racial equity assessment. Readings, dialogue, lecture. SW 594 Activities: Walk about organizational activity; bring back to class for peer-to-peer	SW 594: Assignment #1: Racial Equity, Community, or Organizational Assessment

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
			discussion/learning. SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment	
Competency 7 (Organizations)	SW 594 Week 4: Organizational assessment. Readings, lecture, dialogue.	SW 594 Week 4: Organizational assessment. Readings, lecture, dialogue.	SW 594 Week 4: Organizational assessment. Readings, lecture, dialogue. SW 594 Activities: Exploration of content and development of logic model. SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment	SW 594: Assignment #1: Racial Equity, Community, or Organizational Assessment
Competency 8: Intervention (Individuals)	SW 594 Week 6: Community Intervention. Readings, lecture, dialogue. SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment	SW 594 Week 6: Community Intervention. Readings, lecture, dialogue. SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment	SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment	
Competency 8 (Families)	SW 594 Week 6: Community Intervention. Readings, lecture, dialogue. SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment	SW 594 Week 6: Community Intervention. Readings, lecture, dialogue. SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment	SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment	
Competency 8 (Groups)	SW 594 Week 6: Community Intervention. Readings, lecture, dialogue. SW 594 Assignment #1: Racial Equity, Community, or	SW 594 Week 6: Community Intervention. Readings, lecture, dialogue. SW 594 Assignment #1: Racial Equity, Community, or	SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment SW 594 Activities: Intervention action plan.	

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
	Organizational Assessment SW 594 Assignment #2: Community based project	Organizational Assessment SW 594 Assignment #2: Community based project		
Competency 8 (Communities)	SW 594 Week 6: Community Intervention. Readings, lecture, dialogue. SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment	SW 594 Week 6: Community Intervention. Readings, lecture, dialogue. SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment SW 594 Assignment #2: Community based project	SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment SW 594 Activities: Intervention action plan.	SW 594 Week 9: Organizational policy development. Readings, lecture, dialogue. SW 594 Activities: Practice writing organizational policy proposals; peer-to-peer dialogue and feedback.
Competency 8 (Organizations)	SW 594 Week 6: Community Intervention. Readings, lecture, dialogue. SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment	SW 594 Week 6: Community Intervention. Readings, lecture, dialogue. SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment SW 594 Assignment #2: Community based project	SW 594 Assignment #1: Racial Equity, Community, or Organizational Assessment SW 594 Activities: Intervention action plan.	SW 594 Week 9: Organizational policy development. Readings, lecture, dialogue. SW 594 Activities: Practice writing organizational policy proposals; peer-to-peer dialogue and feedback.
Competency 9: Evaluation (Individuals)	SW 595 Week 1: Policy foundations for economic, racial, environmental justice. Readings, lectures, dialogue.	SW 595 Week 8: Human rights and social movements. Readings, lectures. SW 595 Assignment #1: Campaign to affect policy change.	SW 595 Week 7: Evaluate policy practice. Readings, lectures, dialogue. SW 595 Assignment #1: Campaign to affect policy change.	SW 595 Week 9: Social justice applications: empowerment and client bill of rights. Readings, lectures. SW 595 Activities: small group – development of client bill of rights framework; idea generation activity.
Competency 9 (Families)	SW 595 Week 1: Policy foundations for economic,	SW 595 Week 8: Human rights and social	SW 595 Week 8: Human rights and social movements.	SW 595 Week 9: Social justice applications: empowerment and

<i>Adv. Competency</i>	<i>Knowledge</i>	<i>Values</i>	<i>Skills</i>	<i>Cognitive & Affective Processes</i>
	racial, environmental justice. Readings, lectures, dialogue.	movements. Readings, lectures. SW 595 Assignment #1: Campaign to affect policy change.	Readings, lectures. SW 595 Assignment #1: Campaign to affect policy change.	client bill of rights. Readings, lectures. SW 595 Activities: small group – development of client bill of rights framework; idea generation activity.
Competency 9 (Groups)	SW 595 Week 1: Policy foundations for economic, racial, environmental justice. Readings, lectures, dialogue.	SW 595 Week 8: Human rights and social movements. Readings, lectures. SW 595 Assignment #1: Campaign to affect policy change.	SW 595 Week 7: Evaluate policy practice. Readings, lectures, dialogue. SW 595 Assignment #1: Campaign to affect policy change.	
Competency 9 (Communities)	SW 595 Week 1: Policy foundations for economic, racial, environmental justice. Readings, lectures, dialogue.	SW 595 Week 8: Human rights and social movements. Readings, lectures. SW 595 Assignment #1: Campaign to affect policy change.	SW 595 Week 7: Evaluate policy practice. Readings, lectures, dialogue. SW 595 Assignment #1: Campaign to affect policy change.	SW 595 Week 10: Organizational empowerment innovations: consumer-led and culturally specific organizations. Readings, lecture.
Competency 9 (Organizations)	SW 595 Week 1: Policy foundations for economic, racial, environmental justice. Readings, lectures, dialogue.	SW 595 Week 10: Organizational empowerment innovations: consumer-led and culturally specific organizations. Readings, lecture.	SW 595 Week 7: Evaluate policy practice. Readings, lectures, dialogue. SW 595 Assignment #1: Campaign to affect policy change.	SW 595 Week 10: Organizational empowerment innovations: consumer-led and culturally specific organizations. Readings, lecture.

EP 2.2—SIGNATURE PEDAGOGY: FIELD EDUCATION

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

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

The School of Social Work endorses the principle that field education is the “signature pedagogy” of social work education and requires that all students have educational and training experiences in professionally supervised field placements. The purpose of field education is to provide MSW students with opportunities to integrate and apply generalist and advanced specialization social work conceptual and theoretical learning from the classroom into community field settings and to develop and demonstrate the requisite social work practice competencies. The field education program is delivered systematically, with careful attention to implementing the same policies and procedures across our Portland, Ashland, Bend, Salem, Eugene, and Online program Options.

Students in field placement are required to be concurrently enrolled in either generalist or advanced specialization social work practice courses each term. During the generalist year, in addition to SW 511, which is the field seminar course, students enroll in SW 530 (Skills for Helping: Individuals and Families), 515 (Skills for Helping: Groups), and 532 (Skills for Helping: Advocacy and Empowerment). These courses provide the theoretical and practical skills the students need in order to effectively engage in their field-based learning during the generalist year of the program. In the advanced year, they enroll in a yearlong advanced practice sequence that coincides with their specialization selection: Clinical Social Work Practice (Clinical); Social Work with Children, Youth, and Families (CYF); Health Across the Lifespan (HAL); or Practice and Leadership with Communities and Organizations (PLCO). Each of these courses includes specific assignments and activities that directly relate to their field experiences and are tied to the competencies and behaviors. The advanced practice

courses are designed to expose students to both theoretical and practical skills to support and enhance effective engagement in their field-based learning.

All students are asked to provide their course syllabi to their field instructors to support and enhance the critical exploration of theoretical and practical applications in social work practice. In their generalist year, as referenced above, students are also co-enrolled in a concurrent field seminar which supports them to use supervision to explore and connect theory to practice in a real-world setting. The generalist field seminar, while supporting students' overall success and critical engagement in their field placement, places particular emphasis on the use of supervision to guide practice, the application of the NASW and other Codes of Ethics to practice, and the importance of self-care as students are developing the competencies and skills of beginning social work professionals (Competency 1, EPAS 2015). All field instructors have access to curricular materials and syllabi through their web centers, and the Director of Field Education has developed an electronic quarterly Field Instructor Newsletter that includes a section about MSW coursework.

Additionally, the field program has developed "Field FAQs" for each sequence to inform students, field instructors, and faculty liaisons about the core focus of each sequence and how it is enacted through practical field education experience. As each new field placement site is developed, the program shares the Field FAQ's with the agency to ensure their awareness of the theoretical underpinnings of each specialization as well as the practice opportunities students are expected to be able to engage in to apply their theoretical classroom learning to their field practice. In addition, prior to hosting an intern, each field site and field instructor is provided with the specific field rubric, which guides the evaluation of each student in field related to the specialization of the student they are supervising.

Field rubrics were developed for the generalist field evaluation and the four advanced specialization evaluations. Each field rubric (Generalist, Clinical, Children, Youth and Families, Health Across the Lifespan, and Practice and Leadership with Communities and Organizations) lists the competencies, corresponding behaviors, and the range of observable behaviors that a student might demonstrate as they move toward increasingly competent practice. The field rubrics were developed by the Director of Field Education in conjunction with the generalist and advanced practice sequence instructors. This ensures the strong connection between the theoretical goals and objectives of the practice courses to the demonstration of competency in the field setting.

Generalist (GEN) Rubric

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Behavior & Rubric

1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context

- 1. Inadequate/Demonstrated No Competence:** No evidence of knowledge of the Code of Ethics, relevant laws and regulations, does not identify ethical dilemmas and does not apply an ethical decision-making framework to practice
- 2. Novice/Emerging Competence:** Has basic knowledge about the NASW Code of Ethics, but has difficulty applying them to practice and/or recognizing ethical dilemmas
- 3. Basic/Moderate Competence:** Demonstrates a working knowledge of the NASW Code of Ethics, relevant laws and regulations and has, on several occasions, applied them in formulating a plan for working with client and client systems
- 4. Proficient/Strong Competence:** Consistently applies the Code of Ethics, relevant laws and regulations, identifies ethical dilemmas, and typically refers to professional values and ethics in formulating decisions
- 5. Highly Proficient:** Consistently applies the Code of Ethics, relevant laws and regulations, demonstrates an advanced ability in identifying ethical dilemmas, and demonstrates leadership in bringing social work ethical principles to all areas of practice

1b. Recognize how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice

- 1. Inadequate/Demonstrated No Competence:** Unable to recognize personal values and impact on practice, and/or allows personal values to interfere with practice
- 2. Novice/Emerging Competence:** Appears to have limited knowledge of personal values, limited ability to identify how personal values might interfere with practice, and/or finds it difficult to adhere to professional values
- 3. Basic/Moderate Competence:** 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. Proficient/Strong Competence:** Initiates efforts to identify conflicts between personal and/or professional values and explores in supervision ways to manage conflicts
- 5. Highly Proficient:** Independently identifies conflicts between personal and/or professional values implements plans to effectively manage them

1c. Demonstrates professional behavior, including oral, written and electronic communication; time management, use of social media and adherence to agency policies and procedures

- 1. Inadequate/Demonstrated No Competence:** Does not maintain a professional demeanor; poor time management and communication interfere with the work and/or violates agency policies and procedures
- 2. Novice/Emerging Competence:** Inconsistently demonstrates professional demeanor; time management, communication, and/or adherence to agency policies, procedures, and professional standards
- 3. Basic/Moderate Competence:** Professional behavior typically in accord with agency and professional standards, though improvement needed in some areas
- 4. Proficient/Strong Competence:** Consistently demonstrates professional behavior in accord with agency and professional standards; communication is clear, concise, accurate, and respectful of others
- 5. Highly Proficient:** Consistently demonstrates professional behavior in accord with agency and professional standards, even under stressful circumstances; communication skills reflect professional vs. pre-professional standards

1d. Use technology ethically and appropriately to facilitate practice

- 1. Inadequate/Demonstrated No Competence:** Does not use technology ethically and appropriately; limited ability to utilize technology in practice
- 2. Novice/Emerging Competence:** Utilizes technology (i.e., email, library, text, social media) but does not recognize ethical implications of use on practice
- 3. Basic/Moderate Competence:** Utilizes technology (i.e., email, library, text, social media) and discusses ethical implications of use on practice in supervision
- 4. Proficient/Strong Competence:** Utilizes technology (i.e., email, library, text, social media) and integrates supervision feedback regarding ethical implications of use into practice
- 5. Highly Proficient:** Utilizes technology (i.e., email, library, text, social media) ethically and appropriately in practice with clients/client systems and agency colleagues

1e. Use supervision and consultation to guide professional judgment and behavior

- 1. Inadequate/Demonstrated No Competence:** Does not prepare for or utilize supervision
- 2. Novice/Emerging Competence:** 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. Basic/Moderate Competence:** Consistently prepares for and utilizes supervision and sometimes evidences follow-through on feedback
- 4. Proficient/Strong Competence:** Consistently prepares for supervision, able to voice differences, but remains open to constructive feedback; follows through on feedback
- 5. Highly Proficient:** Consistently prepares for supervision, bringing difficult/new material, and attends to the supervisory relationship as well as the information on client systems; consistently follows through on feedback

1f. Copes with stress, crisis, and conflict and understands the signs of burnout, vicarious trauma, and develops and practices a self-care plan

- 1. Inadequate/Demonstrated No Competence:** Unaware of the impact of stress, conflict, and vicarious trauma on self and practice; frequently overwhelmed in a manner that impacts performance
- 2. Novice/Emerging Competence:** Aware of the impact of stress, conflict, and vicarious trauma on self and practice, though unable to develop a self-care plan; occasionally overwhelmed in a manner that impacts performance
- 3. Basic/Moderate Competence:** 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
- 4. Proficient/Strong Competence:** Aware of the impact of stress, conflict, and vicarious trauma on self and practice and consistently implements a self-care plan
- 5. Highly Proficient:** 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

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Behavior & Rubric

2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the

- 1. Inadequate/Demonstrated No Competence:** Little or no ability to understand the impact of social, cultural, and/or spiritual identities and practices on power and privilege
- 2. Novice/Emerging Competence:** Able to identify oppressed, marginalized and alienated groups with limited recognition of the impact of social, cultural, and/or spiritual identities and practices on power and privilege
- 3. Basic/Moderate Competence:** Able to identify the impact of social, cultural, and/or spiritual identities, and practices on power and privilege; able to discuss ways to engage client systems around these issues
- 4. Proficient/Strong Competence:** Able to identify the impact of social, cultural, and/or spiritual identities and practices on power and privilege; uses knowledge to engage client systems around how these issues impact their lives
- 5. Highly Proficient:** Has a strong understanding of power and privilege and initiates agency discussions on how diversity/difference and power/privilege relate to agency service delivery

2b. Present themselves as learners and engages with others as informants and experts on their lives

- 1. Inadequate/Demonstrated No Competence:** Uses few, if any, opportunities to learn from others (colleagues, service users, and/or other professionals)
- 2. Novice/Emerging Competence:** Expresses openness to learning from others, but seldom seeks feedback from others
- 3. Basic/Moderate Competence:** Beginning to seek information and feedback from others to enhance practice
- 4. Proficient/Strong Competence:** Consistently seeks information and feedback from others
- 5. Highly Proficient:** Consistently seeks information and feedback from others and demonstrates how information has shaped practice by integrating feedback

2c. Demonstrate self-awareness and an ability to recognize and reduce the influence of personal bias, privilege, and participation in systems of oppression and the forces that reinforce these systems

- 1. Inadequate/Demonstrated No Competence:** Reluctant or unable to engage in self- assessment and/or to address personal biases and values which may impact work with diverse population
- 2. Novice/Emerging Competence:** Emerging awareness of personal biases and values but has difficulty addressing in supervision how they will be managed in the practice setting
- 3. Basic/Moderate Competence:** Consistently curious and aware of personal biases and values; openly discusses in supervision ways to work on minimizing their influence on practice

4. Proficient/Strong Competence: Comes to supervision after careful self-reflection; is well aware of potential biases and values that may impede the helping process; typically seeks assistance in managing personal biases and growing in even greater self-awareness

5. Highly Proficient: Anticipates how personal biases and values may impact practice and actively seeks assistance in managing biases and values

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, healthcare, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Behavior & Rubric

3a. Work with and in the service of clients and client systems to advocate for social, economic, and environmental justice and human rights

1. Inadequate/Demonstrated No Competence: Does not work with client/client systems to advocate for justice and human rights

2. Novice/Emerging Competence: Demonstrates an interest in advocating for and with client/client systems but has not taken action

3. Basic/Moderate Competence: Participates in an action advocating for justice and human rights with minimal collaboration

4. Proficient/Strong Competence: Participates regularly in collaborative actions to advocate for justice and human rights

5. Highly Proficient: Participates regularly in collaborative actions to advocate for justice and human rights; engages others to participate, and/or provides leadership in planning action

3b. Understand systemic oppression and privilege and engages in practices to dismantle oppression and advance social, economic, and environmental justice.

1. Inadequate/Demonstrated No Competence: Demonstrates little or no understanding of the forms and mechanisms of oppression and discrimination that may impact systems

2. Novice/Emerging Competence: Understands the forms and mechanisms of oppression and discrimination but has had only limited success in identifying how they impact specific systems served by agency

3. Basic/Moderate Competence: Understands the forms and mechanisms of oppression and discrimination and has articulated how specific systems have been negatively impacted

4. Proficient/Strong Competence: Consistently applies an understanding of the forms and mechanisms of oppression and discrimination to identify ways to take action to advance justice

5. Highly Proficient: Consistently applies an understanding of the forms and mechanisms of oppression and discrimination to mobilize others (service users, co-workers, supervisors) to take action

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social

workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Behavior & Rubric

4a. Uses practice experience and theory to inform scientific inquiry and research

- 1. Inadequate/Demonstrated No Competence:** Unable to demonstrate how practice experience and theory have informed their scientific inquiry and research
- 2. Novice/Emerging Competence:** Able to discuss how practice experience and theory inform scientific inquiry, but unable to apply to research
- 3. Basic/Moderate Competence:** Able to identify how practice experience and theory shapes scientific inquiry and research
- 4. Proficient/Strong Competence:** Consistently identifies how practice experience and theory shapes scientific inquiry and plans to carry out research
- 5. Highly Proficient:** Plans and conducts research that integrates practice experience and theory

4b. Engage in critical analysis of quantitative and qualitative research methods and research findings

- 1. Inadequate/Demonstrated No Competence:** Unable to demonstrate how evidence gleaned from research could be useful in shaping work with service users
- 2. Novice/Emerging Competence:** Able to discuss the potential value of qualitative and quantitative research in supervision
- 3. Basic/Moderate Competence:** Demonstrates analysis of quantitative and qualitative research in supervision
- 4. Proficient/Strong Competence:** Consistently demonstrates analysis of quantitative and qualitative research in supervision
- 5. Highly Proficient:** Demonstrates analysis of quantitative and qualitative research in supervision and begins to apply to practice

4c. Use and translate research findings to inform and improve practice, policy, and service delivery

- 1. Inadequate/Demonstrated No Competence:** Unable to demonstrate how evidence gleaned from research could be useful in shaping practice
- 2. Novice/Emerging Competence:** Able to discuss the potential value of research in providing best practice but has not provided evidence of actually incorporating into practice
- 3. Basic/Moderate Competence:** Able to demonstrate the ability to use research evidence to inform practice (i.e., in selecting a best practice assessment instrument or intervention)
- 4. Proficient/Strong Competence:** Consistently able to demonstrate the ability to integrate information gleaned from research into practice
- 5. Highly Proficient:** Consistently demonstrates the ability to integrate information gleaned from research into practice and frequently initiates discussions and activities to better incorporate research evidence into agency practice

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Behavior & Rubric

5a. Identify social policy at the local, state, federal, and tribal level that impacts the delivery of and access to social services

- 1. Inadequate/Demonstrated No Competence:** Unable to identify policies that impact services users, service providers and the community
- 2. Novice/Emerging Competence:** Identifies policies relevant to service population with limited skill in articulating how they impact service delivery
- 3. Basic/Moderate Competence:** Identify policies relevant to service population and how they impact service delivery
- 4. Proficient/Strong Competence:** Identifies and articulates policies that impact the service users and providers

5. Highly Proficient: Identifies and articulates policies on multiple levels (agency, profession, community, state, national) that impact service users, service providers, and/or the community

5b. Assess how social welfare and economic policies impact the delivery of and access to social services

- 1. Inadequate/Demonstrated No Competence:** Does not assess the impact of policies on service delivery and access
- 2. Novice/Emerging Competence:** Assesses policies relevant to service population with limited skill in articulating how they impact service delivery
- 3. Basic/Moderate Competence:** Assesses policies relevant to service population and how they impact service delivery
- 4. Proficient/Strong Competence:** Assesses and articulates policies that impact the service users and providers
- 5. Highly Proficient:** Assesses and articulates policies on multiple levels (agency, profession, community, state, national) that impact service users, service providers, and/or the community

5c. Engage in critical analysis of and formulate and promote policies that advance human rights and social, economic, and environmental justice

- 1. Inadequate/Demonstrated No Competence:** Demonstrates little interest or ability to analyze and promote policy that advance human rights and justice
- 2. Novice/Emerging Competence:** Discusses analysis of effective policy action, but demonstrates little effort to promote policy that advances human rights and justice
- 3. Basic/Moderate Competence:** Discusses analysis of policy action and has contributed to an effort that promotes human rights and justice
- 4. Proficient/Strong Competence:** Discusses policy action and at least once has taken a leadership role to promote policy that promotes human rights and justice
- 5. Highly Proficient:** Discusses policy action and assumes key leadership roles in planning and executing action to promote policy change; formulates policy ideas

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective

reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Behavior & Rubric

6a. Apply knowledge of human behavior and the social environment and practice context to engage with clients and client systems

- 1. Inadequate/Demonstrated No Competence:** Provides no evidence of being able to apply knowledge of human behavior and the social environment to practice
- 2. Novice/Emerging Competence:** Beginning to apply knowledge of human behavior and the social environment to practice
- 3. Basic/Moderate Competence:** Applies knowledge of human behavior and the social environment to practice
- 4. Proficient/Strong Competence:** Applies knowledge of human behavior and the social environment to practice; engages with a culturally responsive lens
- 5. Highly Proficient:** Applies and integrates knowledge of human behavior and the social environment into culturally responsive engagement at all levels of practice

6b. Listen and communicate with a wide range of clients and client systems 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

- 1. Inadequate/Demonstrated No Competence:** Unable to engage and attend to a wide range of service users and/or colleagues with empathy and unconditional positive regard (i.e., may mistake sympathy for empathy); uncomfortable or avoidant of conflict and strong emotions
- 2. Novice/Emerging Competence:** 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; some discomfort with conflict or strong emotions but attempts to respond
- 3. Basic/Moderate Competence:** 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; able to respond effectively to conflict or strong emotions
- 4. Proficient/Strong Competence:** Consistently engages well and attends to service users and colleagues with empathy and unconditional positive regard; comfortable with conflict and strong emotions
- 5. Highly Proficient:** 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; invites necessary conflict and/or strong emotions when appropriate

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in the process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Behavior & Rubric

7a. Collect, organize, and critically analyze and interpret information from clients and client systems

- 1. Inadequate/Demonstrated No Competence:** Unable to collect, organize, analyze and interpret assessment information from a strengths-based, culturally informed perspective
- 2. Novice/Emerging Competence:** Able to discuss in supervision the importance of strengths-based, culturally informed assessments, but assessments do not reflect these perspectives
- 3. Basic/Moderate Competence:** Able to conduct assessments from a strengths-based culturally informed perspective; assessments lack organization
- 4. Proficient/Strong Competence:** Able to conduct assessments from a strengths-based, culturally informed perspective and presents information clearly and effectively
- 5. Highly Proficient:** Conducts assessments from a strengths-based, culturally informed perspective; presents comprehensive, relevant interpretation of information

7b1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of *micro* clients and client systems

- 1. Inadequate/Demonstrated No Competence:** Does not apply multidisciplinary theoretical frameworks to assessment of micro clients and client systems
- 2. Novice/Emerging Competence:** Beginning to apply multidisciplinary theoretical frameworks to assessment of micro clients and client systems
- 3. Basic/Moderate Competence:** Applies multidisciplinary theoretical frameworks to assessment of micro clients and client systems
- 4. Proficient/Strong Competence:** Applies multidisciplinary theoretical frameworks to assessment of micro clients and client systems; assesses with a culturally responsive lens
- 5. Highly Proficient:** Applies and integrates multidisciplinary theoretical frameworks into culturally responsive assessment at all levels of practice

7b2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of *macro* clients and client systems

- 1. Inadequate/Demonstrated No Competence:** Does not apply multidisciplinary theoretical frameworks to assessment of macro clients and client systems
- 2. Novice/Emerging Competence:** Beginning to apply multidisciplinary theoretical frameworks to assessment of macro clients and client systems
- 3. Basic/Moderate Competence:** Applies multidisciplinary theoretical frameworks to assessment of macro clients and client systems
- 4. Proficient/Strong Competence:** Applies multidisciplinary theoretical frameworks to assessment of macro clients and client systems; assesses with a culturally responsive lens
- 5. Highly Proficient:** Applies and integrates multidisciplinary theoretical frameworks into culturally responsive assessment at all levels of practice

7c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and client systems

- 1. Inadequate/Demonstrated No Competence:** Does not identify client centered goals and objectives; appears unclear about how to collaboratively develop either with the client/client system
- 2. Novice/Emerging Competence:** Has limited skill in developing goals and objectives and/or develops goals and objectives that are not mutually defined with the client/client system
- 3. Basic/Moderate Competence:** Has demonstrated the ability to collaboratively develop goals and objectives with client/client systems; goals and objectives are relevant, clear, and comprehensive
- 4. Proficient/Strong Competence:** Routinely demonstrates the ability to collaboratively develop goals and objectives with client/client systems; goals and objectives are relevant, clear, and comprehensive
- 5. Highly Proficient:** Works effectively with multiple client systems to mutually develop goals and objective that are strengths based and culturally informed

7d. Work collaboratively with clients and client systems to select appropriate intervention strategies based on the assessment, research knowledge, and client values and preferences

- 1. Inadequate/Demonstrated No Competence:** Does not work collaboratively with clients/client systems to select interventions
- 2. Novice/Emerging Competence:** Understands importance of collaborative work and discusses in supervision; not yet engaging clients/client systems in selecting interventions
- 3. Basic/Moderate Competence:** Works collaboratively with client/client systems; beginning to select interventions based on assessment, research, and client preferences
- 4. Proficient/Strong Competence:** Works collaboratively with client/client systems; invites feedback to select interventions based on assessment, research, and client preferences
- 5. Highly Proficient:** Consistently collaborates with client/client systems to select interventions based on assessment, research, and client preferences

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidenced-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration.

Behavior & Rubric

8a. Apply critical thinking in choosing and implementing interventions to achieve practice goals and enhance capacities of clients and client systems

- 1. Inadequate/Demonstrated No Competence:** Unable to apply assessment data to inform intervention appropriate to the client/client system
- 2. Novice/Emerging Competence:** Able to discuss in supervision how assessment data can inform the intervention; difficulty making the connection between client/client system needs in own practice
- 3. Basic/Moderate Competence:** Applies assessment data to inform intervention; beginning to connect client/client system needs to practice
- 4. Proficient/Strong Competence:** Routinely applies assessment data to inform intervention; strategies implemented are appropriate to client/client system needs
- 5. Highly Proficient:** Consistently applies assessment data to inform intervention strategies appropriate to client/client system identified goals

8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and client systems

- 1. Inadequate/Demonstrated No Competence:** Does not apply multidisciplinary theoretical frameworks in interventions with client/client systems
- 2. Novice/Emerging Competence:** Beginning to apply multidisciplinary theoretical frameworks in interventions with clients/client systems
- 3. Basic/Moderate Competence:** Applies multidisciplinary theoretical frameworks in interventions with clients/client systems
- 4. Proficient/Strong Competence:** Applies multidisciplinary theoretical frameworks to practice; intervenes with cultural humility

5. Highly Proficient: Applies and integrates multidisciplinary theoretical frameworks into culturally responsive interventions

8c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

- 1. Inadequate/Demonstrated No Competence:** Unable to collaborate interprofessionally
- 2. Novice/Emerging Competence:** Discusses the importance of interprofessional collaboration in supervision; not yet applying to practice
- 3. Basic/Moderate Competence:** Able to identify when interprofessional collaboration is required to achieve practice outcomes; beginning to collaborate within placement
- 4. Proficient/Strong Competence:** Appropriately uses interprofessional collaboration to achieve practice outcomes; collaborates with other professionals
- 5. Highly Proficient:** Consistently uses interprofessional collaboration to achieve practice outcomes; collaborates with all necessary multi-system professionals

8d. Negotiate, mediate, and advocate on behalf of and with clients and client systems

- 1. Inadequate/Demonstrated No Competence:** Does not demonstrate ability to negotiate, mediate, and advocate on behalf of and with client/client systems
- 2. Novice/Emerging Competence:** Discusses need for collaborative intervention in supervision but has taken no action or is reluctant to negotiate, mediate, or advocate on behalf of and with client/client systems
- 3. Basic/Moderate Competence:** Discusses plans for negotiation, mediation, and advocacy in supervision and at least once has implemented intervention
- 4. Proficient/Strong Competence:** Plans for negotiation, mediation, and advocacy interventions on behalf and with client/client systems
- 5. Highly Proficient:** Consistently negotiates, mediates and advocates on behalf of and with client/client systems

8e. Facilitate effective transitions and endings that advance mutually agreed-on goals

- 1. Inadequate/Demonstrated No Competence:** Does not facilitate effective processes for transitions and endings
- 2. Novice/Emerging Competence:** Aware of the importance of processes for transitions and endings, but has not implemented that knowledge into practice
- 3. Basic/Moderate Competence:** Able to plan for transitions and endings in supervision, but has difficulty fully executing the plan with client systems
- 4. Proficient/Strong Competence:** 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
- 5. Highly Proficient:** Effectively integrates work around transitions and endings; acknowledges client/client system work, strengths and accomplishments

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Behavior & Rubric

9a. Select and use appropriate methods for evaluation of outcomes

- 1. Inadequate/Demonstrated No Competence:** Does not select or use appropriate methods for evaluation
- 2. Novice/Emerging Competence:** Recognizes the need for evaluation but lacks the skill to select and use evaluation methods
- 3. Basic/Moderate Competence:** Discusses evaluation methods and selection to benefit programs or services of the agency in supervision
- 4. Proficient/Strong Competence:** Demonstrates ability to select and use appropriate methods for evaluation of programs and services
- 5. Highly Proficient:** Consistently demonstrates ability to select and use appropriate methods for evaluation of programs and Provides leadership in program/ agency discussion around evaluation

9b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

- 1. Inadequate/Demonstrated No Competence:** Does not apply multidisciplinary theoretical frameworks in the evaluation of outcomes
- 2. Novice/Emerging Competence:** Beginning to apply multidisciplinary theoretical frameworks in the evaluation of outcomes
- 3. Basic/Moderate Competence:** Applies multidisciplinary theoretical frameworks in the evaluation of outcomes
- 4. Proficient/Strong Competence:** Applies multidisciplinary theoretical frameworks to evaluation; evaluates with a culturally informed lens
- 5. Highly Proficient:** Applies and integrates multidisciplinary theoretical frameworks into culturally informed evaluations

9c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes

- 1. Inadequate/Demonstrated No Competence:** Does not analyze, monitor or evaluate processes and outcomes
- 2. Novice/Emerging Competence:** Recognizes importance of evaluating interventions, processes and outcomes and discusses in supervision
- 3. Basic/Moderate Competence:** Able to critically analyze, monitor and evaluation interventions and processes and outcomes related to agency-based work
- 4. Proficient/Strong Competence:** Consistently analyzes, monitors and evaluates interventions and processes and outcomes related to agency-based work
- 5. Highly Proficient:** Consistently analyzes, monitors and evaluates interventions and processes and outcomes related to agency based and uses to inform practice

9d. Apply evaluation findings to improve practice effectiveness at the micro and macro levels

- 1. Inadequate/Demonstrated No Competence:** Unable to demonstrate how evaluation findings can be useful in shaping work with client/client systems
- 2. Novice/Emerging Competence:** Able to discuss the potential value of evaluation findings in providing best practice, but has not provided evidence of actually incorporating such information into practice
- 3. Basic/Moderate Competence:** Demonstrates the ability to use evaluation findings to inform practice with client/client systems (i.e., in selecting a best practice assessment instrument or intervention)
- 4. Proficient/Strong Competence:** Consistently able to demonstrate the ability to integrate evaluation findings into practice with client/client systems
- 5. Highly Proficient:** Consistently demonstrates the ability to integrate evaluation findings into practice and frequently initiates discussions and activities to better incorporate evaluation findings into agency practice

Social Work Practice (Clinical) Field Rubric

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced clinical practitioners understand and apply social work values and ethics as they bring their professional social work identity to their clinical work. They incorporate strength-based and person-in-environment perspectives and develop and maintain effective therapeutic relationships throughout engagement, assessment, intervention, and evaluation. Advanced clinical practitioners apply ethical decision-making skills to specific issues in clinical work including issues related to confidentiality, protection from harm, dual relationships, competence, and commitment to honor and respect client needs. They demonstrate self-awareness and self-reflection in their clinical work including the recognition of strengths, limits, and barriers related to dynamics of power and diversity.

Behavior & Rubric

1a. Recognize complex ethical dilemmas in clinical practice and develop strategies for resolving them

1. Inadequate/Demonstrated No Competence: Does not recognize ethical dilemmas in practice or strategies for resolving them

2. Novice/Emerging Competence: Demonstrates understanding of ethical dilemmas in practice during supervision without ability to independently develop strategies for resolving them

3. Basic/Moderate Competence: Demonstrates understanding of ethical dilemmas during supervision and ability to develop strategies for resolving them in practice

4. Proficient/Strong Competence: Demonstrates understanding of the complex ethical dilemmas in practice intervention, planning and in supervision; explores implications and consequences of strategies to be used in resolving them

5. Highly Proficient: Demonstrates understanding of the complex ethical dilemmas in practice interventions, planning and supervision; predicts and explores clinical and cultural implications with implementation of strategies to be used in resolving them

1b. Articulate how personal values, beliefs, and thoughts impact clinical practice and develop strategies for addressing these

1. Inadequate/Demonstrated No Competence: Does not recognize personal beliefs, biases and assumptions and impact on clinical practice; does not seek consultation or supervision

2. Novice/Emerging Competence: Developing the ability to articulate how beliefs, biases and assumptions impact clinical practice; rarely seeks consultation or supervision; may include avoidance of/sensitivity to issues or fear of raising these issues

3. Basic/Moderate Competence: Demonstrates self-awareness and the ability to articulate beliefs, biases and assumptions and impact on clinical practice; seeks consultation and supervision regarding these issues

4. Proficient/Strong Competence: Consistently applies frameworks for critical thinking in articulating beliefs, biases and assumptions and impact on clinical practice; seeks and applies consultation and supervision regarding these issues

5. Highly Proficient: Consistently applies critical thinking in articulating beliefs, biases and assumptions using theoretical frameworks and engages in own professional development; actively applies consultation and supervision regarding these issues

Competency 2: Engage diversity and difference in practice

Advanced clinical practitioners are knowledgeable about many forms of diversity and difference and how these influence clinical engagement, assessment, intervention, and evaluation. Advanced clinical practitioners demonstrate self-awareness regarding their cultural identity, background, and biases and how these interface with those of clients. They recognize ways that cultural factors and the forces of oppression related to these can create or contribute to client struggles, presenting problems, and engagement.

Advanced clinical practitioners employ open-mindedness and respect as they skillfully explore how cultural identities are a source of strength as well as a source of stress that impacts client needs, challenges, and goals and influences the therapeutic relationship and clinical outcome.

Behavior & Rubric

2a. Articulate how positionality (personal bias, privilege, and legacies of oppression) influences the clinical relationship

- 1. Inadequate/Demonstrated No Competence:** Not able to articulate one's identity and positionality or fails to recognize how this might be relevant to clinical practice.
- 2. Novice/Emerging Competence:** Articulates an emerging understanding of one's identity and positionality and its influence on the clinical relationship
- 3. Basic/Moderate Competence:** Articulates understanding of one's identity and positionality and its influence on the clinical relationship
- 4. Proficient/Strong Competence:** Articulates understanding of one's identity and positionality and how the intersectionality of these affect practice
- 5. Highly Proficient:** Articulates understanding of effects of intersectionality and generates ideas to improve culturally responsive practice

2b. Engage in direct conversations about diversity and difference with clients, supervisor, and colleagues

- 1. Inadequate/Demonstrated No Competence:** Does not engage in direct conversations about diversity and difference
- 2. Novice/Emerging Competence:** Engages in general conversation about diversity and difference; may include avoidance, defensiveness, or sensitivity to issues or fear of other's perceptions
- 3. Basic/Moderate Competence:** Engages in direct conversation about diversity and difference; communicates understanding of effects of difference in clinical relationships
- 4. Proficient/Strong Competence:** Engages in and initiates direct conversation about diversity and difference; demonstrates comfort, skill and sensitivity in these conversations; applies to multiple relationships within clinical setting
- 5. Highly Proficient:** Initiates direct conversation for equity needs and interrupts conversations of bias to improve equity and well-being for staff, clients, and community members

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced clinical practitioners understand the effects of economic, social and cultural factors in the lives of clients. They use knowledge of the effects of oppression, discrimination and historic trauma on clients to guide engagement, assessment and intervention. Advanced clinical practitioners recognize and name injustices impacting clients and help clients to shift from experiences of personal failure to the recognition of contextual constraints and help clients to resist and address factors of social injustice. Advanced clinical practitioners value mental health parity and the reduction of health discrepancies for diverse populations. They intentionally position themselves to reduce and resist the stigma and shame associated with disorders, diagnosis, and help-seeking behaviors across diverse populations.

Behavior & Rubric

3a. Recognize and address issues of social, economic and environmental justice and human rights in the context of clinical work

- 1. Inadequate/Demonstrated No Competence:** Does not demonstrate understanding or integration of social, economic and environmental justice and impact on clinical practice
- 2. Novice/Emerging Competence:** Demonstrates understanding of social, economic and environmental justice related to human rights and impact on clinical practice but unable to integrate

this into their clinical work

3. Basic/Moderate Competence: Demonstrates understanding and basic integration of social, economic and environmental justice, and impact on human rights in clinical practice; beginning to bring issues related to intersectional identities into clinical work

4. Proficient/Strong Competence: Demonstrates understanding of social, economic and environmental justice and impact on human rights in clinical practice setting; consistently brings issues related to intersectional identities into clinical work

5. Highly Proficient: Demonstrates understanding of social, economic and environmental justice and impact on human rights in clinical practice setting; integrates issues related to intersectional identities into clinical work as standard of practice

3b. Recognize issues of social, economic and environmental justice and human rights issues impacting clients and develop strategies with and on behalf of clients and colleagues to address these issues at the organizational and/or community level

1. Inadequate/Demonstrated No Competence: Does not recognize effects of structural oppression impacting service delivery

2. Novice/Emerging Competence: Recognizes effects of structural oppression impacting service delivery; discusses insights and concerns in supervision but limited ability to bring this into clinical work

3. Basic/Moderate Competence: Recognizes effects of structural oppression impacting service delivery; integrates and applies insights to their work with clients and colleagues

4. Proficient/Strong Competence: Recognizes effects of structural oppression impacting clients lives and service delivery; explores strategies to interrupt oppressive practice and to advocate for client rights and attainment of resources

5. Highly Proficient: Recognizes effects of structural oppression impacting service delivery across systems of care; actively interrupts oppressive practices with clients and colleagues and engages in effective social action advocacy; supports clients to resist experiencing results of oppression as personal failure supports clients to resist experiencing results of oppression as personal failure

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Advanced clinical practitioners understand the value of both epistemological and ontological knowledge and the applicability of diverse research methods for evaluating practice. Advanced clinical practitioners have knowledge of the scientific method and can determine the value of using quantitative, qualitative or mixed-methods as the most appropriate methodology for answering clinical practice questions. Advanced clinical practitioners understand how to make use of the findings of others and that the design of their clinical research must be based in sound methods with logical outcomes and grounded in ethical and culturally informed research methodology.

Behavior & Rubric

4a. Identify and critically analyze relevant research and apply evidence-based principles to inform clinical practice

1. Inadequate/Demonstrated No Competence: Minimal ability to identify relevant research and apply to clinical practice

2. Novice/Emerging Competence: Identifies relevant research and able to explore evidenced based principles in clinical practice

3. Basic/Moderate Competence: Identifies and applies relevant research methods and research findings to inform clinical work and is able to locate and apply relevant evidence-based principles in clinical practice

4. Proficient/Strong Competence: Uses critical analysis of research methods and research findings to enhance clinical work and identifies and implements evidence-based principles in clinical practice

5. Highly Proficient: Promotes and shares evidence-based principles to increase clinical implementation agency-wide

4b. Customize evidence-based practices to increase responsiveness to clients and context

- 1. Inadequate/Demonstrated No Competence:** Does not customize evidence-based practices in response to client needs and contexts
- 2. Novice/Emerging Competence:** Demonstrates ability to integrate knowledge of evidenced based practices with needs of clients and contexts; limited capacity to modify EBPs in response to client needs
- 3. Basic/Moderate Competence:** Demonstrates ability to integrate knowledge of evidence-based practices with needs of clients and contexts; discusses benefits of customizing interventions in supervision
- 4. Proficient/Strong Competence:** Demonstrates ability to integrate knowledge of evidence-based practices with needs of clients and contexts; customizes practice based on client needs and context
- 5. Highly Proficient:** Responds to clients and contexts with attention to cultural implications that impact relevance of evidence-based practices and articulates detailed explanation for best fit in application

Competency 5: Engage in Policy Practice

Advanced clinical practitioners understand the ways they participate in local, state and federal policy development, maintenance and change through their positionality and use of power and privilege. Advanced clinical practitioners understand they have an ethical obligation to be aware of current policy structures related to clinical intervention, the role of policy in delivery of clinical services and the ways in which clinical interventions are situated within an ever changing organizational and community policy environment. Advanced clinical practitioners understand clinical interventions are impacted by and impact the current policy environment and the efficacy of clinical interventions depends on policy awareness and advocacy. Advanced clinical practitioners understand how they are uniquely situated to advocate with and on behalf of clients receiving clinical services

Behavior & Rubric

5a. Identify agency, county, state, or federal policies that directly impact clinical services, and/or outcomes

- 1. Inadequate/Demonstrated No Competence:** Unable to identify or recognize policies that impact clinical services or client population
- 2. Novice/Emerging Competence:** Limited recognition or identification of policies that impact clinical services or client population
- 3. Basic/Moderate Competence:** Able to identify policies that impact clinical services and client populations; beginning conceptualization of how policy change could improve clinical services for clients within field setting
- 4. Proficient/Strong Competence:** Identifies how policies impact clinical services and client populations; articulates policy changes that can improve clinical outcomes for clients within field setting
- 5. Highly Proficient:** Identifies policies that impact clinical services; develops or recommends policy changes or new policies that can improve clinical outcomes for clients within field setting

5b. Collaborate with client systems and colleagues for effective policy action that promotes social and economic justice

- 1. Inadequate/Demonstrated No Competence:** Does not collaborate with client systems or colleagues in policy action
- 2. Novice/Emerging Competence:** Understands the importance of collaborating with client systems or colleagues in action but does not apply to practice
- 3. Basic/Moderate Competence:** Beginning to implement collaborative efforts with client systems and colleagues aimed at promoting their ability to influence policy development and implementation (i.e., promoting opportunities to participate or provide input)
- 4. Proficient/Strong Competence:** Consistently implements collaborative efforts with client systems and

colleagues aimed at promoting their ability to influence policy development and implementation

5. Highly Proficient: Leads agency efforts to collaborate with client systems and colleagues for effective policy actions that promotes social and economic justice (i.e., organizing group participation of clients in strategic planning)

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced clinical practitioners value engagement as an ongoing component and dynamic process of practice. Advanced clinical practitioners consistently attend to and sensitively invite discussion of interpersonal and contextual factors that influence the therapeutic relationship. They actively use reflective listening, validation, empathy, warmth and collaboration in practice, supervision, and with colleagues. Advanced clinical practitioners understand the different strategies, skills, practice models and theoretical frameworks use to engage individuals, families, groups, organizations and communities. Advanced clinical practitioners demonstrate awareness of their personal experiences and affective responses and how these influence their engagement with diverse clients.

Behavior & Rubric

6a. Attend to the interpersonal and contextual factors that strengthen or threaten the therapeutic alliance

- 1. Inadequate/Demonstrated No Competence:** Does not attend to interpersonal or contextual factors that impact the therapeutic alliance
- 2. Novice/Emerging Competence:** Emerging ability to identify interpersonal and contextual factors that influence the therapeutic alliance, though unable to address them directly in the clinical relationship
- 3. Basic/Moderate Competence:** Attends to interpersonal OR contextual factors that influence the therapeutic relationship and is beginning to be able to discuss these issues directly within the clinical relationship, though lacks ease in initiating and inviting these discussions
- 4. Proficient/Strong Competence:** Attends to interpersonal AND contextual factors that influence the therapeutic relationship and is able to address these issues directly within the clinical relationship, though at times lacks ease in initiating and inviting these discussions
- 5. Highly Proficient:** Consistently attends to interpersonal AND contextual factors that influence the therapeutic relationship and is able to sensitively initiate and invite discussions of these issues

6b. Actively use engagement skills, including empathy, warmth, validation, reflective listening, and collaboration to strengthen the clinical relationship

- 1. Inadequate/Demonstrated No Competence:** Does not demonstrate engagement skills in supervision or practice
- 2. Novice/Emerging Competence:** Demonstrates limited use of engagement skills; may intellectualize, avoid, interrogate or confront as default baseline in supervision or practice
- 3. Basic/Moderate Competence:** Demonstrates use of engagement skills; developing capacity to balance clinical interventions with use of reflective listening, validation, and collaboration in supervision and practice
- 4. Proficient/Strong Competence:** Consistently utilizes verbal and nonverbal engagement skills; demonstrates balance of clinical interventions with use of reflective listening, validation, and collaboration in supervision and practice
- 5. Highly Proficient:** Integrates engagement skills with clinical interventions in practice; actively utilizes reflective listening, validation, empathy, and collaboration in supervision, practice, and with colleagues

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Advanced clinical practitioners understand that assessment is a continuous component of effective clinical practice with individuals, families, groups, organizations and communities. Clinical assessments are multi-dimensional (bio-psychosocial and spiritual), and are grounded in evidence-based theoretical practice models. Advanced clinical practitioners acknowledge the complexities of the practice context and conduct assessments with attention to strengths, diversity, experiences of historical oppression and trauma, resources, and vulnerabilities. Advanced clinical practitioners recognize how their personal experiences and use of self in the clinical interaction constrain or expand assessment practices with individuals, families, groups, organizations and communities. The ethical values of service, respect, social justice, relationship, and client self-determination are present in all initial and ongoing assessment activities carried out by the advanced clinical practitioner.

Behavior & Rubric

7a. Provide clinical assessments with attention to current and historic strengths, resources, vulnerabilities, constraints, and trauma across multiple dimensions including individual, family, community, and socio-cultural context

- 1. Inadequate/Demonstrated No Competence:** Cannot conduct clinical assessments
- 2. Novice/Emerging Competence:** Emerging assessment skills; may demonstrate ability to assess some of the relevant factors without attention or knowledge related to all aspects of clinical assessments
- 3. Basic/Moderate Competence:** Basic clinical assessment skills; demonstrates ability to assess relevant factors with attention to individual, family, community and sociocultural contexts
- 4. Proficient/Strong Competence:** Conducts thorough clinical assessments; integrates all relevant factors, contexts, strengths, and demonstrates knowledge of differential diagnosis in supervision and documentation
- 5. Highly Proficient:** Conducts thorough clinical assessments that prioritize and honor client's strengths, utilize differential diagnosis, and integrates sociocultural implications of diagnosis in relation to the individual, family and community contexts

7b. Apply advanced clinical theory to assessment with an understanding of how theory can be helpful and/or constraining in the assessment process and how approach to assessment impacts client's sense of self and experience of problems and possibilities

- 1. Inadequate/Demonstrated No Competence:** Does not apply advanced theory to inform assessment
- 2. Novice/Emerging Competence:** Demonstrates emerging knowledge of various advanced clinical theories that inform assessment
- 3. Basic/Moderate Competence:** Applies knowledge and understanding of various advanced clinical theories to assessment; recognizes ways that theoretical lenses can limit or distort assessment; may still generalize individual, community or socio-cultural needs
- 4. Proficient/Strong Competence:** Utilizes advanced clinical theories and recognizes ways that theoretical lenses can limit or distort assessment with focus on specific individual, community and sociocultural needs to inform assessment
- 5. Highly Proficient:** Integrates advanced clinical theories and ability to responsively customize theoretical orientation to best impact client's sense of self and experience

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced clinical practitioners critically evaluate, select, and implement evidence-based interventions that are culturally relevant for the diverse groups of individuals, families, groups, organizations and communities with whom they work. Advanced clinical practitioners work collaboratively with individual, family, group, organization and community client systems to identify and implement clinical intervention techniques for a range of presenting concerns and ongoing problems. Grounded in a strengths-based, ecological model of intervention, advanced clinical practitioners collaborate with other professionals to ensure delivery of relevant

treatment interventions and integrate feedback from clients, colleagues and supervisors to enhance treatment intervention outcomes. Advanced clinical practitioners engage in constant self-reflection in order to provide culturally relevant, context-specific interventions to individuals, families, and groups.

Behavior & Rubric

8a. Partner with clients/client systems to implement responsive therapeutic interventions that are informed by their unique needs, abilities, and preferences

- 1. Inadequate/Demonstrated No Competence:** Lacks awareness of responsive therapeutic interventions; does not partner
- 2. Novice/Emerging Competence:** Articulates an understanding of responsive therapeutic interventions and practices; understands the importance of working in partnership with clients/client systems
- 3. Basic/Moderate Competence:** Demonstrates knowledge of responsive therapeutic interventions and strategies (beginning to apply in the field); participates in efforts to partner with clients/client systems
- 4. Proficient/Strong Competence:** Implements interventions that are responsive to client's unique needs and sensitive to agency context; demonstrates efforts to work in partnership with clients/client systems
- 5. Highly Proficient:** Utilizes best practice therapeutic interventions and strategies with consistent and intentional application; actively works in partnership with clients/client systems and families

8b. Make intentional use of advanced practice theories that fit with client needs and agency context to inform interventions

- 1. Inadequate/Demonstrated No Competence:** Does not apply advanced theory to inform treatment planning and interventions
- 2. Novice/Emerging Competence:** Demonstrates emerging knowledge of various advanced theories that inform treatment planning and interventions
- 3. Basic/Moderate Competence:** Applies knowledge and understanding of various advanced theories to interventions; may still generalize individual, agency, community or sociocultural needs in treatment planning and interventions
- 4. Proficient/Strong Competence:** Utilizes advanced theories with focus on specific individual, agency, community and socio-cultural needs and process approaches to inform treatment planning and interventions
- 5. Highly Proficient:** Integrates advanced theories and ability to responsively customize treatment planning and interventions

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced clinical practitioners understand that evaluation of practice is an ongoing and an integral part of practice with individuals, families, groups, organizations and communities. Advanced clinical practitioners consistently use standardized assessments, outcome measures, and other tools to evaluate and monitor outcomes. Advanced clinical practitioners understand and client progress as a measure of clinical effectiveness. Advanced clinical practitioners are aware of evaluation bias and validity issues and carefully select and use evaluation tools appropriate for diverse client groups.

Behavior & Rubric

9a. Evaluate client progress and clinical intervention effectiveness with attention to multiple sources of information

- 1. Inadequate/Demonstrated No Competence:** Does not evaluate progress and clinical effectiveness in practice
- 2. Novice/Emerging Competence:** Demonstrates knowledge of indicators/tools to support evaluation of client progress and clinical effectiveness; beginning to seek feedback from client/client systems
- 3. Basic/Moderate Competence:** Evaluates client progress and clinical intervention effectiveness through use of at least one indicator/tool, including standardized agency assessments, treatment plan reviews, and feedback from client/client systems
- 4. Proficient/Strong Competence:** Evaluates client progress and clinical intervention effectiveness through use of multiple indicators/tools, including standardized agency assessments, treatment plan reviews, and feedback from supervisors, colleagues, and client/client systems
- 5. Highly Proficient:** Consistently utilizes agency and system outcome indicators/tools to monitor and evaluate client progress and clinical effectiveness; articulates knowledge of possible evaluation tool bias or validity issues when present

9b. Elicit, explore, and respond to client feedback during sessions in order to assure interventions are responsive and effective

- 1. Inadequate/Demonstrated No Competence:** Does not elicit client feedback to evaluate practice
- 2. Novice/Emerging Competence:** Articulates in supervision importance of eliciting client feedback; occasionally explores and responds directly to clients during sessions
- 3. Basic/Moderate Competence:** Demonstrates ability to elicit, explore and respond to client feedback during sessions but does not apply consistently
- 4. Proficient/Strong Competence:** Consistently elicits, explores and responds to client feedback during sessions to assure that interventions are collaborative, culturally responsive and effective
- 5. Highly Proficient:** Promotes agency use of elicited client feedback regarding collaborative, culturally responsive and effective interventions to inform agency practice and effectiveness

Health Across the Lifespan (HAL) Field Rubric

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced practice healthcare social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels of healthcare settings. Advanced practice healthcare social workers understand interdisciplinary and multidisciplinary frameworks of ethical decision-making in healthcare settings and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced practice healthcare social workers recognize personal values and the distinction between personal and professional values as well as differences across healthcare professions. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced practice healthcare social workers also understand the role of other professions when engaged in interdisciplinary and multidisciplinary teams. Advanced practice healthcare social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective in healthcare settings. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice including the use of electronic health records and the legal and ethical guides of releasing health information.

Behavior & Rubric

1a. Apply state and federal laws affecting social work practice in health setting

1. Inadequate/Demonstrated No Competence: Student cannot apply knowledge or application of law

2. Novice/Emerging Competence: Student can apply law and the intent behind the legal principles within supervision and/or consultation, but is unable to apply concepts independently

3. Basic/Moderate Competence: Student can apply law and the intent behind the legal principles accurately, and practice application in intern role

4. Proficient/Strong Competence: Student can independently apply law and the intent behind the legal principles accurately, and practice application within context of interdisciplinary team

5. Highly Proficient: Student demonstrates leadership in application of law and the intent behind the legal principles accurately, and articulates role within the context of interdisciplinary team

1b. Evaluate the influence of their emotional responses to complex ethical situations

1. Inadequate/Demonstrated No Competence: Student is unable to recognize and separate emotional and values-based responses

2. Novice/Emerging Competence: Student is able to recognize but not separate emotional and values-based responses; rarely seeks consultation or supervision; may include avoidance of/sensitivity to issues or fear of raising ethical concerns

3. Basic/Moderate Competence: Student is able to recognize and separate emotional and values-based responses from case analysis; seeks consultation and supervision regarding ethical complexities

4. Proficient/Strong Competence: Student is able to recognize and separate emotional and values-based responses from case analysis and consistently uses consultation and supervision to integrate feedback regarding ethical complexities

5. Highly Proficient: Student recognizes and separates emotional and values-based responses from case analysis and initiates opportunities to engage in own ethical development as a professional rather than a pre-professional

Competency 2: Engage Diversity and Difference in Practice

Advanced practice healthcare social workers understand how diversity and difference characterize and

shape the human experience in healthcare settings. Advanced practice healthcare social workers are knowledgeable about the influence of diversity and difference on 1) access to healthcare systems, 2) help-seeking behaviors, 3) intervention options, and 4) communication and education strategies. They also understand how personal experiences and affective reactions influence professional judgment and behavior of interdisciplinary and multidisciplinary teams. Advanced practice healthcare social workers understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power and how that influences interactions within healthcare settings

Behavior & Rubric

2a. Identify the intersections of culturally diverse social group membership and chronic illness and health management

- 1. Inadequate/Demonstrated No Competence:** Cannot identify intersections of culture, health, and chronic illness and provides no resources
- 2. Novice/Emerging Competence:** Beginning to identify intersections of culturally diverse social group membership and chronic illness/health management; provides irrelevant or limited resources
- 3. Basic/Moderate Competence:** Identifies intersections of culture, health, and chronic illness as well as components that impact social determinants of health
- 4. Proficient/Strong Competence:** Identifies intersections of culture, health, and chronic illness as well as social determinants of health; recognizes historical connections between social groups and healthcare access, intervention, and outcomes and applies knowledge to practice
- 5. Highly Proficient:** Identifies intersections of culture, health, and chronic illness as well as social determinants of health; recognizes historical connections between social groups and healthcare access, intervention, and outcomes; applies and leads initiatives within teams to bring awareness of intersectionality to practice

2b. Demonstrate client-centered literacy in health communications

- 1. Inadequate/Demonstrated No Competence:** Does not demonstrate client-centered literacy or communication
- 2. Novice/Emerging Competence:** Demonstrates understanding of client-centered literacy but does not interpret client's level of understanding or importance of client focused/driven health goals to practice
- 3. Basic/Moderate Competence:** Interprets client's level of understanding and provides health information with intent of achieving the client's goal
- 4. Proficient/Strong Competence:** Interprets client level of understanding and provides *culturally relevant* health information for understanding OR managing disease with intent of achieving the client's goal
- 5. Highly Proficient:** Interprets client level of understanding, provides culturally relevant support to promote understanding AND managing disease with intent of achieving the client's goal

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced practice healthcare social workers understand the interconnection of social, economic, and environmental factors in the lives of patients and their families. Advanced practice healthcare social workers understand the global interconnections of oppression and human rights violations and the effects on health across the lifespan. They understand and develop strategies to eliminate oppressive structural barriers to ensure that healthcare is distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Behavior & Rubric

3a. Demonstrate the interconnection of social, economic and environmental justice and human rights with health disparities

- 1. Inadequate/Demonstrated No Competence:** Does not demonstrate understanding or integration of social, economic and environmental policies and their impact on health disparities
- 2. Novice/Emerging Competence:** Demonstrates understanding of social, economic and environmental policies related to human rights and health disparities without integration in practice
- 3. Basic/Moderate Competence:** Demonstrates understanding and basic integration of social, economic and environmental policies, and their impact on human rights and health disparities in practice
- 4. Proficient/Strong Competence:** Integrates understanding of social, economic and environmental policies and their impact on human rights and health disparities in practice setting; practices health promotion, education, and/or prevention
- 5. Highly Proficient:** Integrates understanding of social, economic and environmental policies and their impact on human rights and health disparities; leads initiatives in health promotion, education and/or prevention in practice setting

3b. Develop strategies that counter structural barriers to the effective access or use of health services

- 1. Inadequate/Demonstrated No Competence:** Cannot identify structural barriers impacting access to services
- 2. Novice/Emerging Competence:** Identifies structural barriers impacting access to services
- 3. Basic/Moderate Competence:** Identifies structural barriers impacting access to services; begins to develop strategies to counter barriers and enable effective service delivery
- 4. Proficient/Strong Competence:** Identifies structural barriers impacting access to services; develops and implements strategies to counter barriers and enable effective service delivery
- 5. Highly Proficient:** Identifies structural barriers impacting access to services; develops, implements and leads strategies to counter barriers and enable effective service delivery

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Advanced practice healthcare social workers can apply quantitative and qualitative research methods to inform practice in a healthcare setting. They contribute to the healthcare knowledgebase through research and evaluation. They understand evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice in a healthcare setting.

Behavior & Rubric

4a. Identify and critically analyze relevant research

- 1. Inadequate/Demonstrated No Competence:** Minimal ability to identify relevant research
- 2. Novice/Emerging Competence:** Identifies relevant research and begins to critically analyze in supervision
- 3. Basic/Moderate Competence:** Identifies and critically analyzes relevant research methods and research findings to inform practice
- 4. Proficient/Strong Competence:** Identifies and critically analyzes relevant research methods and findings to enhance practice
- 5. Highly Proficient:** Promotes and shares relevant research and findings to increase implementation in practice setting across teams

4b. Apply evidenced based research to inform healthcare practice

- 1. Inadequate/Demonstrated No Competence:** Minimal ability to identify relevant research
- 2. Novice/Emerging Competence:** Identifies relevant evidenced based research in healthcare practice and begins to explore application in supervision
- 3. Basic/Moderate Competence:** Applies relevant evidence-based research to inform healthcare practice
- 4. Proficient/Strong Competence:** Critically analyzes and applies relevant evidence-based research to inform healthcare practice
- 5. Highly Proficient:** Promotes and shares evidence-based research to increase implementation in practice settings and across teams

Competency 5: Engage in Policy Practice

Advanced practice healthcare social workers understand that healthcare is mediated by policy and its implementation at the federal, state, and local levels. Advanced practice healthcare social workers understand the history and current structures of healthcare policies and services, the role of policy in service delivery, and the role of practice in policy development. They understand their role in policy development and implementation within healthcare settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. Advanced practice healthcare social workers skilled in policy formulation, analysis, implementation, and evaluation.

Behavior & Rubric

5a. Analyze how health policy drives access and eligibility to healthcare

- 1. Inadequate/Demonstrated No Competence:** Cannot identify health policy issues that impact access and eligibility to healthcare within field setting
- 2. Novice/Emerging Competence:** Limited identification of health policy issues that impact access and eligibility to healthcare within field setting
- 3. Basic/Moderate Competence:** Able to identify health policy issues that impact access and eligibility to healthcare within field setting; beginning conceptualization of how policy change could improve health access and eligibility within field setting
- 4. Proficient/Strong Competence:** Identifies important patterns, differences, or similarities related to health policy as a driver for access and eligibility to healthcare; articulates policy changes that can improve health access and eligibility within field setting
- 5. Highly Proficient:** Identifies important patterns, differences, or similarities related to health policy as a driver for access and eligibility to healthcare; develops or recommends policy changes that can improve health outcomes for populations within field setting and in the larger community

5b. Explain the social forces that influence healthcare reform

- 1. Inadequate/Demonstrated No Competence:** Does not demonstrate awareness of social forces that influence healthcare reform
- 2. Novice/Emerging Competence:** Demonstrates limited awareness of social forces that influence healthcare reform within field setting
- 3. Basic/Moderate Competence:** Demonstrates awareness and discusses in supervision social forces that influence healthcare reform within field setting
- 4. Proficient/Strong Competence:** Demonstrates understanding and discusses in supervision in-depth analysis of social forces that influence healthcare reform within field setting
- 5. Highly Proficient:** Demonstrates understanding and discusses in supervision in-depth analysis of social forces that influence healthcare reform related to clients/client systems served in field setting; develops opportunities to disseminate information to a broader audience within the field setting and in the larger community

Competency 6: Engage with Individuals, Families, Groups,

Organizations, and Communities

Advanced practice healthcare social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Advanced practice healthcare social workers understand interpersonal dynamics and contextual factors that affect working relationship. They understand strategies of collaboration and cooperation to engage diverse clients and constituencies to advance practice effectiveness in healthcare settings. Advanced practice healthcare social workers understand how personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies within healthcare settings. They value principles of relationship-building and interdisciplinary and multidisciplinary collaboration to facilitate engagement with clients, constituencies, and other professionals to promote health and well-being.

Behavior & Rubric

6a. Describe how their personal beliefs affect their practice

- 1. Inadequate/Demonstrated No Competence:** Unaware of personal beliefs and their effect on practice
- 2. Novice/Emerging Competence:** Shows minimal awareness of personal beliefs and their effect on practice
- 3. Basic/Moderate Competence:** Identifies and articulates personal beliefs and their effect on practice; initiates discussion in supervision
- 4. Proficient/Strong Competence:** Recognizes and articulates personal beliefs and their effect on practice; discusses and seeks feedback in supervision and in work with client systems
- 5. Highly Proficient:** Recognizes own personal beliefs and their effect on practice and demonstrates ability to engage with clients, client systems and colleagues who hold varied beliefs

6b. Demonstrate engagement with client-systems using a motivational interviewing framework

- 1. Inadequate/Demonstrated No Competence:** Does not engage with clients/client systems using a motivational interviewing framework
- 2. Novice/Emerging Competence:** Demonstrates beginning awareness of how and when to use a motivational interviewing framework through supervisory conversations but does not apply to practice
- 3. Basic/Moderate Competence:** Able to identify when to use a motivational interviewing framework and can apply to practice
- 4. Proficient/Strong Competence:** Consistently uses a motivational interviewing framework in practice to affect behavior change
- 5. Highly Proficient:** Consistently uses a motivational interviewing framework in practice to affect behavior change and applies to varied clients/client systems and work settings

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Advanced practice healthcare social workers understand that bio-psycho-social-spiritual assessment is an ongoing component of the dynamic and interactive process of healthcare social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They understand and use theories of health promotion, social determinants of health, lifespan development, motivational interviewing, and human behavior and the social environment to critically evaluate and apply knowledge in the assessment. Advanced practice healthcare social workers recognize the implications of the context of healthcare in the assessment process and value the importance of interdisciplinary and multidisciplinary collaboration in the process. They understand how their personal experiences and affective reactions may

affect their assessment and decision-making.

Behavior & Rubric

7a. Demonstrate contextualized assessment approaches in healthcare settings

- 1. Inadequate/Demonstrated No Competence:** Cannot explain contextualized assessment approaches
- 2. Novice/Emerging Competence:** Demonstrates a limited ability to explain contextualized assessment approaches but not yet able to apply in practice
- 3. Basic/Moderate Competence:** Demonstrates ability to apply contextualized assessment approaches within a narrow context (e.g. either to the healthcare setting or the populations, etc.)
- 4. Proficient/Strong Competence:** Consistently demonstrates the ability to apply contextualized assessment approaches in various contexts (e.g., healthcare setting, populations, etc.)
- 5. Highly Proficient:** Consistently demonstrates the use of contextualized assessment approaches, including potential adaptations, and promotes and shares with colleagues

7b. Apply ongoing assessment strategies to issues of health across the lifespan

- 1. Inadequate/Demonstrated No Competence:** Unable to apply or understand the purpose of ongoing assessment strategies
- 2. Novice/Emerging Competence:** Limited ability to apply ongoing assessment strategies but can articulate the importance through supervisory conversations
- 3. Basic/Moderate Competence:** Demonstrates ability to apply ongoing assessment of issues impacting health
- 4. Proficient/Strong Competence:** Demonstrates ability to apply ongoing assessment of issues impacting health with attention to contextual factors
- 5. Highly Proficient:** Conducts thorough and ongoing assessments that demonstrate awareness of the systemic forces that impact health across the lifespan

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced practice healthcare social workers critically appraise and apply multiple interventions to achieve the goals of clients and constituencies. They collaborate with interdisciplinary and/or multidisciplinary teams to coordinate interventions. Advanced practice healthcare social workers identify, analyze, and implement best practice and evidence-informed interventions to promote client and constituency goals and well-being. They demonstrate skills in effective teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary and multidisciplinary collaboration.

Behavior & Rubric

8a. Evaluate the applicability of evidence informed interventions in healthcare settings

- 1. Inadequate/Demonstrated No Competence:** Does not understand the need to evaluate evidence informed interventions
- 2. Novice/Emerging Competence:** Demonstrates understanding of evidence informed evaluation with limited application to clients/client systems
- 3. Basic/Moderate Competence:** Demonstrates understanding and basic integration of evidence informed evaluation and interventions with consistent application to clients/client systems
- 4. Proficient/Strong Competence:** Integrates understanding of evidence informed evaluation and interventions; provides insight regarding patterns, differences, or similarities related to clients/client systems; articulates explanation for best fit in application
- 5. Highly Proficient:** Organizes and synthesizes evidence informed evaluation and interventions;

provides insight regarding patterns, differences, or similarities related to clients/client systems;
articulates explanation for best fit in application

8b. Modify evidence informed single session approaches to specific healthcare settings or populations

- 1. Inadequate/Demonstrated No Competence:** Does not propose techniques/ interventions or understanding of single session approaches
- 2. Novice/Emerging Competence:** Proposes techniques/interventions with limited understanding of single session approaches
- 3. Basic/Moderate Competence:** Proposes techniques/interventions with understanding of single session treatment approaches that apply to healthcare setting or population
- 4. Proficient/Strong Competence:** Proposes techniques/interventions that indicates comprehension of single session approach and are sensitive to contextual factors as well one of the following: ethical, logical, or cultural dimensions of the problem and are applicable to the client populations served
- 5. Highly Proficient:** Implements techniques/strategies that indicates a thorough comprehension of the single session approach and are attuned to contextual factors (e.g., healthcare setting, population, etc.) as well as all of the following: ethical, logical, and cultural dimensions of the problem and are applicable to the client populations served

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced practice healthcare social workers understand that evaluation is a vital and ongoing component of social work practice with individual, families, groups, organizations, and communities. They recognize the importance of evaluating practice and outcomes to advance practice, policy, and service delivery, improve teamwork, and contribute to the knowledge base. Advanced practice healthcare social workers are skilled in applying qualitative and quantitative methods for evaluating outcomes and practice effectiveness based on goals and objectives.

Behavior & Rubric

9a. Apply an evidence informed single session strategy to evaluate practice

- 1. Inadequate/Demonstrated No Competence:** Does not demonstrate ability to evaluate practice
- 2. Novice/Emerging Competence:** Discusses in supervision how to evaluate practice but does not engage in systematic evaluation
- 3. Basic/Moderate Competence:** Applies evidence informed single session strategy to a specific target behavior and describes change in behavior
- 4. Proficient/Strong Competence:** Applies evidence informed single session strategy to a specific target behavior and evaluates change in behavior, including information about how behavior and intervention were monitored
- 5. Highly Proficient:** Applies evidence informed single session strategy to a specific target behavior and evaluates change in behavior, including information about how behavior and intervention were monitored, how context impacted outcomes, and presents results including a discussion about whether intervention should be changed, supplemented or replaced with another approach

9b. Evaluate client/system progress and intervention effectiveness, using qualitative and quantitative data, with attention to multiple sources of information

- 1. Inadequate/Demonstrated No Competence:** Does not evaluate client/system progress and intervention effectiveness in practice

2. Novice/Emerging Competence: Demonstrates knowledge of indicators/tools to support evaluation of client/system progress and intervention effectiveness; beginning to seek feedback from client/system

3. Basic/Moderate Competence: Evaluates client/system progress and intervention effectiveness through use of at least one indicator/tool, including standardized agency assessments, treatment plan reviews, and feedback from client/client systems

4. Proficient/Strong Competence: Evaluates client/system progress and intervention effectiveness through use of multiple indicators/tools, including standardized agency assessments, treatment plan reviews, and feedback from supervisors, colleagues, and client/client systems

5. Highly Proficient: Consistently utilizes agency outcome indicators/tools to monitor and evaluate client/system progress and intervention effectiveness; articulates knowledge of possible evaluation tool bias or validity issues when present

PSU School of Social Work

Children, Youth and Families (CYF) Field Rubric

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced CYF social workers understand and apply social work values and ethics as they bring their professional social work identity to their direct service work with children, youth and families. Social workers explore relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels of various service settings for children and families. They incorporate theoretically-grounded and systemic perspectives to develop and maintain professional relationships with clients, their families, service providers and community partners. CYF social workers demonstrate the ability to make ethical decisions when working with minor children and respect confidentiality while adhering to relevant mandatory reporting laws. When working with family systems, students recognize issues of diversity, cultural considerations, power dynamics and the individual rights of children. Complex ethical dilemmas in working with children are recognized and a plan for mitigating them established.

Behavior & Rubric

1a. Examine personal beliefs and assumptions and develop a plan for continuous learning aimed at ethical practice that promotes well-being for children, youth, and families (micro)

- 1. Inadequate/Demonstrated No Competence:** Does not examine personal beliefs, biases and assumptions and impact on ethical practice; does not seek consultation or supervision
- 2. Novice/Emerging Competence:** Developing the ability to examine beliefs, biases and assumptions; rarely seeks consultation or supervision; may include avoidance of/sensitivity to issues or fear of raising ethical concerns
- 3. Basic/Moderate Competence:** Demonstrates ability to examine beliefs, biases and assumptions and impact on ethical practice; seeks consultation and supervision regarding ethical complexities
- 4. Proficient/Strong Competence:** Consistently applies frameworks for critical thinking in examining beliefs, biases and assumptions and impact on ethical practice; seeks and applies consultation and supervision regarding ethical complexities
- 5. Highly Proficient:** Consistently applies critical thinking in examining belief, biases and assumptions using theoretical frameworks and engages in own ethical development as a professional rather than a pre-professional; actively applies consultation and supervision regarding ethical complexities

1b. Assess practices and policies that present ethical dilemmas working with children, youth, and families (macro)

- 1. Inadequate/Demonstrated No Competence:** Minimal ability to assess understanding of policy implications to practice
- 2. Novice/Emerging Competence:** Assesses practices and policies that present ethical dilemmas and discusses in supervision
- 3. Basic/Moderate Competence:** Assesses practices and policies that present ethical dilemmas; discusses ethical principles within supervision and/or consultation; begins to apply to practice
- 4. Proficient/Strong Competence:** Assesses practices and policies that present ethical dilemmas; analyzes implications and intent behind ethical principles within supervision and/or consultation; applies to practice
- 5. Highly Proficient:** Assesses ethical dilemmas and articulates a contextual understanding of the policies and practices used and generates potential solutions

Competency 2: Engage Diversity and Difference in Practice

Advanced CYF social workers are knowledgeable about many forms of diversity and difference and how these influence family formation, parent-child relationships, parenting practices and the role of children in diverse family systems. Advanced CYF social workers demonstrate self-awareness regarding their cultural identity, background, and biases (positionality) and how these interface with those of children and families; they recognize ways that cultural factors and the forces of oppression related to these can create or contribute to client struggles, presenting problems, and family engagement. Cultural identities are a source of strength as well as a source of stress that impact client needs, challenges and goals; culture influences the therapeutic relationship and outcome. Valuing the necessity of natural support for minor clients, CYF social workers recognize the need for family and system collaboration, advocacy and sensitive case management practices.

Behavior & Rubric

2a. Articulate how one's identity, self-affiliation, and social location affect practice with children, youth, and families (micro)

- 1. Inadequate/Demonstrated No Competence:** Not able to articulate one's identity, self-affiliation, and social location
- 2. Novice/Emerging Competence:** Articulates an emerging understanding of one's identity, self-affiliation, and social location
- 3. Basic/Moderate Competence:** Articulates understanding of one's identity, self-affiliation, and social location and how they affect practice
- 4. Proficient/Strong Competence:** Articulates understanding of one's identity, self-affiliation, and social location and how the intersectionality of these affect practice
- 5. Highly Proficient:** Articulates understanding of effects of intersectionality and generates ideas to improve culturally responsive practice

2b. Identify policies and practices that are culturally responsive for diverse and marginalized children, youth, and families (macro)

- 1. Inadequate/Demonstrated No Competence:** Not able to identify policies and practices that are culturally responsive for diverse and marginalized client populations
- 2. Novice/Emerging Competence:** Able to identify some criteria to assess whether policies and practices are culturally responsive
- 3. Basic/Moderate Competence:** Able to identify policies and practices that are culturally responsive
- 4. Proficient/Strong Competence:** Able to identify policies and practices that are culturally responsive; applies this knowledge into culturally responsive practice with diverse and marginalized populations
- 5. Highly Proficient:** Able to identify policies and practices that are responsible; intentionally applies appropriate culturally responsive practices to serve the unique needs of client populations

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced CYF social workers examine and deeply understand the complex relationship between social and cultural factors and their impact on childhood development. The effects of oppression, discrimination and historic trauma on clients and families are considered when planning any assessment or intervention; specifically, the impact of ageism (directed toward children) in decision-making or service planning. The positioning of children is essential in recognizing how and why young people and their families seek and engage in services; these contextual constraints are understood as factors of social injustice. CYF social workers seek to reduce health discrepancies for diverse populations. They also work to reduce and resist the stigma and shame associated with disorders, diagnosis, treatment seeking and family support across diverse populations.

Behavior & Rubric

3a. Work collaboratively with service users to promote human rights and social and economic justice across multiple systems (micro)

- 1. Inadequate/Demonstrated No Competence:** Does not work collaboratively with service users; minimal evidence of understanding human rights and justice impact
- 2. Novice/Emerging Competence:** Articulates an understanding of the impact between human rights/justice and the service user; encourages client voice in service delivery; shows efforts to learn about and understand the issues that impact client voice; works with dignity and respect for all culture, class, gender, age or affiliations of service users
- 3. Basic/Moderate Competence:** Works with dignity and respect for all culture, class, gender, age or affiliations of services users; shows efforts to apply knowledge of human rights/ justice to work with service users incorporating client voice in service delivery
- 4. Proficient/Strong Competence:** Works with dignity and respect for all culture, class, gender, age or affiliations of services users; applies knowledge of human rights/ justice to implement best practices with service users advocating for client voice in service delivery
- 5. Highly Proficient:** Works with dignity and respect for all culture, class, gender, age or affiliations of services users and recognizes needs of specific communities regarding treatment approach; applies knowledge of human rights and justice to implement best practices with service users incorporating, advocating and implementing client voice in service delivery

3b. Mitigate the effects of structural oppression across multiple service systems (macro)

- 1. Inadequate/Demonstrated No Competence:** Cannot identify effects of structural oppression impacting access to services
- 2. Novice/Emerging Competence:** Identifies effects of structural oppression impacting services; discusses insights and concerns related to service delivery in supervision
- 3. Basic/Moderate Competence:** Identifies effects of structural oppression impacting services; integrates and applies insights to their work with multi-system providers
- 4. Proficient/Strong Competence:** Identifies effects of structural oppression impacting services; explores strategies to interrupt oppressive practice and to advocate for system change
- 5. Highly Proficient:** Identifies effects of structural oppression impacting services across systems of care; interrupts oppressive practices and integrates knowledge to effectively promote system change

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Advanced CYF social workers understand the value of and apply research and evaluation. Social workers have knowledge of the scientific method and can determine the value of using quantitative, qualitative or mixed-methods as the most appropriate methodology for answering practice-based questions. They understand evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. Advanced students critically analyze research and evidence-based practices for cross-cultural applicability. The complexities of research on minor clients are understood as well as the impact on practice.

Behavior & Rubric

4a. Apply knowledge of research and evaluation methods to analyzing policies, social problems, and conditions that impact children, youth, families, and their communities (macro)

- 1. Inadequate/Demonstrated No Competence:** Minimal ability to apply research and evaluation methods to policies, problems and conditions
- 2. Novice/Emerging Competence:** Engages in analysis of quantitative and qualitative research methods and research findings to explore best practices in service delivery
- 3. Basic/Moderate Competence:** Applies critical analysis of quantitative and qualitative research

methods and research findings to inform best practices in service delivery systems

4. Proficient/Strong Competence: Uses critical analysis of quantitative and qualitative research methods and research findings to evaluate best practices in service delivery

5. Highly Proficient: Uses critical analysis of quantitative and qualitative research methods and shares research findings to promote and share best practices in service delivery

4b. Apply knowledge of research and evaluation methods to selecting, and evaluating impact of, advanced social work practice with children, youth, families, and their communities (micro)

1. Inadequate/Demonstrated No Competence: Does not apply knowledge of research or evaluation to methods used in practice

2. Novice/Emerging Competence: Begins to apply knowledge of research and evaluation to methods used in practice

3. Basic/Moderate Competence: Applies knowledge of research and evaluation methods used in practice; aware and utilizes best practices

4. Proficient/Strong Competence: Consistently applies knowledge of research and evaluation methods used in practice; utilizes and measures best practices to evaluate outcomes

5. Highly Proficient: Consistently applies knowledge of research and evaluation methods used in practice; utilizes and measures best practices to evaluate outcomes; ongoing use of evaluative information to adapt and improve practice outcomes

Competency 5: Engage in Policy Practice

Advanced CYF social workers participate in local, state, tribal and federal policy development, maintenance and change through their positionality and use of power and privilege. Advanced CYF social workers understand they have an obligation to be aware of current policy structures and the role of policy in delivery of services to children and families. Services and supports are situated within an ever-changing organizational and community policy environment; the political impacts of services at the micro, mezzo and macro level are evaluated. Advanced CYF social workers understand how they are uniquely situated to advocate with and on behalf of clients requesting or receiving services.

Behavior & Rubric

5a. Research, advocate, and influence policy change at multiple levels aimed at meeting service user-identified needs (macro)

1. Inadequate/Demonstrated No Competence: Does not engage in policy practice

2. Novice/Emerging Competence: Understands the role of policy in shaping practice but does not identify strategic points where multi-level social work might contribute to needed policy change

3. Basic/Moderate Competence: Applies understanding of policy practice and can identify strategic points where multi-level social work might contribute to needed policy change

4. Proficient/Strong Competence: Uses understanding of policy practice to participate in efforts to influence change at one or more levels

5. Highly Proficient: Leads efforts to influence policy change at one or more levels

5b. Promote the ability of service users to influence each level of policy development and implementation as well as service delivery for children, youth, families, and their communities (micro)

1. Inadequate/Demonstrated No Competence: Does not promote the ability of service users to engage in policy development and implementation

2. Novice/Emerging Competence: Understands the importance of supporting service users to engage in and influence policy development and implementation but does not apply to practice

3. Basic/Moderate Competence: Beginning to implement interventions with service users aimed at

promoting their ability to influence policy development and implementation (i.e., promoting opportunities for service users to participate or provide input).

4. Proficient/Strong Competence: Consistently implements interventions with service users aimed at promoting their ability to influence policy development and implementation

5. Highly Proficient: Leads agency wide efforts to engage service users' involvement in policy development and implementation at multiple levels (i.e., organizing group participation of service users in strategic planning)

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced CYF social workers recognize interpersonal dynamics and contextual factors that affect the collaborative relationship with children and families. Advanced CYF practitioners value engagement as an ongoing component and dynamic process of practice. They value principles of relationship-building and interdisciplinary and multidisciplinary collaboration to facilitate engagement with clients and their families. They actively use reflective listening, validation, empathy, warmth and collaboration in practice, supervision, and with colleagues. Advanced CYF practitioners understand the different strategies, skills, practice models and theoretical frameworks used to engage children, families and their respective communities. Advanced clinical practitioners demonstrate awareness of their personal experiences and affective responses and how these influence their engagement with diverse clients.

Behavior & Rubric

6a. Engage in effective, collaborative, and culturally responsive practice with children, youth, families, and their communities and with service systems (micro)

1. Inadequate/Demonstrated No Competence: Does not demonstrate an understanding of the influence of culture and difference on practice effectiveness. Unable to recognize own cultural bias

2. Novice/Emerging Competence: Engages collaboratively with service users; limited ability to understand the influence of culture and difference on practice effectiveness and recognize personal cultural bias

3. Basic/Moderate Competence: Engages collaboratively with service users; understands the influential role of culture and difference and is beginning to discuss culturally sensitive and responsive interventions. Identifies personal cultural bias that impacts work with service users

4. Proficient/Strong Competence: Recognizes personal cultural bias and engage in cross-cultural collaboration to develop culturally responsive interventions

5. Highly Proficient: Consistently able to recognize personal cultural bias and engage effectively in cross-cultural collaboration to develop culturally responsive interventions

6b. Engage effectively with diverse communities and organizations to promote culturally responsive, equitable, and transformational social work practices with children, youth, families, and their communities (macro)

1. Inadequate/Demonstrated No Competence: Does not demonstrate ability to engage effectively with diverse communities/organizations

2. Novice/Emerging Competence: Demonstrates ability to engage effectively with diverse communities/organizations; minimal ability to inform service delivery

3. Basic/Moderate Competence: Demonstrates ability to engage effectively with diverse communities/organizations; discusses culturally responsive, equitable and transformational social work practice ideas

4. Proficient/Strong Competence: Participates in efforts to inform culturally responsive, equitable and transformational social work practices

5. Highly Proficient: Leads efforts to inform culturally responsive, equitable and transformational social work practices

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Advanced CYF social workers understand that assessment is a continuous component of effective work with children, families and their respective communities. Assessments are multi-dimensional (bio-psycho-social-spiritual) and are grounded in evidence-based theoretical practice models. Advanced CYF practitioners acknowledge the complexities of the practice context and conduct assessments with attention to strengths, diversity, experiences of historical oppression and trauma, resources, and systemic barriers. Advanced CYF practitioners understand how to critically incorporate theory into their assessment of children and family systems and recognize the impact communities and macro systems have on development, family functioning, parenting and service accessibility. Advanced CYF social workers recognize how their personal experiences and use of self in the practical or clinical interaction constrain or expand assessment with children, families, organizations and communities.

Behavior & Rubric

7a. Assess children, youth, and families from a multidimensional theory or framework (i.e., multi-systemic, multi-level, multi-disciplinary, client-worker) (micro)

- 1. Inadequate/Demonstrated No Competence:** Does not use multi-dimensional assessment or framework
- 2. Novice/Emerging Competence:** Understands multi-dimensional theory and frameworks and is able to describe how they inform a culturally responsive assessment process
- 3. Basic/Moderate Competence:** Understands multi-dimensional theory and frameworks and is able to identify additional elements to enhance a more comprehensive, culturally responsive assessment
- 4. Proficient/Strong Competence:** Uses a comprehensive, culturally responsive approach to assessment
- 5. Highly Proficient:** Promotes use of a comprehensive, culturally responsive approach to assessment

7b. Identify contextual factors that influence (a) children, youth, and families' well-being, (b) effectiveness and cultural responsiveness of service systems, and (c) social and economic equity (macro)

- 1. Inadequate/Demonstrated No Competence:** Does not identify contextual factors that influence well-being, effectiveness of service delivery systems and equitable practice within their organization or multi-level systems
- 2. Novice/Emerging Competence:** Understands contextual factors that influence service user's' well-being, effectiveness of service delivery systems and equitable practice within their organization or multi-level systems
- 3. Basic/Moderate Competence:** Identifies contextual factors to explore more comprehensive, culturally responsive assessment practices within their organization or multi-level systems
- 4. Proficient/Strong Competence:** Participates in efforts to engage in an organizational assessment of, culturally responsive and equitable practices within their agency or multi-level systems
- 5. Highly Proficient:** Promotes efforts to engage in an organizational assessment of, culturally responsive and equitable practices within their agency or multi-level systems

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced CYF social workers critically evaluate, select, and implement evidence-based interventions that are culturally relevant for the diverse groups of children and families served and attend to the influence of contextual setting where services are offered. Advanced CYF social workers attempt to always work collaboratively with families and support systems available to children and youth; if those supports aren't available, intervention approaches will focus on building those systems through collaboration with and advocacy for clients. Services offered to children and families are situated in family and ecological models of intervention; they are strengths-based and culturally responsive. Advanced CYF social workers engage in constant self-reflection and seek supervision in order to provide culturally relevant, developmentally appropriate and context-specific interventions to children, youth and families.

Behavior & Rubric

8a. Collaborate with children, youth, families, and their communities to select, and apply practices aimed at enhancing social, emotional, and physical well-being (micro)

- 1. Inadequate/Demonstrated No Competence:** Lacks awareness of responsive and effective best practice intervention strategies; does not approach work with children, youth and families collaboratively.
- 2. Novice/Emerging Competence:** Articulates an understanding of responsive and effective best practice intervention strategies and practices; understands the importance of working collaboratively with children, youth and families
- 3. Basic/Moderate Competence:** Demonstrates knowledge of responsive and effective best practice intervention strategies and practices (beginning to apply in the field); participates in efforts to work collaboratively with children, youth and families
- 4. Proficient/Strong Competence:** Implements knowledge of responsive and effective best practice intervention strategies and practices with application; demonstrates efforts to work collaboratively with children, youth and families
- 5. Highly Proficient:** Utilizes best practice interventions and strategies with consistent and intentional application; actively works in collaboration with children, youth, and families

8b. Collaborate with service users and systems to develop and apply comprehensive and cross-system service plans that enhance social, emotional, and physical well-being (macro)

- 1. Inadequate/Demonstrated No Competence:** Does not demonstrate ability to collaborate with service users and systems
- 2. Novice/Emerging Competence:** Articulates the importance of collaboration with services users and systems and is contacting cross-system providers to coordinate services.
- 3. Basic/Moderate Competence:** Participates in efforts to collaborate with services users and systems and coordinate service plans
- 4. Proficient/Strong Competence:** Participates in development and implements cross-system services plans based on effective collaboration with services users and systems
- 5. Highly Proficient:** Utilizes knowledge of development and implementation of cross-system service plans to lead efforts in improving collaborations between services users and systems

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced CYF social workers understand that evaluation of practice is an ongoing and an integral part of practice with individuals, families, groups, organizations and communities. Advanced CYF social workers consistently use standardized assessments, outcome measures, and other tools to evaluate outcomes. Children, families and their support systems are each given voice to evaluate the impact of intervention on an individual and systemic levels. Advanced CYF social workers are aware of evaluation bias and validity issues, especially with children and youth, and carefully select and use evaluation tools appropriate for diverse client groups. The limitations of evaluation practices to measure behavioral or psychological

progress in children are understood.

Behavior & Rubric

9a. Collaborate with service users, communities, and service systems to develop and apply reliable, valid, and culturally sensitive measures and outcomes that are meaningful and acceptable to service users for service plans and interventions (macro)

- 1. Inadequate/Demonstrated No Competence:** Does not demonstrate understanding of reliable, valid, and culturally sensitive measures for use with service users
- 2. Novice/Emerging Competence:** Articulates understanding of reliable, valid and culturally sensitive measures to use with service users in supervision
- 3. Basic/Moderate Competence:** Participates in efforts to utilize reliable, valid and culturally sensitive measures in service delivery with service users
- 4. Proficient/Strong Competence:** Consistently implements application of reliable, valid and culturally sensitive measures in service delivery with service users; collaborates with users and communities to determine needs for service planning and delivery
- 5. Highly Proficient:** Leads efforts to develop and apply reliable, valid and culturally sensitive measures in service delivery as result of collaboration with users and communities

9b. Demonstrate an ability to critically analyze, monitor, and evaluate one's own practice with children, youth, families, and their communities (micro)

- 1. Inadequate/Demonstrated No Competence:** Does not demonstrate an ability to critically analyze, monitor and evaluate one's own practice
- 2. Novice/Emerging Competence:** Developing ability to analyze, monitor, and evaluate one's own practice in supervision
- 3. Basic/Moderate Competence:** Demonstrates ability to analyze, monitor, and evaluate one's own practice in and out of supervision
- 4. Proficient/Strong Competence:** Engages in consistent application of critical analysis of one's own practice in and out of supervision
- 5. Highly Proficient:** Applies critical analysis of one's own practice while seeking feedback from service users and colleagues to inform service delivery

Practice and Leadership with Communities and Organizations (PLCO) Field Rubric

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced PLCO practitioners ascribe to the values and ethics advanced by NASW and CSWE for professional conduct and ethical decision making in working with communities and organizations, recognizing the ways oppression, privilege and power supports or impedes their work in/with community. Advanced practitioners engage in practice that aligns with the profession's standards and aims to maximize respect, inclusion, and the leadership and visibility of people and their communities. Practitioners are involved in critical self-reflection and make effective use of formal supervision and consultation through critical dyad partnerships to review one's practice and identify areas of improvement.

Behavior & Rubric

1a. Recognizes complex ethical dilemmas in community and organization practice and identifies strategies for resolving them

- 1. Inadequate/Demonstrated No Competence:** Does not recognize ethical dilemmas in practice or strategies for resolving them
- 2. Novice/Emerging Competence:** Demonstrates understanding of ethical dilemmas in practice during supervision without ability to independently develop strategies for resolving them
- 3. Basic/Moderate Competence:** Demonstrates understanding of ethical dilemmas during supervision and ability to develop strategies for resolving them in practice
- 4. Proficient/Strong Competence:** Demonstrates understanding of the complex ethical dilemmas in practice intervention, planning and in supervision; explores implications and consequences of strategies to be used in resolving them
- 5. Highly Proficient:** Demonstrates understanding of the complex ethical dilemmas in practice interventions, planning and supervision; predicts and explores community, organizational and cultural implications with implementation of strategies to be used in resolving them

1b. Articulates how personal values, beliefs, and thoughts impact community and organizational practice and develop strategies for addressing these

- 1. Inadequate/Demonstrated No Competence:** Does not recognize personal beliefs, biases and assumptions and impact on community and organizational practice; does not seek consultation or supervision
- 2. Novice/Emerging Competence:** Developing the ability to articulate how beliefs, biases and assumptions impact community and organizational practice; rarely seeks consultation or supervision; may include avoidance of/sensitivity to issues or fear of raising these issues
- 3. Basic/Moderate Competence:** Demonstrates self-awareness and the ability to articulate beliefs, biases and assumptions and impact on community and organizational practice; seeks consultation and supervision regarding these issues
- 4. Proficient/Strong Competence:** Consistently applies frameworks for critical thinking in articulating beliefs, biases and assumptions and impact on community and organizational practice; seeks and applies consultation and supervision regarding these issues
- 5. Highly Proficient:** Consistently applies critical thinking in articulating beliefs, biases and assumptions using theoretical frameworks and engages in own professional development; actively applies consultation and supervision regarding these issues

Competency 2: Engage Diversity and Difference in Practice

Advanced PLCO practitioners will engage in critical self-reflection (including one's many identities, bias, privilege, and legacies of oppression). The advanced practitioner is able to critically analyze challenges, resistance (which has allowed communities to survive despite oppression), and assets within communities and organizations. The practitioner will develop approaches to build respectful relationships and partnerships with diverse stakeholders. Examples can include democratic participation strategies, collaborative decision-making practices, organizational equity initiatives, cultural matching in services and staff, culturally responsive use of self, and supports such as interpretation, child care provision and gender-sensitive accessibility considerations.

Behavior & Rubric

2a. Demonstrates an advanced ability to identify organizational values and beliefs to improve equity amongst staff and community members

- 1. Inadequate/Demonstrated No Competence:** Aware of inequities; does not identify opportunities to improve equity and quality of life for staff, clients and community members
- 2. Novice/Emerging Competence:** Aware of inequities; identifies minor or limited opportunities to improve equity and quality of life for staff, clients and community members; seeks recommendations from others that would enhance both
- 3. Basic/Moderate Competence:** Applies equity lens to the organization; identifies opportunities to improve equity and quality of life for staff, clients and community members; makes recommendations that would enhance both
- 4. Proficient/Strong Competence:** Applies equity lens to the organization; seeks out opportunities to improve equity and quality of life for staff, clients and community members; implements recommendations that enhance both
- 5. Highly Proficient:** Applies equity lens to the organization; creates opportunities to improve equity and quality of life for staff, clients and community members; leads revisions that enhance quality of life

2b. Identifies the need to build collaborations across all stakeholder groups, where power is shared in ways that increase the visibility, voice and influence of community members

- 1. Inadequate/Demonstrated No Competence:** Does not identify the need to build collaborative relationships that increase visibility, voice and influence of community members
- 2. Novice/Emerging Competence:** Identifies the need to build collaborative relationships across all stakeholder groups and discusses in supervision
- 3. Basic/Moderate Competence:** Identifies the need to build collaborative relationships across all stakeholder groups and makes recommendations that would lead to increased visibility, voice and influence of community members
- 4. Proficient/Strong Competence:** Identifies the need to build collaborative relationships across all stakeholder groups and implements recommendations that increase visibility, voice and influence of community members
- 5. Highly Proficient:** Applies equity lens to collaborative relationships and creates opportunities that enhance the visibility, voice and influence of community members

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced PLCO practitioners are knowledgeable of the global interconnections of oppression and theories and strategies to promote social justice and human rights. They are aware of change efforts in human rights, economic, social and environmental justice at the local, national and international levels and are able to identify opportunities for engagement.

Behavior & Rubric

3a. Demonstrates engagement in social transformation within organizations and communities

- 1. Inadequate/Demonstrated No Competence:** Does not engage in social transformation activities within the organization or community
- 2. Novice/Emerging Competence:** Engages in supervisory conversations about how to work towards social transformation
- 3. Basic/Moderate Competence:** Engages in social transformation activities within the organization and community by participating in planned actions aimed at advancing human rights and social, economic and environmental justice
- 4. Proficient/Strong Competence:** Engages in social transformation activities within the organization and community by recommending actions aimed at advancing human rights and social, economic and environmental justice
- 5. Highly Proficient:** Engages in social transformation activities within the organization and community by implementing recommended actions aimed at advancing human rights and social, economic and environmental justice

3b. Demonstrates a well-developed capacity for strategic assessment and planning to advance social justice in organizations and communities

- 1. Inadequate/Demonstrated No Competence:** Cannot identify effects of structural oppression impacting organizational equity practices
- 2. Novice/Emerging Competence:** Identifies effects of structural oppression impacting organizational equity practices; discusses insights and concerns in supervision
- 3. Basic/Moderate Competence:** Identifies effects of structural oppression impacting the organization and community(ies) equity practices; integrates and applies insights to their work
- 4. Proficient/Strong Competence:** Identifies effects of structural oppression impacting the organization and community(ies) equity practices; explores strategies to interrupt oppressive practice and to advocate for system change
- 5. Highly Proficient:** Identifies effects of structural oppression impacting the organization and community(ies) equity practice; interrupts oppressive practices and integrates knowledge to effectively promote system change

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Advanced PLCO practitioners hold a well-developed understanding of research and its usefulness for improving service quality and relevance to specific communities. Practitioners are well versed in the strengths and limitations of evidence-based practice and practice-based evidence; identify research needs and engage in research and/or partners with others. The practitioner integrates qualitative and quantitative research practices to understand the nature of communities and organizations and uses best practices to improve well-being in organizations, communities, and societies. The advanced practitioner engages in research practice that is informed by the knowledge, participation and influence of community members, including interventions that are community-driven and participatory.

Behavior & Rubric

4a. Conducts research that is informed by the knowledge, participation and influence of community members and strives to advance equity

- 1. Inadequate/Demonstrated No Competence:** Does not demonstrate the ability to design or conduct participatory research to advance equity

- 2. Novice/Emerging Competence:** Designs basic research; demonstrates emerging ability to conduct participatory research to advance equity
- 3. Basic/Moderate Competence:** Demonstrates ability to conduct research which seeks to advance equity
- 4. Proficient/Strong Competence:** Demonstrates strong ability to conduct research which seeks to advance equity
- 5. Highly Proficient:** Implements research design which is informed by theory and practice to advance equity

4b. Customizes evidence-based practices to work inclusively with communities and organizations, ensuring that disparities in outcomes for various cultural groups are readily identified and addressed

- 1. Inadequate/Demonstrated No Competence:** Does not customize evidence-based practices to ensure inclusivity and to advance equity with communities and organizations
- 2. Novice/Emerging Competence:** Demonstrates knowledge of evidence-based practices; limited capacity to modify EBPs in response to community and organizational needs and equity practice
- 3. Basic/Moderate Competence:** Demonstrates knowledge of evidence-based practices; discusses options for customizing interventions (in supervision) to ensure inclusivity and equity
- 4. Proficient/Strong Competence:** Demonstrates ability to integrate knowledge of evidence-based practices; customizes interventions
- 5. Highly Proficient:** Responds to communities and organizations with attention to cultural implications that impact relevance of evidence-based practices and articulates detailed explanation for best fit in application

Competency 5: Engage in Policy Practice

Advanced PLCO practitioners recognize that social work is a non-partisan political profession and understand the macro constraints on individual and community well-being. Practitioners are committed to advancing community/organizational-level policies and interventions that are preventative in nature and involve the community in policy practice, building long-term capacity for influencing public and institutional policy.

Behavior & Rubric

5a. Actively engage in public or institutional policy change, ensuring community-identified needs are being addressed

- 1. Inadequate/Demonstrated No Competence:** Policy change ideas do not reflect community needs; no engagement in policy changes
- 2. Novice/Emerging Competence:** Policy change ideas reflect perceived community needs; limited engagement in policy changes
- 3. Basic/Moderate Competence:** Policy change ideas accurately reflect community needs; works to implement policy changes
- 4. Proficient/Strong Competence:** Policy change ideas reflects community needs within and outside of organizations; instrumental role in policy changes
- 5. Highly Proficient:** Policy change reflects community needs within and outside of organizations; leads work in policy changes

5b. Collaborates with clients, communities and colleagues to lead policy change efforts that promote social and economic justice

- 1. Inadequate/Demonstrated No Competence:** Does not collaborate with clients, communities or colleagues in policy action
- 2. Novice/Emerging Competence:** Understands the importance of collaborating with clients, communities or colleagues to promote social and economic justice but does not apply to practice

3. Basic/Moderate Competence: Beginning to implement collaborative efforts with clients, communities and colleagues aimed at promoting their ability to influence policy development and implementation (i.e., promoting opportunities to participate or provide input)

4. Proficient/Strong Competence: Consistently implements collaborative efforts with clients, communities and colleagues aimed at promoting their ability to influence policy development and implementation

5. Highly Proficient: Leads agency efforts to collaborate with clients, communities and colleagues for effective policy actions that promotes social and economic justice (i.e., organizing group participation of clients in strategic planning)

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced PLCO practitioners is highly skilled at engagement with groups, organizations and communities, guided by practice principles that are collaborative, democratic, equitable and inclusive. Practitioners utilize participatory methods and employ a range of interventions to advance organizational and community well-being. Advanced practitioners invite feedback from those they work alongside and work towards continuous quality improvement within their own practices, as well as those of the organizations in which they work and lead.

Behavior & Rubric

6a. Demonstrate advanced levels of constituency engagement, with effective participatory methods and empowerment practices, to build responsive human services

1. Inadequate/Demonstrated No Competence: Does not demonstrate ability to facilitate community engagement regarding community needs

2. Novice/Emerging Competence: Facilitates community engagement with support regarding community needs; minimal ability to inform service delivery

3. Basic/Moderate Competence: Facilitates community engagement to inform service delivery that identifies and responds to community needs

4. Proficient/Strong Competence: Leads community engagement efforts to inform service delivery that identifies and responds to community needs

5. Highly Proficient: Effectively creates new opportunities to lead community engagement efforts to inform service delivery that identifies and responds to community needs

6b. Demonstrates effective methods for practice improvements and relational skills that are rooted in partnership

1. Inadequate/Demonstrated No Competence: Does not engage in partnership-oriented practice

2. Novice/Emerging Competence: Can articulate the value and importance of partnership-oriented practice but does not yet apply to practice

3. Basic/Moderate Competence: Beginning to engage in partnership-oriented practice with some stakeholders

4. Proficient/Strong Competence: Consistently engages in partnership-oriented practice with all stakeholders

5. Highly Proficient: Leads organizational efforts to promote partnership-oriented practice with all stakeholders to enhance practice effectiveness

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Advanced PLCO practitioners are equipped to identify needs and strengths through racial equity,

community and/or organizational assessments, using tools that gather the insights and experiences of community members while integrating diverse perspectives. Advanced practitioners are adept at understanding how their own experiences affect their internalized discourses about who is self, and who is “other” (meaning the communities and organizations with whom one works) and they implement a range of strategies to limit the ways one’s own subjectivity influences how one understands the community and organization.

Behavior & Rubric

7a. Demonstrates advanced capacity to understand the needs of communities and organizations, with effective abilities to advance equity across an institution

- 1. Inadequate/Demonstrated No Competence:** Does not demonstrate understanding of community and organizational needs
- 2. Novice/Emerging Competence:** Demonstrates understanding of community and organizational needs; demonstrates ability to work to advance equity
- 3. Basic/Moderate Competence:** Demonstrates accurate understanding of community and organizational needs; effectively works to advance institutional equity
- 4. Proficient/Strong Competence:** Leads initiatives to advance institutional equity based on strong understanding of community and organizational needs
- 5. Highly Proficient:** Effectively creates opportunities to advance institutional equity based on sophisticated understanding of community and organizational needs

7b. Conducts assessment (racial equity, community or organizational) of an organization that includes recommendations for reducing disparities and advancing equity

- 1. Inadequate/Demonstrated No Competence:** Does not conduct formal assessment
- 2. Novice/Emerging Competence:** Identifies assessment tools and discusses potential organizational assessment approaches in supervision
- 3. Basic/Moderate Competence:** Conducts assessment, demonstrates thoughtful engagement with community members, colleagues and/or peers to collect and compile the assessment information
- 4. Proficient/Strong Competence:** Conducts assessment, demonstrates thoughtful engagement with community members, colleagues and/or peers to collect and compile the assessment information, shares observations and recommendations for next steps, highlights diversity knowledge
- 5. Highly Proficient:** Conducts assessment, demonstrates thoughtful engagement with community members, colleagues and/or peers to collect and compile the assessment information, shares observations and recommendations for next steps, highlights diversity knowledge and recommends program change or new programming that will reduce disparities and advance equity

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced PLCO practitioners are able to design and implement practices that include stakeholders (particularly clients and their communities, but also including staff) to gain more influence over their lives; they identify the range of organizational interventions that advance social justice including budgets, fiscal systems, human resources, board governance, policies, strategic planning, supervision, and organizational structures. They also collaborate with stakeholders in community settings to address factors impeding self-determination and social justice. Advanced practitioners utilize methods such as popular education, coalition building, transformative learning and social justice campaigns to build and support individual, community and organizational capacity.

Behavior & Rubric

8a. Demonstrates advanced capacity to design interventions that are likely to advance community empowerment, culturally responsive organizations and improved outcomes for those served by the organization

- 1. Inadequate/Demonstrated No Competence:** Does not demonstrate ability to outline an action plan that seeks to advance community empowerment, equity and constituency outcomes
- 2. Novice/Emerging Competence:** Demonstrates limited ability to outline an action plan that seeks to advance community empowerment, equity and desired constituency outcomes
- 3. Basic/Moderate Competence:** Designs action plan that seeks to advance community empowerment, equity and desired constituency outcomes
- 4. Proficient/Strong Competence:** Effectively builds support for implementing the action plan to advance community empowerment, equity and desired constituency outcomes
- 5. Highly Proficient:** Implements and leads action plan to advance community empowerment, equity, and maintain involvement of constituency

8b. Integrates advanced practice theories that expand and align interventions towards collaboration, culturally responsive and justice-oriented practices

- 1. Inadequate/Demonstrated No Competence:** Does not demonstrate ability to identify advanced practice theories that expand and align interventions that are collaborative, culturally responsive and justice-oriented
- 2. Novice/Emerging Competence:** Demonstrates beginning ability to identify advanced practice theories aimed at participatory practice and can discuss how to apply to practice
- 3. Basic/Moderate Competence:** Beginning to implement theory driven collaborative efforts with clients, communities and colleagues towards practice that is culturally responsive and justice-oriented
- 4. Proficient/Strong Competence:** Consistently implements theory driven collaborative efforts with clients, communities and colleagues towards practice that is culturally responsive and justice-oriented
- 5. Highly Proficient:** Leads organizational efforts to collaborate with clients, communities and colleagues towards practice that is culturally responsive and justice-oriented

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced PLCO practitioners understand that service providers can benefit from critical reflections about practice through evaluation and evaluation methods that are culturally responsive, empowering and action-oriented. Advanced practitioners work to ensure that organizations identify continuous quality improvement systems and structures to maximize the positive outcomes of the interventions and the self-learning capacity of the organization. Practitioners contribute to the building of practice-based evidence that helps advance best practices within the social work profession.

Behavior & Rubric

9a. Demonstrates advanced ability to assess the effectiveness of public policy or institutional policy practice, including methods for ensuring continuous quality improvement

- 1. Inadequate/Demonstrated No Competence:** Does not explain results of advocacy practice
- 2. Novice/Emerging Competence:** Limited ability to explain results of advocacy practice
- 3. Basic/Moderate Competence:** Accurately explains results of advocacy practice and understands organization's systematic use of data/information to continuously improve practice
- 4. Proficient/Strong Competence:** Critically analyzes and formulates ideas to assess results of advocacy practice; develops ideas for organization's systematic use of data/information to continuously improve practice
- 5. Highly Proficient:** Designs methods to assess results of advocacy practice and leads or advocates for institutional implementation of continuous improvement

9b. Uses participatory methods to elicit, explore and respond to feedback from community members and staff to ensure that interventions are responsive, respectful and effective

1. Inadequate/Demonstrated No Competence: Does not use participatory methods of evaluation

2. Novice/Emerging Competence: Articulates importance of using participatory methods of evaluation but does not yet apply to practice with clients, community members or colleagues

3. Basic/Moderate Competence: Participates in efforts to use participatory methods to elicit, explore and respond to feedback from clients, community members or colleagues to ensure that interventions are responsive, respectful and effective

4. Proficient/Strong Competence: Implements use of participatory methods to elicit, explore and respond to feedback from clients, community members or colleagues to ensure that interventions are responsive, respectful and effective

5. Highly Proficient: Leads organizational efforts to use participatory methods to elicit, explore and respond to feedback from clients, community members or colleagues to ensure that interventions are responsive, respectful and effective

Personal Assessment Questionnaires

Within the first two weeks of beginning each field placement, all students are required to complete a Personal Assessment Questionnaire (PAQ). There is a unique PAQ for each sequence (Generalist, Clinical, CYF, HAL, and PLCO). The PAQ is based on the student's specialization and mirrors the field rubric documents listed above. The PAQ is a tool to help students and field instructors become aware of the 9 core social work competencies and associated (observable) behaviors and identify strengths and areas for professional growth in relationship to these behaviors and competencies. Students self-rate at the behavior level based on the competencies and correlating behaviors identified by the CSWE, the School, and the practice communities around the State. Students are required to complete the form electronically in the first two weeks of the term through their password-protected web center and are expected to share the information with their field instructor, who will access through their own password-protected web center. This information guides the student and the field instructor in structuring and planning the field placement activities that will support the student to develop and demonstrate each competency by the completion of their nine-month internship.

Generalist Personal Assessment Questionnaire 2017–2018

COMPETENCIES	BEHAVIORS	SELF RATINGS
Competency 1: Demonstrate Ethical and Professional Behavior	<p>1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: No evidence of knowledge of the Code of Ethics, relevant laws and regulations, does not identify ethical dilemmas and does not apply an ethical decision-making framework to practice 2. Novice/Emerging Competence: Has basic knowledge about the NASW Code of Ethics, but has difficulty applying them to practice and/or recognizing ethical dilemmas 3. Basic/Moderate Competence: Demonstrates a working knowledge of the NASW Code of Ethics, relevant laws and regulations and has, on several occasions, applied them in formulating a plan for working with client and client systems 4. Proficient/Strong Competence: Consistently applies the Code of Ethics, relevant laws and regulations, identifies ethical dilemmas, and typically refers to professional values and ethics in formulating decisions 5. Highly Proficient: Consistently applies the Code of Ethics, relevant laws and regulations, demonstrates an advanced ability in identifying ethical dilemmas, and demonstrates leadership in bringing social work ethical principles to all 	Student selects 1–5 from drop-down menu

	<p>areas of practice</p>	
	<p>1b. Recognize how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to recognize personal values and impact on practice, and/or allows personal values to interfere with practice 2. Novice/Emerging Competence: Appears to have limited knowledge of personal values, limited ability to identify how personal values might interfere with practice, and/or finds it difficult to adhere to professional values 3. Basic/Moderate Competence: 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. Proficient/Strong Competence: Initiates efforts to identify conflicts between personal and/or professional values and explores in supervision ways to manage conflicts 5. Highly Proficient: Independently identifies conflicts between personal and/or professional values implements plans to effectively manage them 	<p>Student selects 1–5 from drop-down menu</p>
	<p>1c. Demonstrates professional behavior, including oral, written and electronic communication; time management, use of social media and adherence to agency policies and procedures</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not maintain a professional demeanor; poor time management and communication interfere with the work and/or violates agency policies and procedures 2. Novice/Emerging Competence: Inconsistently demonstrates professional demeanor; time management, communication, and/or adherence to agency policies, procedures, and professional standards 3. Basic/Moderate Competence: Professional behavior typically in accord with agency and professional standards, though improvement needed in some areas 4. Proficient/Strong Competence: Consistently demonstrates professional behavior in accord with agency and professional standards; communication is clear, concise, accurate, and respectful of others 5. Highly Proficient: Consistently demonstrates professional behavior in accord with agency and professional standards, even under stressful circumstances; communication skills reflect professional vs. pre-professional standards <p>1d. Use technology ethically and appropriately to facilitate practice</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not use technology ethically and appropriately; limited ability to utilize technology in practice 2. Novice/Emerging Competence: Utilizes technology (ie: email, library, text, social media) but does not recognize ethical implications of use on practice 	<p>Student selects 1–5 from drop-down menu</p> <p>Student selects 1–5 from drop-down menu</p>

	<ol style="list-style-type: none"> 3. Basic/Moderate Competence: Utilizes technology (i.e., email, library, text, social media) and discusses ethical implications of use on practice in supervision 4. Proficient/Strong Competence: Utilizes technology (i.e., email, library, text, social media) and integrates supervision feedback regarding ethical implications of use into practice 5. Highly Proficient: Utilizes technology (i.e., email, library, text, social media) ethically and appropriately in practice with clients/client systems and agency colleagues 	
	<p>1e. Use supervision and consultation to guide professional judgment and behavior</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not prepare for or utilize supervision 2. Novice/Emerging Competence: 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. Basic/Moderate Competence: Consistently prepares for and utilizes supervision and sometimes evidences follow-through on feedback 4. Proficient/Strong Competence: Consistently prepares for supervision, able to voice differences, but remains open to constructive feedback; follows through on feedback 5. Highly Proficient: Consistently prepares for supervision, bringing difficult/new material, and attends to the supervisory relationship as well as the information on client systems; consistently follows through on feedback 	<p>Student selects 1–5 from drop-down menu</p>
	<p>1f. Copes with stress, crisis, and conflict and understands the signs of burnout, vicarious trauma, and develops and practices a self-care plan</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unaware of the impact of stress, conflict, and vicarious trauma on self and practice; frequently overwhelmed in a manner that impacts performance 2. Novice/Emerging Competence: Aware of the impact of stress, conflict, and vicarious trauma on self and practice, though unable to develop a self-care plan; occasionally overwhelmed in a manner that impacts performance 3. Basic/Moderate Competence: 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 4. Proficient/Strong Competence: Aware of the impact of stress, conflict, and vicarious trauma on self and practice and consistently implements a self-care plan 5. Highly Proficient: 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 	<p>Student selects 1–5 from drop-down menu</p>

<p>Competency 2: Engage Diversity and Difference in Practice</p>	<p>2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Little or no ability to understand the impact of social, cultural, and/or spiritual identities and practices on power and privilege 2. Novice/Emerging Competence: Able to identify oppressed, marginalized and alienated groups with limited recognition of the impact of social, cultural, and/or spiritual identities and practices on power and privilege 3. Basic/Moderate Competence: Able to identify the impact of social, cultural, and/or spiritual identities, and practices on power and privilege; able to discuss ways to engage client systems around these issues 4. Proficient/Strong Competence: Able to identify the impact of social, cultural, and/or spiritual identities and practices on power and privilege; uses knowledge to engage client systems around how these issues impact their lives 5. Highly Proficient: Has a strong understanding of power and privilege and initiates agency discussions on how diversity/difference and power/privilege relate to agency service delivery 	<p>Student selects 1–5 from drop- down menu</p>
	<p>2b. Present themselves as learners and engages with others as informants and experts on their lives</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Uses few, if any, opportunities to learn from others (colleagues, service users, and/or other professionals) 2. Novice/Emerging Competence: Expresses openness to learning from others, but seldom seeks feedback from others 3. Basic/Moderate Competence: Beginning to seek information and feedback from others to enhance practice 4. Proficient/Strong Competence: Consistently seeks information and feedback from others 5. Highly Proficient: Consistently seeks information and feedback from others and demonstrates how information has shaped practice by integrating feedback 	<p>Student selects 1–5 from drop- down menu</p>
	<p>2c. Demonstrate self-awareness and an ability to recognize and reduce the influence of personal bias, privilege, and participation in systems of oppression and the forces that reinforce these systems</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Reluctant or unable to engage in self-assessment and/or to address personal biases and values which may impact work with diverse population 2. Novice/Emerging Competence: Emerging awareness of personal biases and values but has difficulty addressing in supervision how they will be managed in the practice setting 3. Basic/Moderate Competence: Consistently curious and aware of personal biases and values; openly discusses in supervision ways to work on minimizing their influence on practice 	<p>Student selects 1–5 from drop- down menu</p>

<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>4. Proficient/Strong Competence: Comes to supervision after careful self-reflection; is well aware of potential biases and values that may impede the helping process; typically seeks assistance in managing personal biases and growing in even greater self-awareness</p> <p>5. Highly Proficient: Anticipates how personal biases and values may impact practice and actively seeks assistance in managing biases and values</p> <p>3a. Work with and in the service of clients and client systems to advocate for social, economic, and environmental justice and human rights</p> <p>1. Inadequate/Demonstrated No Competence: Does not work with client/client systems to advocate for justice and human rights</p> <p>2. Novice/Emerging Competence: Demonstrates an interest in advocating for and with client/client systems but has not taken action</p> <p>3. Basic/Moderate Competence: Participates in an action advocating for justice and human rights with minimal collaboration</p> <p>4. Proficient/Strong Competence: Participates regularly in collaborative actions to advocate for justice and human rights</p> <p>5. Highly Proficient: Participates regularly in collaborative actions to advocate for justice and human rights; engages others to participate, and/or provides leadership in planning action</p>	<p>Student selects 1–5 from drop-down menu</p>
	<p>3b. Understand systemic oppression and privilege and engages in practices to dismantle oppression and advance social, economic, and environmental justice</p> <p>1. Inadequate/Demonstrated No Competence: Demonstrates little or no understanding of the forms and mechanisms of oppression and discrimination that may impact systems</p> <p>2. Novice/Emerging Competence: Understands the forms and mechanisms of oppression and discrimination but has had only limited success in identifying how they impact specific systems served by agency</p> <p>3. Basic/Moderate Competence: Understands the forms and mechanisms of oppression and discrimination and has articulated how specific systems have been negatively impacted</p> <p>4. Proficient/Strong Competence: Consistently applies an understanding of the forms and mechanisms of oppression and discrimination to identify ways to take action to advance justice</p> <p>5. Highly Proficient: Consistently applies an understanding of the forms and mechanisms of oppression and discrimination to mobilize others (service users, co-workers, supervisors) to take action</p>	<p>Student selects 1–5 from drop-down menu</p>

<p>Competency 4: Engage in Practice- Informed Research and Research- Informed Practice</p>	<p>4a. Uses practice experience and theory to inform scientific inquiry and research</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to demonstrate how practice experience and theory have informed their scientific inquiry and research 2. Novice/Emerging Competence: Able to discuss how practice experience and theory inform scientific inquiry, but unable to apply to research 3. Basic/Moderate Competence: Able to identify how practice experience and theory shapes scientific inquiry and research 4. Proficient/Strong Competence: Consistently identifies how practice experience and theory shapes scientific inquiry and plans to carry out research 5. Highly Proficient: Plans and conducts research that integrates practice experience and theory 	<p>Student selects 1–5 from drop-down menu</p>
	<p>4b. Engage in critical analysis of quantitative and qualitative research methods and research findings</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to demonstrate how evidence gleaned from research could be useful in shaping work with service users 2. Novice/Emerging Competence: Able to discuss the potential value of qualitative and quantitative research in supervision 3. Basic/Moderate Competence: Demonstrates analysis of quantitative and qualitative research in supervision 4. Proficient/Strong Competence: Consistently demonstrates analysis of quantitative and qualitative research in supervision 5. Highly Proficient: Demonstrates analysis of quantitative and qualitative research in supervision and begins to apply to practice 	<p>Student selects 1–5 from drop-down menu</p>
	<p>4c. Use and translate research findings to inform and improve practice, policy, and service delivery</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to demonstrate how evidence gleaned from research could be useful in shaping practice 2. Novice/Emerging Competence: Able to discuss the potential value of research in providing best practice, but has not provided evidence of actually incorporating into practice 3. Basic/Moderate Competence: Able to demonstrate the ability to use research evidence to inform practice (i.e., in selecting a best practice assessment instrument or intervention) 4. Proficient/Strong Competence: Consistently able to demonstrate the ability to integrate information gleaned from research into practice 5. Highly Proficient: Consistently demonstrates the ability to integrate information gleaned from research into practice and frequently initiates discussions and activities to better incorporate research evidence into agency practice 	<p>Student selects 1–5 from drop-down menu</p>

<p>Competency 5: Engage in Policy Practice</p>	<p>5a. Identify social policy at the local, state, federal, and tribal level that impacts the delivery of and access to social services</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to identify policies that impact services users, service providers and the community 2. Novice/Emerging Competence: Identifies policies relevant to service population with limited skill in articulating how they impact service delivery 3. Basic/Moderate Competence: Identify policies relevant to service population and how they impact service delivery 4. Proficient/Strong Competence: Identifies and articulates policies that impact the service users and providers 5. Highly Proficient: Identifies and articulates policies on multiple levels (agency, profession, community, state, national) that impact service users, service providers, and/or the community 	<p>Student selects 1–5 from drop-down menu</p>
	<p>5b. Assess how social welfare and economic policies impact the delivery of and access to social services</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not assess the impact of policies on service delivery and access 2. Novice/Emerging Competence: Assesses policies relevant to service population with limited skill in articulating how they impact service delivery 3. Basic/Moderate Competence: Assesses policies relevant to service population and how they impact service delivery 4. Proficient/Strong Competence: Assesses and articulates policies that impact the service users and providers 5. Highly Proficient: Identifies and articulates policies on multiple levels (agency, profession, community, state, national) that impact service users, service providers, and/or the community 	<p>Student selects 1–5 from drop-down menu</p>
	<p>5c. Engage in critical analysis of and formulate and promote policies that advance human rights and social, economic, and environmental justice</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Demonstrates little interest or ability to analyze and promote policy that advance human rights and justice 2. Novice/Emerging Competence: Discusses analysis of effective policy action, but demonstrates little effort to promote policy that advances human rights and justice 3. Basic/Moderate Competence: Discusses analysis of policy action and has contributed to an effort that promotes human rights and justice 4. Proficient/Strong Competence: Discusses policy action and at least once has taken a leadership role to promote policy that promotes human rights and justice 5. Highly Proficient: Discusses policy action and assumes key leadership roles in planning and executing action to promote policy change; formulates policy ideas 	<p>Student selects 1–5 from drop-down menu</p>

<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>6a. Apply knowledge of human behavior and the social environment and practice context to engage with clients and client systems</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Provides no evidence of being able to apply knowledge of human behavior and the social environment to practice 2. Novice/Emerging Competence: Beginning to apply knowledge of human behavior and the social environment to practice 3. Basic/Moderate Competence: Applies knowledge of human behavior and the social environment to practice 4. Proficient/Strong Competence: Applies knowledge of human behavior and the social environment to practice; engages with a culturally responsive lens 5. Highly Proficient: Applies and integrates knowledge of human behavior and the social environment into culturally responsive engagement at all levels of practice 	<p>Student selects 1–5 from drop-down menu</p>
	<p>6b. Listen and communicate with a wide range of clients and client systems 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</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to engage and attend to a wide range of service users and/or colleagues with empathy and unconditional positive regard (e.g., may mistake sympathy for empathy); uncomfortable or avoidant of conflict and strong emotions 2. Novice/Emerging Competence: 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; some discomfort with conflict or strong emotions but attempts to respond 3. Basic/Moderate Competence: 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; able to respond effectively to conflict or strong emotions 4. Proficient/Strong Competence: Consistently engages well and attends to service users and colleagues with empathy and unconditional positive regard; comfortable with conflict and strong emotions 5. Highly Proficient: 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; invites necessary conflict and/or strong emotions when appropriate 	<p>Student selects 1–5 from drop-down menu</p>
<p>Competency 7: Assess Individuals, Families, Groups,</p>	<p>7a. Collect, organize, and critically analyze and interpret information from clients and client systems</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to collect, organize, analyze and interpret assessment information from a strengths-based, culturally informed 	<p>Student selects 1–5 from drop-down menu</p>

<p>Organizations, and Communities</p>	<p>perspective</p> <ol style="list-style-type: none"> 2. Novice/Emerging Competence: Able to discuss in supervision the importance of strengths-based, culturally informed assessments, but assessments do not reflect these perspectives 3. Basic/Moderate Competence: Able to conduct assessments from a strengths-based culturally informed perspective; assessments lack organization 4. Proficient/Strong Competence: Able to conduct assessments from a strengths-based, culturally informed perspective and presents information clearly and effectively 5. Highly Proficient: Conducts assessments from a strengths-based, culturally informed perspective; presents comprehensive, relevant interpretation of information 	
	<p>7b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of micro clients and client systems</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not apply multidisciplinary theoretical frameworks to assessment of micro clients and client systems 2. Novice/Emerging Competence: Beginning to apply multidisciplinary theoretical frameworks to assessment of micro clients and client systems 3. Basic/Moderate Competence: Applies multidisciplinary theoretical frameworks to assessment of micro clients and client systems 4. Proficient/Strong Competence: Applies multidisciplinary theoretical frameworks to assessment of micro clients and client systems; assesses with a culturally responsive lens 5. Highly Proficient: Applies and integrates multidisciplinary theoretical frameworks into culturally responsive assessment at all levels of practice 	<p>Student selects 1–5 from drop-down menu</p>
	<p>7c. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of macro clients and client systems</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not apply multidisciplinary theoretical frameworks to assessment of macro clients and client systems 2. Novice/Emerging Competence: Beginning to apply multidisciplinary theoretical frameworks to assessment of macro clients and client systems 3. Basic/Moderate Competence: Applies multidisciplinary theoretical frameworks to assessment of macro clients and client systems 4. Proficient/Strong Competence: Applies multidisciplinary theoretical frameworks to assessment of macro clients and client systems; assesses with a culturally responsive lens 5. Highly Proficient: Applies and integrates multidisciplinary theoretical frameworks into culturally responsive assessment at all levels of practice 	<p>Student selects 1–5 from drop-down menu</p>

	<p>7d. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and client systems</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not identify client centered goals and objectives; appears unclear about how to collaboratively develop either with the client/client system 2. Novice/Emerging Competence: Has limited skill in developing goals and objectives and/or develops goals and objectives that are not mutually defined with the client/client system 3. Basic/Moderate Competence: Has demonstrated the ability to collaboratively develop goals and objectives with client/client systems; goals and objectives are relevant, clear, and comprehensive 4. Proficient/Strong Competence: Routinely demonstrates the ability to collaboratively develop goals and objectives with client/client systems; goals and objectives are relevant, clear, and comprehensive 5. Highly Proficient: Works effectively with multiple client systems to mutually develop goals and objective that are strengths based and culturally informed <p>7e. Work collaboratively with clients and client systems to select appropriate intervention strategies based on the assessment, research knowledge, and client values and preferences</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not work collaboratively with clients/client systems to select interventions 2. Novice/Emerging Competence: Understands importance of collaborative work and discusses in supervision; not yet engaging clients/client systems in selecting interventions 3. Basic/Moderate Competence: Works collaboratively with client/client systems; beginning to select interventions based on assessment, research, and client preferences 4. Proficient/Strong Competence: Works collaboratively with client/client systems; invites feedback to select interventions based on assessment, research, and client preferences 5. Highly Proficient: Consistently collaborates with client/client systems to select interventions based on assessment, research, and client preferences 	<p>Student selects 1–5 from drop-down menu</p>
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>8a. Apply critical thinking in choosing and implementing interventions to achieve practice goals and enhance capacities of clients and client systems</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to apply assessment data to inform intervention appropriate to the client/client system 2. Novice/Emerging Competence: Able to discuss in supervision how assessment data can inform the intervention; difficulty making the connection between client/client system needs in own practice 	<p>Student selects 1–5 from drop-down menu</p>

	<ol style="list-style-type: none"> 3. Basic/Moderate Competence: Applies assessment data to inform intervention; beginning to connect client/client system needs to practice 4. Proficient/Strong Competence: Routinely applies assessment data to inform intervention; strategies implemented are appropriate to client/client system needs 5. Highly Proficient: Consistently applies assessment data to inform intervention strategies appropriate to client/client system identified goals 	
	<p>8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and client systems</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not apply multidisciplinary theoretical frameworks in interventions with client/client systems 2. Novice/Emerging Competence: Beginning to apply multidisciplinary theoretical frameworks in interventions with clients/client systems 3. Basic/Moderate Competence: Applies multidisciplinary theoretical frameworks in interventions with clients/client systems 4. Proficient/Strong Competence: Applies multidisciplinary theoretical frameworks to practice; intervenes with cultural humility 5. Highly Proficient: Applies and integrates multidisciplinary theoretical frameworks into culturally responsive interventions 	<p>Student selects 1–5 from drop-down menu</p>
	<p>8c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to collaborate interprofessionally 2. Novice/Emerging Competence: Discusses the importance of interprofessional collaboration in supervision; not yet applying to practice 3. Basic/Moderate Competence: Able to identify when interprofessional collaboration is required to achieve practice outcomes; beginning to collaborate within placement 4. Proficient/Strong Competence: Appropriately uses interprofessional collaboration to achieve practice outcomes; collaborates with other professionals 5. Highly Proficient: Consistently uses interprofessional collaboration to achieve practice outcomes; collaborates with all necessary multi-system professionals <p>8d. Negotiate, mediate, and advocate on behalf of and with clients and client systems</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate ability to negotiate, mediate, and advocate on behalf of and with client/client systems 	<p>Student selects 1–5 from drop-down menu</p> <p>Student selects 1–5 from drop-down menu</p>

	<ol style="list-style-type: none"> 2. Novice/Emerging Competence: Discusses need for collaborative intervention in supervision but has taken no action or is reluctant to negotiate, mediate, or advocate on behalf of and with client/client systems 3. Basic/Moderate Competence: Discusses plans for negotiation, mediation, and advocacy in supervision and at least once has implemented intervention 4. Proficient/Strong Competence: Plans for negotiation, mediation, and advocacy interventions on behalf and with client/client systems 5. Highly Proficient: Consistently negotiates, mediates and advocates on behalf of and with client/client systems 	
	<p>8e. Facilitate effective transitions and endings that advance mutually agreed-on goals</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not facilitate effective processes for transitions and endings 2. Novice/Emerging Competence: Aware of the importance of processes for transitions and endings, but has not implemented that knowledge into practice 3. Basic/Moderate Competence: Able to plan for transitions and endings in supervision, but has difficulty fully executing the plan with client systems 4. Proficient/Strong Competence: 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 5. Highly Proficient: Effectively integrates work around transitions and endings; acknowledges client/client system work, strengths and accomplishments 	Student selects 1–5 from drop-down menu
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<p>9a. Select and use appropriate methods for evaluation of outcomes</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not select or use appropriate methods for evaluation 2. Novice/Emerging Competence: Recognizes the need for evaluation but lacks the skill to select and use evaluation methods 3. Basic/Moderate Competence: Discusses evaluation methods and selection to benefit programs or services of the agency in supervision 4. Proficient/Strong Competence: Demonstrates ability to select and use appropriate methods for evaluation of programs and services 5. Highly Proficient: Consistently demonstrates ability to select and use appropriate methods for evaluation of programs and provides leadership in program/ agency discussion around evaluation 	Student selects 1–5 from drop-down menu
	<p>9b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not apply 	Student selects 1–5 from drop-down menu

	<p>multidisciplinary theoretical frameworks in the evaluation of outcomes</p> <ol style="list-style-type: none"> 2. Novice/Emerging Competence: Beginning to apply multidisciplinary theoretical frameworks in the evaluation of outcomes 3. Basic/Moderate Competence: Applies multidisciplinary theoretical frameworks in the evaluation of outcomes 4. Proficient/Strong Competence: Applies multidisciplinary theoretical frameworks to evaluation; evaluates with a culturally informed lens 5. Highly Proficient: Applies and integrates multidisciplinary theoretical frameworks into culturally informed evaluations 	
	<p>9c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not analyze, monitor or evaluate processes and outcomes 2. Novice/Emerging Competence: Recognizes importance of evaluating interventions, processes and outcomes and discusses in supervision 3. Basic/Moderate Competence: Able to critically analyze, monitor and evaluation interventions and processes and outcomes related to agency-based work 4. Proficient/Strong Competence: Consistently analyzes, monitors and evaluates interventions and processes and outcomes related to agency-based work 5. Highly Proficient: Consistently analyzes, monitors and evaluates interventions and processes and outcomes related to agency-based work and uses to inform practice 	<p>Student selects 1–5 from drop-down menu</p>
	<p>9d. Apply evaluation findings to improve practice effectiveness at the micro and macro levels</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to demonstrate how evaluation findings can be useful in shaping work with client/client systems 2. Novice/Emerging Competence: Able to discuss the potential value of evaluation findings in providing best practice, but has not provided evidence of actually incorporating such information into practice 3. Basic/Moderate Competence: Demonstrates the ability to use evaluation findings to inform practice with client/client systems (i.e., in selecting a best practice assessment instrument or intervention) 4. Proficient/Strong Competence: Consistently able to demonstrate the ability to integrate evaluation findings into practice with client/client systems 5. Highly Proficient: Consistently demonstrates the ability to integrate evaluation findings into practice and frequently initiates discussions and activities to better incorporate evaluation findings into agency practice 	<p>Student selects 1–5 from drop-down menu</p>

<p>Competency 2: Engage Diversity and Difference in Practice</p>	<p>2a. Recognize how positionality (personal bias, privilege, and legacies of oppression) influences the clinical relationship</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Not able to articulate one’s identity and positionality or fails to recognize how this might be relevant to clinical practice 2. Novice/Emerging Competence: Articulates an emerging understanding of one’s identity and positionality and its influence on the clinical relationship 3. Basic/Moderate Competence: Articulates understanding of one’s identity and positionality and its influence on the clinical relationship 4. Proficient/Strong Competence: Articulates understanding of one’s identity and positionality and how the intersectionality of these affect practice 5. Highly Proficient: Articulates understanding of effects of intersectionality and generates ideas to improve culturally responsive practice 	<p>Student selects 1–5 from drop- down menu</p>
	<p>2b. Engage in direct conversations about diversity and difference with clients, supervisor, and/or colleagues</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not engage in direct conversations about diversity and difference 2. Novice/Emerging Competence: Engages in general conversation about diversity and difference may include avoidance, defensiveness, or sensitivity to issues or fear of other’s perceptions 3. Basic/Moderate Competence: Engages in direct conversation about diversity and difference; communicates understanding of effects of difference in clinical relationships 4. Proficient/Strong Competence: Engages in and initiates direct conversation about diversity and difference; demonstrates comfort, skill and sensitivity in these conversations; applies to multiple relationships within clinical setting 5. Highly Proficient: Initiates direct conversation for equity needs and interrupts conversations of bias to improve equity and well-being for staff, clients, and community members 	<p>Student selects 1–5 from drop- down menu</p>
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>3a. Recognize and address issues of social and economic justice and human rights in the context of clinical work</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate understanding or integration of social, economic and environmental justice and impact on clinical practice 2. Novice/Emerging Competence: Demonstrates understanding of social, economic and environmental justice related to human rights and impact on clinical practice but unable to integrate this into their clinical work 3. Basic/Moderate Competence: Demonstrates understanding and basic integration of social, economic and environmental justice, and impact on human rights in clinical practice; 	<p>Student selects 1–5 from drop- down menu</p>

	<p>beginning to bring issues related to intersectional identities into clinical work</p> <ol style="list-style-type: none"> 4. Proficient/Strong Competence: Demonstrates understanding of social, economic and environmental justice and impact on human rights in clinical practice setting; consistently brings issues related to intersectional identities into clinical work 5. Highly Proficient: Demonstrates understanding of social, economic and environmental justice and impact on human rights in clinical practice setting; integrates issues related to intersectional identities into clinical work as standard of practice 	
	<p>3b. Recognize issues of social, economic and environmental justice and human rights issues impacting clients and develop strategies with and on behalf of clients and colleagues to address these issues at the organizational and/or community level</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not recognize effects of structural oppression impacting service delivery 2. Novice/Emerging Competence: Recognizes effects of structural oppression impacting service delivery; discusses insights and concerns in supervision but limited ability to bring this into clinical work 3. Basic/Moderate Competence: Recognizes effects of structural oppression impacting service delivery; integrates and applies insights to their work with clients and colleagues 4. Proficient/Strong Competence: Recognizes effects of structural oppression impacting clients lives and service delivery; explores strategies to interrupt oppressive practice and to advocate for client rights and attainment of resources 5. Highly Proficient: Recognizes effects of structural oppression impacting service delivery across systems of care; actively interrupts oppressive practices with clients and colleagues and engages in effective social action advocacy; supports clients to resist experiencing results of oppression as personal failure supports clients to resist experiencing results of oppression as personal failure 	<p>Student selects 1–5 from drop-down menu</p>
<p>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</p>	<p>4a. Identify and critically analyze relevant research and apply evidenced based principles to inform clinical practice</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Minimal ability to identify relevant research and apply to clinical practice 2. Novice/Emerging Competence: Identifies relevant research and able to explore evidenced based principles in clinical practice 3. Basic/Moderate Competence: Identifies and applies relevant research methods and research findings to inform clinical work and is able to locate and apply relevant evidence-based principles in clinical practice 4. Proficient/Strong Competence: Uses critical analysis of research methods and research findings to enhance clinical work and identifies and implements evidence-based 	<p>Student selects 1–5 from drop-down menu</p>

<p>Competency 5: Engage in Policy Practice</p>	<p>principles in clinical practice</p> <p>5. Highly Proficient: Promotes and shares evidence-based principles to increase clinical implementation agency-wide</p> <p>4b. Customize evidence-based practices to increase responsiveness to clients and context</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not customize evidence-based practices in response to client needs and contexts 2. Novice/Emerging Competence: Demonstrates ability to integrate knowledge of evidenced based practices with needs of clients and contexts; limited capacity to modify EBPs in response to client needs 3. Basic/Moderate Competence: Demonstrates ability to integrate knowledge of evidence-based practices with needs of clients and contexts; discusses benefits of customizing interventions in supervision 4. Proficient/Strong Competence: Demonstrates ability to integrate knowledge of evidence-based practices with needs of clients and contexts; customizes practice based on client needs and context 5. Highly Proficient: Responds to clients and contexts with attention to cultural implications that impact relevance of evidence-based practices and articulates detailed explanation for best fit in application <p>5a. Identify agency, county, state, or federal policies that directly impact clinical services, and/or outcomes</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to identify or recognize policies that impact clinical services or client population 2. Novice/Emerging Competence: Limited recognition or identification of policies that impact clinical services or client population 3. Basic/Moderate Competence: Able to identify policies that impact clinical services and client populations; beginning conceptualization of how policy change could improve clinical services for clients within field setting 4. Proficient/Strong Competence: Identifies how policies impact clinical services and client populations; articulates policy changes that can improve clinical outcomes for clients within field setting 5. Highly Proficient: Identifies policies that impact clinical services; develops or recommends policy changes or new policies that can improve clinical outcomes for clients within field setting <p>5b. Collaborate with client systems and colleagues for effective policy action that promotes social and economic justice</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not collaborate with client systems or colleagues in policy action 2. Novice/Emerging Competence: Understands the importance 	<p>Student selects 1–5 from drop-down menu</p> <p>Student selects 1–5 from drop-down menu</p> <p>Student selects 1–5 from drop-down menu</p>
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	<p>of collaborating with client systems or colleagues in action but does not apply to practice</p> <ol style="list-style-type: none"> 3. Basic/Moderate Competence: Beginning to implement collaborative efforts with client systems and colleagues aimed at promoting their ability to influence policy development and implementation (i.e., promoting opportunities to participate or provide input) 4. Proficient/Strong Competence: Consistently implements collaborative efforts with client systems and colleagues aimed at promoting their ability to influence policy development and implementation 5. Highly Proficient: Leads agency efforts to collaborate with client systems and colleagues for effective policy actions that promotes social and economic justice (i.e., organizing group participation of clients in strategic planning) 	
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>6a. Attend to the interpersonal and contextual factors that strengthen or threaten the therapeutic alliance</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not attend to interpersonal or contextual factors that impact the therapeutic alliance 2. Novice/Emerging Competence: Emerging ability to identify interpersonal and contextual factors that influence the therapeutic alliance, though unable to address them directly in the clinical relationship 3. Basic/Moderate Competence: Attends to interpersonal OR contextual factors that influence the therapeutic relationship and is beginning to be able to discuss these issues directly within the clinical relationship, though lacks ease in initiating and inviting these discussions 4. Proficient/Strong Competence: Attends to interpersonal AND contextual factors that influence the therapeutic relationship and is able to address these issues directly within the clinical relationship, though at times lacks ease in initiating and inviting these discussions 5. Highly Proficient: Consistently attends to interpersonal AND contextual factors that influence the therapeutic relationship and is able to sensitively initiate and invite discussions of these issues 	<p>Student selects 1–5 from drop-down menu</p>
	<p>6b. Actively use engagement skills, including empathy, warmth, validation, reflective listening, and collaboration to strengthen the clinical relationship</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate engagement skills in supervision or practice 2. Novice/Emerging Competence: Demonstrates limited use of engagement skills; may intellectualize, avoid, interrogate or confront as default baseline in supervision or practice 3. Basic/Moderate Competence: Demonstrates use of engagement skills; developing capacity to balance clinical interventions with use of reflective listening, validation, and collaboration in supervision and practice 	<p>Student selects 1–5 from drop-down menu</p>

<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>	<ol style="list-style-type: none"> 4. Proficient/Strong Competence: Consistently utilizes verbal and nonverbal engagement skills; demonstrates balance of clinical interventions with use of reflective listening, validation, and collaboration in supervision and practice 5. Highly Proficient: Integrates engagement skills with clinical interventions in practice; actively utilizes reflective listening, validation, empathy, and collaboration in supervision, practice, and with colleagues <p>7a. Provide clinical assessments with attention to current and historic strengths, resources, vulnerabilities, constraints, and trauma across multiple dimensions including individual, family, community, and sociocultural context</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Cannot conduct clinical assessments 2. Novice/Emerging Competence: Emerging assessment skills; may demonstrate ability to assess some of the relevant factors without attention or knowledge related to all aspects of clinical assessments 3. Basic/Moderate Competence: Basic clinical assessment skills; demonstrates ability to assess relevant factors with attention to individual, family, community and sociocultural contexts 4. Proficient/Strong Competence: Conducts thorough clinical assessments; integrates all relevant factors, contexts, strengths, and demonstrates knowledge of differential diagnosis in supervision and documentation 5. Highly Proficient: Conducts thorough clinical assessments that prioritize and honor client’s strengths, utilize differential diagnosis, and integrates sociocultural implications of diagnosis in relation to the individual, family and community contexts 	<p>Student selects 1–5 from drop-down menu</p>
	<p>7b. Apply advanced clinical theory to assessment with an understanding of how theory can be helpful and/or constraining in the assessment process and how approach to assessment impacts client’s sense of self and experience of problems and possibilities</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not apply advanced theory to inform assessment 2. Novice/Emerging Competence: Demonstrates emerging knowledge of various advanced clinical theories that inform assessment 3. Basic/Moderate Competence: Applies knowledge and understanding of various advanced clinical theories to assessment; recognizes ways that theoretical lenses can limit or distort assessment; may still generalize individual, community or sociocultural needs 4. Proficient/Strong Competence: Utilizes advanced clinical theories and recognizes ways that theoretical lenses can limit or distort assessment with focus on specific individual, community and sociocultural needs to inform assessment 5. Highly Proficient: Integrates advanced clinical theories and ability to responsively customize theoretical orientation to 	<p>Student selects 1–5 from drop-down menu</p>

Communities	<ol style="list-style-type: none"> 3. Basic/Moderate Competence: Evaluates client progress and clinical intervention effectiveness through use of at least one indicator/tool, including standardized agency assessments, treatment plan reviews, and feedback from client/client systems 4. Proficient/Strong Competence: Evaluates client progress and clinical intervention effectiveness through use of multiple indicators/tools, including standardized agency assessments, treatment plan reviews, and feedback from supervisors, colleagues, and client/client systems 5. Highly Proficient: Consistently utilizes agency and system outcome indicators/tools to monitor and evaluate client progress and clinical effectiveness; articulates knowledge of possible evaluation tool bias or validity issues when present 	
	<p>9b. Elicit, explore, and respond to client feedback during sessions in order to assure interventions are responsive and effective</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not elicit client feedback to evaluate practice 2. Novice/Emerging Competence: Articulates in supervision importance of eliciting client feedback; occasionally explores and responds directly to clients during sessions 3. Basic/Moderate Competence: Demonstrates ability to elicit, explore and respond to client feedback during sessions; not applying consistently 4. Proficient/Strong Competence: Consistently elicits, explores and responds to client feedback during sessions to assure that interventions are collaborative, culturally responsive and effective 5. Highly Proficient: Promotes agency use of elicited client feedback regarding collaborative, culturally response and effective interventions to inform agency practice and effectiveness 	Student selects 1–5 from drop-down menu

Health Across the Lifespan Personal Assessment Questionnaire 2017–2018

COMPETENCIES	BEHAVIORS	SELF RATINGS
Competency 1: Demonstrate Ethical and Professional Behavior	<p>1a. Apply state and federal laws affecting social work practice in health setting</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Student cannot apply knowledge or application of law 2. Novice/Emerging Competence: Student can apply law and the intent behind the legal principles within supervision and/or consultation, but is unable to apply concepts independently 3. Basic/Moderate Competence: Student can apply law and the intent behind the legal principles accurately, and practice application in intern role 4. Proficient/Strong Competence: Student can independently apply law and the intent behind the legal principles accurately, and practice application within context of interdisciplinary team 5. Highly Proficient: Student demonstrates leadership in application of law and the intent behind the legal principles accurately, and articulates role within the context of interdisciplinary team 	Student selects 1–5 from drop-down menu
	<p>1b. Evaluate the influence of their emotional responses to complex ethical situations</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Student is unable to recognize and separate emotional and values-based responses 2. Novice/Emerging Competence: Student is able to recognize but not separate emotional and values-based responses; rarely seeks consultation or supervision; may include avoidance of/sensitivity to issues or fear of raising ethical concerns 3. Basic/Moderate Competence: Student is able to recognize and separate emotional and values-based responses from case analysis; seeks consultation and supervision regarding ethical complexities 4. Proficient/Strong Competence: Student is able to recognize and separate emotional and values-based responses from case analysis and consistently uses consultation and supervision to integrate feedback regarding ethical complexities 5. Highly Proficient: Student recognizes and separates emotional and values-based responses from case analysis and initiates opportunities to engage in own ethical development as a professional rather than a pre-professional 	Student selects 1–5 from drop-down menu
Competency 2: Engage	2a. Identify the intersections of culturally diverse social group membership and chronic illness and health management	Student selects 1–5

<p>Diversity and Difference in Practice</p>	<ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Cannot identify intersections of culture, health, and chronic illness and provides no resources 2. Novice/Emerging Competence: Beginning to identify intersections of culturally diverse social group membership and chronic illness/health management; provides irrelevant or limited resources 3. Basic/Moderate Competence: Identifies intersections of culture, health, and chronic illness as well as components that impact social determinants of health 4. Proficient/Strong Competence: Identifies intersections of culture, health, and chronic illness as well as social determinants of health; recognizes historical connections between social groups and healthcare access, intervention, and outcomes and applies knowledge to practice 5. Highly Proficient: Identifies intersections of culture, health, and chronic illness as well as social determinants of health; recognizes the historical connections between social groups healthcare access, intervention, and outcomes; applies and leads initiatives within teams to bring cultural effectiveness to practice 	<p>from drop-down menu</p>
	<p>2b. Demonstrate client-centered literacy in health communications</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate client-centered literacy or communication 2. Novice/Emerging Competence: Demonstrates understanding of client-centered literacy but does not interpret client’s level of understanding or importance of client focused/driven health goals to practice 3. Basic/Moderate Competence: Interprets client’s level of understanding and provides health information with intent of achieving the client's goal 4. Proficient/Strong Competence: Interprets client level of understanding and provides culturally relevant health information for understanding OR managing disease with intent of achieving the client’s goal 1. Highly Proficient: Interprets client level of understanding, provides culturally relevant support to promote understanding AND managing disease with intent of achieving the client’s goal 	<p>Student selects 1–5 from drop-down menu</p>
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>3a. Demonstrate the interconnection of social, economic and environmental justice and human rights with health disparities</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate understanding or integration of social, economic and environmental policies and their impact on health disparities 2. Novice/Emerging Competence: Demonstrates understanding of social, economic and environmental policies related to human rights and health disparities without integration in practice 	<p>Student selects 1–5 from drop-down menu</p>

	<ol style="list-style-type: none"> 3. Basic/Moderate Competence: Demonstrates understanding and basic integration of social, economic and environmental policies, and their impact on human rights and health disparities in practice 4. Proficient/Strong Competence: Integrates understanding of social, economic and environmental policies and their impact on human rights and health disparities in practice setting; practices health promotion, education, and/or prevention 5. Highly Proficient: Integrates understanding of social, economic and environmental policies and their impact on human rights and health disparities; leads initiatives in health promotion, education and/or prevention in practice setting 	
	<p>3b. Develop strategies that counter structural barriers to the effective access or use of health services</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Cannot identify structural barriers impacting access to services 2. Novice/Emerging Competence: Identifies structural barriers impacting access to services 3. Basic/Moderate Competence: Identifies structural barriers impacting access to services; begins to develop strategies to counter barriers and enable effective service delivery 4. Proficient/Strong Competence: Identifies structural barriers impacting access to services; develops and implements strategies to counter barriers and enable effective service delivery 1. Highly Proficient: Identifies structural barriers impacting access to services; develops, implements and leads strategies to counter barriers and enable effective service delivery 	<p>Student selects 1–5 from drop-down menu</p>
<p>Competency 4: Engage in Practice-informed Research and Research-informed Practice</p>	<p>4a. Identify and critically analyze relevant research</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Minimal ability to identify relevant research 2. Novice/Emerging Competence: Identifies relevant research and begins to critically analyze in supervision 3. Basic/Moderate Competence: Identifies and critically analyzes relevant research methods and research findings to inform practice 4. Proficient/Strong Competence: Identifies and critically analyzes relevant research methods and findings to enhance practice 5. Highly Proficient: Promotes and shares relevant research and findings to increase implementation in practice setting across teams <p>4b. Apply evidenced based research to inform healthcare practice</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Minimal ability to identify relevant research 	<p>Student selects 1–5 from drop-down menu</p> <p>Student selects 1–5 from drop-down menu</p>

	<ol style="list-style-type: none"> 2. Novice/Emerging Competence: Identifies relevant evidenced based research in healthcare practice and begins to explore application in supervision 3. Basic/Moderate Competence: Applies relevant evidence-based research to inform healthcare practice 4. Proficient/Strong Competence: Critically analyzes and applies relevant evidence-based research to inform healthcare practice 1. Highly Proficient: Promotes and shares evidence-based research to increase implementation in practice settings and across teams 	
<p>Competency 5: Engage in Policy Practice</p>	<p>5a. Analyze how health policy drives access and eligibility to healthcare</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Cannot identify health policy issues that impact access and eligibility to healthcare provided to populations within field setting 2. Novice/Emerging Competence: Limited identification of health policy issues that impact access and eligibility to healthcare provided to populations within field setting 3. Basic/Moderate Competence: Able to identify health policy issues that impact access and eligibility to healthcare provided to populations within field setting; beginning conceptualization of how policy change could improve health outcomes for populations within field setting 4. Proficient/Strong Competence: Identifies important patterns, differences, or similarities related to health policy as a driver for access and eligibility to healthcare; articulates policy changes that can improve health outcomes for populations within field setting 5. Highly Proficient: Identifies important patterns, differences, or similarities related to health policy as a driver for access and eligibility to healthcare; develops or recommends policy changes that can improve health outcomes for populations within field setting and in the larger community 	<p>Student selects 1–5 from drop-down menu</p>
	<p>5b. Explain the social forces that influence healthcare reform</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate awareness of social forces that influence healthcare reform related to clients/client systems served in field setting 2. Novice/Emerging Competence: Demonstrates limited awareness of social forces that influence healthcare reform related to clients/client systems served in field setting. 3. Basic/Moderate Competence: Demonstrates awareness and discusses in supervision social forces that influence healthcare reform related to clients/client systems served in field setting. 4. Proficient/Strong Competence: Demonstrates understanding and discusses in supervision in-depth analysis of social forces that influence healthcare reform related to clients/client systems served in field setting 	<p>Student selects 1–5 from drop-down menu</p>

	<ol style="list-style-type: none"> 1. Highly Proficient: Demonstrates understanding and discusses in supervision in-depth analysis of social forces that influence healthcare reform related to clients/client systems served in field setting; develops opportunities to disseminate information to a broader audience within the field setting and in the larger community 	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<p>6a. Describe how their personal beliefs affect their practice</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unaware of own personal experiences and their effect on practice 2. Novice/Emerging Competence: Shows minimal awareness of personal beliefs and their effect on practice 3. Basic/Moderate Competence: Identifies and articulates personal beliefs and their effect on practice; initiates discussion in supervision 4. Proficient/Strong Competence: Recognizes and articulates personal beliefs and their effect on practice; discusses and seeks feedback in supervision and in work with client systems 5. Highly Proficient: Recognizes own personal beliefs and their effect on practice and demonstrates ability to engage with clients, clients systems and colleagues who hold varied beliefs 	Student selects 1–5 from drop-down menu
	<p>6b. Demonstrate engagement with client-systems using a motivational interviewing framework</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not engage with clients/client systems using a motivational interviewing framework 2. Novice/Emerging Competence: Demonstrates beginning awareness of how and when to use a motivational interviewing framework through supervisory conversations but does not apply to practice 3. Basic/Moderate Competence: Able to identify when to use a motivational interviewing framework and can apply to practice 4. Proficient/Strong Competence: Consistently uses a motivational interviewing framework in practice to affect behavior change 1. Highly Proficient: Consistently uses a motivational interviewing framework in practice to affect behavior change and applies to varied clients/clients systems and work settings 	Student selects 1–5 from drop-down menu
Competency 7: Assess Individuals, Families, Groups, Organizations,	<p>7a. Demonstrate contextualized assessment approaches in healthcare settings</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Cannot explain contextualized assessment approaches 2. Novice/Emerging Competence: Demonstrates a limited ability to explain contextualized assessment approaches but not yet able to apply in practice 	Student selects 1–5 from drop-down menu

and Communities	<ol style="list-style-type: none"> 3. Basic/Moderate Competence: Demonstrates ability to apply contextualized assessment approaches within a narrow context (e.g., either to the healthcare setting or the populations, etc.) 4. Proficient/Strong Competence: Consistently demonstrates the ability to apply contextualized assessment approaches in various contexts (e.g., healthcare setting, populations, etc.) 5. Highly Proficient: Consistently demonstrates the use of contextualized assessment approaches, including potential adaptations, and promotes and shares with colleagues 	
	<p>7b. Apply ongoing assessment strategies to issues of health across the lifespan</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to apply or understand the purpose of ongoing assessment strategies 2. Novice/Emerging Competence: Limited ability to apply ongoing assessment strategies but can articulate the importance through supervisory conversations 3. Basic/Moderate Competence: Demonstrates ability to apply ongoing assessment of issues impacting health 4. Proficient/Strong Competence: Demonstrates ability to apply ongoing assessment of issues impacting health with attention to contextual factors 1. Highly Proficient: Conducts thorough and ongoing assessments that demonstrate awareness of the systemic forces that impact health across the lifespan 	Student selects 1–5 from drop-down menu
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<p>8a. Evaluate the applicability of evidence informed interventions in healthcare settings</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not understand the need to evaluate evidence informed interventions 2. Novice/Emerging Competence: Demonstrates understanding of evidence informed evaluation with limited application to clients/client systems 3. Basic/Moderate Competence: Demonstrates understanding and basic integration of evidence informed evaluation and interventions with consistent application to clients/client systems 4. Proficient/Strong Competence: Integrates understanding of evidence informed evaluation and interventions; provides insight regarding patterns, differences, or similarities related to clients/client systems; articulates explanation for best fit in application 5. Highly Proficient: Organizes and synthesizes evidence informed evaluation and interventions; provides insight regarding patterns, differences, or similarities related to clients/client systems; articulates explanation for best fit in application 	Student selects 1–5 from drop-down menu
	<p>8b. Modify evidence informed single session approaches to specific healthcare settings or populations</p>	Student selects 1–5

	<ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not propose techniques/ interventions or understanding of single session approaches 2. Novice/Emerging Competence: Proposes techniques/interventions with limited understanding of single session approaches that indirectly addresses the problem statement 3. Basic/Moderate Competence: Proposes techniques/interventions with understanding of single session treatment approaches that address the specific contextual factors of the problem and is applicable to field healthcare setting 4. Proficient/Strong Competence: Proposes techniques/interventions that indicates comprehension of single session approach; techniques/strategies are sensitive to contextual factors as well one of the following: ethical, logical, or cultural dimensions of the problem and are applicable to the client populations served <ol style="list-style-type: none"> 1. Highly Proficient: Implementing techniques/strategies that indicates a thorough comprehension of the single session approach; techniques/strategies are attuned to contextual factors (e.g., healthcare setting, population, etc.) as well as all of the following: ethical, logical, and cultural dimensions of the problem and are applicable to the client populations served 	from drop-down menu
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>9a. Apply an evidence informed single session strategy to evaluate practice</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate ability to evaluate practice 2. Novice/Emerging Competence: Discusses in supervision how to evaluate practice but does not engage in systematic evaluation 3. Basic/Moderate Competence: Applies evidence informed single session strategy to a specific target behavior and describes change in behavior 4. Proficient/Strong Competence: Applies evidence informed single session strategy to a specific target behavior and evaluates change in behavior, including information about how behavior and intervention were monitored 5. Highly Proficient: Applies evidence informed single session strategy to a specific target behavior and evaluates change in behavior, including information about how behavior and intervention were monitored, how context impacted outcomes, and presents results including a discussion about whether intervention should be changed, supplemented or replaced with another approach 	Student selects 1–5 from drop-down menu
	<p>9b. Evaluate client/system progress and intervention effectiveness, using qualitative and quantitative data, with attention to multiple sources of informations</p>	Student selects 1–5 from drop-down menu

	<ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not evaluate client/system progress and intervention effectiveness in practice 2. Novice/Emerging Competence: Demonstrates knowledge of indicators/tools to support evaluation of client/system progress and intervention effectiveness; beginning to seek feedback from client/system 3. Basic/Moderate Competence: Evaluates client/system progress and intervention effectiveness through use of at least one indicator/tool, including standardized agency assessments, treatment plan reviews, and feedback from client/client systems 4. Proficient/Strong Competence: Evaluates client/system progress and intervention effectiveness through use of multiple indicators/tools, including standardized agency assessments, treatment plan reviews, and feedback from supervisors, colleagues, and client/client systems 1. Highly Proficient: Consistently utilizes agency outcome indicators/tools to monitor and evaluate client/system progress and intervention effectiveness; articulates knowledge of possible evaluation tool bias or validity issues when present 	
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Children, Youth, and Families Personal Assessment Questionnaire 2017–2018

COMPETENCIES	BEHAVIORS	SELF RATINGS
Competency 1: Demonstrate Ethical and Professional Behavior	<p>1a. Examine personal beliefs and assumptions and develop a plan for continuous learning aimed at ethical practice that promotes well-being for children, youth, and families (micro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not examine personal beliefs, biases and assumptions and impact on ethical practice; does not seek consultation or supervision 2. Novice/Emerging Competence: Developing the ability to examine beliefs, biases and assumptions; rarely seeks consultation or supervision; may include avoidance of/sensitivity to issues or fear of raising ethical concerns 3. Basic/Moderate Competence: Demonstrates ability to examine beliefs, biases and assumptions and impact on ethical practice; seeks consultation and supervision regarding ethical complexities 4. Proficient/Strong Competence: Consistently applies frameworks for critical thinking in examining beliefs, biases and assumptions and impact on ethical practice; seeks and applies consultation and supervision regarding ethical complexities 5. Highly Proficient: Consistently applies critical thinking in examining belief, biases and assumptions using theoretical frameworks and engages in own ethical development as a professional rather than a pre-professional; actively applies consultation and supervision regarding ethical complexities 	Student selects 1–5 from drop down menu
	<p>1b. Assess practices and policies that present ethical dilemmas working with children, youth, and families (macro)</p> <ol style="list-style-type: none"> 2. Inadequate/Demonstrated No Competence: Minimal ability to assess understanding of policy implications to practice 3. Novice/Emerging Competence: Assesses practices and policies that present ethical dilemmas and discusses in supervision 4. Basic/Moderate Competence: Assesses practices and policies that present ethical dilemmas; discusses ethical principles within supervision and/or consultation; begins to apply to practice 5. Proficient/Strong Competence: Assesses practices and policies that present ethical dilemmas; analyzes implications and intent behind ethical principles within supervision and/or consultation; applies to practice 6. Highly Proficient: Assesses ethical dilemmas and articulates a contextual understanding of the policies and practices used and generates potential solutions 	Student selects 1–5 from drop down menu

<p>Competency 2: Engage Diversity and Difference in Practice</p>	<p>2a. Articulate how one’s identity, self-affiliation, and social location affect practice with children, youth, and families (micro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Not able to articulate one’s identity, self-affiliation, and social location 2. Novice/Emerging Competence: Articulates an emerging understanding of one’s identity, self-affiliation, and social location 3. Basic/Moderate Competence: Articulates understanding of one’s identity, self-affiliation, and social location and how they affect practice 4. Proficient/Strong Competence: Articulates understanding of one’s identity, self-affiliation, and social location and how the intersectionality of these affect practice 5. Highly Proficient: Articulates understanding of effects of intersectionality and generates ideas to improve culturally responsive practice 	<p>Student selects 1–5 from drop down menu</p>
	<p>2b. Identify policies and practices that are culturally responsive for diverse and marginalized children, youth, and families (macro)</p> <ol style="list-style-type: none"> 2. Inadequate/Demonstrated No Competence: Not able to identify policies and practices that are culturally responsive for diverse and marginalized client populations 3. Novice/Emerging Competence: Able to identify some criteria to assess whether policies and practices are culturally responsive 4. Basic/Moderate Competence: Able to identify policies and practices that are culturally responsive 5. Proficient/Strong Competence: Able to identify policies and practices that are culturally responsive; applies this knowledge into culturally responsive practice with diverse and marginalized populations 6. Highly Proficient: Able to identify policies and practices that are responsible; intentionally applies appropriate culturally responsive practices to serve the unique needs of client populations 	<p>Student selects 1–5 from drop down menu</p>
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>3a. Work collaboratively with service users to promote human rights and social and economic justice across multiple systems (micro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not work collaboratively with service users; minimal evidence of understanding human rights and justice impact 2. Novice/Emerging Competence: Articulates an understanding of the impact between human rights/justice and the service user; encourages client voice in service delivery; shows efforts to learn about and understand the issues that impact client voice; works with dignity and respect for all culture, class, gender, age or affiliations of service users 3. Basic/Moderate Competence: Works with dignity and respect for all culture, class, gender, age or affiliations of services users; shows efforts to apply knowledge of human rights/justice to work with service users incorporating client voice in service delivery 	<p>Student selects 1–5 from drop down menu</p>

	<ol style="list-style-type: none"> 4. Proficient/Strong Competence: Works with dignity and respect for all culture, class, gender, age or affiliations of services users; applies knowledge of human rights/ justice to implement best practices with service users advocating for client voice in service delivery 5. Highly Proficient: Works with dignity and respect for all culture, class, gender, age or affiliations of services users and recognizes needs of specific communities regarding treatment approach; applies knowledge of human rights and justice to implement best practices with service users incorporating, advocating and implementing client voice in service delivery 	
	<p>3b. Mitigate the effects of structural oppression across multiple service systems (macro)</p> <ol style="list-style-type: none"> 2. Inadequate/Demonstrated No Competence: Cannot identify effects of structural oppression impacting access to services 3. Novice/Emerging Competence: Identifies effects of structural oppression impacting services; discusses insights and concerns related to service delivery in supervision 4. Basic/Moderate Competence: Identifies effects of structural oppression impacting services; integrates and applies insights to their work with multi-system providers 5. Proficient/Strong Competence: Identifies effects of structural oppression impacting services; explores strategies to interrupt oppressive practice and to advocate for system change 6. Highly Proficient: Identifies effects of structural oppression impacting services across systems of care; interrupts oppressive practices and integrates knowledge to effectively promote system change 	<p>Student selects 1–5 from drop down menu</p>
<p>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</p>	<p>4a. Apply knowledge of research and evaluation methods to analyzing policies, social problems, and conditions that impact children, youth, families, and their communities (macro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Minimal ability to apply research and evaluation methods to policies, problems and conditions 2. Novice/Emerging Competence: Engages in analysis of quantitative and qualitative research methods and research findings to explore best practices in service delivery 3. Basic/Moderate Competence: Applies critical analysis of quantitative and qualitative research methods and research findings to inform best practices in service delivery systems 4. Proficient/Strong Competence: Uses critical analysis of quantitative and qualitative research methods and research findings to evaluate best practices in service delivery 5. Highly Proficient: Uses critical analysis of quantitative and qualitative research methods and shares research findings to promote and share best practices in service delivery 	<p>Student selects 1–5 from drop down menu</p>

	<p>4b. Apply knowledge of research and evaluation methods to selecting, and evaluating impact of, advanced social work practice with children, youth, families, and their communities (micro)</p> <ol style="list-style-type: none"> 2. Inadequate/Demonstrated No Competence: Does not apply knowledge of research or evaluation to methods used in practice 3. Novice/Emerging Competence: Begins to apply knowledge of research and evaluation to methods used in practice 4. Basic/Moderate Competence: Applies knowledge of research and evaluation methods used in practice; aware and utilizes best practices 5. Proficient/Strong Competence: Consistently applies knowledge of research and evaluation methods used in practice; utilizes and measures best practices to evaluate outcomes 6. Highly Proficient: Consistently applies knowledge of research and evaluation methods used in practice; utilizes and measures best practices to evaluate outcomes; ongoing use of evaluative information to adapt and improve practice outcomes 	<p>Student selects 1–5 from drop down menu</p>
<p>Competency 5: Engage in Policy Practice</p>	<p>5a. Research, advocate, and influence policy change at multiple levels aimed at meeting service user-identified needs (macro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not engage in policy practice 2. Novice/Emerging Competence: Understands the role of policy in shaping practice but does not identify strategic points where multi-level social work might contribute to needed policy change 3. Basic/Moderate Competence: Applies understanding of policy practice and can identify strategic points where multi-level social work might contribute to needed policy change 4. Proficient/Strong Competence: Uses understanding of policy practice to participate in efforts to influence change at one or more levels 5. Highly Proficient: Leads efforts to influence policy change at one or more levels 	<p>Student selects 1–5 from drop down menu</p>
	<p>5b. Promote the ability of service users to influence each level of policy development and implementation as well as service delivery for children, youth, families, and their communities (micro)</p> <ol style="list-style-type: none"> 2. Inadequate/Demonstrated No Competence: Does not promote the ability of service users to engage in policy development and implementation 3. Novice/Emerging Competence: Understands the importance of supporting service users to engage in and influence policy development and implementation but does not apply to practice 4. Basic/Moderate Competence: Beginning to implement interventions with service users aimed at promoting their ability to influence policy development and implementation 	<p>Student selects 1–5 from drop down menu</p>

	<p>(i.e., promoting opportunities for service users to participate or provide input).</p> <ol style="list-style-type: none"> 5. Proficient/Strong Competence: Consistently implements interventions with service users aimed at promoting their ability to influence policy development and implementation 6. Highly Proficient: Leads agency wide efforts to engage service users' involvement in policy development and implementation at multiple levels (i.e., organizing group participation of service users in strategic planning) 	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<p>6a. Engage in effective, collaborative, and culturally responsive practice with children, youth, families, and their communities and with service systems (micro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate an understanding of the influence of culture and difference on practice effectiveness. Unable to recognize own cultural bias 2. Novice/Emerging Competence: Engages collaboratively with service users; limited ability to understand the influence of culture and difference on practice effectiveness and recognize personal cultural bias 3. Basic/Moderate Competence: Engages collaboratively with service users; understands the influential role of culture and difference and is beginning to discuss culturally sensitive and responsive interventions. Identifies personal cultural bias that impacts work with service users 4. Proficient/Strong Competence: Recognizes personal cultural bias and engage in cross-cultural collaboration to develop culturally responsive interventions 5. Highly Proficient: Consistently able to recognize personal cultural bias and engage effectively in cross-cultural collaboration to develop culturally responsive interventions 	Student selects 1–5 from drop down menu
	<p>6b. Engage effectively with diverse communities and organizations to promote culturally responsive, equitable, and transformational social work practices with children, youth, families, and their communities (macro)</p> <ol style="list-style-type: none"> 2. Inadequate/Demonstrated No Competence: Does not demonstrate ability to engage effectively with diverse communities/organizations 3. Novice/Emerging Competence: Demonstrates ability to engage effectively with diverse communities/organizations; minimal ability to inform service delivery 4. Basic/Moderate Competence: Demonstrates ability to engage effectively with diverse communities/organizations; discusses culturally responsive, equitable and transformational social work practice ideas 5. Proficient/Strong Competence: Participates in efforts to inform culturally responsive, equitable and transformational social work practices 	Student selects 1–5 from drop down menu

	<p>6. Highly Proficient: Leads efforts to inform culturally responsive, equitable and transformational social work practices</p>	
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>7a. Assess children, youth, and families from a multidimensional theory or framework (i.e., multi-systemic, multi-level, multi-disciplinary, client-worker) (micro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not use multi-dimensional assessment or framework 2. Novice/Emerging Competence: Understands multi-dimensional theory and frameworks and is able to describe how they inform a culturally responsive assessment process 3. Basic/Moderate Competence: Understands multi-dimensional theory and frameworks and is able to identify additional elements to enhance a more comprehensive, culturally responsive assessment 4. Proficient/Strong Competence: Uses a comprehensive, culturally responsive approach to assessment 5. Highly Proficient: Promotes use of a comprehensive, culturally responsive approach to assessment 	<p>Student selects 1–5 from drop down menu</p>
	<p>7b. Identify contextual factors that influence (a) children, youth, and families’ well-being, (b) effectiveness and cultural responsiveness of service systems, and (c) social and economic equity (macro)</p> <ol style="list-style-type: none"> 2. Inadequate/Demonstrated No Competence: Does not identify contextual factors that influence well-being, effectiveness of service delivery systems and equitable practice within their organization or multi-level systems 3. Novice/Emerging Competence: Understands contextual factors that influence service user’s’ well-being, effectiveness of service delivery systems and equitable practice within their organization or multi-level systems 4. Basic/Moderate Competence: Identifies contextual factors to explore more comprehensive, culturally responsive assessment practices within their organization or multi-level systems 5. Proficient/Strong Competence: Participates in efforts to engage in an organizational assessment of, culturally responsive and equitable practices within their agency or multi-level systems 6. Highly Proficient: Promotes efforts to engage in an organizational assessment of, culturally responsive and equitable practices within their agency or multi-level systems 	<p>Student selects 1–5 from drop down menu</p>
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations,</p>	<p>8a. Collaborate with children, youth, families, and their communities to select, and apply practices aimed at enhancing social, emotional, and physical well-being (micro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Lacks awareness of responsive and effective best practice intervention strategies; does not approach work with children, youth and families collaboratively. 	<p>Student selects 1–5 from drop down menu</p>

<p>and Communities</p>	<ol style="list-style-type: none"> 2. Novice/Emerging Competence: Articulates an understanding of responsive and effective best practice intervention strategies and practices; understands the importance of working collaboratively with children, youth and families 3. Basic/Moderate Competence: Demonstrates knowledge of responsive and effective best practice intervention strategies and practices (beginning to apply in the field); participates in efforts to work collaboratively work with children, youth and families 4. Proficient/Strong Competence: Implements knowledge of responsive and effective best practice intervention strategies and practices with application; demonstrates efforts to work collaboratively with children, youth and families 5. Highly Proficient: Utilizes best practice interventions and strategies with consistent and intentional application; actively works in collaboration with children, youth, and families 	
	<p>8b. Collaborate with service users and systems to develop and apply comprehensive and cross-system service plans that enhance social, emotional, and physical well-being (macro)</p> <ol style="list-style-type: none"> 2. Inadequate/Demonstrated No Competence: Does not demonstrate ability to collaborate with service users and systems 3. Novice/Emerging Competence: Articulates the importance of collaboration with services users and systems and is contacting cross-system providers to coordinate services. 4. Basic/Moderate Competence: Participates in efforts to collaborate with services users and systems and coordinate service plans 5. Proficient/Strong Competence: Participates in development and implements cross-system services plans based on effective collaboration with services users and systems 6. Highly Proficient: Utilizes knowledge of development and implementation of cross-system service plans to lead efforts in improving collaborations between services users and systems 	<p>Student selects 1–5 from drop down menu</p>
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>9a. Collaborate with service users, communities, and service systems to develop and apply reliable, valid, and culturally sensitive measures and outcomes that are meaningful and acceptable to service users for service plans and interventions (macro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate understanding of reliable, valid, and culturally sensitive measures for use with service users 2. Novice/Emerging Competence: Articulates understanding of reliable, valid and culturally sensitive measures to use with service users in supervision 3. Basic/Moderate Competence: Participates in efforts to utilize reliable, valid and culturally sensitive measures in service delivery with service users 	<p>Student selects 1–5 from drop down menu</p>

	<ol style="list-style-type: none"> 4. Proficient/Strong Competence: Consistently implements application of reliable, valid and culturally sensitive measures in service delivery with service users; collaborates with users and communities to determine needs for service planning and delivery 5. Highly Proficient: Leads efforts to develop and apply reliable, valid and culturally sensitive measures in service delivery as result of collaboration with users and communities 	
	<p>9b. Demonstrate an ability to critically analyze, monitor, and evaluate one's own practice with children, youth, families, and their communities (micro)</p> <ol style="list-style-type: none"> 2. Inadequate/Demonstrated No Competence: Does not demonstrate an ability to critically analyze, monitor and evaluate one's own practice 3. Novice/Emerging Competence: Developing ability to analyze, monitor, and evaluate one's own practice in supervision 4. Basic/Moderate Competence: Demonstrates ability to analyze, monitor, and evaluate one's own practice in and out of supervision 5. Proficient/Strong Competence: Engages in consistent application of critical analysis of one's own practice in and out of supervision 6. Highly Proficient: Applies critical analysis of one's own practice while seeking feedback from service users and colleagues to inform service delivery 	<p>Student selects 1–5 from drop down menu</p>

Practice and Leadership with Communities and Organizations Personal Assessment Questionnaire 2017–2018

COMPETENCIES	BEHAVIORS	SELF RATINGS
Competency 1: Demonstrate Ethical and Professional Behavior	<p>1a. Recognizes complex ethical dilemmas in community and organization practice and identifies strategies for resolving them</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not recognize ethical dilemmas in practice or strategies for resolving them 2. Novice/Emerging Competence: Demonstrates understanding of ethical dilemmas in practice during supervision without ability to independently develop strategies for resolving them 3. Basic/Moderate Competence: Demonstrates understanding of ethical dilemmas during supervision and ability to develop strategies for resolving them in practice 4. Proficient/Strong Competence: Demonstrates understanding of the complex ethical dilemmas in practice intervention, planning and in supervision; explores implications and consequences of strategies to be used in resolving them 5. Highly Proficient: Demonstrates understanding of the complex ethical dilemmas in practice interventions, planning and supervision; predicts and explores community, organizational and cultural implications with implementation of strategies to be used in resolving them 	Student selects 1–5 from drop down menu
	<p>1b. Articulates how personal values, beliefs, and thoughts impact community and organizational practice and develop strategies for addressing these</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not recognize personal beliefs, biases and assumptions and impact on community and organizational practice; does not seek consultation or supervision 2. Novice/Emerging Competence: Developing the ability to articulate how beliefs, biases and assumptions impact community and organizational practice; rarely seeks consultation or supervision; may include avoidance of/sensitivity to issues or fear of raising these issues 3. Basic/Moderate Competence: Demonstrates self-awareness and the ability to articulate beliefs, biases and assumptions and impact on community and organizational practice; seeks consultation and supervision regarding these issues 4. Proficient/Strong Competence: Consistently applies frameworks for critical thinking in articulating beliefs, biases and assumptions and impact on community and organizational practice; seeks and applies consultation and supervision regarding these issues 5. Highly Proficient: Consistently applies critical thinking in articulating beliefs, biases and assumptions using theoretical frameworks and engages in own professional development; 	Student selects 1–5 from drop down menu

	actively applies consultation and supervision regarding these issues	
Competency 2: Engage Diversity and Difference in Practice	<p>2a. Demonstrates an advanced ability to identify organizational values and beliefs to improve equity amongst staff and community members</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Aware of inequities; does not identify opportunities to improve equity and quality of life for staff, clients and community members 2. Novice/Emerging Competence: Aware of inequities; identifies minor or limited opportunities to improve equity and quality of life for staff, clients and community members; seeks recommendations from others that would enhance both 3. Basic/Moderate Competence: Applies equity lens to the organization; identifies opportunities to improve equity and quality of life for staff, clients and community members; makes recommendations that would enhance both 4. Proficient/Strong Competence: Applies equity lens to the organization; seeks out opportunities to improve equity and quality of life for staff, clients and community members; implements recommendations that enhance both 5. Highly Proficient: Applies equity lens to the organization; creates opportunities to improve equity and quality of life for staff, clients and community members; leads revisions that enhance quality of life <p>2b. Identifies the need to build collaborations across all stakeholder groups, where power is shared in ways that increase the visibility, voice and influence of community members</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not identify the need to build collaborative relationships that increase visibility, voice and influence of community members 2. Novice/Emerging Competence: Identifies the need to build collaborative relationships across all stakeholder groups and discusses in supervision 3. Basic/Moderate Competence: Identifies the need to build collaborative relationships across all stakeholder groups and makes recommendations that would lead to increased visibility, voice and influence of community members 4. Proficient/Strong Competence: Identifies the need to build collaborative relationships across all stakeholder groups and implements recommendations that increase visibility, voice and influence of community members 5. Highly Proficient: Applies equity lens to collaborative relationships and creates opportunities that enhance the visibility, voice and influence of community members 	<p>Student selects 1–5 from drop down menu</p> <p>Student selects 1–5 from drop down menu</p>
Competency 3: Advance Human	3a. Demonstrates engagement in social transformation within organizations and communities	Student selects 1–5

Rights and Social, Economic, and Environmental Justice	<ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not engage in social transformation activities within the organization or community 2. Novice/Emerging Competence: Engages in supervisory conversations about how to work towards social transformation 3. Basic/Moderate Competence: Engages in social transformation activities within the organization and community by participating in planned actions aimed at advancing human rights and social, economic and environmental justice 4. Proficient/Strong Competence: Engages in social transformation activities within the organization and community by recommending actions aimed at advancing human rights and social, economic and environmental justice 5. Highly Proficient: Engages in social transformation activities within the organization and community by implementing recommended actions aimed at advancing human rights and social, economic and environmental justice 	from drop down menu
	<p>3b. Demonstrates a well-developed capacity for strategic assessment and planning to advance social justice in organizations and communities</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Cannot identify effects of structural oppression impacting organizational equity practices 2. Novice/Emerging Competence: Identifies effects of structural oppression impacting organizational equity practices; discusses insights and concerns in supervision 3. Basic/Moderate Competence: Identifies effects of structural oppression impacting the organization and community(ies) equity practices; integrates and applies insights to their work 4. Proficient/Strong Competence: Identifies effects of structural oppression impacting the organization and community(ies) equity practices; explores strategies to interrupt oppressive practice and to advocate for system change 5. Highly Proficient: Identifies effects of structural oppression impacting the organization and community(ies) equity practice; interrupts oppressive practices and integrates knowledge to effectively promote system change 	Student selects 1–5 from drop down menu
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	<p>4a. Conducts research that is informed by the knowledge, participation and influence of community members and strives to advance equity</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate the ability to design or conduct participatory research to advance equity 2. Novice/Emerging Competence: Designs basic research; demonstrates emerging ability to conduct participatory research to advance equity 	Student selects 1–5 from drop down menu

	<ol style="list-style-type: none"> 3. Basic/Moderate Competence: Demonstrates ability to conduct research which seeks to advance equity 4. Proficient/Strong Competence: Demonstrates strong ability to conduct research which seeks to advance equity 5. Highly Proficient: Implements research design which is informed by theory and practice to advance equity <p>4b. Customizes evidence-based practices to work inclusively with communities and organizations, ensuring that disparities in outcomes for various cultural groups are readily identified and addressed</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not customize evidence-based practices to ensure inclusivity and to advance equity with communities and organizations 2. Novice/Emerging Competence: Demonstrates knowledge of evidenced based practices; limited capacity to modify EBPs in response to community and organizational needs and equity practice 3. Basic/Moderate Competence: Demonstrates knowledge of evidence-based practices; discusses options for customizing interventions (in supervision) to ensure inclusivity and equity 4. Proficient/Strong Competence: Demonstrates ability to integrate knowledge of evidence-based practices; customizes interventions 5. Highly Proficient: Responds to communities and organizations with attention to cultural implications that impact relevance of evidence-based practices and articulates detailed explanation for best fit in application 	<p>Student selects 1–5 from drop down menu</p>
<p>Competency 5: Engage in Policy Practice</p>	<p>5a. Actively engage in public or institutional policy change, ensuring community-identified needs are being addressed</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Policy change ideas do not reflect community needs; no engagement in policy changes 2. Novice/Emerging Competence: Policy change ideas reflect perceived community needs; limited engagement in policy changes 3. Basic/Moderate Competence: Policy change ideas accurately reflect community needs; works to implement policy changes 4. Proficient/Strong Competence: Policy change ideas reflects community needs within and outside of organizations; instrumental role in policy changes 5. Highly Proficient: Policy change reflects community needs within and outside of organizations; leads work in policy changes <p>5b. Collaborates with clients, communities and colleagues to lead policy change efforts that promote social and economic justice</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not collaborate with clients, communities or colleagues in policy action 	<p>Student selects 1–5 from drop down menu</p> <p>Student selects 1–5 from drop down menu</p>

	<ol style="list-style-type: none"> 2. Novice/Emerging Competence: Understands the importance of collaborating with clients, communities or colleagues to promote social and economic justice but does not apply to practice 3. Basic/Moderate Competence: Beginning to implement collaborative efforts with clients, communities and colleagues aimed at promoting their ability to influence policy development and implementation (i.e., promoting opportunities to participate or provide input) 4. Proficient/Strong Competence: Consistently implements collaborative efforts with clients, communities and colleagues aimed at promoting their ability to influence policy development and implementation 5. Highly Proficient: Leads agency efforts to collaborate with clients, communities and colleagues for effective policy actions that promotes social and economic justice (i.e., organizing group participation of clients in strategic planning) 	
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>6a. Demonstrate advanced levels of constituency engagement, with effective participatory methods and empowerment practices, to build responsive human services</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate ability to facilitate community engagement regarding community needs 2. Novice/Emerging Competence: Facilitates community engagement with support regarding community needs; minimal ability to inform service delivery 3. Basic/Moderate Competence: Facilitates community engagement to inform service delivery that identifies and responds to community needs 4. Proficient/Strong Competence: Leads community engagement efforts to inform service delivery that identifies and responds to community needs 5. Highly Proficient: Effectively creates new opportunities to lead community engagement efforts to inform service delivery that identifies and responds to community needs 	<p>Student selects 1–5 from drop down menu</p>
	<p>6b. Demonstrates effective methods for practice improvements and relational skills that are rooted in partnership</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not engage in partnership-oriented practice 2. Novice/Emerging Competence: Can articulate the value and importance of partnership-oriented practice but does not yet apply to practice 3. Basic/Moderate Competence: Beginning to engage in partnership-oriented practice with some stakeholders 4. Proficient/Strong Competence: Consistently engages in partnership-oriented practice with all stakeholders 5. Highly Proficient: Leads organizational efforts to promote partnership-oriented practice with all stakeholders to enhance practice effectiveness 	<p>Student selects 1–5 from drop down menu</p>

<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>7a. Demonstrates advanced capacity to understand the needs of communities and organizations, with effective abilities to advance equity across an institution</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate understanding of community and organizational needs 2. Novice/Emerging Competence: Demonstrates understanding of community and organizational needs; demonstrates ability to work to advance equity 3. Basic/Moderate Competence: Demonstrates accurate understanding of community and organizational needs; effectively works to advance institutional equity 4. Proficient/Strong Competence: Leads initiatives to advance institutional equity based on strong understanding of community and organizational needs 5. Highly Proficient: Effectively creates opportunities to advance institutional equity based on sophisticated understanding of community and organizational needs 	<p>Student selects 1–5 from drop down menu</p>
	<p>7b. Conducts assessment (racial equity, community or organizational) of an organization that includes recommendations for reducing disparities and advancing equity</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not conduct formal assessment 2. Novice/Emerging Competence: Identifies assessment tools and discusses potential organizational assessment approaches in supervision 3. Basic/Moderate Competence: Conducts assessment, demonstrates thoughtful engagement with community members, colleagues and/or peers to collect and compile the assessment information 4. Proficient/Strong Competence: Conducts assessment, demonstrates thoughtful engagement with community members, colleagues and/or peers to collect and compile the assessment information, shares observations and recommendations for next steps, highlights diversity knowledge 5. Highly Proficient: Conducts assessment, demonstrates thoughtful engagement with community members, colleagues and/or peers to collect and compile the assessment information, shares observations and recommendations for next steps, highlights diversity knowledge and recommends program change or new programming that will reduce disparities and advance equity 	<p>Student selects 1–5 from drop down menu</p>
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations,</p>	<p>8a. Demonstrate advanced capacity to design interventions that are likely to advance community empowerment, culturally responsive organizations and improved outcomes for those served by the organization</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate ability to outline an action plan that seeks to 	<p>Student selects 1–5 from drop down menu</p>

<p>and Communities</p>	<p>advance community empowerment, equity and constituency outcomes</p> <ol style="list-style-type: none"> 2. Novice/Emerging Competence: Demonstrates limited ability to outline an action plan that seeks to advance community empowerment, equity and desired constituency outcomes 3. Basic/Moderate Competence: Designs action plan that seeks to advance community empowerment, equity and desired constituency outcomes 4. Proficient/Strong Competence: Effectively builds support for implementing the action plan to advance community empowerment, equity and desired constituency outcomes 5. Highly Proficient: Implements and leads action plan to advance community empowerment, equity, and maintain involvement of constituency 	
	<p>8b. Integrates advanced practice theories that expand and align interventions towards collaboration, culturally responsive and justice-oriented practices</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate ability to identify advanced practice theories that expand and align interventions that are collaborative, culturally responsive and justice oriented 2. Novice/Emerging Competence: Demonstrates beginning ability to identify advanced practice theories aimed at participatory practice and can discuss how to apply to practice 3. Basic/Moderate Competence: Beginning to implement theory driven collaborative efforts with clients, communities and colleagues towards practice that is culturally responsive and justice oriented 4. Proficient/Strong Competence: Consistently implements theory driven collaborative efforts with clients, communities and colleagues towards practice that is culturally responsive and justice oriented 5. Highly Proficient: Leads organizational efforts to collaborate with clients, communities and colleagues towards practice that is culturally responsive and justice oriented 	<p>Student selects 1–5 from drop down menu</p>
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>9a. Demonstrate advanced ability to assess the effectiveness of public policy or institutional policy practice, including methods for ensuring continuous quality improvement</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not explain results of advocacy practice 2. Novice/Emerging Competence: Limited ability to explain results of advocacy practice 3. Basic/Moderate Competence: Accurately explains results of advocacy practice and understands organization’s systematic use of data/information to continuously improve practice 4. Proficient/Strong Competence: Critically analyzes and formulates ideas to assess results of advocacy practice; 	<p>Student selects 1–5 from drop down menu</p>

	<p>develops ideas for organization’s systematic use of data/information to continuously improve practice</p> <p>5. Highly Proficient: Designs methods to assess results of advocacy practice and leads or advocates for institutional implementation of continuous improvement</p> <p>9b. Uses participatory methods to elicit, explore and respond to feedback from community members and staff to ensure that interventions are responsive, respectful and effective</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not use participatory methods of evaluation 2. Novice/Emerging Competence: Articulates importance of using participatory methods of evaluation but does not yet apply to practice with clients, community members or colleagues 3. Basic/Moderate Competence: Participates in efforts to use participatory methods to elicit, explore and respond to feedback from clients, community members or colleagues to ensure that interventions are responsive, respectful and effective 4. Proficient/Strong Competence: Implements use of participatory methods to elicit, explore and respond to feedback from clients, community members or colleagues to ensure that interventions are responsive, respectful and effective 5. Highly Proficient: Leads organizational efforts to use participatory methods to elicit, explore and respond to feedback from clients, community members or colleagues to ensure that interventions are responsive, respectful and effective 	<p>Student selects 1–5 from drop down menu</p>
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AS M2.2.2: *The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.*

Field Education: Generalist Practice

This explanation applies to the Portland, Ashland, Bend, Eugene, Salem, and Online Options.

The Generalist MSW curriculum prepares students to practice social work with diverse individuals, families, groups, organizations, and communities. Generalist field placements encourage students to develop and demonstrate core generalist practice competencies through engagement in a range of roles and skills, service delivery models, culturally responsive approaches and policy advocacy areas. In their placements, students apply ethical principles and critical thinking to practice at the micro, mezzo, and macro levels; incorporate an equity lens in practice; advocate for human rights and social and economic justice; recognize, support and build on strengths and resiliency of all human beings; engage in research-informed practice; and use leadership skills to promote sustainable changes in service delivery and practice to improve the quality of interventions. All MSW students across our six Options—Portland, Ashland, Bend, Eugene, Salem, and Online—are required to successfully complete a 500-hour agency-based Generalist field placement internship.

Field placements for Generalist MSW students offer some combination of the following types of learning and practice opportunities through which students can develop and demonstrate core competencies:

- **direct practice** through case management, conducting intakes and assessments, coordinating information and referral services, creating action plans, providing linkage to basic needs resources;
- **group facilitation** through assisting in planning and preparation, co-facilitating and facilitating support groups, and community education groups;
- **documentation** through use of agency-specific documentation systems and methods, data collection, and grant reporting;
- **organizational engagement** through attending staff meetings, serving on committees, implementing agency-wide initiatives, conducting needs assessments, facilitating trainings, analyzing agency policies, and advocating for policy or practice changes;
- **community engagement** through conducting outreach, participating in community organizing, relationship and partnership-building, representing agency at community meetings, conducting community needs assessment, and advocating for community needs;
- **policy practice** through identifying policies affecting agency practice, engaging in policy advocacy, monitoring legislative action and priorities for field of practice, or

- summarizing legislative session outcomes relevant to population/agency;
- **cultural responsiveness** through initiating or strengthening collaborative partnerships within larger community context, providing culturally responsive services, and supporting agency in advancing equity practices; and
- **research to practice and practice to research** through researching best practices for agency population, researching current agency practices for alignment with best practices, developing infographic on best practices, and developing evaluation instruments.

The purpose of Generalist field education, which includes field placement and a concurrent weekly seminar, is to provide generalist MSW students with opportunities to integrate and apply generalist social work conceptual and theoretical learning from the classroom into the community and to develop generalist social work practice competencies. The professionally supervised field internship and weekly field seminar facilitate students' application of social work skills, the integration of theoretical content, and the development of critical thinking skills. The field seminar and internship represent a core component of the MSW curriculum, allowing students to apply knowledge gained in their other social work courses to real world practice settings. The field placement is an agency-based experience applying generalist social work practice skills and knowledge. The field placement utilizes field-based learning and onsite supervision to teach core social work practice skills. The field seminar is a classroom-based experience that blends large and small group discussion of social work practice principles. The aim of the seminar is to build a collaborative learning community where students can explore together the roles, skills and professional selves utilized by social workers. Participation in the seminar and completion of the core assignments supports students to apply ethically based social work practice skills and address ethical dilemmas, to develop self-awareness and awareness of self-care practices, and to use social work supervision and consultation effectively to support the development of generalist social work competency. Students in all MSW Program Options (Portland, Ashland, Bend, Eugene, Salem, and Online) enroll in a field seminar. The Portland option meets weekly in person, while the Ashland, Bend, Eugene, Salem, and Online options are designed in a hybrid format which combines biweekly in-person or synchronous online class sessions with biweekly asynchronous activities completed through the online learning management system, Desire to Learn (D2L), to support the development and practice of Competency 1.

Generalist MSW field placement sites and field instructors are selected based on their potential to offer opportunities for students to develop and demonstrate core generalist competencies as evidenced through the demonstration of correlating behaviors. Through in-person or electronic field instructor orientations and trainings and through site visits with the student and field instructor/task supervisor, the School exposes field instructors and task supervisors to core competencies and corresponding behaviors and makes clear the

expectation that they help students create opportunities to develop and demonstrate those behaviors and competencies within their field settings.

In collaboration with faculty teaching generalist courses, the Field Education Program developed a Generalist Field FAQ that identifies learning opportunities that are expected in Generalist field settings. This expectation is reinforced by the faculty liaison's review of the student's field education plan during fall term and at each quarterly site visit. The aim is for each student to have as broad a range of individual, family, group, organization, and community assignments as possible where they will have opportunities to learn and demonstrate the full range of social work competencies. Regardless of which program option a student is in, their faculty advisor/liaison is expected to conduct a minimum of two site visits which can occur either in person or through the use of technology assisted platforms.

Generalist Specialization (MSW/BSW)

Generalist Field Placement Learning Opportunities

The Generalist curriculum prepares students to practice social work with diverse individuals, families, groups, organizations, and communities. Generalist field placements encourage students to develop and demonstrate core generalist practice competencies through engagement in a range of roles and skills, service delivery models, culturally responsive approaches and policy advocacy areas where they: apply ethical principles and critical thinking to practice at the micro, mezzo and macro levels; incorporate an equity lens in practice; advocate for human rights and social and economic justice; recognize, support and build on strengths and resiliency of all human beings; engage in research informed practice; and use leadership skills to promote sustainable changes in service delivery and practice to improve the quality of interventions.

Types of field placement settings:

Field placements provide BSW and MSW students with a range of opportunities to practice with individuals, families, groups, organization and community systems. These include but are not limited to:

- Community Based Organizations (all fields of practice)
- Schools
- Housing Programs/Shelters
- Corrections programs
- Programs supporting older adults
- Treatment clinics, e.g., in/outpatient MH & Substance Use
- Domestic violence and sexual assault programs
- Child Welfare settings
- Programs supporting individuals and families who are economically marginalized
- Programs supporting the rights and needs of people with disabilities

Internship Activities that Support Student Learning:

- **Direct Practice:** Provide case management, conduct intakes and assessments, coordinate information and referral services, create action plans, court accompaniment, linkage to basic needs resources

- **Group facilitation:** Assist in planning and preparation, co-facilitate and facilitate support groups, community education groups
- **Documentation:** Master agency-specific documentation systems and methods, data collection, grant reporting
- **Organizational engagement:** Attend staff meetings, serve on committees, implement agency-wide initiatives, conduct needs assessments, facilitate trainings, analyze agency policies, advocate for policy or practice changes
- **Community engagement:** Conduct outreach, participate in community organizing, relationship and partnership-building, represent agency at community meetings, conduct community needs assessment, advocate for community needs
- **Policy practice:** Identify policies impacting agency practice, engage in policy advocacy, monitor legislative action and priorities for field of practice, summarize legislative session outcomes relevant to population/agency
- **Cultural Responsiveness:** Initiate or strengthen collaborative partnerships within larger community context, provide culturally responsive services, support agency in advancing equity practices
- **Research to Practice and Practice to Research:** Research best practices for agency population, research current agency practices for alignment with best practices, develop infographic on best practices, develop evaluation instrument.

Each student is required to develop a Field Educational Plan (FEP) by the end of the fifth week of their internship. The FEP identifies field placement activities, aligned with specific competencies, that support the student's development and demonstration of professional social work practice competencies. The activities a student engages in then inform the rating and evaluation of their level of competency as defined in the field evaluation rubric referenced in the previous section of this document. The FEP 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 practice competencies. Involvement in these activities will provide the evidence to support the competency 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 observable behaviors listed in the field evaluation. Reviewing the Generalist Field rubric, outlined in AS 2.2.1 (pg. 204) of this document, is helpful in identifying specific learning activities. It is expected that the plan will be reviewed at least quarterly and updated regularly throughout the year to assure the activities are still relevant and available, and to add any new activities that a student has access to practice. The FEP is completed online through the School of Social Work Student Web Center. Once a draft of the plan is created, the student's faculty field liaison reviews the document through their own password-protected web center. They provide feedback or guidance as needed to ensure that the plan

adequately identifies and describes not only the specific activities the student will be practicing but also makes clear how they align with each competency area and with Generalist social work practice skills. Once the faculty field liaison assesses the initial plan to meet the above criteria, the student, field instructor and liaison each sign the plan electronically.

The Generalist competencies and behaviors are embedded in the following field documents: the Personal Assessment Questionnaire (PAQ), which students complete during the first two weeks of field; the Field Education Plan (FEP), which students develop with field instructor and faculty liaison input by the middle of fall term; and the winter and spring term Evaluation of Student Learning. Students are continuously being directed toward developing and demonstrating core competencies. The behavior level rubric embedded in the PAQ, a self-assessment tool completed by students at the beginning of their placement, supports them to become aware of the core competencies and associated (observable) behaviors and to identify strengths and areas for professional growth in relationship to these behaviors. This self-assessment supports students and their agency-based field instructors to build appropriate learning and practice opportunities into their FEP which will provide opportunities for practice and evaluation of development of the required competencies.

The Generalist field evaluation is designed to evaluate the students on their development of professional competencies that align with the School of Social Work's goals and objectives, informed by our professional practice community, and the CSWE's core practice competencies. Generalist MSW students are expected to demonstrate and are evaluated on the nine competencies and 33 corresponding behaviors in their field settings during winter and spring term. The behaviors embedded in the evaluation represent the knowledge, values, skills and cognitive/affective processes that will be measured in the field setting. Each student is assigned a faculty advisor/liaison who is required to attend a minimum of two site visits per academic year. Typically, there is a visit in the fall term, or early winter, to assure that the student is demonstrating ethical and professional engagement in the field setting and has a plan to develop the full range of activities that will allow them to develop and demonstrate Generalist social work competency in all nine areas. The winter term evaluation provides an opportunity to identify if there are any areas where a student has either not had an opportunity to demonstrate a particular competency or has not yet demonstrated a basic level of competency. In these areas, students and their field instructors are asked to develop a specific plan for the final term of the field placement that will support the student to address any gaps in their learning during the first two terms of the placement and/or to improve their performance in areas where they have not yet demonstrated competent practice.

In summary, the combination of the supervised field placement, the concurrent seminar, and the input and engagement from the faculty advisor/liaison, educate and expose students to generalist practice opportunities where they can demonstrate their practice competencies with individuals, families, groups, organizations, and communities.

AS M2.2.3: *The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.*

Field Education: Specialized Practice

This explanation applies to the Portland, Ashland, Bend, Eugene, Salem, and Online Options.

The PSU MSW Program has developed four advanced specializations (specializations): Clinical Social Work Practice (Clinical), Social Work Practice with Children, Youth and Families (CYF), Health Across the Lifespan (HAL), and Practice and Leadership with Communities and Organizations (PLCO). Students in the Portland Option can select to specialize in any of the four specializations; students in the Online Option can select to specialize in PLCO, and students in the Ashland, Bend, Eugene, and Salem Options are offered the Clinical specialization. Regardless of program option, the course and field curriculum and expectations are identical for each specialization. Students are co-enrolled in a yearlong (Clinical, CYF, HAL or PLCO) advanced practice course sequence that supports the development of specialization-specific knowledge, values, and skills relevant to the development of the identified advanced competencies.

Advanced practice placements allow for the development of advanced practice skills and demonstration of specialization-specific competencies identified by the faculty at the PSU School of Social Work, with input from the practice community. The specialization selected for advanced practice determines the type of field placement, field instructor, and the nature of the 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 while integrating associated advanced social work theories and an equity-based social justice lens.

Advanced MSW field placement sites and field instructors are selected based on their potential to offer opportunities for students to develop and demonstrate the specialization-specific core competencies as evidenced through the demonstration of correlating behaviors. Through in-person or electronic field instructor orientations and trainings and through site visits with the student and field instructor/task supervisor, the School exposes field instructors and task supervisors to core competencies and corresponding behaviors for the practice specialization that their student(s) have selected and makes clear the expectation that they help students create opportunities to develop and demonstrate those behaviors and competencies within their field settings.

In collaboration with the lead specialization faculty, the Field Education Program developed Field FAQs for each of the four advanced specializations—Clinical, CYF, HAL and PLCO—

which identify the expectations that students in corresponding field settings have opportunities to engage in practice. This expectation is reinforced by the faculty liaison in the fall term review of the student's field education plan and at each quarterly site visit. Regardless of which program option a student is in, their faculty advisor/liaison is expected to conduct a minimum of two site visits, which can occur either in person or through the use of technology assisted platforms.

Clinical Specialization

Advanced Field Placement Learning Opportunities

The clinical specialization builds on the generalist year and provides advanced training in clinical practice that is grounded in social work perspectives, values, and ethics. Students are prepared for clinical work with adults in various agency settings addressing a range of emotional, behavioral, mental health, and addiction concerns. The theoretical models put forth will be grounded in strength-based, trauma-informed, anti-oppressive and collaborative perspectives. Engagement and multi-dimensional assessment with individuals, groups, and families will be explored with special attention to relational self-awareness, cultural responsiveness and the "common factors" associated with positive therapeutic outcomes. The sequence will familiarize students with intervention modalities that make use of evidence-based principles and that include brief and long-term psychotherapy/counseling, crisis intervention, client-centered advocacy and case management. This social work approach to clinical practice is informed by principles of social justice and recognition of the systemic contexts of practice and thus includes advocacy, activism, and policy-practice with, and on behalf of, clients.

Types of field placement settings:

Field placements provide MSW students with a range of clinical learning opportunities that prepare them to practice therapeutic work with individuals, couples, families and groups. Students who select the advanced clinical specialization are likely to work in a variety of settings where clinical skills grounded in a strengths-based perspective are used. These include but are not limited to:

- Outpatient community mental health centers
- Inpatient psychiatric units and hospitals
- Partial hospitalization programs
- Treatment clinics, e.g., substance abuse, SPMI
- Domestic violence and sexual assault programs
- Corrections programs

Internship Activities that Support Student Learning:

- **Assessment:** Conduct clinical assessments at multiple system levels, addressing both the internal and external factors that impact adult functioning
- **Group work:** Assist, co-facilitate and facilitate treatment and support groups (e.g., CBT, DBT, chronic pain management, grief and loss)
- **Diagnosis:** Use a biopsychosocial assessment to inform a strengths-based case conceptualization that contextualizes the practice of differential diagnosis of adult clients
- **Documentation:** Master agency-specific documentation systems and methods (may include case notes, treatment notes, treatment summaries, court documents)

- **Treatment:** Initiate and implement theoretically informed therapeutic interventions. Treatment focus is on the adult individual but may include family systems interventions as well.
- **Termination:** Initiate and implement termination of therapeutic services with individuals (and families) using client-centered practices and including appropriate evaluation
- **Evaluation:** Evaluate client progress and clinical intervention effectiveness with attention to multiple sources such as outcome indicators, level of engagement, feedback from supervisors, colleagues, and client systems.
- **Policy practice:** Engage advocacy, brokering, and organizing skills with clinical clients to support the development and maintenance of ethical and just programs and policies that meet therapeutic needs.
- **Cultural Responsiveness:** Conceptualize, initiate, maintain and terminate clinical services that honor the multiple intersections of client identity in the context of reflexive practice about one's own identities and their impact on the clinical interaction.

Children, Youth, and Families Specialization

Advanced Field Placement Learning Opportunities

The Children, Youth and Families (CYF) specialization builds on the generalist year and provides advanced training in practice, intervention and advocacy for children, youth and their families. CYF prepares MSW students to advance their clinical skills and competency in delivering theory-informed best practice models to engage, intervene, collaborate and advocate with and on behalf of children and youth. While the primary identified clients will be children and teens, students will learn skills for partnering with adults, such as parents, caregivers, caseworkers, therapists and teachers. The theoretical models examined will be grounded in strength-based, trauma-informed, and collaborative perspectives. Students will develop a systemic and family-focused understanding of the developmental and contextual factors affecting youth. This sequence will examine micro practice as well as key macro influences to prepare students for practice in various settings, including schools, early intervention, child welfare, juvenile justice, community-based mental health, integrated healthcare and direct practice.

Types of field placement settings:

Field placements provide MSW students with a range of learning opportunities that prepare them for direct practice and intervention with children and their families. They may be providing therapy and counseling, case management or service coordination, school social work services or working with the complex systems that support and impact families from micro to macro levels. These settings include but are not limited to:

- Outpatient community mental health centers
- Inpatient psychiatric units and hospitals
- Partial hospitalization programs
- Housing and community-based programs
- Treatment Clinic, e.g., substance or mental health
- Schools
- Child Welfare
- Juvenile Justice settings

Internship Activities that Support Student Learning:

- **Assessment:** Conduct assessments at multiple system levels, addressing both the internal and external factors that impact youth and adolescent functioning.
- **Group work:** Understand the components of family and support systems and how to engage with parents, providers and other professionals through assisting, co-leading and eventually leading the facilitation of groups (tasks, psychoeducational, therapeutic, etc.).
- **Diagnosis:** Consider diagnostic implications for children and youth. Examine the DSM-5 and the impact that clinical diagnoses have on clients, families, community and service accessibility.
- **Documentation:** Monitor, evaluate, and document in a clinically-sound and professionally-bound manner.
- **Treatment:** Initiate and implement responsive therapeutic interventions based on theoretical and evidence-based practice.
- **Termination:** Recognize key issues in terminating services and learn how to case plan with service endings in mind.
- **Evaluation:** Evaluate client progress and clinical intervention effectiveness with attention to multiple sources such as outcome indicators, level of engagement, feedback from supervisors, colleagues, and client systems.
- **Prevention:** Advocate and case plan for clients to reduce the need for intervention; incorporate ongoing family system involvement to prevent future children from entering service systems.
- **Policy practice:** Examine how policy impacts practice and recognize areas where service delivery can be enhanced by policy reform.
- **Cultural Responsiveness:** Conceptualize, initiate, maintain and terminate services that honor the multiple intersections of client/family identity in the context of reflexive practice about one's own identities and their impact on service provision.

Health Across the Lifespan Specialization

Advanced Field Placement Learning Opportunities

The Health Across the Lifespan specialization builds on the generalist year and provides advanced training in healthcare and aging practice that is grounded in social work perspectives, knowledge, values, and ethics. The specialization will have a lifespan focus that prepares students for the advanced practice with individuals, families, and groups in various healthcare and aging settings. The sequence will begin with general adult practice, moving to work with older adults, and ending with a focus on children, youth and families. The theoretical models put forth will be grounded in strength-based, trauma-informed, and collaborative perspectives that support students to develop engagement, assessment, intervention, and evaluation competencies for practice with diverse populations. Intervention modalities will make use of evidence-based principles and include motivational interviewing, brief counseling, crisis intervention, client-centered advocacy and case management across multiple care settings. Ongoing consideration of health disparities, health literacy, the social determinants of health, health reform, diversity, and access and utilization in healthcare will be infused across the sequence. The Health Across the Lifespan specialization's approach to practice is informed by principles of social justice and recognition of the systemic contexts of practice and thus includes advocacy, activism, and policy-practice with, and on behalf of, individuals, families, groups, organizations, and communities.

Types of Field Placement Settings:

Field placements will provide MSW students with a range of learning opportunities within the organization, including clinical practice, policy analysis, and community learning. Most settings will support students to primarily provide brief clinical therapy and interventions that are often completed in a single session. For advanced HAL students, exposure to direct practice is critical though some activities working with groups, organizations and communities can support healthcare practice. These settings include but are not limited to:

- Hospitals
- Primary care clinics
- Community health clinics
- Behavioral health settings
- Adult day health
- Hospice and palliative care
- Nursing homes
- Shelter services

Internship Activities that Support Student Learning:

- **Assessment:** Conduct biopsychosocial assessments independently, utilizing rapid assessment tools as appropriate (PHQ-9, SBIRT, SLUMS)
- **Intervention:** Develop skills in brief interventions and referral to treatment.
- **Education:** Enhance health literacy and health promotion through psychosocial education on disease and treatment options within medical settings
- **Care coordination:** Participate in plan of care conferences with patient/family and interdisciplinary team, monitor, evaluate and document patient progress according to individualized plan of care
- **Insurance/Billing:** Gain exposure to Medicaid, Medicare, and private insurance coverage of treatment and other related needs, including utilization review, claims, and documentation requirements in various treatment settings
- **Groups:** Assist, co-lead and eventually lead the facilitation of treatment and support groups (ie; chronic pain management, grief and loss, nutrition)
- **End of life care:** Facilitate end of life, advanced directive and/or palliative care conversations with patients/families
- **Cultural responsiveness:** Build knowledge of cultural influences, formulations, and implications on health decision making, including the effective use of interpreters, peer/familial support, and spiritual advisors

Practice and Leadership with Communities and Organizations

Advanced Field Placement Learning Opportunities

The Practice and Leadership with Communities and Organizations specialization builds on the generalist year and provides advanced learning opportunities that are grounded in community and organizational practices and perspectives, values and ethics. Students are prepared for working with individuals, communities and organizations in various settings which are focused on addressing disparities, community responses to social problems, policy practice and leadership. The theoretical models put forth will be grounded in strength based, critical race theory, structural social work, anti-oppressive, feminist, empowerment and collaborative perspectives. Engagement in multi-dimensional assessment processes such as racial equity, community and organizational assessment will be explored, with specific attention to community voice, hierarchical structures,

and cultural humility and responsiveness. The three-term sequence will familiarize students with intervention modalities that make use of evidence-based practice and practice-based evidence. The approaches explored and enacted in this specialization will be grounded in the principles of racial, economic and social justice practices and will include policy practice, advocacy, activating community members and community and organizational leadership practices. A [Human Services Management Certificate](#) is available to students who have completed the Practice and Leadership with Communities and Organizations specialization.

Types of Field Placement Settings:

The focus of this specialization is to support student learning at multiple levels of organizations and with communities and its members. For advanced PLCO students, it is critical that the majority of activities focus on work with groups, organizations and communities. Exposure to direct practice is beneficial and welcomed within the context of increasing social work competencies and well-rounded learning. These settings include but are not limited to:

- Community Based Organizations (all fields of practice)
- Large, Bureaucratic Organizations/Systems
- Schools
- Start-Ups
- Campaigns
- Social Enterprises
- Child Welfare
- Juvenile Justice settings

Internship Activities that Support Student Learning:

- **Leadership:** Gain exposure to agency leadership styles, roles and practices; develop, understand and begin to integrate the meaning of leadership and how to incorporate skills in varied settings, and the intersection of direct practice and administrative functioning.
- **Equity:** Engage in organizational assessment for racial equity and/or a community assessment in an effort to obtain input and recommendations for change and/or improvements to practice
- **Group facilitation:** Participate, co-lead and eventually lead the facilitation of groups and engage in collaborative change processes within the organization (i.e., with staff, community members, board of directors, etc.)
- **Partnership-based methods of analysis & evaluation:** gather, organize, analyze program data, develop summary reports, develop and implement program impact evaluation
- **Fiscal Management:** Engage in opportunities to learn about the organizational financial planning and budgeting processes; engage in budget analysis
- **Policy Advocacy:** Participate in community forums or advisory councils to represent agency perspectives in policy change and/or implementation
- **Culturally Responsive Collaboration and Partnership building:** Initiate or strengthen collaborative partnerships within larger community context, including initiation of strategic planning committees to advocate for agency and partner needs
- **Direct Practice:** Create intervention action plans

The specialization-specific competencies and behaviors are embedded in the following field documents: the Personal Assessment Questionnaire (PAQ), which students complete during the first two weeks of field; the Field Education Plan (FEP), which students develop with field

instructor and faculty liaison input by the middle of fall term; and the winter and spring term Evaluations of Student Learning. Students are continuously being directed toward developing and demonstrating core specialization-specific competencies. The behavior level rubric embedded in the PAQ, a self-assessment tool completed by students at the beginning of their placement, supports them to become aware of the core competencies and associated (observable) behaviors and to identify strengths and areas for professional growth in relationship to these behaviors within their specialization. This self-assessment supports students and their agency-based field instructors to build appropriate learning and practice opportunities into their Field Education Plans, which will provide opportunities for practice and evaluation of development of the required skills and competencies.

The Advanced (Clinical, CYF, HAL, and PLCO) field evaluation, which mirrors the Field Rubric for each specialization, outlined in AS 2.2.1 (pg. 204), is designed to evaluate the students on their development and demonstration of professional competencies. Advanced MSW students are expected to demonstrate and are evaluated by their field instructor on the nine competencies and eighteen corresponding behaviors in their field settings during winter and spring term. The behaviors embedded in the evaluation represent the knowledge, values, skills, and cognitive/affective processes that will be measured in the field setting. Each student is assigned a faculty advisor/liaison who is required to attend a minimum of two site visits per academic year. Typically, there is a visit in the fall or early winter term to ensure that the student is demonstrating ethical and professional engagement in the field setting and has access to and/or a plan to develop the full range of activities that will allow them to develop and demonstrate Advanced social work competency in all nine areas. The winter term evaluation provides an opportunity to identify if there are any areas where a student has either not had an opportunity to demonstrate a particular competency or has not yet demonstrated a basic level of competency. In these areas, students and their field instructors are asked to develop a specific plan for the final term of the field placement that will support the student to address any gaps in their learning during the first two terms of the placement and/or to improve their performance in areas where they have not yet demonstrated competent practice.

In summary, the combination of the supervised field placement and the concurrent weekly advanced practice course prepares students to apply, demonstrate, and evaluate specialized advanced social work behaviors and competencies.

Field Education in the Clinical Specialization

The Clinical specialization builds on the generalist year and provides advanced training in clinical practice that is grounded in social work perspectives, values, and ethics. Students are prepared for clinical work with adults in various agency settings addressing a range of emotional, behavioral, mental health, and addiction concerns. The theoretical models put forth

are grounded in strength-based, trauma-informed, anti-oppressive, and collaborative perspectives. Engagement and multi-dimensional assessment with individuals, groups, and families are explored with special attention to relational self-awareness, cultural responsiveness, and the “common factors” associated with positive therapeutic outcomes. The sequence familiarizes students with intervention modalities that make use of evidence-based principles and that include brief and long-term psychotherapy/counseling, crisis intervention, client-centered advocacy, and case management. This social work approach to clinical practice is informed by principles of social justice and recognition of the systemic contexts of practice and thus includes advocacy, activism, and policy-practice with, and on behalf of, clients.

Advanced Clinical field placements for MSW students typically offer some combination of the following types of learning and practice opportunities through which students can develop and demonstrate core competencies:

- **assessment** through conducting clinical assessments at multiple system levels, addressing both the internal and external factors that impact adult functioning;
- **group work** through assisting, co-facilitating, and facilitating treatment and support groups (e.g., CBT, DBT, chronic pain management, grief and loss);
- **diagnosis** through use of a biopsychosocial assessment to inform a strengths-based case conceptualization that contextualizes the practice of differential diagnosis of adult clients;
- **documentation** through mastering agency-specific documentation systems and methods (may include case notes, treatment notes, treatment summaries, court documents);
- **treatment** through initiating and implementing theoretically informed therapeutic interventions;
- **termination** through initiating and implementing termination of therapeutic services with individuals (and families) using client-centered practices and including appropriate evaluation; and
- **evaluation** through evaluating client progress and clinical intervention effectiveness with attention to multiple sources such as outcome indicators, level of engagement, feedback from supervisors, colleagues, and client systems.

Field Education in the Children, Youth, and Families Specialization

The CYF specialization builds on the generalist year and provides advanced training in practice, intervention, and advocacy for children, youth, and their families. CYF prepares MSW students to advance their clinical skills and competency in delivering theory-informed best practice models to engage, intervene, collaborate, and advocate with and on behalf of

children and youth. While the primary identified clients are children and teens, students also learn skills for partnering with adults, such as parents, caregivers, caseworkers, therapists, and teachers. The theoretical models examined are grounded in strength-based, trauma-informed, and collaborative perspectives. Students develop a systemic and family-focused understanding of the developmental and contextual factors affecting youth. This sequence examines micro practice as well as key macro influences to prepare students for practice in various settings, including schools, early intervention, child welfare, juvenile justice, community-based mental health, integrated healthcare, and direct practice.

Advanced CYF field placements for MSW students typically offer some combination of the following types of learning and practice opportunities through which students can develop and demonstrate core competencies:

- **assessment** through conducting assessments at multiple system levels, addressing both the internal and external factors that impact youth and adolescent functioning;
- **group work** through understanding the components of family and support systems and how to engage with parents, providers, and other professionals through assisting, co-leading, and eventually leading the facilitation of groups (tasks, psychoeducational, therapeutic, etc.);
- **diagnosis** through considering diagnostic implications for children and youth; examining the DSM-5 and the impact that clinical diagnoses have on clients, families, community, and service accessibility;
- **documentation** through monitoring, evaluating, and documenting in a clinically sound and professionally bound manner;
- **treatment** through initiating and implementing responsive therapeutic interventions based on theoretical and evidence-based practice;
- **termination** through recognizing key issues in terminating services and learning how to case plan with service endings in mind;
- **evaluation** through evaluating client progress and clinical intervention effectiveness with attention to multiple sources such as outcome indicators, level of engagement, feedback from supervisors, colleagues, and client systems;
- **prevention** through advocating and case planning for clients to reduce the need for intervention; incorporating ongoing family system involvement to prevent future children from entering service systems;
- **policy practice** through examining how policy impacts practice and recognizing areas where service delivery can be enhanced by policy reform; and
- **cultural responsiveness** through conceptualizing, initiating, maintaining, and terminating services that honor the multiple intersections of client/family identity in the context of reflexive practice about one's own identities and their impact on service provision.

Field Education in the Health Across the Lifespan Specialization

The HAL specialization builds on the generalist year and provides advanced training in healthcare and aging practice that is grounded in social work perspectives, knowledge, values, and ethics. The specialization has a lifespan focus that prepares students for the advanced practice with individuals, families, and groups in various healthcare and aging settings. The sequence begins with general adult practice, moving to work with older adults, and ending with a focus on children, youth, and families. The theoretical models put forth are grounded in strength-based, trauma-informed, and collaborative perspectives that support students to develop engagement, assessment, intervention, and evaluation competencies for practice with diverse populations. Intervention modalities make use of evidence-based principles and include motivational interviewing, brief counseling, crisis intervention, client-centered advocacy, and case management across multiple care settings. Ongoing consideration of health disparities, health literacy, the social determinants of health, health reform, diversity, and access and utilization in healthcare are infused across the sequence. The Health Across the Lifespan specialization's approach to practice is informed by principles of social justice and recognition of the systemic contexts of practice and thus includes advocacy, activism, and policy-practice with, and on behalf of, individuals, families, groups, organizations, and communities.

Advanced HAL field placements for MSW students typically offer some combination of the following types of learning and practice opportunities through which students can develop and demonstrate core competencies:

- **assessment** through conducting biopsychosocial assessments independently, utilizing rapid assessment tools as appropriate (PHQ-9, SBIRT, SLUMS);
- **intervention** through developing skills in brief interventions and referral to treatment;
- **education** through enhancing health literacy and health promotion through psychosocial education on disease and treatment options within medical settings;
- **care coordination** through participating in plan of care conferences with patient/family and interdisciplinary team, monitoring, evaluating, and documenting patient progress according to individualized plan of care;
- **insurance/billing** through gaining exposure to Medicaid, Medicare, and private insurance coverage of treatment and other related needs, including utilization review, claims, and documentation requirements in various treatment settings;
- **groups** through assisting, co-leading, and eventually leading the facilitation of treatment and support groups (e.g., chronic pain management, grief and loss, nutrition);
- **end of life care** through facilitating end of life, advanced directive and/or palliative care conversations with patients/families; and

- **cultural responsiveness** through building knowledge of cultural influences, formulations, and implications on health decision making, including the effective use of interpreters, peer/familial support, and spiritual advisors.

Field Education in the Practice and Leadership with Communities and Organizations Specialization

The PLCO specialization builds on the generalist year and provides advanced learning opportunities that are grounded in community and organizational practices and perspectives, values and ethics. Students are prepared for working with individuals, communities, and organizations in various settings which are focused on addressing disparities, community responses to social problems, policy practice, and leadership. The theoretical models put forth are grounded in strength-based, critical race theory, structural social work, anti-oppressive, feminist, empowerment, and collaborative perspectives. Engagement in multi-dimensional assessment processes such as racial equity, community, and organizational assessment are explored, with specific attention to community voice, hierarchical structures, and cultural humility and responsiveness. The three-term sequence familiarizes students with intervention modalities that make use of evidence-based practice and practice-based evidence. The approaches explored and enacted in this specialization are grounded in the principles of racial, economic, and social justice practices and include policy practice, advocacy, activating community members, and community and organizational leadership practices.

Advanced PLCO field placements for MSW students typically offer some combination of the following types of learning and practice opportunities through which students can develop and demonstrate core competencies:

- **leadership** through gaining exposure to agency leadership styles, roles and practices; developing, understanding, and beginning to integrate the meaning of leadership and how to incorporate skills in varied settings; and the intersection of direct practice and administrative functioning;
- **equity** through engaging in organizational assessment for racial equity and/or a community assessment in an effort to obtain input and recommendations for change and/or improvements to practice;
- **group facilitation** through participating, co-leading, and eventually leading the facilitation of groups and engaging in collaborative change processes within the organization (e.g., with staff, community members, board of directors);
- **partnership-based methods of analysis & evaluation** through gathering, organizing, and analyzing program data, developing summary reports, and developing and

implementing program impact evaluation;

- **fiscal management** through engaging in opportunities to learn about the organizational financial planning and budgeting processes and engaging in budget analysis;
- **policy advocacy** through participating in community forums or advisory councils to represent agency perspectives in policy change and/or implementation;
- **culturally responsive collaboration and partnership building** through initiating or strengthening collaborative partnerships within larger community context, including initiation of strategic planning committees to advocate for agency and partner needs; and,
- **direct practice through** creating intervention action plans.

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

Social Work Competencies Demonstrated in Field Education

This explanation applies to the Portland, Ashland, Bend, Eugene, Salem, and Online Options.

MSW students in all six program options are required to complete two nine-month, 500-hour agency-based field placements. They are placed in community-based service settings where they are working directly with clients or constituents providing direct services and/or with community groups, work groups, or organizations where they are engaging in direct, in-person collaborative social work practice. These placements are professionally supervised and support the development of generalist or advanced specialization social work competencies.

The Field Education Handbook (Volume III, page 46) states that Generalist field placement students are expected to have direct contact with service users/constituents (individual, family and/or group, organizations, or communities). Each advanced MSW specialization also requires that students engage in direct contact with individuals, families, groups, organizations, or communities. The Field FAQs for generalist and advanced specialization placements describe in detail the expectations for direct engagement with service users and constituents. This in-person contact is documented through the student's Field Education Plan, which lists the activities they are engaged in during their field placement. When field instructors evaluate students, they are encouraged to use various sources of information, including direct observation of student learning activities (such as sessions with service users, presentations to communities and organizations), participation in staff meetings, and feedback from colleagues and professionals who have worked with or directly observed the student's sequence-specific practice.

Each student's faculty advisor/liaison is required to review and sign off on the student's Field Educational Plan (FEP) which describes the specific activities the student will be participating in during their nine-month internship. It is therefore the faculty member's responsibility to engage in direct conversation with any student and their field instructor if the FEP does not clearly indicate how the student will have in-person contact with clients and constituencies during their internship and ensure that this is adequately addressed through the development of appropriate practice opportunities.

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

Hourly Requirement for Field Education

Portland State University School of Social Work MSW students throughout all program options are required to complete a minimum of 1000 hours of field education. This is outlined in the 2017–18 Field Education Handbook, page 1.

Generalist MSW students are expected to complete a minimum of 500 hours of agency-based field education. Students spend 16 hours per week throughout the academic year in a professionally supervised field placement. Generalist students also engage in a weekly field seminar as discussed previously in this document.

Advanced specialization MSW students are expected to complete a minimum of an additional 500 hours of agency field education. They spend 16 hours per week throughout the academic year in a professionally supervised field placement.

All students are required to track and record their field hours each week on an electronic time sheet, which is verified by their field instructor when they sign the quarterly evaluation. These documents are electronically archived at the end of each academic year.

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

Field Education Requirements

These criteria apply to the Portland, Ashland, Bend, Eugene, Salem, and Online Options.

All students must complete and submit the relevant Generalist or Advanced Field Placement Application and current resume in order to be eligible for a field placement.

Generalist MSW students must be admitted to the MSW program. They must concurrently complete the following practice courses with a grade of B- or better: SW 511 (Field Placement and Seminar), SW 530 (Skills for the Helping Process: Individuals and Families), SW 515 (Skills for the Helping Process: Groups), SW 532 (Advocacy and Empowerment), and SW 550 and SW 551 (Social Work Research and Evaluation I & II). Passing SW 530 is a prerequisite for advancing to the winter term of SW 511 and SW 515. Passing SW 515 is a prerequisite for advancing to the spring term of SW 511 and SW 532.

MSW students wanting to enter an advanced field placement must be in good academic standing. Students may not matriculate to their advanced year of coursework or field education with a grade lower than B- or an Incomplete in any required courses (SW 511, SW 515, SW 520, SW 530, SW 532, SW 539, SW 540, SW 541, SW 550, SW 551). Advanced MSW students must concurrently take one of the following advanced specializations in order to be in an advanced field placement (SW 512): SW 533–535 (Clinical Social Work Practice); SW 517–519 (Health Across the Lifespan); SW 586–588 (Social Work with Children, Youth and Families); or SW 593–595 (Practice and Leadership with Communities and Organizations). In order to matriculate to the next term of field, students must pass their advanced specialization courses with a grade of B- or better.

If a student does not receive a grade of B- or better in a required practice course, regardless of their performance in their field placement, the Director of Field is notified by the Director of Student Affairs about the student's grade and their ineligibility to continue in their field placement. The Director of Field Education, in conjunction with the student's faculty advisor/liaison, then works with the student to professionally withdraw from their current field placement.

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

Field Education Policies and Procedures

This description applies to the Portland, Ashland, Bend, Eugene, Salem, and Online Options.

The MSW Program is located within the School of Social Work, which utilizes over 400 community-based agencies and organizations for field education each year. This rich community resource includes a range of placements offered in urban, suburban, and rural settings. The field education team is continuously developing new field placement opportunities to meet the educational needs and interests of our students. The field team maintains an active database of all available placements including agency descriptions and learning opportunities. Field team members confer with faculty, students, and community members in their ongoing efforts to recruit field settings and field instructors. There is a Field Placement Development Specialist whose primary responsibility is focused on recruiting, vetting, and formalizing new field placement opportunities which align with our curriculum, our policies, and the practice needs of students. Ultimate responsibility for ensuring that new and continuing placement settings and field instructors meet the school's requirements rests with the Director of Field Education, who collaborates extensively in this regard with the field team and faculty liaisons. The School has developed a complete set of policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies, which can be found in the 2017–18 Field Education Handbook (Volume III, pgs. 62–71).

Selecting Field Settings

The School of Social Work's 2017–18 Field Education Handbook clearly specifies the qualifications that agencies must meet to become field education sites. First, on page 45 of Volume III, "The Field Education Agency's Responsibilities and Qualifications" introduces the expectations of community partner agencies. Later, in more detail, Appendix A in the Field Handbook, page 62, includes the Field Education Policies related to the criteria for field education agencies. The School of Social Work recognizes the need for high-quality field placements that can provide a range of learning experiences in a professional environment. The following qualifications for field settings are considered necessary conditions:

- The agency is recognized as responding to the needs of the community and consistently accepts the purposes, values, ethics, and methods of social work.
- The agency personnel have a commitment to social work education and professional training.

- The agency operates within PSU’s policy that prohibits discrimination or harassment on the basis of age, disability, national origin, race, color, marital status, veteran status, religion, sex, sexual orientation, gender identity and expression, genetic information or the use of Worker’s Compensation, Federal Family Medical Leave Act, or the Oregon Medical Leave Act.
- The agency will provide a qualified field instructor.
- The agency ensures 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 quarterly field 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, orientation *including the safety and risk management* policies and procedures of the setting, equipment, and learning opportunities appropriate to the students’ responsibilities during the period of placement.

Each time a new field placement site is identified, a member of the Statewide Field Education Team communicates directly with the agency representative to:

- ensure the above criteria are able to be met;
- provide information about the *Field Instructor Roles and Responsibilities* (see Field Handbook, page 31);
- request that they submit the *Placement Opportunity Form*, which codifies in writing the internship opportunities offered; and
- provide information about our curriculum including the Field FAQs for all specializations to ensure alignment between the opportunity or opportunities being offered with the practice expectations outlined by the school.

Placing and Monitoring Students

While a student is in the process of being placed in a field setting, a field coordinator, who is a member of the statewide field education team, is responsible for tracking their placement process. The field coordinator also serves as the student’s primary contact prior to the start of field placement. Once students begin field placement, their assigned faculty liaison monitors their experience and progress in field and serves as the primary contact for both the student and field instructor regarding any issues in field.

How Students are Placed

The School of Social Work's 2017–18 Field Education Handbook clearly specifies the process for how all students are placed. The policies related to *Assignment of Students to Field Education Settings* can be found in the Field Education Handbook (Volume III, pg. 65). The SSW Field Education Office maintains an online database of over 700 field placement sites throughout the state of Oregon, plus out-of-state locations where students in the Online Option reside, that supports the placement of students. Students have access to the database, which allows them to search for specific learning opportunities and read about different agencies.

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

1. Students complete and submit the appropriate *Field Placement Application* and a current résumé.
2. Field faculty review the completed application and begin 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 will be asked to participate in a placement-planning meeting prior to a tentative field assignment being made.

MSW generalist students are assigned to placements after consideration of work and education background, expressed interest, and availability of suitable field education agencies.

MSW advanced students (second-year students in the Clinical, CYF, HAL, or PLCO specializations) are assigned to placements with different agencies and supervisors than they had during their first year after consideration of the type of learning experience that will align with their specialization and the type of supervision faculty advisor/liaisons and students identify as needed. Requests to be supported to remain in the same agency for their advanced year are considered on a case by case basis by the Director of Field Education and through the submittal of an Exception to Field Policy form.

Field faculty have increasingly experienced students in the following categories requesting exceptions to the policy and the ability to complete both of their internships in the same organization: those who are full time employees of Department of Human Services Child Welfare; those who live in smaller, rural areas (Ashland, Bend, Eugene, Salem, and Online Option locations) where access to qualified placements and field instructors is more limited; and/or students who work full time in all options. The Director of Field Education takes seriously the responsibility to ensure new and different learning and a new field instructor for

a student who is approved to remain in the same organization for two years.

The placement process is as follows:

1. Based on the above information and available field placements, the student is tentatively assigned to a field placement. Faculty 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 from their academic program site.
2. 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 an electronic *Placement Acceptance Form*. Students may view information, including pre-placement conditions, about their confirmed placements on their password-protected student web center.
3. 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.
4. Advanced MSW and Out of State Online placement assignments are completed prior to placing other students.
5. 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 field faculty 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 other choices. While the Program cannot guarantee a specific placement for any advanced MSW student, every effort is made to match students to one of their identified choices. In the event faculty are not able to do this, a student will work directly with a field coordinator to identify another option that can provide learning opportunities aligned with the student's stated educational goals and interests.

Because the school is responsible for determining the qualifications of field instructors and community organizations, as well as the appropriateness of educational experiences, students are asked not to approach possible placement settings to secure their own internships, but to work cooperatively with the school's field team. Students are encouraged to contact a member of the school's field team with ideas about new placement settings.

Procedures for Changing Placement and Addressing Field Concerns

The SSW Field Education Handbook outlines the policies and procedures for changing field placements and addressing concerns on page 24, Section 5.0 "Change in Field Placement," 5.1 *Procedures for Addressing Concerns and/or Considering Changing in Field Placement*.

Changing a Field Assignment

Each student is assigned to a field placement at the beginning of fall term and is expected to remain in that assignment for the entire academic year. However, a student may seek a change in field placement when problems unrelated to the student's performance make continuation in the placement an issue. Examples of reasons to consider changing a placement include:

- Inadequate resources in the organization to support field placement (insufficient space, clients, supervisory time, loss of field instructor, etc.)
- Learning experiences in the organization are too limited
- Placement error or “mismatch” based on paper credentials of student and field placement
- Irreconcilable personality or ideological differences between field instructor and student (another form of “mismatch”) as corroborated by the faculty liaison
- Organization substantially changes its administrative structure, creating a chaotic situation and adversely affecting student learning opportunities
- Excessive travel time or distance. In some cases, significant student responsibilities (e.g., family, employment) may interfere with commuting to placement.

A student who changes field placements during the academic year must complete the equivalent of at least two terms of placement in the new field agency. The Director of Field Education may consider exceptions in situations where the replacement is necessitated by circumstances out of the student's control (e.g., departure of the field instructor and/or agency restructuring), where the student's performance in field has been at or above the expected level as identified in the evaluation, and where the replacement agency agrees to accept the student for less than two terms.

Procedures for Addressing Field Concerns and Changing Placement

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

- Field instructor and student discuss the concerns. The student may prefer to begin with their faculty liaison if the matter is delicate.
- Field instructor, student, and faculty liaison discuss the concerns and explore alternatives. The faculty liaison informs Director of Field Education of the concerns. If a solution is not found within the organization, a decision to terminate the placement is made by the faculty liaison in consultation with the Director of Field Education or designee. The faculty liaison notifies the field instructor.
- Student, faculty liaison, and/or a field team member explore other placement options and the student is replaced.

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

Supporting Student Safety

The School of Social Work takes seriously and prioritizes 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 on a continual and ongoing basis throughout the duration of the internship. 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. 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. Students should discuss their safety concerns with their field instructor and their faculty field liaison.

It is important to discuss safety guidelines for home visits, evening office visits, service users who may become angry or violent, other staff members who behave unprofessionally, and services that are politically sensitive which may result in threats of violence. Students must schedule appointments with clients when field instructor, task supervisor, or other designated professional staff members are on the premises and/or 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 ensure 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. Students should not be forced to engage in assignments in which they feel their physical safety might be compromised. Students and field instructors are provided the following for consideration as they establish their working relationship and safety protocols within the organization:

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 change 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 and/or 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.

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 ensure the student's physical and emotional well-being. 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 replacement, and any other issues relevant to the situation.

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.

The Field Education Handbook Appendix A, Section 10.0 (Volume III, pg. 71), lists the policies to address *Safety Guidelines in Field Education*.

Additionally, each student who is in Generalist (first year) field receives a copy of the Field Education Handbook and participates in a field seminar which includes a requirement that they read the Field Handbook by the second week of the term, including the section on Safety in the Field. All field instructors are also provided access to the Field Handbook through their password-protected web center, and, as discussed earlier in this section, when a new field placement is developed, information is provided directly to agencies about the expectation that they “provide adequate facilities, orientation, *including the safety and risk management policies and procedures of the setting.*”

Evaluating Student Learning Congruent with Social Work Competencies

The ongoing evaluation of a student’s performance is an integral part of every faculty liaison’s responsibilities. Site visits, which include the faculty advisor/liaison, the student, the field instructor, and the task supervisor (where applicable), are used to review the student’s performance in relationship to demonstrating the behaviors identified on the Field Educational Plan and the Field Evaluation. The site visit also provides the student with a clear sense of direction for future learning activities and an assessment of the agency’s ability to provide access to adequate learning opportunities for the student intern. Formal site visits occur at least twice a year for all students. For students in the Online Option and/or in situations where inclement weather prohibits an in-person site visit/evaluative conference, the meeting is completed through the use of a video conference or phone call. The site visits allow for the direct monitoring of the student learning opportunities provided by the agency.

Beginning in fall 2016, faculty liaisons are responsible for ensuring implementation of “Required Site Visit Questions” during each of the required site visits:

First Field Site Visit

Student:

- What have you learned about yourself and about your agency thus far?
- What activities have you engaged in since the beginning of the term?
- What goals do you have for winter term and are there any current gaps in your educational goals/field education plan?

Field Instructor and Task Supervisor:

- What have you observed as [student’s] strengths? What are you assessing as their

areas for growth?

- We recognize that a critical component of supervision is ongoing and consistent feedback. How are you both challenging yourselves to share open and honest feedback?
- How are you both eliciting feedback? How has this felt?
- What goals do you have for the coming terms?

Process:

- How are you using supervision time and where would you like to see your supervisory relationship grow?
- How are you taking time to discuss systems of oppression, such as racism and homophobia and other systemic structures, and their impact on your work with clients and in your supervisory relationship?
- Describe the ways you've explored both self-care (individual) and community of care (collective) during supervision.
- How can I, or the School of Social Work, be helpful to you both moving forward?

Second Field Site Visit

Student:

- How have you grown as a social worker in this placement?
- What do you wish you would have known about yourself and the agency at the beginning of the year that you know now?
- What advice would you give to a student interning in this placement next year?
- What worked well for you in supervision and what recommendations do you have for [field instructor and task supervisor] for next year?

Field Instructor and Task Supervisor:

- What do you see as [student's] greatest assets, and what do you see them bringing to the future of social work?
- What suggestions for growth would you share to ensure [student's] success in the field? How have you shared these suggestions throughout the year?
- If you could go back and shift any tasks or activities of the placement, what would you adapt?

Process:

- In what ways have you continued to share open and honest feedback with each other? Are there any ways you would do this differently in the future?
- How have you navigated or challenged systems of oppression in your work?
- Is there anything I or the School of Social Work could have done to better support

you both and your field process this year?

These questions serve multiple purposes:

- Consistency of liaison engagement with students and field instructors across settings and program options;
- Purposeful attention to issues of equity and inclusion within the supervisory relationship and at the field setting;
- Assessment of the range of opportunities available to students and how they expose them to learning congruent with developing social work competencies; and
- Evaluation of the effectiveness of the field setting and field instructor.

The Field Educational Plan noted below and the Field Evaluations are documents used to guide and evaluate students' learning and progress toward competence in Social Work practice. The Field Educational Plan outlines specific activities at the student's field placement that will facilitate this growth and allow for evaluation.

Appendix A, section 8.0 (Volume III, pg. 68) of the Field Handbook contains policies related to evaluating student learning through their demonstration of social work competencies.

Field Educational Plan

The Field Educational Plan identifies field placement activities that support the student's development of professional social work practice competencies and informs the evaluation of students' level of competency as outlined in the Field Evaluation.

This plan is collaboratively developed by the student, field instructor, and task supervisor (where applicable) during the first five weeks of field placement. It provides the basis for the development and demonstration of the professional practice competencies. Involvement in these activities will provide the evidence to support the competency 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 observable 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 throughout the year to assure the activities are still relevant and available and to add any new activities. The Field Educational Plan is completed online through the School of Social Work Student Web Center 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 competent social work practice. It is likely that some activities will be listed in more than one competency area.
4. Student, field instructor and faculty advisor/liaison signatures after review and input by all members (fall term).

Selecting educationally useful activities that are tied to this professional growth requires thought and planning. The following questions are provided to students and field instructors as 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 skill/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 social work competencies, 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.

Specialization-specific Field Educational Plans are at the end of this standard, starting on page 328.

Evaluation of Student Learning

The Field Evaluation is designed to evaluate the student on their development of professional competencies that align with the School of Social Work's goals and objectives and CSWE's core practice competencies. The MSW Generalist Field Evaluation contains the core competencies and 33 associated 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 (Clinical, CYF, HAL, PLCO) include the 18 specialization-specific behaviors identified by the Faculty at the School of Social Work, with input from the practice community, that represent the advanced expectations associated with those practice areas. The behaviors listed on the evaluation represent social work knowledge, values, skills, and or cognitive/affective processes that will be measured in the field setting. This list of 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 this knowledge and these skills. The Field Evaluation is completed online through the Student and Field Instructor Web Centers following the instructions provided.

The Field Evaluation contains specialization-specific competencies and the related behaviors in which students are expected to demonstrate competency by the end of the academic year. 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 holistic competence. The Field Evaluation is signed by the field instructor, the student and the faculty advisor/liaison.

Rating Student Performance

Each term the field instructor and the student evaluate and rate the student's performance. In fall term, all students will be evaluated on their demonstration of professional and ethical behavior (CSWE Competency #1). In winter and spring terms, the evaluation focuses on rating all competencies and behaviors using the rubric embedded in the Field Evaluation. Each rating represents a continuum running from Highly Proficient/Exceptional Competence to Inadequate/Demonstrated No Competence and is relative to the development of competency over time. Competency ratings from previous terms will be carried forward unless there are changes. The rating scale is defined as follows:

- Highly Proficient – Exceptional Competence 5
- Proficient – Strong Competence 4
- Basic – Moderate Competence 3
- Novice/Emerging Competence 2
- Inadequate – Demonstrated No Competence 1
- No Opportunity to Demonstrate or Observe 0 (N/O)

The student and field instructor, in consultation with the task supervisor (where applicable), determine a performance rating for each of the professional behaviors using the rubric as a

guide. The 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. Students in their Generalist year are rated on all nine competencies and 33 specific observable behaviors. Students in their Advanced year of the MSW program are rated on all nine competencies and 18 specific observable behaviors related to their specific specialization. The average of the combined rating scores for each behavior within a competency represent the holistic rating of that particular competency for each student.

In addition, each term, the 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. This section must be used to explain all ratings of Inadequate – Demonstrated 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. The Field Instructor is responsible for recommending a grade (pass/no pass) and the faculty advisor/liaison is responsible for determining and assigning the grade. Students who are meeting or exceeding expectations for the term receive a grade of Pass. Faculty liaisons are required to provide summative comments at the end of each term’s field evaluation. The faculty advisor/liaison then uses this information and their professional assessment to determine whether the student receives a passing grade for field. Additionally, the Field Evaluation in the final term of the Generalist year includes an overall evaluation that identifies the student’s readiness to proceed to the MSW advanced year or professional BSW level practice.

Spring Field Evaluations are located at the end of this standard, starting on page 339.

Procedures for Addressing Unsatisfactory Performance in Field

The field instructor plays a major role in gatekeeping and identifying unsatisfactory performance early and should discuss any areas of concern with the student as soon as they are identified. The field instructor and/or the student should notify the faculty advisor/liaison about the performance concerns if they persist. In situations where concerns continue, the MSW faculty advisor/liaison will arrange a Plan of Assistance meeting with the field instructor and student (in accordance with the Policy on Unsatisfactory Student Performance in the MSW Handbook). The purpose of the 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 Performance Review, in which case the faculty advisor/liaison will initiate the Review process, or
- B. Do not warrant Performance Review, in which case the Director of Field Education or designee and the faculty advisor/liaison will develop a Plan of Assistance for addressing the concerns.

*A grade of “No Pass” in field can only be assigned based on the decision of the Student Affairs Committee. This process ensures a full and objective review of the recommended grade and a determination by committee regarding the student’s performance.

Evaluating Field Setting Effectiveness Congruent with Social Work Competencies

It is through a variety of processes that the Director of Field Education determines the effectiveness of each field setting congruent with social work competencies. Section 2.0, pages 20–21 of the Field Education Handbook includes policies regarding the continuity of field education agencies and organizations, which describe the faculty liaison’s role in monitoring the effectiveness of each setting. The required site visits inform the faculty liaison’s 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.

At the end of each winter and spring term, faculty advisor/liaisons are required to report to the Director of Field Education regarding the agency’s continued ability to meet the qualifications for field settings. Information provided includes a brief assessment of each field instructor and field setting in preparation for the placement process for the upcoming year. Assessment conversations related to field instructors and field settings focus on demonstrated availability and willingness to provide regular supervision, to adequately support and challenge students, and to offer an array of appropriate learning experiences that support student demonstration of social work competencies, as well as recommendations for best match in terms of student characteristics.

In addition to the information and assessment provided by the faculty liaison, at the end of each academic year, all students in all field placements are expected to complete the Student Evaluation of Field Placement and Field Instructor, which is electronically submitted to the field team. The field team uses these evaluations in determining whether to continue using the field setting and field instructor. The field team also uses this student feedback to work with field instructors to improve learning experiences for students and the quality of supervision. Beginning in the summer of 2017, a member of the field team scheduled a meeting with any field instructor for which a student had provided feedback that raised

concern regarding the effectiveness of their supervision or the opportunities available in the field setting. The evaluations are provided to field instructors after grades are submitted in order to improve field placements and supervision.

Field Educational Plans

Generalist Field Educational Plan for 2017–2018

Student Name

- **Agency & Program:**
- **Field Instructor:**
- **Faculty Advisor-Liaison Name:**
- **Year in Field:** GEN

Overview

The *Field Educational Plan* identifies field placement activities that support the student's development of professional social work practice competencies and informs the end of term evaluation of students' level of competence as outlined in the *Field Evaluation*. These social work practice activities are site-specific and individualized with the goal of facilitating the student's successful professional development. Involvement in these activities will provide the evidence to support the competency ratings on the student's Winter and Spring Term *Field Evaluation*. The expectation is that the student will have various experiences that will allow them to be evaluated on the observable behaviors listed in the *Field Evaluation*. Reviewing the rubric used to rate student performance is helpful in identifying specific learning activities.

This plan is collaboratively developed by the student, field instructor, and task supervisor (where applicable). As the year progresses, students are expected to revise, refine and add to the list of activities each term.

The initial plan is to be completed by the end of the 5th week of the first term.

Placement Schedule and Supervision

List the days and times the student will be in placement and will have supervision. Students are expected **on a weekly basis** to log all field hours on the Field Time Sheet. **1 hour per week of social work supervision** is expected; half may be group supervision.

Fall Term:

Schedule:

Supervision:

Winter Term:

Schedule:

Supervision:

Spring Term:

Schedule:

Supervision:

Competencies and Practice Behaviors.

Instructions: Identify and list educational/practice activities that allow student to move toward competency and to demonstrate professional practice behaviors. It is likely that some activities will be listed in more than one competency area.

- 1. Demonstrate Ethical and Professional Behavior
 - 1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context
 - 1b. Recognize how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice
 - 1c. Demonstrates professional behavior, including oral, written and electronic communication; time management, use of social media and adherence to agency policies and procedures

- 1d. Use technology ethically and appropriately to facilitate practice
- 1e. Use supervision and consultation to guide professional judgment and behavior
- 1f. Copes with stress, crisis, and conflict and understands the signs of burnout, vicarious trauma, and develops and practices a self-care plan

Your Activities:

- 2. Engages diversity and difference in practice
 - 2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels
 - 2b. Present themselves as learners and engages with others as informants and experts on their lives
 - 2c. Demonstrate self-awareness and an ability to recognize and reduce the influence of personal bias, privilege, and participation in systems of oppression and the forces that reinforce these systems

Your Activities:

- 3. Advance Human Rights and Social, Economic, and Environmental Justice
 - 3a. Work with and in the service of clients and client systems to advocate for social, economic, and environmental justice and human rights
 - 3b. Understand systemic oppression and privilege and engages in practices to dismantle oppression and advance social, economic, and environmental justice

Your Activities:

- 4. Engage in Practice-informed Research and Research-informed Practice
 - 4a. Uses practice experience and theory to inform scientific inquiry and research
 - 4b. Engage in critical analysis of quantitative and qualitative research methods and research findings
 - 4c. Use and translate research findings to inform and improve practice, policy, and service delivery

Your Activities:

- 5. Engage in Policy Practice
 - 5a. Identify social policy at the local, state, federal, and tribal level that impacts the delivery of and access to social services
 - 5b. Assess how social welfare and economic policies impact the delivery of and access to social services
 - 5c. Engage in critical analysis of and formulate and promote policies that advance human rights and social, economic, and environmental justice

Your Activities:

- 6. Engage with Individuals, Families, Groups, Organizations, and Communities
 - 6a. Apply knowledge of human behavior and the social environment and practice context to engage with clients and client systems
 - 6b. Listen and communicate with a wide range of clients and client systems 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

Your Activities:

- 7. Assess Individuals, Families, Groups, Organizations, and Communities
 - 7a. Collect, organize, and critically analyze and interpret information from clients and client systems
 - 7b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of micro clients and client systems

- 7c. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of macro clients and client systems
- 7d. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and client systems
- 7e. Work collaboratively with clients and client systems to select appropriate intervention strategies based on the assessment, research knowledge, and client values and preferences

Your Activities:

- 8. Intervene with Individuals, Families, Groups, Organizations, and Communities
 - 8a. Apply critical thinking in choosing and implementing interventions to achieve practice goals and enhance capacities of clients and client systems
 - 8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and client systems
 - 8c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
 - 8d. Negotiate, mediate, and advocate on behalf of and with clients and client systems
 - 8e. Facilitate effective transitions and endings that advance mutually agreed-on goals

Your Activities:

- 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
 - 9a. Select and use appropriate methods for evaluation of outcomes
 - 9b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
 - 9c. Critically analyze, monitor, and evaluate Intervention and program processes and outcomes
 - 9d. Apply evaluation findings to improve practice effectiveness at the micro and macro levels

Your Activities:

By Signing this document you acknowledge having reviewed and concur with the educational plan.

Student Signature:

Field Instructor Signature:

Faculty Liaison Signature:

Clinical Field Educational Plan for 2017–2018

Student Name

- **Agency & Program**
- **Field Instructor:**
- **Faculty Advisor-Liaison Name:**
- **Year in Field:** CLIN

Overview

The *Field Educational Plan* identifies field placement activities that support the student's development of professional social work practice competencies and informs the end of term evaluation of students' level of competence as outlined in the *Field Evaluation*. These social work practice activities are site-specific and individualized with the goal of facilitating the student's successful professional development. Involvement in these activities will provide the evidence to support the competency ratings on the student's Winter and Spring Term *Field Evaluation*. The expectation is that the student will have various experiences that will allow them to be evaluated on the observable behaviors listed in the *Field Evaluation*. Reviewing the rubric used to rate student performance is helpful in identifying specific learning activities.

This plan is collaboratively developed by the student, field instructor, and task supervisor (where applicable). As the year progresses, students are expected to revise, refine and add to the list of activities each term.

The initial plan is to be completed by the end of the 5th week of the first term.

Placement Schedule and Supervision

List the days and times the student will be in placement and will have supervision. Students are expected **on a weekly basis** to log all field hours on the Field Time Sheet. **1 hour per week of social work supervision** is expected; half may be group supervision.

Fall Term:

Schedule:

Supervision:

Winter Term:

Schedule:

Supervision:

Spring Term:

Schedule:

Supervision:

Competencies and Practice Behaviors.

Instructions: Identify and list educational/practice activities that allow student to move toward competency and to demonstrate professional practice behaviors. It is likely that some activities will be listed in more than one competency area.

- 1. Demonstrate Ethical and Professional Behavior
 - 1a. Recognize complex ethical dilemmas in clinical practice and develop strategies for resolving them
 - 1b. Articulate how personal values, beliefs, and thoughts impact clinical practice and articulate strategies for addressing these

Your Activities:

- 2. Engages diversity and difference in practice
 - 2a. Recognize how positionality (personal bias, privilege, and legacies of oppression) influences the clinical relationship
 - 2b. Engage in direct conversations about diversity and difference with clients, supervisor, and/or colleagues

Your Activities:

- 3. Advance Human Rights and Social, Economic, and Environmental Justice
 - 3a. Recognize and address issues of social and economic justice and human rights in the context of clinical work

- 3b. Recognize issues of social, economic and environmental justice and human rights issues impacting clients and develop strategies with and on behalf of clients and colleagues to address these issues at the organizational and/or community level

Your Activities:

- 4. Engage in Practice-informed Research and Research-informed Practice
 - 4a. Identify and critically analyze relevant research and apply evidenced based principles to inform clinical practice
 - 4b. Customize evidence-based practices to increase responsiveness to clients and context

Your Activities:

- 5. Engage in Policy Practice
 - 5a. Identify agency, county, state, or federal policies that directly impact clinical services, and/or outcomes
 - 5b. Collaborate with client systems and colleagues for effective policy action that promotes social and economic justice

Your Activities:

- 6. Engage with Individuals, Families, Groups, Organizations, and Communities
 - 6a. Attend to the interpersonal and contextual factors that strengthen or threaten the therapeutic alliance
 - 6b. Actively use engagement skills, including empathy, warmth, validation, reflective listening, and collaboration to strengthen the clinical relationship

Your Activities:

- 7. Assess Individuals, Families, Groups, Organizations, and Communities
 - 7a. Provide clinical assessments with attention to current and historic strengths, resources, vulnerabilities, constraints, and trauma across multiple dimensions including individual, family, community, and sociocultural context
 - 7b. Apply advanced clinical theory to assessment with an understanding of how theory can be helpful and/or constraining in the assessment process and how approach to assessment impacts client's sense of self and experience of problems and possibilities

Your Activities:

- 8. Intervene with Individuals, Families, Groups, Organizations, and Communities
 - 8a. Partner with clients/client systems to implement responsive therapeutic interventions that are informed by their unique needs, abilities, and preferences
 - 8b. Make intentional use of advanced practice theories that fit with client needs and agency context to inform interventions

Your Activities:

- 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
 - 9a. Evaluate client progress and clinical intervention effectiveness with attention to multiple sources of information
 - 9b. Elicit, explore, and respond to client feedback during sessions in order to assure interventions are responsive and effective

Your Activities:

By Signing this document you acknowledge having reviewed and concur with the educational plan.

Student Signature:

Field Instructor Signature:

Faculty Liaison Signature:

Health Across the Lifespan Field Educational Plan for 2017–2018

Student Name

- **Agency & Program**
- **Field Instructor:**
- **Faculty Advisor-Liaison Name:**
- **Year in Field:** HAL

Overview

The *Field Educational Plan* identifies field placement activities that support the student's development of professional social work practice competencies and informs the end of term evaluation of students' level of competence as outlined in the *Field Evaluation*. These social work practice activities are site-specific and individualized with the goal of facilitating the student's successful professional development. Involvement in these activities will provide the evidence to support the competency ratings on the student's Winter and Spring Term *Field Evaluation*. The expectation is that the student will have various experiences that will allow them to be evaluated on the observable behaviors listed in the *Field Evaluation*. Reviewing the rubric used to rate student performance is helpful in identifying specific learning activities.

This plan is collaboratively developed by the student, field instructor, and task supervisor (where applicable). As the year progresses, students are expected to revise, refine and add to the list of activities each term.

The initial plan is to be completed by the end of the 5th week of the first term.

Placement Schedule and Supervision

List the days and times the student will be in placement and will have supervision. Students are expected **on a weekly basis** to log all field hours on the Field Time Sheet. **1 hour per week of social work supervision** is expected; half may be group supervision.

Fall Term:

Schedule:

Supervision:

Winter Term:

Schedule:

Supervision:

Spring Term:

Schedule:

Supervision:

Competencies and Practice Behaviors.

Instructions: Instructions: Identify and list educational/practice activities that allow student to move toward competency and to demonstrate professional practice behaviors. It is likely that some activities will be listed in more than one competency area.

- 1. Demonstrate Ethical and Professional Behavior
 - 1a. Apply state and federal laws affecting social work practice in health setting
 - 1b. Evaluate the influence of their emotional responses to complex ethical situations

Your Activities:

- 2. Engages diversity and difference in practice
 - 2a. Identify the intersections of culturally diverse social group membership and chronic illness and health management
 - 2b. Demonstrate client-centered literacy in health communications

Your Activities:

- 3. Advance Human Rights and Social, Economic, and Environmental Justice
 - 3a. Demonstrate the interconnection of social, economic and environmental justice and human rights with health disparities
 - 3b. Develop strategies that counter structural barriers to the effective access or use of health services

Your Activities:

- 4. Engage in Practice-informed Research and Research-informed Practice
 - 4a. Identify and critically analyze relevant research
 - 4b. Apply evidenced based research to inform healthcare practice

Your Activities:

- 5. Engage in Policy Practice
 - 5a. Analyze how health policy drives access and eligibility to healthcare
 - 5b. Explain the social forces that influence healthcare reform

Your Activities:

- 6. Engage with Individuals, Families, Groups, Organizations, and Communities
 - 6a. Describe how their personal beliefs affect their practice
 - 6b. Demonstrate engagement with client-systems using a motivational interviewing framework

Your Activities:

- 7. Assess Individuals, Families, Groups, Organizations, and Communities
 - 7a. Demonstrate contextualized assessment approaches in healthcare settings
 - 7b. Apply ongoing assessment strategies to issues of health across the lifespan

Your Activities:

- 8. Intervene with Individuals, Families, Groups, Organizations, and Communities
 - 8a. Evaluate the applicability of evidence informed interventions in healthcare settings
 - 8b. Modify evidence informed single session approaches to specific healthcare settings or populations

Your Activities:

- 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
 - 9a. Apply an evidence informed single session strategy to evaluate practice
 - 9b. Evaluate client/system progress and intervention effectiveness, using qualitative and quantitative data, with attention to multiple sources of information

Your Activities:

By Signing this document you acknowledge having reviewed and concur with the educational plan.

Student Signature:

Field Instructor Signature:

Faculty Liaison Signature:

Children, Youth, and Families Field Educational Plan for 2017–2018

Student Name

- **Agency & Program**
- **Field Instructor:**
- **Faculty Advisor-Liaison Name:**
- **Year in Field:** CYF

Overview

The *Field Educational Plan* identifies field placement activities that support the student's development of professional social work practice competencies and informs the end of term evaluation of students' level of competence as outlined in the *Field Evaluation*. These social work practice activities are site-specific and individualized with the goal of facilitating the student's successful professional development. Involvement in these activities will provide the evidence to support the competency ratings on the student's Winter and Spring Term *Field Evaluation*. The expectation is that the student will have various experiences that will allow them to be evaluated on the observable behaviors listed in the *Field Evaluation*. Reviewing the rubric used to rate student performance is helpful in identifying specific learning activities.

This plan is collaboratively developed by the student, field instructor, and task supervisor (where applicable). As the year progresses, students are expected to revise, refine and add to the list of activities each term.

The initial plan is to be completed by the end of the 5th week of the first term.

Placement Schedule and Supervision

List the days and times the student will be in placement and will have supervision. Students are expected **on a weekly basis** to log all field hours on the Field Time Sheet. **1 hour per week of social work supervision** is expected; half may be group supervision.

Fall Term:

Schedule:

Supervision:

Winter Term:

Schedule:

Supervision:

Spring Term:

Schedule:

Supervision

Competencies and Practice Behaviors.

Instructions: Instructions: Identify and list educational/practice activities that allow student to move toward competency and to demonstrate professional practice behaviors. It is likely that some activities will be listed in more than one competency area.

- 1. Demonstrate Ethical and Professional Behavior
 - 1a. Examine personal beliefs and assumptions and develop a plan for continuous learning aimed at ethical practice that promotes well-being for children, youth, and families (micro)
 - 1b. Assess practices and policies that present ethical dilemmas working with children, youth, and families (macro)

Your Activities:

- 2. Engages diversity and difference in practice
 - 2a. Articulate how one's identity, self-affiliation, and social location affect practice with children, youth, and families (micro)
 - 2b. Identify policies and practices that are culturally responsive for diverse and marginalized children, youth, and families (macro)

Your Activities:

- 3. Advance Human Rights and Social, Economic, and Environmental Justice
 - 3a. Work collaboratively with service users to promote human rights and social and economic justice across multiple systems (micro)
 - 3b. Mitigate the effects of structural oppression across multiple service systems (macro)

Your Activities:

- 4. Engage in Practice-informed Research and Research-informed Practice
 - 4a. Apply knowledge of research and evaluation methods to analyzing policies, social problems, and conditions that impact children, youth, families, and their communities (macro)
 - 4b. Apply knowledge of research and evaluation methods to selecting, and evaluating impact of, advanced social work practice with children, youth, families, and their communities (micro)

Your Activities:

- 5. Engage in Policy Practice
 - 5a. Research, advocate, and influence policy change at multiple levels aimed at meeting service user-identified needs (macro)
 - 5b. Promote the ability of service users to influence each level of policy development and implementation as well as service delivery for children, youth, families, and their communities (micro)

Your Activities:

- 6. Engage with Individuals, Families, Groups, Organizations, and Communities
 - 6a. Engage in effective, collaborative, and culturally responsive practice with children, youth, families, and their communities and with service systems (micro)
 - 6b. Engage effectively with diverse communities and organizations to promote culturally responsive, equitable, and transformational social work practices with children, youth, families, and their communities (macro)

Your Activities:

- 7. Assess Individuals, Families, Groups, Organizations, and Communities
 - 7a. Assess children, youth, and families from a multidimensional theory or framework (i.e., multi-systemic, multi-level, multi-disciplinary, client-worker) (micro)
 - 7b. Identify contextual factors that influence (a) children, youth, and families' well-being, (b) effectiveness and cultural responsiveness of service systems, and (c) social and economic equity (macro)

Your Activities:

- 8. Intervene with Individuals, Families, Groups, Organizations, and Communities
 - 8a. Collaborate with children, youth, families, and their communities to select, and apply practices aimed at enhancing social, emotional, and physical well-being (micro)
 - 8b. Collaborate with service users and systems to develop and apply comprehensive and cross-system service plans that enhance social, emotional, and physical well-being (macro)

Your Activities:

- 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
 - 9a. Collaborate with service users, communities, and service systems to develop and apply reliable, valid, and culturally sensitive measures and outcomes that are meaningful and acceptable to service users for service plans and interventions (macro)
 - 9b. Demonstrate an ability to critically analyze, monitor, and evaluate one's own practice with children, youth, families, and their communities (micro)

Your Activities:

By Signing this document you acknowledge having reviewed and concur with the educational plan.

Student Signature:

Field Instructor Signature:

Faculty Liaison Signature:

Practice and Leadership with Communities and Organizations Field Educational Plan for 2017–2018

Student Name

- **Agency & Program**
- **Field Instructor:**
- **Faculty Advisor-Liaison Name:**
- **Year in Field:** PLCO

Overview

The *Field Educational Plan* identifies field placement activities that support the student's development of professional social work practice competencies and informs the end of term evaluation of students' level of competence as outlined in the *Field Evaluation*. These social work practice activities are site-specific and individualized with the goal of facilitating the student's successful professional development. Involvement in these activities will provide the evidence to support the competency ratings on the student's Winter and Spring Term *Field Evaluation*. The expectation is that the student will have various experiences that will allow them to be evaluated on the observable behaviors listed in the *Field Evaluation*. Reviewing the rubric used to rate student performance is helpful in identifying specific learning activities.

This plan is collaboratively developed by the student, field instructor, and task supervisor (where applicable). As the year progresses, students are expected to revise, refine and add to the list of activities each term.

The initial plan is to be completed by the end of the 5th week of the first term.

Placement Schedule and Supervision

List the days and times the student will be in placement and will have supervision. Students are expected **on a weekly basis** to log all field hours on the Field Time Sheet. **1 hour per week of social work supervision** is expected; half may be group supervision.

Fall Term:

Schedule:

Supervision:

Winter Term:

Schedule:

Supervision:

Spring Term:

Schedule:

Supervision:

Competencies and Practice Behaviors.

Instructions: Instructions: Identify and list educational/practice activities that allow student to move toward competency and to demonstrate professional practice behaviors. It is likely that some activities will be listed in more than one competency area.

- 1. Demonstrate Ethical and Professional Behavior
 - 1a. Recognizes complex ethical dilemmas in community and organization practice and identifies strategies for resolving them
 - 1b. Articulates how personal values, beliefs, and thoughts impact community and organizational practice and develop strategies for addressing these

Your Activities:

- 2. Engages diversity and difference in practice
 - 2a. Demonstrates an advanced ability to identify organizational values and beliefs to improve equity amongst staff and community members
 - 2b. Identifies the need to build collaborations across all stakeholder groups, where power is shared in ways that increase the visibility, voice and influence of community members

Your Activities:

- 3. Advance Human Rights and Social, Economic, and Environmental Justice
 - 3a. Demonstrates engagement in social transformation within organizations and communities

- 3b. Demonstrates a well-developed capacity for strategic assessment and planning to advance social justice in organizations and communities

Your Activities:

- 4. Engage in Practice-informed Research and Research-informed Practice
 - 4a. Conducts research that is informed by the knowledge, participation and influence of community members and strives to advance equity
 - 4b. Customizes evidence-based practices to work inclusively with communities and organizations, ensuring that disparities in outcomes for various cultural groups are readily identified and addressed

Your Activities:

- 5. Engage in Policy Practice
 - 5a. Actively engage in public or institutional policy change, ensuring community-identified needs are being addressed
 - 5b. Collaborates with clients, communities and colleagues to lead policy change efforts that promote social and economic justice

Your Activities:

- 6. Engage with Individuals, Families, Groups, Organizations, and Communities
 - 6a. Demonstrate advanced levels of constituency engagement, with effective participatory methods and empowerment practices, to build responsive human services
 - 6b. Demonstrates effective methods for practice improvements and relational skills that are rooted in partnership

Your Activities:

- 7. Assess Individuals, Families, Groups, Organizations, and Communities
 - 7a. Demonstrates advanced capacity to understand the needs of communities and organizations, with effective abilities to advance equity across an institution
 - 7b. Conducts assessment (racial equity, community or organizational) of an organization that includes recommendations for reducing disparities and advancing equity

Your Activities:

- 8. Intervene with Individuals, Families, Groups, Organizations, and Communities
 - 8a. Demonstrate advanced capacity to design interventions that are likely to advance community empowerment, culturally responsive organizations and improved outcomes for those served by the organization
 - 8b. Integrates advanced practice theories that expand and align interventions towards collaboration, culturally responsive and justice-oriented practices

Your Activities:

- 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
 - 9a. Demonstrate advanced ability to assess the effectiveness of public policy or institutional policy practice, including methods for ensuring continuous quality improvement
 - 9b. Uses participatory methods to elicit, explore and respond to feedback from community members and staff to ensure that interventions are responsive, respectful and effective

Your Activities:

By Signing this document you acknowledge having reviewed and concur with the educational plan.

Student Signature:

Field Instructor Signature:

Faculty Liaison Signature:

Spring Field Evaluations

Generalist Field Evaluation for Spring, 2017–2018

Student Name

- **Agency & Program:**
- **Field Instructor:**
- **Task Supervisor:**
- **Faculty Advisor-Liaison Name:**
- **Year in Field:** GEN—**Academic Term & Year:** Spring Term, 2017–2018

Overview

In Winter and Spring terms, students are rated and evaluated at the behavior level on all 9 competencies. This evaluation serves to assess the student's demonstration of professional social work competencies and behaviors as identified by CSWE and PSU School of Social Work faculty and field instructors. The Field Evaluation Rubric is embedded in the evaluation. The student's field placement activities should be used in determining the appropriate evaluative rating and entered on the field evaluation. Each rating represents a continuum from Inadequate/Demonstrated No Competence (1) to Highly Proficient/Exceptional Competence (5) and is relative to the development of competency over time.

Students and their Field Instructors will also respond to open ended questions about their strengths, areas for growth and readiness for the next level of practice. 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.

Instructions

Evaluation Ratings and Process

1. Beginning of each term.
 - Student and field instructor identify/define what “a typical student” would be at this agency.
2. Evaluation and Process:
 - Student completes the self-evaluation, including responding to the open-ended questions.
 - Field instructor (in consultation with task supervisor where applicable) completes the evaluation form, including a recommended grade (P/NP) and an assessment of the student's readiness for the next level of practice. Task Supervisor (where applicable) provides general evaluative feedback in the comments section.
 - Field instructor and student discuss their evaluations and recommended grade
 - 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.
3. Faculty-Advisor-Liaison reviews the evaluation, discusses any concerns, adds summative comments, and records a final recommended grade.
4. 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 before a final grade can be submitted by the faculty advisor-liaison.

Evaluation Questions	Student's Self Evaluation	Field Instructor's Evaluation
Competency 1: Demonstrate Ethical and Professional Behavior		

<p>1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: No evidence of knowledge of the Code of Ethics, relevant laws and regulations, does not identify ethical dilemmas and does not apply an ethical decision-making framework to practice 2. Novice/Emerging Competence: Has basic knowledge about the NASW Code of Ethics, but has difficulty applying them to practice and/or recognizing ethical dilemmas 3. Basic/Moderate Competence: Demonstrates a working knowledge of the NASW Code of Ethics, relevant laws and regulations and has, on several occasions, applied them in formulating a plan for working with client and client systems 4. Proficient/Strong Competence: Consistently applies the Code of Ethics, relevant laws and regulations, identifies ethical dilemmas, and typically refers to professional values and ethics in formulating decisions 5. Highly Proficient: Consistently applies the Code of Ethics, relevant laws and regulations, demonstrates an advanced ability in identifying ethical dilemmas, and demonstrates leadership in bringing social work ethical principles to all areas of practice 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>1b. Recognize how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to recognize personal values and impact on practice, and/or allows personal values to interfere with practice 2. Novice/Emerging Competence: Appears to have limited knowledge of personal values, limited ability to identify how personal values might interfere with practice, and/or finds it difficult to adhere to professional values 3. Basic/Moderate Competence: 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. Proficient/Strong Competence: Initiates efforts to identify conflicts between personal and/or professional values and explores in supervision ways to manage conflicts 5. Highly Proficient: Independently identifies conflicts between personal and/or professional values implements plans to effectively manage them 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>1c. Demonstrates professional behavior, including oral, written and electronic communication; time management, use of social media and adherence to agency policies and procedures</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not maintain a professional demeanor; poor time management and communication interfere with the work and/or violates agency policies and procedures 2. Novice/Emerging Competence: Inconsistently demonstrates professional demeanor; time management, communication, and/or adherence to agency policies, procedures, and professional standards 3. Basic/Moderate Competence: Professional behavior typically in accord with agency and professional standards, though improvement needed in some areas 4. Proficient/Strong Competence: Consistently demonstrates professional behavior in accord with agency and professional standards; communication is clear, concise, accurate, and respectful of others 5. Highly Proficient: Consistently demonstrates professional behavior in accord with agency and professional standards, even under stressful circumstances; communication skills reflect professional vs. pre-professional standards 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>1d. Use technology ethically and appropriately to facilitate practice</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not use technology ethically and appropriately; limited ability to utilize technology in practice 2. Novice/Emerging Competence: Utilizes technology (i.e., email, library, text, social media) but does not recognize ethical implications of use on practice 3. Basic/Moderate Competence: Utilizes technology (i.e., email, library, text, social media) and discusses ethical implications of use on practice in supervision 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>

<ul style="list-style-type: none"> 4. Proficient/Strong Competence: Utilizes technology (i.e., email, library, text, social media) and integrates supervision feedback regarding ethical implications of use into practice 5. Highly Proficient: Utilizes technology (i.e., email, library, text, social media) ethically and appropriately in practice with clients/client systems and agency colleagues <p>1e. Use supervision and consultation to guide professional judgment and behavior</p> <ul style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not prepare for or utilize supervision 2. Novice/Emerging Competence: 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. Basic/Moderate Competence: Consistently prepares for and utilizes supervision and sometimes evidences follow-through on feedback 4. Proficient/Strong Competence: Consistently prepares for supervision, able to voice differences, but remains open to constructive feedback; follows through on feedback 5. Highly Proficient: Consistently prepares for supervision, bringing difficult/new material, and attends to the supervisory relationship as well as the information on client systems; consistently follows through on feedback 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>1f. Copes with stress, crisis, and conflict and understands the signs of burnout, vicarious trauma, and develops and practices a self-care plan</p> <ul style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unaware of the impact of stress, conflict, and vicarious trauma on self and practice; frequently overwhelmed in a manner that impacts performance 2. Novice/Emerging Competence: Aware of the impact of stress, conflict, and vicarious trauma on self and practice, though unable to develop a self-care plan; occasionally overwhelmed in a manner that impacts performance 3. Basic/Moderate Competence: 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 4. Proficient/Strong Competence: Aware of the impact of stress, conflict, and vicarious trauma on self and practice and consistently implements a self-care plan 5. Highly Proficient: 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 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>Competency 2: Engage Diversity and Difference in Practice</p>		
<p>2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels</p> <ul style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Little or no ability to understand the impact of social, cultural, and/or spiritual identities and practices on power and privilege 2. Novice/Emerging Competence: Able to identify oppressed, marginalized and alienated groups with limited recognition of the impact of social, cultural, and/or spiritual identities and practices on power and privilege 3. Basic/Moderate Competence: Able to identify the impact of social, cultural, and/or spiritual identities, and practices on power and privilege; able to discuss ways to engage client systems around these issues 4. Proficient/Strong Competence: Able to identify the impact of social, cultural, and/or spiritual identities and practices on power and privilege; uses knowledge to engage client systems around how these issues impact their lives 5. Highly Proficient: Has a strong understanding of power and privilege and initiates agency discussions on how diversity/ difference and power/privilege relate to agency service delivery 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>

<p>2b. Present themselves as learners and engages with others as informants and experts on their lives</p> <ol style="list-style-type: none">1. Inadequate/Demonstrated No Competence: Uses few, if any, opportunities to learn from others (colleagues, service users, and/or other professionals)2. Novice/Emerging Competence: Expresses openness to learning from others, but seldom seeks feedback from others3. Basic/Moderate Competence: Beginning to seek information and feedback from others to enhance practice4. Proficient/Strong Competence: Consistently seeks information and feedback from others5. Highly Proficient: Consistently seeks information and feedback from others and demonstrates how information has shaped practice by integrating feedback	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>2c. Demonstrate self-awareness and an ability to recognize and reduce the influence of personal bias, privilege, and participation in systems of oppression and the forces that reinforce these systems</p> <ol style="list-style-type: none">1. Inadequate/Demonstrated No Competence: Reluctant or unable to engage in self-assessment and/or to address personal biases and values which may impact work with diverse population2. Novice/Emerging Competence: Emerging awareness of personal biases and values but has difficulty addressing in supervision how they will be managed in the practice setting3. Basic/Moderate Competence: Consistently curious and aware of personal biases and values; openly discusses in supervision ways to work on minimizing their influence on practice4. Proficient/Strong Competence: Comes to supervision after careful self-reflection; is well aware of potential biases and values that may impede the helping process; typically seeks assistance in managing personal biases and growing in even greater self-awareness5. Highly Proficient: Anticipates how personal biases and values may impact practice and actively seeks assistance in managing biases and values	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>		
<p>3a. Work with and in the service of clients and client systems to advocate for social, economic, and environmental justice and human rights</p> <ol style="list-style-type: none">1. Inadequate/Demonstrated No Competence: Does not work with client/client systems to advocate for justice and human rights2. Novice/Emerging Competence: Demonstrates an interest in advocating for and with client/client systems but has not taken action3. Basic/Moderate Competence: Participates in an action advocating for justice and human rights with minimal collaboration4. Proficient/Strong Competence: Participates regularly in collaborative actions to advocate for justice and human rights5. Highly Proficient: Participates regularly in collaborative actions to advocate for justice and human rights; engages others to participate, and/or provides leadership in planning action	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>3b. Understand systemic oppression and privilege and engages in practices to dismantle oppression and advance social, economic, and environmental justice</p> <ol style="list-style-type: none">1. Inadequate/Demonstrated No Competence: Demonstrates little or no understanding of the forms and mechanisms of oppression and discrimination that may impact systems2. Novice/Emerging Competence: Understands the forms and mechanisms of oppression and discrimination but has had only limited success in identifying how they impact specific systems served by agency	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu

<ol style="list-style-type: none"> 3. Basic/Moderate Competence: Understands the forms and mechanisms of oppression and discrimination and has articulated how specific systems have been negatively impacted 4. Proficient/Strong Competence: Consistently applies an understanding of the forms and mechanisms of oppression and discrimination to identify ways to take action to advance justice 5. Highly Proficient: Consistently applies an understanding of the forms and mechanisms of oppression and discrimination to mobilize others (service users, co-workers, supervisors) to take action 		
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice		
<p>4a. Uses practice experience and theory to inform scientific inquiry and research</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to demonstrate how practice experience and theory have informed their scientific inquiry and research 2. Novice/Emerging Competence: Able to discuss how practice experience and theory inform scientific inquiry, but unable to apply to research 3. Basic/Moderate Competence: Able to identify how practice experience and theory shapes scientific inquiry and research 4. Proficient/Strong Competence: Consistently identifies how practice experience and theory shapes scientific inquiry and plans to carry out research 5. Highly Proficient: Plans and conducts research that integrates practice experience and theory 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>4b. Engage in critical analysis of quantitative and qualitative research methods and research findings</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to demonstrate how evidence gleaned from research could be useful in shaping work with service users 2. Novice/Emerging Competence: Able to discuss the potential value of qualitative and quantitative research in supervision 3. Basic/Moderate Competence: Demonstrates analysis of quantitative and qualitative research in supervision 4. Proficient/Strong Competence: Consistently demonstrates analysis of quantitative and qualitative research in supervision 5. Highly Proficient: Demonstrates analysis of quantitative and qualitative research in supervision and begins to apply to practice 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>4c. Use and translate research findings to inform and improve practice, policy, and service delivery</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to demonstrate how evidence gleaned from research could be useful in shaping practice 2. Novice/Emerging Competence: Able to discuss the potential value of research in providing best practice, but has not provided evidence of actually incorporating into practice 3. Basic/Moderate Competence: Able to demonstrate the ability to use research evidence to inform practice (i.e., in selecting a best practice assessment instrument or intervention) 4. Proficient/Strong Competence: Consistently able to demonstrate the ability to integrate information gleaned from research into practice 5. Highly Proficient: Consistently demonstrates the ability to integrate information gleaned from research into practice and frequently initiates discussions and activities to better incorporate research evidence into agency practice 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
Competency 5: Engage in Policy Practice		
<p>5a. Identify social policy at the local, state, federal, and tribal level that impacts the delivery of and access to social services</p>	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu

<ul style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to identify policies that impact services users, service providers and the community 2. Novice/Emerging Competence: Identifies policies relevant to service population with limited skill in articulating how they impact service delivery 3. Basic/Moderate Competence: Identify policies relevant to service population and how they impact service delivery 4. Proficient/Strong Competence: Identifies and articulates policies that impact the service users and providers 5. Highly Proficient: Identifies and articulates policies on multiple levels (agency, profession, community, state, national) that impact service users, service providers, and/or the community 		
<p>5b. Assess how social welfare and economic policies impact the delivery of and access to social services</p> <ul style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not assess the impact of policies on service delivery and access 2. Novice/Emerging Competence: Assesses policies relevant to service population with limited skill in articulating how they impact service delivery 3. Basic/Moderate Competence: Assesses policies relevant to service population and how they impact service delivery 4. Proficient/Strong Competence: Assesses and articulates policies that impact the service users and providers 5. Highly Proficient: Identifies and articulates policies on multiple levels (agency, profession, community, state, national) that impact service users, service providers, and/or the community 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>5c. Engage in critical analysis of and formulate and promote policies that advance human rights and social, economic, and environmental justice</p> <ul style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Demonstrates little interest or ability to analyze and promote policy that advance human rights and justice 2. Novice/Emerging Competence: Discusses analysis of effective policy action, but demonstrates little effort to promote policy that advances human rights and justice 3. Basic/Moderate Competence: Discusses analysis of policy action and has contributed to an effort that promotes human rights and justice 4. Proficient/Strong Competence: Discusses policy action and at least once has taken a leadership role to promote policy that promotes human rights and justice 5. Highly Proficient: Discusses policy action and assumes key leadership roles in planning and executing action to promote policy change; formulates policy ideas 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		
<p>6a. Apply knowledge of human behavior and the social environment and practice context to engage with clients and client systems</p> <ul style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Provides no evidence of being able to apply knowledge of human behavior and the social environment to practice 2. Novice/Emerging Competence: Beginning to apply knowledge of human behavior and the social environment to practice 3. Basic/Moderate Competence: Applies knowledge of human behavior and the social environment to practice 4. Proficient/Strong Competence: Applies knowledge of human behavior and the social environment to practice; engages with a culturally responsive lens 5. Highly Proficient: Applies and integrates knowledge of human behavior and the social environment into culturally responsive engagement at all levels of practice 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>6b. Listen and communicate with a wide range of clients and client systems 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</p>	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu

<ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to engage and attend to a wide range of service users and/or colleagues with empathy and unconditional positive regard (i.e., may mistake sympathy for empathy); uncomfortable or avoidant of conflict and strong emotions 2. Novice/Emerging Competence: 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; some discomfort with conflict or strong emotions but attempts to respond 3. Basic/Moderate Competence: 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; able to respond effectively to conflict or strong emotions 4. Proficient/Strong Competence: Consistently engages well and attends to service users and colleagues with empathy and unconditional positive regard; comfortable with conflict and strong emotions 5. Highly Proficient: 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; invites necessary conflict and/or strong emotions when appropriate 		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		
<p>7a. Collect, organize, and critically analyze and interpret information from clients and client systems</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to collect, organize, analyze and interpret assessment information from a strengths-based, culturally informed perspective 2. Novice/Emerging Competence: Able to discuss in supervision the importance of strengths-based, culturally informed assessments, but assessments do not reflect these perspectives 3. Basic/Moderate Competence: Able to conduct assessments from a strengths-based culturally informed perspective; assessments lack organization 4. Proficient/Strong Competence: Able to conduct assessments from a strengths-based, culturally informed perspective and presents information clearly and effectively 5. Highly Proficient: Conducts assessments from a strengths-based, culturally informed perspective; presents comprehensive, relevant interpretation of information 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>7b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of micro clients and client systems</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not apply multidisciplinary theoretical frameworks to assessment of micro clients and client systems 2. Novice/Emerging Competence: Beginning to apply multidisciplinary theoretical frameworks to assessment of micro clients and client systems 3. Basic/Moderate Competence: Applies multidisciplinary theoretical frameworks to assessment of micro clients and client systems 4. Proficient/Strong Competence: Applies multidisciplinary theoretical frameworks to assessment of micro clients and client systems; assesses with a culturally responsive lens 5. Highly Proficient: Applies and integrates multidisciplinary theoretical frameworks into culturally responsive assessment at all levels of practice 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>7c. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of macro clients and client systems</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not apply multidisciplinary theoretical frameworks to assessment of macro clients and client systems 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu

<ol style="list-style-type: none"> 2. Novice/Emerging Competence: Beginning to apply multidisciplinary theoretical frameworks to assessment of macro clients and client systems 3. Basic/Moderate Competence: Applies multidisciplinary theoretical frameworks to assessment of macro clients and client systems 4. Proficient/Strong Competence: Applies multidisciplinary theoretical frameworks to assessment of macro clients and client systems; assesses with a culturally responsive lens 5. Highly Proficient: Applies and integrates multidisciplinary theoretical frameworks into culturally responsive assessment at all levels of practice 		
<p>7d. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and client systems</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not identify client centered goals and objectives; appears unclear about how to collaboratively develop either with the client/client system 2. Novice/Emerging Competence: Has limited skill in developing goals and objectives and/or develops goals and objectives that are not mutually defined with the client/client system 3. Basic/Moderate Competence: Has demonstrated the ability to collaboratively develop goals and objectives with client/client systems; goals and objectives are relevant, clear, and comprehensive 4. Proficient/Strong Competence: Routinely demonstrates the ability to collaboratively develop goals and objectives with client/client systems; goals and objectives are relevant, clear, and comprehensive 5. Highly Proficient: Works effectively with multiple client systems to mutually develop goals and objective that are strengths based and culturally informed 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>7e. Work collaboratively with clients and client systems to select appropriate intervention strategies based on the assessment, research knowledge, and client values and preferences</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not work collaboratively with clients/client systems to select interventions 2. Novice/Emerging Competence: Understands importance of collaborative work and discusses in supervision; not yet engaging clients/client systems in selecting interventions 3. Basic/Moderate Competence: Works collaboratively with client/client systems; beginning to select interventions based on assessment, research, and client preferences 4. Proficient/Strong Competence: Works collaboratively with client/client systems; invites feedback to select interventions based on assessment, research, and client preferences 5. Highly Proficient: Consistently collaborates with client/client systems to select interventions based on assessment, research, and client preferences 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>		
<p>8a. Apply critical thinking in choosing and implementing interventions to achieve practice goals and enhance capacities of clients and client systems</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to apply assessment data to inform intervention appropriate to the client/client system 2. Novice/Emerging Competence: Able to discuss in supervision how assessment data can inform the intervention; difficulty making the connection between client/client system needs in own practice 3. Basic/Moderate Competence: Applies assessment data to inform intervention; beginning to connect client/client system needs to practice 4. Proficient/Strong Competence: Routinely applies assessment data to inform intervention; strategies implemented are appropriate to client/client system needs 5. Highly Proficient: Consistently applies assessment data to inform intervention strategies appropriate to client/client system identified goals 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>

<p>8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and client systems</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not apply multidisciplinary theoretical frameworks in interventions with client/client systems 2. Novice/Emerging Competence: Beginning to apply multidisciplinary theoretical frameworks in interventions with clients/client systems 3. Basic/Moderate Competence: Applies multidisciplinary theoretical frameworks in interventions with clients/client systems 4. Proficient/Strong Competence: Applies multidisciplinary theoretical frameworks to practice; intervenes with cultural humility 5. Highly Proficient: Applies and integrates multidisciplinary theoretical frameworks into culturally responsive interventions 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>8c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to collaborate interprofessionally 2. Novice/Emerging Competence: Discusses the importance of interprofessional collaboration in supervision; not yet applying to practice 3. Basic/Moderate Competence: Able to identify when interprofessional collaboration is required to achieve practice outcomes; beginning to collaborate within placement 4. Proficient/Strong Competence: Appropriately uses interprofessional collaboration to achieve practice outcomes; collaborates with other professionals 5. Highly Proficient: Consistently uses interprofessional collaboration to achieve practice outcomes; collaborates with all necessary multi-system professionals 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>8d. Negotiate, mediate, and advocate on behalf of and with clients and client systems</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate ability to negotiate, mediate, and advocate on behalf of and with client/client systems 2. Novice/Emerging Competence: Discusses need for collaborative intervention in supervision but has taken no action or is reluctant to negotiate, mediate, or advocate on behalf of and with client/client systems 3. Basic/Moderate Competence: Discusses plans for negotiation, mediation, and advocacy in supervision and at least once has implemented intervention 4. Proficient/Strong Competence: Plans for negotiation, mediation, and advocacy interventions on behalf and with client/client systems 5. Highly Proficient: Consistently negotiates, mediates and advocates on behalf of and with client/client systems 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>8e. Facilitate effective transitions and endings that advance mutually agreed-on goals</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not facilitate effective processes for transitions and endings 2. Novice/Emerging Competence: Aware of the importance of processes for transitions and endings, but has not implemented that knowledge into practice 3. Basic/Moderate Competence: Able to plan for transitions and endings in supervision, but has difficulty fully executing the plan with client systems 4. Proficient/Strong Competence: 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 5. Highly Proficient: Effectively integrates work around transitions and endings; acknowledges client/client system work, strengths and accomplishments 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>		
<p>9a. Select and use appropriate methods for evaluation of outcomes</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not select or use appropriate methods for evaluation 2. Novice/Emerging Competence: Recognizes the need for evaluation but lacks the skill to select and use evaluation methods 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>

<ol style="list-style-type: none"> 3. Basic/Moderate Competence: Discusses evaluation methods and selection to benefit programs or services of the agency in supervision 4. Proficient/Strong Competence: Demonstrates ability to select and use appropriate methods for evaluation of programs and services 5. Highly Proficient: Consistently demonstrates ability to select and use appropriate methods for evaluation of programs and provides leadership in program/ agency discussion around evaluation 		
<p>9b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not apply multidisciplinary theoretical frameworks in the evaluation of outcomes 2. Novice/Emerging Competence: Beginning to apply multidisciplinary theoretical frameworks in the evaluation of outcomes 3. Basic/Moderate Competence: Applies multidisciplinary theoretical frameworks in the evaluation of outcomes 4. Proficient/Strong Competence: Applies multidisciplinary theoretical frameworks to evaluation; evaluates with a culturally informed lens 5. Highly Proficient: Applies and integrates multidisciplinary theoretical frameworks into culturally informed evaluations 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>9c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not analyze, monitor or evaluate processes and outcomes 2. Novice/Emerging Competence: Recognizes importance of evaluating interventions, processes and outcomes and discusses in supervision 3. Basic/Moderate Competence: Able to critically analyze, monitor and evaluation interventions and processes and outcomes related to agency-based work 4. Proficient/Strong Competence: Consistently analyzes, monitors and evaluates interventions and processes and outcomes related to agency-based work 5. Highly Proficient: Consistently analyzes, monitors and evaluates interventions and processes and outcomes related to agency-based work and uses to inform practice 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>9d. Apply evaluation findings to improve practice effectiveness at the micro and macro levels</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to demonstrate how evaluation findings can be useful in shaping work with client/client systems 2. Novice/Emerging Competence: Able to discuss the potential value of evaluation findings in providing best practice, but has not provided evidence of actually incorporating such information into practice 3. Basic/Moderate Competence: Demonstrates the ability to use evaluation findings to inform practice with client/client systems (i.e., in selecting a best practice assessment instrument or intervention) 4. Proficient/Strong Competence: Consistently able to demonstrate the ability to integrate evaluation findings into practice with client/client systems 5. Highly Proficient: Consistently demonstrates the ability to integrate evaluation findings into practice and frequently initiates discussions and activities to better incorporate evaluation findings into agency practice 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>Student Comments:</p>		
<p>Field Instructor Comments:</p>		
<p>Open Ended Evaluation Questions (required)</p>		
<p>1. Describe and reflect on a minimum of 3 highlights of the student’s field learning this term:</p>		

Student Response:	
Field Instructor Response:	
2. What are this student's strengths?	
Student Response:	
Field Instructor Response:	
3. Discuss any concerns you may have about the student moving forward to the next level of practice and developing the full range of social work competencies and/or the agency's capacity to meet the student's needs.	
Student Response:	
Field Instructor Response:	

For Field Instructors of BSW Students Only	
1) Prepared for Generalist Community Practice/Ready to Graduate	Yes/No
2) For students who have been accepted into an advanced standing MSW program, have they demonstrated competence to enter an advanced MSW field placement? Note: (for BSW students, this is the Field Instructor's assessment of whether the student is competent to enter a one-year Advanced Standing MSW program; a "no" on this item will not impact the student's ability to graduate or receive a passing grade in field)	Yes/No
Comments:	

Comments
Field Instructor Required Comments
Field Instructor are required to comment on the following: <ul style="list-style-type: none"> 1. All ratings of "Inadequate/Demonstrated No Competence" (Rating 1) 2. All ratings of "No Opportunity to Demonstrated or Observe" (Rating 0) 3. Recommending a "No Pass" grade
Task Supervisor Comments (if applicable):
Student Comments:
Faculty Advisor-Liaison Comments (Required summative comments, including date of site visit or electronic communication with student and field instructor):

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.

Grade Recommended by Field Instructor

Grade Recommended by Faculty Liaison

Student Signature:
Field Instructor Signature:
Faculty Liaison Signature:

Clinical Field Evaluation for Spring, 2017–2018

Student Name

- **Agency & Program:**
- **Field Instructor:**
- **Task Supervisor:**
- **Faculty Advisor-Liaison Name:**
- **Year in Field: Clinical—Academic Term & Year:** Spring Term, 2017–2018

Overview

In Winter and Spring terms, students are rated and evaluated at the behavior level on all 9 competencies. This evaluation serves to assess the student's demonstration of professional social work competencies and behaviors as identified by CSWE and PSU School of Social Work faculty and field instructors. The Field Evaluation Rubric is embedded in the evaluation. The student's field placement activities should be used in determining the appropriate evaluative rating and entered on the field evaluation. Each rating represents a continuum from Inadequate/Demonstrated No Competence (1) to Highly Proficient/Exceptional Competence (5) and is relative to the development of competency over time.

Students and their Field Instructors will also respond to open ended questions about their strengths, areas for growth and readiness for the next level of practice. 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.

Instructions

Evaluation Ratings and Process

1. Beginning of each term.
 - Student and field instructor identify/define what “a typical student” would be at this agency.
2. Evaluation and Process:
 - Student completes the self-evaluation, including responding to the open-ended questions.
 - Field instructor (in consultation with task supervisor where applicable) completes the evaluation form, including a recommended grade (P/NP) and an assessment of the student's readiness for the next level of practice. Task Supervisor (where applicable) provides general evaluative feedback in the comments section.
 - Field instructor and student discuss their evaluations and recommended grade
 - 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.
3. Faculty-Advisor-Liaison reviews the evaluation, discusses any concerns, adds summative comments, and records a final recommended grade.
4. 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 before a final grade can be submitted by the faculty advisor-liaison.

Evaluation Questions	Student's Self Evaluation	Field Instructor's Evaluation
Competency 1: Demonstrate Ethical and Professional Behavior		
1a. Recognize complex ethical dilemmas in clinical practice and develop strategies for resolving them <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not recognize ethical dilemmas in practice or strategies for resolving them 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu

<ol style="list-style-type: none"> 2. Novice/Emerging Competence: Demonstrates understanding of ethical dilemmas in practice during supervision without ability to independently identify strategies for resolving them 3. Basic/Moderate Competence: Demonstrates understanding of ethical dilemmas during supervision and ability to identify strategies for resolving them in practice 4. Proficient/Strong Competence: Demonstrates understanding of the complex ethical dilemmas in practice intervention, planning and in supervision; explores implications and consequences of strategies to be used in resolving them 5. Highly Proficient: Demonstrates understanding of the complex ethical dilemmas in practice interventions, planning and supervision; predicts and explores clinical and cultural implications with implementation of strategies to be used in resolving them <p>1b. Articulate how personal values, beliefs, and thoughts impact clinical practice and articulate strategies for addressing these</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not recognize personal beliefs, biases and assumptions and impact on ethical practice; does not seek consultation or supervision; 2. Novice/Emerging Competence: Developing the ability to articulate how beliefs, biases and assumptions impact clinical practice; rarely seeks consultation or supervision; may include avoidance of/sensitivity to issues or fear of raising these issues 3. Basic/Moderate Competence: Demonstrates self-awareness and the ability to articulate beliefs, biases and assumptions and impact on ethical practice; seeks consultation and supervision regarding these issues 4. Proficient/Strong Competence: Consistently applies frameworks for critical thinking in articulating beliefs, biases and assumptions and impact on clinical practice; seeks and applies consultation and supervision regarding these issues 5. Highly Proficient: Consistently applies critical thinking in articulating beliefs, biases and assumptions using theoretical frameworks and engages in own professional development; actively applies consultation and supervision regarding these issues 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>Competency 2: Engage Diversity and Difference in Practice</p>		
<p>2a. Recognize how positionality (personal bias, privilege, and legacies of oppression) influences the clinical relationship</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Not able to articulate one’s identity and positionality or fails to recognize how this might be relevant to clinical practice 2. Novice/Emerging Competence: Articulates an emerging understanding of one’s identity and positionality and its influence on the clinical relationship 3. Basic/Moderate Competence: Articulates understanding of one’s identity and positionality and its influence on the clinical relationship 4. Proficient/Strong Competence: Articulates understanding of one’s identity and positionality and how the intersectionality of these affect practice 5. Highly Proficient: Articulates understanding of effects of intersectionality and generates ideas to improve culturally responsive practice 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>2b. Engage in direct conversations about diversity and difference with clients, supervisor, and/or colleagues</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not engage in direct conversations about diversity and difference 2. Novice/Emerging Competence: Engages in general conversation about diversity and difference may include avoidance, defensiveness, or sensitivity to issues or fear of other’s perceptions 3. Basic/Moderate Competence: Engages in direct conversation about diversity and difference; communicates understanding of effects of difference in clinical relationships 4. Proficient/Strong Competence: Engages in and initiates direct conversation about diversity and difference; demonstrates comfort, skill and sensitivity in these conversations; applies to multiple relationships within clinical setting 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>

<p>5. Highly Proficient: Initiates direct conversation for equity needs and interrupts conversations of bias to improve equity and well-being for staff, clients, and community members</p>		
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>		
<p>3a. Recognize and address issues of social and economic justice and human rights in the context of clinical work</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate understanding or integration of social, economic and environmental justice and impact on clinical practice 2. Novice/Emerging Competence: Demonstrates understanding of social, economic and environmental justice related to human rights and impact on clinical practice but unable to integrate this into their clinical work 3. Basic/Moderate Competence: Demonstrates understanding and basic integration of social, economic and environmental justice, and impact on human rights in clinical practice; beginning to bring issues related to intersectional identities into clinical work 4. Proficient/Strong Competence: Demonstrates understanding of social, economic and environmental justice and impact on human rights in clinical practice setting; consistently brings issues related to intersectional identities into clinical work 5. Highly Proficient: Demonstrates understanding of social, economic and environmental justice and impact on human rights in clinical practice setting; integrates issues related to intersectional identities into clinical work as standard of practice 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>3b. Recognize issues of social, economic and environmental justice and human rights issues impacting clients and develop strategies with and on behalf of clients and colleagues to address these issues at the organizational and/or community level</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not recognize effects of structural oppression impacting service delivery 2. Novice/Emerging Competence: Recognizes effects of structural oppression impacting service delivery; discusses insights and concerns in supervision but limited ability to bring this into clinical work 3. Basic/Moderate Competence: Recognizes effects of structural oppression impacting service delivery; integrates and applies insights to their work with clients and colleagues 4. Proficient/Strong Competence: Recognizes effects of structural oppression impacting clients lives and service delivery; explores strategies to interrupt oppressive practice and to advocate for client rights and attainment of resources 5. Highly Proficient: Recognizes effects of structural oppression impacting service delivery across systems of care; actively interrupts oppressive practices with clients and colleagues and engages in effective social action advocacy; supports clients to resist experiencing results of oppression as personal failure supports clients to resist experiencing results of oppression as personal failure 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</p>		
<p>4a. Identify and critically analyze relevant research and apply evidenced based principles to inform clinical practice</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Minimal ability to identify relevant research and apply to clinical practice 2. Novice/Emerging Competence: Identifies relevant research and able to explore evidenced based principles in clinical practice 3. Basic/Moderate Competence: Identifies and applies relevant research methods and research findings to inform clinical work and is able to locate and apply relevant evidence-based principles in clinical practice 4. Proficient/Strong Competence: Uses critical analysis of research methods and research findings to enhance clinical work and identifies and implements evidence-based principles in clinical practice 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>

<p>5. Highly Proficient: Promotes and shares evidence-based principles to increase clinical implementation agency-wide</p>		
<p>4b. Customize evidence-based practices to increase responsiveness to clients and context</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not customize evidence-based practices in response to client needs and contexts 2. Novice/Emerging Competence: Demonstrates ability to integrate knowledge of evidenced based practices with needs of clients and contexts; limited capacity to modify EBPs in response to client needs 3. Basic/Moderate Competence: Demonstrates ability to integrate knowledge of evidence-based practices with needs of clients and contexts; discusses benefits of customizing interventions in supervision 4. Proficient/Strong Competence: Demonstrates ability to integrate knowledge of evidence-based practices with needs of clients and contexts; customizes practice based on client needs and context 5. Highly Proficient: Responds to clients and contexts with attention to cultural implications that impact relevance of evidence-based practices and articulates detailed explanation for best fit in application 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>Competency 5: Engage in Policy Practice</p>		
<p>5a. Identify agency, county, state, or federal policies that directly impact clinical services, and/or outcomes</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to identify or recognize policies that impact clinical services or client population 2. Novice/Emerging Competence: Limited recognition or identification of policies that impact clinical services or client population 3. Basic/Moderate Competence: Able to identify policies that impact clinical services and client populations; beginning conceptualization of how policy change could improve clinical services for clients within field setting 4. Proficient/Strong Competence: Identifies how policies impact clinical services and client populations; articulates policy changes that can improve clinical outcomes for clients within field setting 5. Highly Proficient: Identifies policies that impact clinical services; develops or recommends policy changes or new policies that can improve clinical outcomes for clients within field setting 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>5b. Collaborate with client systems and colleagues for effective policy action that promotes social and economic justice</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not collaborate with client systems or colleagues in policy action 2. Novice/Emerging Competence: Understands the importance of collaborating with client systems or colleagues in action but does not apply to practice 3. Basic/Moderate Competence: Beginning to implement collaborative efforts with client systems and colleagues aimed at promoting their ability to influence policy development and implementation (i.e., promoting opportunities to participate or provide input) 4. Proficient/Strong Competence: Consistently implements collaborative efforts with client systems and colleagues aimed at promoting their ability to influence policy development and implementation 5. Highly Proficient: Leads agency efforts to collaborate with client systems and colleagues for effective policy actions that promotes social and economic justice (i.e., organizing group participation of clients in strategic planning) 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>		

<p>6a. Attend to the interpersonal and contextual factors that strengthen or threaten the therapeutic alliance</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not attend to interpersonal or contextual factors that impact the therapeutic alliance 2. Novice/Emerging Competence: Emerging ability to identify interpersonal and contextual factors that influence the therapeutic alliance, though unable to address them directly in the clinical relationship 3. Basic/Moderate Competence: Attends to interpersonal OR contextual factors that influence the therapeutic relationship and is beginning to be able to discuss these issues directly within the clinical relationship, though lacks ease in initiating and inviting these discussions 4. Proficient/Strong Competence: Attends to interpersonal AND contextual factors that influence the therapeutic relationship and is able to address these issues directly within the clinical relationship, though at times lacks ease in initiating and inviting these discussions 5. Highly Proficient: Consistently attends to interpersonal AND contextual factors that influence the therapeutic relationship and is able to sensitively initiate and invite discussions of these issues 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>6b. Actively use engagement skills, including empathy, warmth, validation, reflective listening, and collaboration to strengthen the clinical relationship</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate engagement skills in supervision or practice 2. Novice/Emerging Competence: Demonstrates limited use of engagement skills; may intellectualize, avoid, interrogate or confront as default baseline in supervision or practice 3. Basic/Moderate Competence: Demonstrates use of engagement skills; developing capacity to balance clinical interventions with use of reflective listening, validation, and collaboration in supervision and practice 4. Proficient/Strong Competence: Consistently utilizes verbal and nonverbal engagement skills; demonstrates balance of clinical interventions with use of reflective listening, validation, and collaboration in supervision and practice 5. Highly Proficient: Integrates engagement skills with clinical interventions in practice; actively utilizes reflective listening, validation, empathy, and collaboration in supervision, practice, and with colleagues 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>		
<p>7a. Provide clinical assessments with attention to current and historic strengths, resources, vulnerabilities, constraints, and trauma across multiple dimensions including individual, family, community, and sociocultural context</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Cannot conduct clinical assessments 2. Novice/Emerging Competence: Emerging assessment skills; may demonstrate ability to assess some of the relevant factors without attention or knowledge related to all aspects of clinical assessments 3. Basic/Moderate Competence: Basic clinical assessment skills; demonstrates ability to assess relevant factors with attention to individual, family, community and sociocultural contexts 4. Proficient/Strong Competence: Conducts thorough clinical assessments; integrates all relevant factors, contexts, strengths, and demonstrates knowledge of differential diagnosis in supervision and documentation 5. Highly Proficient: Conducts thorough clinical assessments that prioritize and honor client’s strengths, utilize differential diagnosis, and integrates sociocultural implications of diagnosis in relation to the individual, family and community contexts 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>7b. Apply advanced clinical theory to assessment with an understanding of how theory can be helpful and/or constraining in the assessment process and how approach to assessment impacts client’s sense of self and experience of problems and possibilities</p>	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>

<ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not apply advanced theory to inform assessment 2. Novice/Emerging Competence: Demonstrates emerging knowledge of various advanced clinical theories that inform assessment 3. Basic/Moderate Competence: Applies knowledge and understanding of various advanced clinical theories to assessment; recognizes ways that theoretical lenses can limit or distort assessment; may still generalize individual, community or sociocultural needs 4. Proficient/Strong Competence: Utilizes advanced clinical theories and recognizes ways that theoretical lenses can limit or distort assessment with focus on specific individual, community and sociocultural needs to inform assessment 5. Highly Proficient: Integrates advanced clinical theories and ability to responsively customize theoretical orientation to best impact client’s sense of self and experience 		
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>		
<p>8a. Partner with clients/client systems to implement responsive therapeutic interventions that are informed by their unique needs, abilities, and preferences</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Lacks awareness of responsive therapeutic interventions; does not partner 2. Novice/Emerging Competence: Articulates an understanding of responsive therapeutic interventions and practices; understands the importance of working in partnership with clients/client systems 3. Basic/Moderate Competence: Demonstrates knowledge of responsive therapeutic interventions and strategies (beginning to apply in the field); participates in efforts to partner with clients/client systems 4. Proficient/Strong Competence: Implements interventions that are responsive to client’s unique needs and sensitive to agency context; demonstrates efforts to work in partnership with clients/client systems 5. Highly Proficient: Utilizes best practice therapeutic interventions and strategies with consistent and intentional application; actively works in partnership with clients/client systems and families 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>8b. Make intentional use of advanced practice theories that fit with client needs and agency context to inform interventions</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not apply advanced theory to inform treatment planning and interventions 2. Novice/Emerging Competence: Demonstrates emerging knowledge of various advanced theories that inform treatment planning and interventions 3. Basic/Moderate Competence: Applies knowledge and understanding of various advanced theories to interventions; may still generalize individual, agency, community or sociocultural needs in treatment planning and interventions 4. Proficient/Strong Competence: Utilizes advanced theories with focus on specific individual, agency, community and sociocultural needs and process approaches to inform treatment planning and interventions 5. Highly Proficient: Integrates advanced theories and ability to responsively customize treatment planning and interventions 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>		
<p>9a. Evaluate client progress and clinical intervention effectiveness with attention to multiple sources of information</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not evaluate progress and clinical effectiveness in practice 2. Novice/Emerging Competence: Demonstrates knowledge of indicators/tools to support evaluation of client progress and clinical effectiveness; beginning to seek feedback from client/client systems 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>

<ol style="list-style-type: none"> 3. Basic/Moderate Competence: Evaluates client progress and clinical intervention effectiveness through use of at least one indicator/tool, including standardized agency assessments, treatment plan reviews, and feedback from client/client systems 4. Proficient/Strong Competence: Evaluates client progress and clinical intervention effectiveness through use of multiple indicators/tools, including standardized agency assessments, treatment plan reviews, and feedback from supervisors, colleagues, and client/client systems 5. Highly Proficient: Consistently utilizes agency and system outcome indicators/tools to monitor and evaluate client progress and clinical effectiveness; articulates knowledge of possible evaluation tool bias or validity issues when present 		
<p>9b. Elicit, explore, and respond to client feedback during sessions in order to assure interventions are responsive and effective</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not elicit client feedback to evaluate practice 2. Novice/Emerging Competence: Articulates in supervision importance of eliciting client feedback; occasionally explores and responds directly to clients during sessions 3. Basic/Moderate Competence: Demonstrates ability to elicit, explore and respond to client feedback during sessions; not applying consistently 4. Proficient/Strong Competence: Consistently elicits, explores and responds to client feedback during sessions to assure that interventions are collaborative, culturally responsive and effective 5. Highly Proficient: Promotes agency use of elicited client feedback regarding collaborative, culturally response and effective interventions to inform agency practice and effectiveness 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>Student Comments:</p>		
<p>Field Instructor Comments:</p>		
<p>Open Ended Evaluation Questions (required)</p>		
<p>1. Describe and reflect on a minimum of 3 highlights of the student’s field learning this term:</p>		
Student Response:		
Field Instructor Response:		
<p>2. What are this student’s strengths?</p>		
Student Response:		
Field Instructor Response:		
<p>3. Discuss any concerns you may have about the student moving forward to the next level of practice and developing the full range of social work competencies and/or the agency’s capacity to meet the student’s needs.</p>		
Student Response:		
Field Instructor Response:		
<p>Comments</p>		
<p>Field Instructor Required Comments</p>		

Field Instructor are required to comment on the following:

1. All ratings of "Inadequate/Demonstrated No Competence" (Rating 1)
2. All ratings of "No Opportunity to Demonstrated or Observe" (Rating 0)
3. Recommending a "No Pass" grade

Task Supervisor Comments (if applicable):

Student Comments:

Faculty Advisor-Liaison Comments (Required summative comments, including date of site visit or electronic communication with student and field instructor):

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.

Grade Recommended by Field Instructor

Grade Recommended by Faculty Liaison

Student Signature:

Field Instructor Signature:

Faculty Liaison Signature:

Health Across the Lifespan Field Evaluation for Spring, 2017–2018

Student Name

- **Agency & Program:**
- **Field Instructor:**
- **Task Supervisor:**
- **Faculty Advisor-Liaison Name:**
- **Year in Field:** HAL—**Academic Term & Year:** Spring Term, 2017–2018

Overview

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 - Student and field instructor identify/define what “a typical student” would be at this agency.
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 - Student completes the self-evaluation, including responding to the open-ended questions.
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 - Field instructor and student discuss their evaluations and recommended grade
 - 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.
3. Faculty-Advisor-Liaison reviews the evaluation, discusses any concerns, adds summative comments, and records a final recommended grade.
4. 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 before a final grade can be submitted by the faculty

Evaluation Questions	Student's Self Evaluation	Field Instructor's Evaluation
Competency 1: Demonstrate Ethical and Professional Behavior		
1a. Apply state and federal laws affecting social work practice in health setting <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Student cannot apply knowledge or application of law 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu

<ol style="list-style-type: none"> 2. Novice/Emerging Competence: Student can apply law and the intent behind the legal principles within supervision and/or consultation, but is unable to apply concepts independently 3. Basic/Moderate Competence: Student can apply law and the intent behind the legal principles accurately, and practice application in intern role 4. Proficient/Strong Competence: Student can independently apply law and the intent behind the legal principles accurately, and practice application within context of interdisciplinary team 5. Highly Proficient: Student demonstrates leadership in application of law and the intent behind the legal principles accurately, and articulates role within the context of interdisciplinary team <p>1b. Evaluate the influence of their emotional responses to complex ethical situations</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Student is unable to recognize and separate emotional and values-based responses 2. Novice/Emerging Competence: Student is able to recognize but not separate emotional and values-based responses; rarely seeks consultation or supervision; may include avoidance of/sensitivity to issues or fear of raising ethical concerns 3. Basic/Moderate Competence: Student is able to recognize and separate emotional and values-based responses from case analysis; seeks consultation and supervision regarding ethical complexities 4. Proficient/Strong Competence: Student is able to recognize and separate emotional and values-based responses from case analysis and consistently uses consultation and supervision to integrate feedback regarding ethical complexities 5. Highly Proficient: Student recognizes and separates emotional and values-based responses from case analysis and initiates opportunities to engage in own ethical development as a professional rather than a pre-professional 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>Competency 2: Engage Diversity and Difference in Practice</p>		
<p>2a. Identify the intersections of culturally diverse social group membership and chronic illness and health management</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Cannot identify intersections of culture, health, and chronic illness and provides no resources 2. Novice/Emerging Competence: Beginning to identify intersections of culturally diverse social group membership and chronic illness/health management; provides irrelevant or limited resources 3. Basic/Moderate Competence: Identifies intersections of culture, health, and chronic illness as well as components that impact social determinants of health 4. Proficient/Strong Competence: Identifies intersections of culture, health, and chronic illness as well as social determinants of health; recognizes historical connections between social groups and healthcare access, intervention, and outcomes and applies knowledge to practice 5. Highly Proficient: Identifies intersections of culture, health, and chronic illness as well as social determinants of health; recognizes the historical connections between social groups healthcare access, intervention, and outcomes; applies and leads initiatives within teams to bring cultural effectiveness to practice 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>2b. Demonstrate client-centered literacy in health communications</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate client-centered literacy or communication 2. Novice/Emerging Competence: Demonstrates understanding of client-centered literacy but does not interpret client’s level of understanding or importance of client focused/driven health goals to practice 3. Basic/Moderate Competence: Interprets client’s level of understanding and provides health information with intent of achieving the client's goal 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>

<ol style="list-style-type: none"> 4. Proficient/Strong Competence: Interprets client level of understanding and provides culturally relevant health information for understanding OR managing disease with intent of achieving the client’s goal 5. Highly Proficient: Interprets client level of understanding, provides culturally relevant support to promote understanding AND managing disease with intent of achieving the client’s goal 		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice		
<p>3a. Demonstrate the interconnection of social, economic and environmental justice and human rights with health disparities</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate understanding or integration of social, economic and environmental policies and their impact on health disparities 2. Novice/Emerging Competence: Demonstrates understanding of social, economic and environmental policies related to human rights and health disparities without integration in practice 3. Basic/Moderate Competence: Demonstrates understanding and basic integration of social, economic and environmental policies, and their impact on human rights and health disparities in practice 4. Proficient/Strong Competence: Integrates understanding of social, economic and environmental policies and their impact on human rights and health disparities in practice setting; practices health promotion, education, and/or prevention 5. Highly Proficient: Integrates understanding of social, economic and environmental policies and their impact on human rights and health disparities; leads initiatives in health promotion, education and/or prevention in practice setting 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>3b. Develop strategies that counter structural barriers to the effective access or use of health services</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Cannot identify structural barriers impacting access to services 2. Novice/Emerging Competence: Identifies structural barriers impacting access to services 3. Basic/Moderate Competence: Identifies structural barriers impacting access to services; begins to develop strategies to counter barriers and enable effective service delivery 4. Proficient/Strong Competence: Identifies structural barriers impacting access to services; develops and implements strategies to counter barriers and enable effective service delivery 5. Highly Proficient: Identifies structural barriers impacting access to services; develops, implements and leads strategies to counter barriers and enable effective service delivery 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
Competency 4: Engage in Practice-informed Research and Research-informed Practice		
<p>4a. Identify and critically analyze relevant research</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Minimal ability to identify relevant research 2. Novice/Emerging Competence: Identifies relevant research and begins to critically analyze in supervision 3. Basic/Moderate Competence: Identifies and critically analyzes relevant research methods and research findings to inform practice 4. Proficient/Strong Competence: Identifies and critically analyzes relevant research methods and findings to enhance practice 5. Highly Proficient: Promotes and shares relevant research and findings to increase implementation in practice setting across teams 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>4b. Apply evidenced based research to inform healthcare practice</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Minimal ability to identify relevant research 2. Novice/Emerging Competence: Identifies relevant evidenced based research in healthcare practice and begins to explore application in supervision 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu

<ol style="list-style-type: none"> 3. Basic/Moderate Competence: Applies relevant evidence-based research to inform healthcare practice 4. Proficient/Strong Competence: Critically analyzes and applies relevant evidence-based research to inform healthcare practice 5. Highly Proficient: Promotes and shares evidence-based research to increase implementation in practice settings and across teams 		
Competency 5: Engage in Policy Practice		
<p>5a. Analyze how health policy drives access and eligibility to healthcare</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Cannot identify health policy issues that impact access and eligibility to healthcare provided to populations within field setting 2. Novice/Emerging Competence: Limited identification of health policy issues that impact access and eligibility to healthcare provided to populations within field setting 3. Basic/Moderate Competence: Able to identify health policy issues that impact access and eligibility to healthcare provided to populations within field setting; beginning conceptualization of how policy change could improve health outcomes for populations within field setting 4. Proficient/Strong Competence: Identifies important patterns, differences, or similarities related to health policy as a driver for access and eligibility to healthcare; articulates policy changes that can improve health outcomes for populations within field setting 5. Highly Proficient: Identifies important patterns, differences, or similarities related to health policy as a driver for access and eligibility to healthcare; develops or recommends policy changes that can improve health outcomes for populations within field setting and in the larger community 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>5b. Explain the social forces that influence healthcare reform</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate awareness of social forces that influence healthcare reform related to clients/client systems served in field setting 2. Novice/Emerging Competence: Demonstrates limited awareness of social forces that influence healthcare reform related to clients/client systems served in field setting. 3. Basic/Moderate Competence: Demonstrates awareness and discusses in supervision social forces that influence healthcare reform related to clients/client systems served in field setting. 4. Proficient/Strong Competence: Demonstrates understanding and discusses in supervision in-depth analysis of social forces that influence healthcare reform related to clients/client systems served in field setting 5. Highly Proficient: Demonstrates understanding and discusses in supervision in-depth analysis of social forces that influence healthcare reform related to clients/client systems served in field setting; develops opportunities to disseminate information to a broader audience within the field setting and in the larger community 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		
<p>6a. Describe how their personal beliefs affect their practice</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unaware of own personal experiences and their effect on practice 2. Novice/Emerging Competence: Shows minimal awareness of personal beliefs and their effect on practice 3. Basic/Moderate Competence: Identifies and articulates personal beliefs and their effect on practice; initiates discussion in supervision 4. Proficient/Strong Competence: Recognizes and articulates personal beliefs and their effect on practice; discusses and seeks feedback in supervision and in work with client systems 5. Highly Proficient: Recognizes own personal beliefs and their effect on practice and demonstrates ability to engage with clients, client systems and colleagues who hold varied beliefs 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu

<p>6b. Demonstrate engagement with client-systems using a motivational interviewing framework</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not engage with clients/client systems using a motivational interviewing framework 2. Novice/Emerging Competence: Demonstrates beginning awareness of how and when to use a motivational interviewing framework through supervisory conversations but does not apply to practice 3. Basic/Moderate Competence: Able to identify when to use a motivational interviewing framework and can apply to practice 4. Proficient/Strong Competence: Consistently uses a motivational interviewing framework in practice to affect behavior change 5. Highly Proficient: Consistently uses a motivational interviewing framework in practice to affect behavior change and applies to varied clients/client systems and work settings 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>		
<p>7a. Demonstrate contextualized assessment approaches in healthcare settings</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Cannot explain contextualized assessment approaches 2. Novice/Emerging Competence: Demonstrates a limited ability to explain contextualized assessment approaches but not yet able to apply in practice 3. Basic/Moderate Competence: Demonstrates ability to apply contextualized assessment approaches within a narrow context (e.g., either to the healthcare setting or the populations, etc.) 4. Proficient/Strong Competence: Consistently demonstrates the ability to apply contextualized assessment approaches in various contexts (e.g., healthcare setting, populations, etc.) 5. Highly Proficient: Consistently demonstrates the use of contextualized assessment approaches, including potential adaptations, and promotes and shares with colleagues 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>7b. Apply ongoing assessment strategies to issues of health across the lifespan</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Unable to apply or understand the purpose of ongoing assessment strategies 2. Novice/Emerging Competence: Limited ability to apply ongoing assessment strategies but can articulate the importance through supervisory conversations 3. Basic/Moderate Competence: Demonstrates ability to apply ongoing assessment of issues impacting health 4. Proficient/Strong Competence: Demonstrates ability to apply ongoing assessment of issues impacting health with attention to contextual factors 5. Highly Proficient: Conducts thorough and ongoing assessments that demonstrate awareness of the systemic forces that impact health across the lifespan 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>		
<p>8a. Evaluate the applicability of evidence informed interventions in healthcare settings</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not understand the need to evaluate evidence informed interventions 2. Novice/Emerging Competence: Demonstrates understanding of evidence informed evaluation with limited application to clients/client systems 3. Basic/Moderate Competence: Demonstrates understanding and basic integration of evidence informed evaluation and interventions with consistent application to clients/client systems 4. Proficient/Strong Competence: Integrates understanding of evidence informed evaluation and interventions; provides insight regarding patterns, differences, or similarities related to clients/client systems; articulates explanation for best fit in application 5. Highly Proficient: Organizes and synthesizes evidence informed evaluation and interventions; provides insight regarding patterns, differences, or similarities related to clients/client systems; articulates explanation for best fit in application 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>

<p>8b. Modify evidence informed single session approaches to specific healthcare settings or populations</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not propose techniques/ interventions or understanding of single session approaches 2. Novice/Emerging Competence: Proposes techniques/interventions with limited understanding of single session approaches that indirectly addresses the problem statement 3. Basic/Moderate Competence: Proposes techniques/interventions with understanding of single session treatment approaches that address the specific contextual factors of the problem and is applicable to field healthcare setting 4. Proficient/Strong Competence: Proposes techniques/interventions that indicates comprehension of single session approach; techniques/strategies are sensitive to contextual factors as well one of the following: ethical, logical, or cultural dimensions of the problem and are applicable to the client populations served 5. Highly Proficient: Implementing techniques/strategies that indicates a thorough comprehension of the single session approach; techniques/strategies are attuned to contextual factors (e.g., healthcare setting, population, etc.) as well as all of the following: ethical, logical, and cultural dimensions of the problem and are applicable to the client populations served 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>		
<p>9a. Apply an evidence informed single session strategy to evaluate practice</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate ability to evaluate practice 2. Novice/Emerging Competence: Discusses in supervision how to evaluate practice but does not engage in systematic evaluation 3. Basic/Moderate Competence: Applies evidence informed single session strategy to a specific target behavior and describes change in behavior 4. Proficient/Strong Competence: Applies evidence informed single session strategy to a specific target behavior and evaluates change in behavior, including information about how behavior and intervention were monitored 5. Highly Proficient: Applies evidence informed single session strategy to a specific target behavior and evaluates change in behavior, including information about how behavior and intervention were monitored, how context impacted outcomes, and presents results including a discussion about whether intervention should be changed, supplemented or replaced with another approach 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>9b. Evaluate client/system progress and intervention effectiveness, using qualitative and quantitative data, with attention to multiple sources of information</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not evaluate client/system progress and intervention effectiveness in practice 2. Novice/Emerging Competence: Demonstrates knowledge of indicators/tools to support evaluation of client/system progress and intervention effectiveness; beginning to seek feedback from client/system 3. Basic/Moderate Competence: Evaluates client/system progress and intervention effectiveness through use of at least one indicator/tool, including standardized agency assessments, treatment plan reviews, and feedback from client/client systems 4. Proficient/Strong Competence: Evaluates client/system progress and intervention effectiveness through use of multiple indicators/tools, including standardized agency assessments, treatment plan reviews, and feedback from supervisors, colleagues, and client/client systems 5. Highly Proficient: Consistently utilizes agency outcome indicators/tools to monitor and evaluate client/system progress and intervention effectiveness; articulates knowledge of possible evaluation tool bias or validity issues when present 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>

Student Comments:
Field Instructor Comments:

Open Ended Evaluation Questions (required)

1. Describe and reflect on a minimum of 3 highlights of the student's field learning this term:

Student Response:	
Field Instructor Response:	

2. What are this student's strengths?

Student Response:	
Field Instructor Response:	

3. Discuss any concerns you may have about the student moving forward to the next level of practice and developing the full range of social work competencies and/or the agency's capacity to meet the student's needs.

Student Response:	
Field Instructor Response:	

Comments

Field Instructor Required Comments

Field Instructor are required to comment on the following:

1. All ratings of "Inadequate /Demonstrated No Competence" (Rating 1)
2. All ratings of "No Opportunity to Demonstrated or Observe" (Rating 0)
3. Recommending a "No Pass" grade

Task Supervisor Comments (if applicable):

Student Comments:

Faculty Advisor-Liaison Comments (Required summative comments, including date of site visit or electronic communication with student and field instructor):

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.	
Grade Recommended by Field Instructor	
Grade Recommended by Faculty Liaison	
Student Signature: Field Instructor Signature: Faculty Liaison Signature:	

Children, Youth, and Families Field Evaluation for Spring, 2017–2018

Student Name

- **Agency & Program:**
- **Field Instructor:**
- **Task Supervisor:**
- **Faculty Advisor-Liaison Name:**
- **Year in Field:** CYF—**Academic Term & Year:** Spring Term, 2017–2018

Overview

In Winter and Spring terms, students are rated and evaluated at the behavior level on all 9 competencies. This evaluation serves to assess the student's demonstration of professional social work competencies and behaviors as identified by CSWE and PSU School of Social Work faculty and field instructors. The Field Evaluation Rubric is embedded in the evaluation. The student's field placement activities should be used in determining the appropriate evaluative rating and entered on the field evaluation. Each rating represents a continuum from Inadequate/Demonstrated No Competence (1) to Highly Proficient/Exceptional Competence (5) and is relative to the development of competency over time.

Students and their Field Instructors will also respond to open ended questions about their strengths, areas for growth and readiness for the next level of practice. 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.

Instructions

Evaluation Ratings and Process

1. Beginning of each term.
 - Student and field instructor identify/define what “a typical student” would be at this agency.
2. Evaluation and Process:
 - Student completes the self-evaluation, including responding to the open-ended questions.
 - Field instructor (in consultation with task supervisor where applicable) completes the evaluation form, including a recommended grade (P/NP) and an assessment of the student's readiness for the next level of practice. Task Supervisor (where applicable) provides general evaluative feedback in the comments section.
 - Field instructor and student discuss their evaluations and recommended grade
 - 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.
3. Faculty-Advisor-Liaison reviews the evaluation, discusses any concerns, adds summative comments, and records a final recommended grade.
4. 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 before a final grade can be submitted by the faculty advisor-liaison.

Evaluation Questions	Student's Self Evaluation	Field Instructor's Evaluation
Competency 1: Demonstrate Ethical and Professional Behavior		

<p>1a. Examine personal beliefs and assumptions and develop a plan for continuous learning aimed at ethical practice that promotes well-being for children, youth, and families (micro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not examine personal beliefs, biases and assumptions and impact on ethical practice; does not seek consultation or supervision 2. Novice/Emerging Competence: Developing the ability to examine beliefs, biases and assumptions; rarely seeks consultation or supervision; may include avoidance of/sensitivity to issues or fear of raising ethical concerns 3. Basic/Moderate Competence: Demonstrates ability to examine beliefs, biases and assumptions and impact on ethical practice; seeks consultation and supervision regarding ethical complexities 4. Proficient/Strong Competence: Consistently applies frameworks for critical thinking in examining beliefs, biases and assumptions and impact on ethical practice; seeks and applies consultation and supervision regarding ethical complexities 5. Highly Proficient: Consistently applies critical thinking in examining belief, biases and assumptions using theoretical frameworks and engages in own ethical development as a professional rather than a pre-professional; actively applies consultation and supervision regarding ethical complexities 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>1b. Assess practices and policies that present ethical dilemmas working with children, youth, and families (macro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Minimal ability to assess understanding of policy implications to practice 2. Novice/Emerging Competence: Assesses practices and policies that present ethical dilemmas and discusses in supervision 3. Basic/Moderate Competence: Assesses practices and policies that present ethical dilemmas; discusses ethical principles within supervision and/or consultation; begins to apply to practice 4. Proficient/Strong Competence: Assesses practices and policies that present ethical dilemmas; analyzes implications and intent behind ethical principles within supervision and/or consultation; applies to practice 5. Highly Proficient: Assesses ethical dilemmas and articulates a contextual understanding of the policies and practices used and generates potential solutions 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>Competency 2: Engage Diversity and Difference in Practice</p>		
<p>2a. Articulate how one’s identity, self-affiliation, and social location affect practice with children, youth, and families (micro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Not able to articulate one’s identity, self-affiliation, and social location 2. Novice/Emerging Competence: Articulates an emerging understanding of one’s identity, self-affiliation, and social location 3. Basic/Moderate Competence: Articulates understanding of one’s identity, self-affiliation, and social location and how they affect practice 4. Proficient/Strong Competence: Articulates understanding of one’s identity, self-affiliation, and social location and how the intersectionality of these affect practice 5. Highly Proficient: Articulates understanding of effects of intersectionality and generates ideas to improve culturally responsive practice 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>2b. Identify policies and practices that are culturally responsive for diverse and marginalized children, youth, and families (macro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Not able to identify policies and practices that are culturally responsive for diverse and marginalized client populations 2. Novice/Emerging Competence: Able to identify some criteria to assess whether policies and practices are culturally responsive 3. Basic/Moderate Competence: Able to identify policies and practices that are culturally responsive 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>

<ol style="list-style-type: none"> 4. Proficient/Strong Competence: Able to identify policies and practices that are culturally responsive; applies this knowledge into culturally responsive practice with diverse and marginalized populations 5. Highly Proficient: Able to identify policies and practices that are responsible; intentionally applies appropriate culturally responsive practices to serve the unique needs of client populations 		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice		
<p>3a. Work collaboratively with service users to promote human rights and social and economic justice across multiple systems (micro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not work collaboratively with service users; minimal evidence of understanding human rights and justice impact 2. Novice/Emerging Competence: Articulates an understanding of the impact between human rights/justice and the service user; encourages client voice in service delivery; shows efforts to learn about and understand the issues that impact client voice; works with dignity and respect for all culture, class, gender, age or affiliations of service users 3. Basic/Moderate Competence: Works with dignity and respect for all culture, class, gender, age or affiliations of services users; shows efforts to apply knowledge of human rights/justice to work with service users incorporating client voice in service delivery 4. Proficient/Strong Competence: Works with dignity and respect for all culture, class, gender, age or affiliations of services users; applies knowledge of human rights/justice to implement best practices with service users advocating for client voice in service delivery 5. Highly Proficient: Works with dignity and respect for all culture, class, gender, age or affiliations of services users and recognizes needs of specific communities regarding treatment approach; applies knowledge of human rights and justice to implement best practices with service users incorporating, advocating and implementing client voice in service delivery 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>3b. Mitigate the effects of structural oppression across multiple service systems (macro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Cannot identify effects of structural oppression impacting access to services 2. Novice/Emerging Competence: Identifies effects of structural oppression impacting services; discusses insights and concerns related to service delivery in supervision 3. Basic/Moderate Competence: Identifies effects of structural oppression impacting services; integrates and applies insights to their work with multi-system providers 4. Proficient/Strong Competence: Identifies effects of structural oppression impacting services; explores strategies to interrupt oppressive practice and to advocate for system change 5. Highly Proficient: Identifies effects of structural oppression impacting services across systems of care; interrupts oppressive practices and integrates knowledge to effectively promote system change 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
Competency 4: Engage in Practice-informed Research and Research-informed Practice		
<p>4a. Apply knowledge of research and evaluation methods to analyzing policies, social problems, and conditions that impact children, youth, families, and their communities (macro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Minimal ability to apply research and evaluation methods to policies, problems and conditions 2. Novice/Emerging Competence: Engages in analysis of quantitative and qualitative research methods and research findings to explore best practices in service delivery 3. Basic/Moderate Competence: Applies critical analysis of quantitative and qualitative research methods and research findings to inform best practices in service delivery systems 4. Proficient/Strong Competence: Uses critical analysis of quantitative and qualitative research methods and research findings to evaluate best practices in service delivery 5. Highly Proficient: Uses critical analysis of quantitative and qualitative research methods and shares research findings to promote and share best practices in service delivery 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu

<p>4b. Apply knowledge of research and evaluation methods to selecting, and evaluating impact of, advanced social work practice with children, youth, families, and their communities (micro)</p> <ol style="list-style-type: none"> Inadequate/Demonstrated No Competence: Does not apply knowledge of research or evaluation to methods used in practice Novice/Emerging Competence: Begins to apply knowledge of research and evaluation to methods used in practice Basic/Moderate Competence: Applies knowledge of research and evaluation methods used in practice; aware and utilizes best practices Proficient/Strong Competence: Consistently applies knowledge of research and evaluation methods used in practice; utilizes and measures best practices to evaluate outcomes Highly Proficient: Consistently applies knowledge of research and evaluation methods used in practice; utilizes and measures best practices to evaluate outcomes; ongoing use of evaluative information to adapt and improve practice outcomes 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>Competency 5: Engage in Policy Practice</p>		
<p>5a. Research, advocate, and influence policy change at multiple levels aimed at meeting service user-identified needs (macro)</p> <ol style="list-style-type: none"> Inadequate/Demonstrated No Competence: Does not engage in policy practice Novice/Emerging Competence: Understands the role of policy in shaping practice but does not identify strategic points where multi-level social work might contribute to needed policy change Basic/Moderate Competence: Applies understanding of policy practice and can identify strategic points where multi-level social work might contribute to needed policy change Proficient/Strong Competence: Uses understanding of policy practice to participate in efforts to influence change at one or more levels Highly Proficient: Leads efforts to influence policy change at one or more levels <p>5b. Promote the ability of service users to influence each level of policy development and implementation as well as service delivery for children, youth, families, and their communities (micro)</p> <ol style="list-style-type: none"> Inadequate/Demonstrated No Competence: Does not promote the ability of service users to engage in policy development and implementation Novice/Emerging Competence: Understands the importance of supporting service users to engage in and influence policy development and implementation but does not apply to practice Basic/Moderate Competence: Beginning to implement interventions with service users aimed at promoting their ability to influence policy development and implementation (i.e., promoting opportunities for service users to participate or provide input). Proficient/Strong Competence: Consistently implements interventions with service users aimed at promoting their ability to influence policy development and implementation Highly Proficient: Leads agency wide efforts to engage service users' involvement in policy development and implementation at multiple levels (i.e., organizing group participation of service users in strategic planning) 	<p>Select 0–5 from drop-down menu</p> <p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p> <p>Select 0–5 from drop-down menu</p>
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>		
<p>6a. Engage in effective, collaborative, and culturally responsive practice with children, youth, families, and their communities and with service systems (micro)</p> <ol style="list-style-type: none"> Inadequate/Demonstrated No Competence: Does not demonstrate an understanding of the influence of culture and difference on practice effectiveness. Unable to recognize own cultural bias Novice/Emerging Competence: Engages collaboratively with service users; limited ability to understand the influence of culture and difference on practice effectiveness and recognize personal cultural bias Basic/Moderate Competence: Engages collaboratively with service users; understands the influential role of culture and difference and is beginning to discuss culturally sensitive 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>

<p>and responsive interventions. Identifies personal cultural bias that impacts work with service users</p> <ol style="list-style-type: none"> 4. Proficient/Strong Competence: Recognizes personal cultural bias and engage in cross-cultural collaboration to develop culturally responsive interventions 5. Highly Proficient: Consistently able to recognize personal cultural bias and engage effectively in cross-cultural collaboration to develop culturally responsive interventions 		
<p>6b. Engage effectively with diverse communities and organizations to promote culturally responsive, equitable, and transformational social work practices with children, youth, families, and their communities (macro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate ability to engage effectively with diverse communities/organizations 2. Novice/Emerging Competence: Demonstrates ability to engage effectively with diverse communities/organizations; minimal ability to inform service delivery 3. Basic/Moderate Competence: Demonstrates ability to engage effectively with diverse communities/organizations; discusses culturally responsive, equitable and transformational social work practice ideas 4. Proficient/Strong Competence: Participates in efforts to inform culturally responsive, equitable and transformational social work practices 5. Highly Proficient: Leads efforts to inform culturally responsive, equitable and transformational social work practices 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>		
<p>7a. Assess children, youth, and families from a multidimensional theory or framework (i.e., multi-systemic, multi-level, multi-disciplinary, client-worker) (micro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not use multi-dimensional assessment or framework 2. Novice/Emerging Competence: Understands multi-dimensional theory and frameworks and is able to describe how they inform a culturally responsive assessment process 3. Basic/Moderate Competence: Understands multi-dimensional theory and frameworks and is able to identify additional elements to enhance a more comprehensive, culturally responsive assessment 4. Proficient/Strong Competence: Uses a comprehensive, culturally responsive approach to assessment 5. Highly Proficient: Promotes use of a comprehensive, culturally responsive approach to assessment 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>7b. Identify contextual factors that influence (a) children, youth, and families’ well-being, (b) effectiveness and cultural responsiveness of service systems, and (c) social and economic equity (macro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not identify contextual factors that influence well-being, effectiveness of service delivery systems and equitable practice within their organization or multi-level systems 2. Novice/Emerging Competence: Understands contextual factors that influence service user’s’ well-being, effectiveness of service delivery systems and equitable practice within their organization or multi-level systems 3. Basic/Moderate Competence: Identifies contextual factors to explore more comprehensive, culturally responsive assessment practices within their organization or multi-level systems 4. Proficient/Strong Competence: Participates in efforts to engage in an organizational assessment of, culturally responsive and equitable practices within their agency or multi-level systems 5. Highly Proficient: Promotes efforts to engage in an organizational assessment of, culturally responsive and equitable practices within their agency or multi-level systems 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>		

<p>8a. Collaborate with children, youth, families, and their communities to select, and apply practices aimed at enhancing social, emotional, and physical well-being (micro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Lacks awareness of responsive and effective best practice intervention strategies; does not approach work with children, youth and families collaboratively. 2. Novice/Emerging Competence: Articulates an understanding of responsive and effective best practice intervention strategies and practices; understands the importance of working collaboratively with children, youth and families 3. Basic/Moderate Competence: Demonstrates knowledge of responsive and effective best practice intervention strategies and practices (beginning to apply in the field); participates in efforts to work collaboratively work with children, youth and families 4. Proficient/Strong Competence: Implements knowledge of responsive and effective best practice intervention strategies and practices with application; demonstrates efforts to work collaboratively with children, youth and families 5. Highly Proficient: Utilizes best practice interventions and strategies with consistent and intentional application; actively works in collaboration with children, youth, and families 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>8b. Collaborate with service users and systems to develop and apply comprehensive and cross-system service plans that enhance social, emotional, and physical well-being (macro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate ability to collaborate with service users and systems 2. Novice/Emerging Competence: Articulates the importance of collaboration with services users and systems and is contacting cross-system providers to coordinate services. 3. Basic/Moderate Competence: Participates in efforts to collaborate with services users and systems and coordinate service plans 4. Proficient/Strong Competence: Participates in development and implements cross-system services plans based on effective collaboration with services users and systems 5. Highly Proficient: Utilizes knowledge of development and implementation of cross-system service plans to lead efforts in improving collaborations between services users and systems 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>		
<p>9a. Collaborate with service users, communities, and service systems to develop and apply reliable, valid, and culturally sensitive measures and outcomes that are meaningful and acceptable to service users for service plans and interventions (macro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate understanding of reliable, valid, and culturally sensitive measures for use with service users 2. Novice/Emerging Competence: Articulates understanding of reliable, valid and culturally sensitive measures to use with service users in supervision 3. Basic/Moderate Competence: Participates in efforts to utilize reliable, valid and culturally sensitive measures in service delivery with service users 4. Proficient/Strong Competence: Consistently implements application of reliable, valid and culturally sensitive measures in service delivery with service users; collaborates with users and communities to determine needs for service planning and delivery 5. Highly Proficient: Leads efforts to develop and apply reliable, valid and culturally sensitive measures in service delivery as result of collaboration with users and communities 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>9b. Demonstrate an ability to critically analyze, monitor, and evaluate one’s own practice with children, youth, families, and their communities (micro)</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate an ability to critically analyze, monitor and evaluate one’s own practice 2. Novice/Emerging Competence: Developing ability to analyze, monitor, and evaluate one’s own practice in supervision 3. Basic/Moderate Competence: Demonstrates ability to analyze, monitor, and evaluate one’s own practice in and out of supervision 4. Proficient/Strong Competence: Engages in consistent application of critical analysis of one’s own practice in and out of supervision 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>

5. Highly Proficient: Applies critical analysis of one's own practice while seeking feedback from service users and colleagues to inform service delivery		
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Student Comments:
Field Instructor Comments:

Open Ended Evaluation Questions (required)

1. Describe and reflect on a minimum of 3 highlights of the student's field learning this term::	
Student Response:	
Field Instructor Response	
2. What are this student's strengths?	
Student Response:	
Field Instructor Response	
3. Discuss any concerns you may have about the student moving forward to the next level of practice and developing the full range of social work competencies and/or the agency's capacity to meet the student's needs.	
Student Response:	
Field Instructor Response	

Comments

Field Instructor Required Comments
<p>Field Instructor are required to comment on the following:</p> <ul style="list-style-type: none"> 4. All ratings of "Inadequate - Demonstrated No Competence" (Rating 1) 5. All ratings of "No Opportunity to Demonstrated or Observe" (Rating 0) 6. Recommending a "No Pass" grade
Task Supervisor Comments (if applicable):
Student Comments:
Faculty Advisor-Liaison Comments (Required summative comments, including date of site visit or electronic communication with student and field instructor):

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.

Grade Recommended by Field Instructor

Grade Recommended by Faculty Liaison

Student Signature:
Field Instructor Signature:
Faculty Liaison Signature:

Practice and Leadership with Communities and Organizations Field Evaluation for Spring, 2017–2018

Student Name

- **Agency & Program:**
- **Field Instructor:**
- **Task Supervisor:**
- **Faculty Advisor-Liaison Name:**
- **Year in Field:** PLCO—**Academic Term & Year:** Spring Term, 2017–2018

Overview

In Winter and Spring terms, students are rated and evaluated at the behavior level on all 9 competencies. This evaluation serves to assess the student's demonstration of professional social work competencies and behaviors as identified by CSWE and PSU School of Social Work faculty and field instructors. The Field Evaluation Rubric is embedded in the evaluation. The student's field placement activities should be used in determining the appropriate evaluative rating and entered on the field evaluation. Each rating represents a continuum from Inadequate/Demonstrated No Competence (1) to Highly Proficient/Exceptional Competence (5) and is relative to the development of competency over time.

Students and their Field Instructors will also respond to open ended questions about their strengths, areas for growth and readiness for the next level of practice. 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.

Instructions

Evaluation Ratings and Process

1. Beginning of each term.
 - Student and field instructor identify/define what "a typical student" would be at this agency.
2. Evaluation and Process:
 - Student completes the self-evaluation, including responding to the open-ended questions.
 - Field instructor (in consultation with task supervisor where applicable) completes the evaluation form, including a recommended grade (P/NP) and an assessment of the student's readiness for the next level of practice. Task Supervisor (where applicable) provides general evaluative feedback in the comments section.
 - Field instructor and student discuss their evaluations and recommended grade
 - 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.
3. Faculty-Advisor-Liaison reviews the evaluation, discusses any concerns, adds summative comments, and records a final recommended grade.
4. 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 before a final grade can be submitted by the faculty advisor/liaison.

Evaluation Questions	Student's Self Evaluation	Field Instructor's Evaluation
Competency 1: Demonstrate Ethical and Professional Behavior		
1a. Recognizes complex ethical dilemmas in community and organization practice and identifies strategies for resolving them	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu

<ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not recognize ethical dilemmas in practice or strategies for resolving them 2. Novice/Emerging Competence: Demonstrates understanding of ethical dilemmas in practice during supervision without ability to independently develop strategies for resolving them 3. Basic/Moderate Competence: Demonstrates understanding of ethical dilemmas during supervision and ability to develop strategies for resolving them in practice 4. Proficient/Strong Competence: Demonstrates understanding of the complex ethical dilemmas in practice intervention, planning and in supervision; explores implications and consequences of strategies to be used in resolving them 5. Highly Proficient: Demonstrates understanding of the complex ethical dilemmas in practice interventions, planning and supervision; predicts and explores community, organizational and cultural implications with implementation of strategies to be used in resolving them 		
<p>1b. Articulates how personal values, beliefs, and thoughts impact community and organizational practice and develop strategies for addressing these</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not recognize personal beliefs, biases and assumptions and impact on community and organizational practice; does not seek consultation or supervision 2. Novice/Emerging Competence: Developing the ability to articulate how beliefs, biases and assumptions impact community and organizational practice; rarely seeks consultation or supervision; may include avoidance of/sensitivity to issues or fear of raising these issues 3. Basic/Moderate Competence: Demonstrates self-awareness and the ability to articulate beliefs, biases and assumptions and impact on community and organizational practice; seeks consultation and supervision regarding these issues 4. Proficient/Strong Competence: Consistently applies frameworks for critical thinking in articulating beliefs, biases and assumptions and impact on community and organizational practice; seeks and applies consultation and supervision regarding these issues 5. Highly Proficient: Consistently applies critical thinking in articulating beliefs, biases and assumptions using theoretical frameworks and engages in own professional development; actively applies consultation and supervision regarding these issues 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>Competency 2: Engage Diversity and Difference in Practice</p>		
<p>2a. Demonstrates an advanced ability to identify organizational values and beliefs to improve equity amongst staff and community members</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Aware of inequities; does not identify opportunities to improve equity and quality of life for staff, clients and community members 2. Novice/Emerging Competence: Aware of inequities; identifies minor or limited opportunities to improve equity and quality of life for staff, clients and community members; seeks recommendations from others that would enhance both 3. Basic/Moderate Competence: Applies equity lens to the organization; identifies opportunities to improve equity and quality of life for staff, clients and community members; makes recommendations that would enhance both 4. Proficient/Strong Competence: Applies equity lens to the organization; seeks out opportunities to improve equity and quality of life for staff, clients and community members; implements recommendations that enhance both 5. Highly Proficient: Applies equity lens to the organization; creates opportunities to improve equity and quality of life for staff, clients and community members; leads revisions that enhance quality of life 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>2b. Identifies the need to build collaborations across all stakeholder groups, where power is shared in ways that increase the visibility, voice and influence of community members</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not identify the need to build collaborative relationships that increase visibility, voice and influence of community members 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>

<ol style="list-style-type: none"> 2. Novice/Emerging Competence: Identifies the need to build collaborative relationships across all stakeholder groups and discusses in supervision 3. Basic/Moderate Competence: Identifies the need to build collaborative relationships across all stakeholder groups and makes recommendations that would lead to increased visibility, voice and influence of community members 4. Proficient/Strong Competence: Identifies the need to build collaborative relationships across all stakeholder groups and implements recommendations that increase visibility, voice and influence of community members 5. Highly Proficient: Applies equity lens to collaborative relationships and creates opportunities that enhance the visibility, voice and influence of community members 		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice		
<p>a. Demonstrates engagement in social transformation within organizations and communities</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not engage in social transformation activities within the organization or community 2. Novice/Emerging Competence: Engages in supervisory conversations about how to work towards social transformation 3. Basic/Moderate Competence: Engages in social transformation activities within the organization and community by participating in planned actions aimed at advancing human rights and social, economic and environmental justice 4. Proficient/Strong Competence: Engages in social transformation activities within the organization and community by recommending actions aimed at advancing human rights and social, economic and environmental justice 5. Highly Proficient: Engages in social transformation activities within the organization and community by implementing recommended actions aimed at advancing human rights and social, economic and environmental justice 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>3b. Demonstrates a well-developed capacity for strategic assessment and planning to advance social justice in organizations and communities</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Cannot identify effects of structural oppression impacting organizational equity practices 2. Novice/Emerging Competence: Identifies effects of structural oppression impacting organizational equity practices; discusses insights and concerns in supervision 3. Basic/Moderate Competence: Identifies effects of structural oppression impacting the organization and community(ies) equity practices; integrates and applies insights to their work 4. Proficient/Strong Competence: Identifies effects of structural oppression impacting the organization and community(ies) equity practices; explores strategies to interrupt oppressive practice and to advocate for system change 5. Highly Proficient: Identifies effects of structural oppression impacting the organization and community(ies) equity practice; interrupts oppressive practices and integrates knowledge to effectively promote system change 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
Competency 4: Engage in Practice-informed Research and Research-informed Practice		
<p>4a. Conducts research that is informed by the knowledge, participation and influence of community members and strives to advance equity</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate the ability to design or conduct participatory research to advance equity 2. Novice/Emerging Competence: Designs basic research; demonstrates emerging ability to conduct participatory research to advance equity 3. Basic/Moderate Competence: Demonstrates ability to conduct research which seeks to advance equity 4. Proficient/Strong Competence: Demonstrates strong ability to conduct research which seeks to advance equity 5. Highly Proficient: Implements research design which is informed by theory and practice to advance equity 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu

<p>4b. Customizes evidence-based practices to work inclusively with communities and organizations, ensuring that disparities in outcomes for various cultural groups are readily identified and addressed</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not customize evidence-based practices to ensure inclusivity and to advance equity with communities and organizations 2. Novice/Emerging Competence: Demonstrates knowledge of evidenced based practices; limited capacity to modify EBPs in response to community and organizational needs and equity practice 3. Basic/Moderate Competence: Demonstrates knowledge of evidence-based practices; discusses options for customizing interventions (in supervision) to ensure inclusivity and equity 4. Proficient/Strong Competence: Demonstrates ability to integrate knowledge of evidence-based practices; customizes interventions 5. Highly Proficient: Responds to communities and organizations with attention to cultural implications that impact relevance of evidence-based practices and articulates detailed explanation for best fit in application 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>Competency 5: Engage in Policy Practice</p>		
<p>5a. Actively engage in public or institutional policy change, ensuring community-identified needs are being addressed</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Policy change ideas do not reflect community needs; no engagement in policy changes 2. Novice/Emerging Competence: Policy change ideas reflect perceived community needs; limited engagement in policy changes 3. Basic/Moderate Competence: Policy change ideas accurately reflect community needs; works to implement policy changes 4. Proficient/Strong Competence: Policy change ideas reflects community needs within and outside of organizations; instrumental role in policy changes 5. Highly Proficient: Policy change reflects community needs within and outside of organizations; leads work in policy changes 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>5b. Collaborates with clients, communities and colleagues to lead policy change efforts that promote social and economic justice</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not collaborate with clients, communities or colleagues in policy action 2. Novice/Emerging Competence: Understands the importance of collaborating with clients, communities or colleagues to promote social and economic justice but does not apply to practice 3. Basic/Moderate Competence: Beginning to implement collaborative efforts with clients, communities and colleagues aimed at promoting their ability to influence policy development and implementation (i.e., promoting opportunities to participate or provide input) 4. Proficient/Strong Competence: Consistently implements collaborative efforts with clients, communities and colleagues aimed at promoting their ability to influence policy development and implementation 5. Highly Proficient: Leads agency efforts to collaborate with clients, communities and colleagues for effective policy actions that promotes social and economic justice (i.e., organizing group participation of clients in strategic planning) 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>		
<p>6a. Demonstrate advanced levels of constituency engagement, with effective participatory methods and empowerment practices, to build responsive human services</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate ability to facilitate community engagement regarding community needs 2. Novice/Emerging Competence: Facilitates community engagement with support regarding community needs; minimal ability to inform service delivery 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>

<ul style="list-style-type: none"> 3. Basic/Moderate Competence: Facilitates community engagement to inform service delivery that identifies and responds to community needs 4. Proficient/Strong Competence: Leads community engagement efforts to inform service delivery that identifies and responds to community needs 5. Highly Proficient: Effectively creates new opportunities to lead community engagement efforts to inform service delivery that identifies and responds to community needs 		
<p>6b. Demonstrates effective methods for practice improvements and relational skills that are rooted in partnership</p> <ul style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not engage in partnership-oriented practice 2. Novice/Emerging Competence: Can articulate the value and importance of partnership-oriented practice but does not yet apply to practice 3. Basic/Moderate Competence: Beginning to engage in partnership-oriented practice with some stakeholders 4. Proficient/Strong Competence: Consistently engages in partnership-oriented practice with all stakeholders 5. Highly Proficient: Leads organizational efforts to promote partnership-oriented practice with all stakeholders to enhance practice effectiveness 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		
<p>7a. Demonstrates advanced capacity to understand the needs of communities and organizations, with effective abilities to advance equity across an institution</p> <ul style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate understanding of community and organizational needs 2. Novice/Emerging Competence: Demonstrates understanding of community and organizational needs; demonstrates ability to work to advance equity 3. Basic/Moderate Competence: Demonstrates accurate understanding of community and organizational needs; effectively works to advance institutional equity 4. Proficient/Strong Competence: Leads initiatives to advance institutional equity based on strong understanding of community and organizational needs 5. Highly Proficient: Effectively creates opportunities to advance institutional equity based on sophisticated understanding of community and organizational needs 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
<p>7b. Conducts assessment (racial equity, community or organizational) of an organization that includes recommendations for reducing disparities and advancing equity</p> <ul style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not conduct formal assessment 2. Novice/Emerging Competence: Identifies assessment tools and discusses potential organizational assessment approaches in supervision 3. Basic/Moderate Competence: Conducts assessment, demonstrates thoughtful engagement with community members, colleagues and/or peers to collect and compile the assessment information 4. Proficient/Strong Competence: Conducts assessment, demonstrates thoughtful engagement with community members, colleagues and/or peers to collect and compile the assessment information, shares observations and recommendations for next steps, highlights diversity knowledge 5. Highly Proficient: Conducts assessment, demonstrates thoughtful engagement with community members, colleagues and/or peers to collect and compile the assessment information, shares observations and recommendations for next steps, highlights diversity knowledge and recommends program change or new programming that will reduce disparities and advance equity 	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
<p>8a. Demonstrate advanced capacity to design interventions that are likely to advance community empowerment, culturally responsive organizations and improved outcomes for those served by the organization</p>	Select 0–5 from drop-down menu	Select 0–5 from drop-down menu

<ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate ability to outline an action plan that seeks to advance community empowerment, equity and constituency outcomes 2. Novice/Emerging Competence: Demonstrates limited ability to outline an action plan that seeks to advance community empowerment, equity and desired constituency outcomes 3. Basic/Moderate Competence: Designs action plan that seeks to advance community empowerment, equity and desired constituency outcomes 4. Proficient/Strong Competence: Effectively builds support for implementing the action plan to advance community empowerment, equity and desired constituency outcomes 5. Highly Proficient: Implements and leads action plan to advance community empowerment, equity, and maintain involvement of constituency <p>8b. Integrates advanced practice theories that expand and align interventions towards collaboration, culturally responsive and justice-oriented practices</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not demonstrate ability to identify advanced practice theories that expand and align interventions that are collaborative, culturally responsive and justice oriented 2. Novice/Emerging Competence: Demonstrates beginning ability to identify advanced practice theories aimed at participatory practice and can discuss how to apply to practice 3. Basic/Moderate Competence: Beginning to implement theory driven collaborative efforts with clients, communities and colleagues towards practice that is culturally responsive and justice oriented 4. Proficient/Strong Competence: Consistently implements theory driven collaborative efforts with clients, communities and colleagues towards practice that is culturally responsive and justice oriented 5. Highly Proficient: Leads organizational efforts to collaborate with clients, communities and colleagues towards practice that is culturally responsive and justice oriented 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>		
<p>9a. Demonstrate advanced ability to assess the effectiveness of public policy or institutional policy practice, including methods for ensuring continuous quality improvement</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not explain results of advocacy practice 2. Novice/Emerging Competence: Limited ability to explain results of advocacy practice 3. Basic/Moderate Competence: Accurately explains results of advocacy practice and understands organization’s systematic use of data/information to continuously improve practice 4. Proficient/Strong Competence: Critically analyzes and formulates ideas to assess results of advocacy practice; develops ideas for organization’s systematic use of data/information to continuously improve practice 5. Highly Proficient: Designs methods to assess results of advocacy practice and leads or advocates for institutional implementation of continuous improvement 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>
<p>9b. Uses participatory methods to elicit, explore and respond to feedback from community members and staff to ensure that interventions are responsive, respectful and effective</p> <ol style="list-style-type: none"> 1. Inadequate/Demonstrated No Competence: Does not use participatory methods of evaluation 2. Novice/Emerging Competence: Articulates importance of using participatory methods of evaluation but does not yet apply to practice with clients, community members or colleagues 3. Basic/Moderate Competence: Participates in efforts to use participatory methods to elicit, explore and respond to feedback from clients, community members or colleagues to ensure that interventions are responsive, respectful and effective 4. Proficient/Strong Competence: Implements use of participatory methods to elicit, explore and respond to feedback from clients, community members or colleagues to ensure that interventions are responsive, respectful and effective 	<p>Select 0–5 from drop-down menu</p>	<p>Select 0–5 from drop-down menu</p>

5. Highly Proficient: Leads organizational efforts to use participatory methods to elicit, explore and respond to feedback from clients, community members or colleagues to ensure that interventions are responsive, respectful and effective		
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Student Comments:
Field Instructor Comments:

Open Ended Evaluation Questions (required)

1. Describe and reflect on a minimum of 3 highlights of the student's field learning this term:

Student Response:	
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Field Instructor Response	
---------------------------	--

2. What are this student's strengths?

Student Response:	
-------------------	--

Field Instructor Response	
---------------------------	--

3. Discuss any concerns you may have about the student moving forward to the next level of practice and developing the full range of social work competencies and/or the agency's capacity to meet the student's needs.

Student Response:	
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Field Instructor Response	
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Comments

Field Instructor Required Comments

Field Instructor are required to comment on the following:

1. All ratings of "Inadequate - Demonstrated No Competence" (Rating 1)
2. All ratings of "No Opportunity to Demonstrated or Observe" (Rating 0)
3. Recommending a "No Pass" grade

Task Supervisor Comments (if applicable):

Student Comments:

Faculty Advisor-Liaison Comments (Required summative comments, including date of site visit or electronic communication with student and field instructor):

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.

Grade Recommended by Field Instructor

Grade Recommended by Faculty Liaison

Student Signature:
Field Instructor Signature:
Faculty Liaison Signature:

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

Maintaining Contact with Field Settings across all Program Options: Faculty Liaison

This description applies to the Portland, Ashland, Bend, Eugene, Salem, and Online Options.

The strength of the field placement lies in the partnership established between the School of Social Work and the field setting. Each organization has certain responsibilities to the other that help keep the partnership viable and collaborative. Within a specific field assignment, the school is represented by the faculty liaison, and the field instructor represents the placement setting. Each student is assigned to and supported by a faculty liaison during any academic year when they are in a field placement. It is the faculty liaison who is responsible for maintaining contact with the field setting during the academic year.

The Field Education Program takes seriously the importance of developing and maintaining relationships with field sites and field instructors. In an effort to ensure consistency across program options (Portland, Ashland, Bend, Eugene, Salem, and Online) in how faculty liaisons function and engage with students and field instructors, the Program has developed clear guidelines regarding the roles and responsibilities for Generalist and Advanced year faculty liaisons, including their required contact with the field settings. This is outlined in the 2017–18 Field Education Handbook pages 31–34.

Additionally, training and orientation are provided for Generalist and Advanced field liaisons each academic year to reinforce the consistent delivery of liaison expectations across program options. Faculty serving in the role of Generalist liaison are invited to an annual orientation by the MSW Lead Seminar Instructor (for Portland Option) or the Assistant Director of Field (for Ashland, Bend, Eugene, Salem, and Online Options), which includes a component focusing on the role and responsibilities as a liaison. Additionally, seminar instructors across program options are invited to participate in quarterly debrief meetings with the MSW Lead Instructor or Assistant Director of Field Education. Beginning in fall 2016, faculty serving in the role of Advanced Liaison (in the specialization year) are required to participate in advisor/liaison training once every three years. During the orientation and debrief meetings, the expectations for maintaining contact and relationships are emphasized with each field setting, regardless of program option, either through in-person or technology-supported visits at least twice per year. Each faculty liaison is provided with a description of their role and responsibilities during the MSW Student Orientation and in the Field Education Handbook.

The Faculty Liaison's Responsibilities

The faculty liaison has responsibilities to the field agency, the student, and the School of Social Work, which are clearly delineated in the Field Education Handbook on pages 32–34. The faculty liaison's responsibilities in maintaining contact with each field setting as well as monitoring student learning and field setting effectiveness include the following:

- Represents the School to the field placement agency serving both as consultant and support person to the field instructor and student;
- Conducts a minimum of two site visits (typically one in fall term, the second in spring term) with all MSW student advisees and field instructors each academic year; conducts additional visits if needed or requested. For students in the Online option, and when inclement weather precludes an in-person site visit, the conference is conducted via video conference or by phone;
- Uses the Required Site Visit Questions to guide their conference with the student and field instructor;
- Has contact with student and field instructor during any term in which a site visit is not conducted; contact can be through any of the following methods: in-person, video conference, email or phone;
- Reviews, provides feedback, and signs each student's field documents for fall, winter, and spring terms through the Faculty Web Center (Field Ed Plan, Evaluations);
- Provides written quarterly evaluative comments on the Field Evaluation;
- Assigns the student's grade on the Field Evaluation based on the field instructor's recommendation and the liaison's professional assessment of the student's learning and demonstration of competency;
- Submits quarterly grades using the PSU Banweb grading system and notifies the Director of Field Education if a student has an incomplete grade in field;
- Assists the student in resolving problems that arise related to field education (e.g., facilitates a conversation with student and field instructor or other agency representative to discuss concerns and explore possible solutions) and serves as a consultant to the field instructor in regard to concerns about the student's performance. Reports unsatisfactory or marginal performance to the Director or Assistant Director of Field Education;
- Explains relevant field program policies and procedures (when applicable);
- Provides field instructors with information about the School curriculum;
- Confers with the placement agency about student placements for the coming year and makes 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;
- For Generalist students, the faculty liaison provides feedback to Field Education Team

about each student's strengths, goals and professional development needs for their advanced placement to inform a thoughtful matching process for the student's specialization year in the MSW Program.

AS M2.2.9: *The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*

Credentials and Experience Requirements for Field Instructors

These criteria apply to the Portland, Ashland, Bend, Eugene, Salem, and Online Options.

The Field Education Handbook, Appendix A (pgs. 63–64) contains policy 3.0 Field Instructors, which details the policies for Selection of Field Instructors and Qualifications of Field Instructors. A member of the Field Education Team and a representative from an 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. Potential field instructors may self-refer or may be recruited by the program. Once identified, a member of the field team contacts the prospective field instructor to explain the requirements and expectations for field instructors and to describe the MSW Program in general and field education in particular, including the types of students (Generalist and Advanced) and the field expectations related to each specialization. Social workers who want to become field instructors must submit a Field Instructor Application and a current resume to the Field Education office. The Field Program Assistant reviews each application submitted and captures the data electronically in the password protected field administration database. The Director of Field Education is consulted if the Program Assistant notices any discrepancies to the requirements on an individual's application.

The Field Education Handbook, Appendix A, section 3.2 Qualifications for Field Instructors (Volume III, pg. 63), specifies the following qualifications and expectations which social workers must meet to become field instructors:

- Field instructors for MSW students must have a Masters of Social Work from an accredited school of social work plus two years post-degree experience 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 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 have a 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.
- In circumstances where qualified Masters of Social Work degree-holders are unavailable to supervise, exceptions must be approved by the Director of Field Education with advice from the Dean. The school assumes responsibility for ensuring that the social work perspective is reinforced through the provision of alternative supervision (individual or group) at least once monthly in any situation where weekly supervision is not conducted by a qualified field instructor. With the advent of the Online MSW Option, the Program has increasingly been using off-site field instructors in out-of-state and/or rural community agencies that do not employ social workers. This field instruction can be provided through the use of video conferencing when the MSW Field Instructor does not live in the same geographical location as the student.

Off-Site Field Instructor Arrangement

There are some placement settings that can provide good internship experiences for MSW students even though they do not employ social workers with the requisite degree and post-degree experience. The Field Education Office works with a small number of such organizations to arrange off-site supervision from a qualified field instructor and to designate an onsite or task supervisor who works in the program and can provide oversight for the student on a daily basis. If the on-site Task Supervisor holds a master's degree in a related field, the MSW Field Instructor may or may not provide weekly field instruction.

It typically works best to have an off-site field instructor who has either 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 off-site field instructor is responsible for directing the student's overall learning experience and for guiding the task supervisor's activities with the student. An off-site field instructor has the same responsibilities as every other field instructor to provide the required direct supervision (either weekly, bi-weekly, or monthly depending on the on-site supervision being provided), help develop the Field Educational Plan, complete the Field Evaluation at the end of each term, and participate in the evaluation conferences, either in person or via video conferencing or phone if video conferencing is not feasible.

The success of these special placements depends on the abilities of the off-site field instructor and task supervisor to clarify expectations concerning their roles, responsibilities, and relationships to each other, the School of Social Work, and the student. It requires regular

ongoing communication and coordination between the field instructor and task supervisor. It is expected that the student, field instructor and task supervisor will meet together at least two times per term, and more if necessary.

When working with new agencies who don't employ social workers, it is the ultimate goal that the agency experiences the benefit of social workers in their programming and ultimately seeks to hire either a BSW or MSW in the future. This would therefore negate the need for the School to continue identifying and providing the required MSW supervisor for future student interns in the same agency.

The Program uses this online form to collect field instructor applications:

Field Instructor Application Form

Please complete this form on your computer, then press the "Submit" button at the bottom of the form.

Contact Information

First and Last Name:

Previous name(s) used:

Work phone:

Other phone:

Email address:

Organization Information

Agency/Program name:

Street address:

City:

State:

Zip:

Have you earned a Social Work degree from an accredited school of Social Work?

Please provide information about a BSW, MSW, or PhD degree, including schools attended and dates.

BSW (School, Degree Date):

MSW (School, Degree Date):

PhD (School, Degree Date):

Licenses/Certifications

Please mark the following licenses and certifications that you hold:

Licensed Clinical Social Worker (LCSW)

Licensed Master Social Worker (LMSW)

Registered Baccalaureate Social Worker (RBSW)
Licensed School Social Worker (LSSW)
CADC I
CADC II
CADC III
Other:

Professional Conduct

Have you ever been convicted of a felony, any sexual offense, or any offense involving a controlled substance or alcohol?

Have you ever been reprimanded or suspended from practice by any agency, employer, board, tribunal, etc.?

Have you ever been denied licensure/registration or certification to practice by any agency, employer, board, tribunal, etc.?

Have you ever been found to have violated any professional organization rules, by-laws, etc.?

Has a judgment ever been entered against you in civil court for a practice-related complaint?

Are there any professional complaints against you currently pending or under investigation?

If you answered YES to any of the above questions, please type a detailed explanation in this space:

Field Instruction, Supervision, or Teaching Experience:

Please provide information on an individual who is familiar with your professional work:

Agency supervisor preferred

Name:

Phone:

Email:

Position:

Additional Relevant Information:

Electronic Signature:

By typing your full name below, you indicate that the information you have provided is true and accurate.

Your full name:

Date:

SUBMIT

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

Field Education Orientation

Portland, Ashland, Bend, Eugene, and Salem Options

In alignment with the field policies in the Field Education Handbook (Volume III, pg. 64), the School is responsible for providing ongoing educational experiences for field instructors. Each year the Statewide field education team provides three-hour, in-person field instructor orientations in Portland and in Ashland, Bend, Eugene, and Salem, when those Options have a cohort of students in field. In each site, all new and returning field instructors are invited to participate. The processes and content are the same for each option.

Field instructor orientations use a combination of methods to provide information and training about the MSW Program, the curriculum, field education/instruction expectations, planning and evaluation, supervision, and useful resources for field instructors. The annual Field Instructor/Task Supervisor Orientation/Training agenda is developed by one or more Field Specialists and a shared agenda is used in all sites. The agenda focuses on providing a combination of information about the curriculum, the field instructors' role and responsibilities, nuts and bolts about documentation expectations, and access to forms through their password-protected web center. The orientation also provides content training related to best practices in field instruction supervision. Below is the agenda used in the 2017–18 Orientation:

Field Instructor & Task Supervisor Orientation 2017–18

Welcome, Announcements, Introductions

- Thank you's and introductions of field team and attendees (name, pronouns, FI or TS and agency, how long you've been a FI/TS or if this is your first year)

Announcements & Updates:

- Based on input from faculty, students, and field instructors and the Council on Social Work Education, the MSW curriculum in the advanced specializations was revised and the field team is working on finalizing all field documents so they are ready for fall term.
- SSW is continuing to focus on Equity and Inclusion and improving the experiences of SOC.
 - FI training series
 - Adjustments to Field Seminar curriculum and instructor training
- Enrollment in 2017–18: 314 MSW, 79 Online MSW, 80 BSW, 88 DO MSW (561 total)
- Slideshow at the beginning includes quotes from previous students about the impact their FI or TS had on their lives.

Setting the Stage for Today

- Today we plan to spend two hours together as a large group, discussing a model for supervision that we believe will be useful for both new and returning field instructors and task supervisors.
- Our hope is that returning field instructors and task supervisors can take away new ideas, while also sharing your best practices with new field instructors and task supervisors.
- For our third hour, we will divide new and returning FI's and TS's. Monica will offer an overview of the field instructor Web Center and placement logistics for the new FI's and TS's. We will make sure that you know where to find forms and cover other nuts and bolts of being an FI/TS. Lisa will spend the last hour facilitating a conversation for returning FI's and TS's.
- We frequently hear from students in their generalist as well as advanced years that they do not have a solid understanding of how to best utilize supervision or structure their supervision time.
- In an effort to increase understanding and effectiveness, our hope is to present a framework for supervision that you can utilize.
- The goal is to have field instructors take more of the lead in supervision at the beginning of the supervisory relationship and then encourage the student to take more of the lead eventually.
- According to a 2008 empirical review of supervision research studies, Milne et al. identified three supervision interventions that particularly facilitated supervisee learning:
 - Corrective feedback
 - Observation of the supervisee's work
 - Goal-setting interventions
- All of these require creating a trusting supervisory relationship as a foundation to facilitate these outcomes.
- These tasks are both geared toward the initial establishment of the supervisory relationship as well as the ongoing relationship.
- While this model originated in 1996, we find the content is still very relevant and easily applies across micro, mezzo and macro settings.
- For each task, we will present the main concepts and activities, suggest key questions that you can ask your student in supervision and recommend field instructor Web Center resources (when applicable) that support the task.

Introducing the 7 Tasks of Supervision (Holloway and Carroll)

1. To create and cultivate a learning relationship

- a. Main Concepts/Activities:
 - Define the purpose of the supervisory relationship/weekly supervision
 - Discuss roles and responsibilities of supervisor and student
 - Share supervision style with student
 - Review and sign Supervision Agreement
 - Talk about expectations for documenting supervision
 - Schedule regular supervision and clarify what happens when supervision is missed
 - Clarify expectations for communication
 - Ask about the student's prior experiences with supervision (+ and -)
 - Share supervisor and student's strengths and areas for growth in each role
- b. Key Questions:
 - What kind of supervision relationship do you want?
 - What tasks, goals and connection do you want to establish in your supervision relationship?
 - What do you want to contribute to the supervision relationship?
 - What is important for me to know and understand about your identity?
 - How has your day been going through your identity lens?
- c. Web Center Resources:
 - Supervision Agreement
 - Supervisory Log

- Activities for First Two Weeks of Field
- Creating a Successful Internship
- Orientation and How to Begin
- Field Instructor Roles and Responsibilities
- Student Roles and Responsibilities

Small group discussion:

- 1) How do these questions resonate for you? What is the potential gain of being this intentional in cultivating the supervisory relationship?
- 2) If you are a returning FI/task supervisor, what are your current practices for establishing a strong supervisory relationship?
- 3) If you are a new FI/task supervisor, what are your ideas for creating a strong supervisory relationship?

2. To teach

- a. Main Concepts/Activities:
 - Discuss student learning styles
 - Share different teaching methods used in placement
 - Identify student's specific learning goals for placement
 - Review Personal Assessment Questionnaire together
 - Identify other agency staff or community partners who may also help meet learning needs
 - Review student's course syllabi each term and discuss how content intersects with field placement
 - Ask the student to bring articles or classroom presentations/conversations to supervision to discuss and relate to placement
- b. Key Questions:
 - What are your learning needs for this session?
 - How are your placement and classroom learning informing each other?
 - What knowledge and skills do you want/need to develop?
- c. Web Center Resources:
 - Personal Assessment Questionnaire
 - Developmental Stages of Field
 - Effective Supervision Practice and Tools
 - Identifying Student Learning Styles
 - Task Supervision Model of Field Instruction

3. To evaluate

- a. Main Concepts/Activities:
 - Define and share your expectations about what constitutes "success" in the field placement
 - Student and field instructor share how they prefer to give and receive feedback
 - Clarify your process for offering ongoing feedback (+ and -) throughout the term
 - Collaborate on completing the end of term evaluation
 - Consider how you want to utilize site visits with the faculty liaison to share feedback
 - Use PAQ and supervision log as resources to show where you started and how far you've come
 - Review the competencies and check in on their status along the way, not only at the end of the term.
- b. Key Questions:
 - Does our relationship show that I highly value you to be open, take risks, make mistakes and learn from mistakes?
 - How are you self-evaluating your strengths in this work?
 - What areas for development are emerging?
 - What resources do you need to develop these?

- c. Web Center Resources:
 - Personal Assessment Questionnaire
 - Supervision Log
 - Field Evaluation (each term)
 - How to Address Concerns and Challenges

4. To monitor professional/ethical issues

- a. Main Concepts/Activities:
 - Define together what “professional” and “ethical” behavior is in the field setting
 - Expand how we define “Professionalism”
 - Reflect on your gatekeeper role, which ensures that students are behaving professionally and ethically
 - Relate discussions in supervision to the NASW Code of Ethics
 - Discuss agency policies on common ethical issues, such as boundaries, use of self, accepting gifts, use of social media, etc.
 - Discuss ethical dilemmas as they arise in the field placement setting
- b. Key Questions:
 - What social work values or themes are relevant to your work?
 - What professional challenges are relevant to your work?
 - What ethical issues or dilemmas are emerging?
- c. Web Center Resources: None

Small group discussion:

- 1) In what ways can you support the integration of coursework and ethics into field practice?
- 2) What do you find are the barriers to you giving and receiving ongoing feedback? What strategies have been helpful in providing direct feedback?

15 MINUTE BREAK

5. To counsel

- a. Main Concepts/Activities:
 - Create a space for students to share the personal feelings and reactions they have to working with clients or stakeholders
 - Establish that the supervisory relationship is different than a counseling relationship, though there may be some discussion about personal concerns as they relate to the work
 - Discuss how the student is utilizing formal and informal supports to address their social/emotional needs
 - Discuss particular clients or stakeholders that are particularly challenging for a student
- b. Key Questions:
 - Are you aware of any personal biases, assumptions, experiences that are pertinent to your placement focus and tasks?
 - What relevant personal experiences related to the work would be helpful to bring to supervision?
 - What relevant personal experiences related to the work would be helpful to bring to personal therapy/external support (if applicable?)
 - In considering the concepts of “self-care” (a more individual focus) and “community of care” (a more collective focus), what are ways that I can support your well-being?
 - *Possible discussion:* Self-care as Liberation and Resistance to Systems of Oppression (depends on who is in the room and ability to share language)
- c. Web Center Resources: None

- Other Resource: *Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others* by Laura van Dernoot Lipsky

6. To consult

- Main Concepts/Activities:
 - Review and problem solve all aspects of the work, such as appropriate interventions, overall effectiveness, and next steps
 - Introduce the concept of parallel process and discuss how it shows up in the field placement and supervisory relationship
 - Discuss social work theory as it applies to work with clients or stakeholders
- Key Questions:
 - How is your supervisory relationship influencing your work/tasks?
 - How is your relationship with clients/stakeholders influencing your work/tasks?
 - How would you apply theories/academic learning to your work with clients, stakeholders and/or the organization?
- Web Center Resources: None

7. To monitor administrative aspects

- Main Concepts/Activities:
 - Review administrative expectations and requirements for the agency
 - Discuss the impact of the agency and systemic context on the work
- Key Questions:
 - How are the organizational contexts influencing your placement work?
 - What other contexts/systems are relevant to your work?
 - How are you experiencing the organizational culture and structure?
- Web Center Resources:
 - Activities for First Two Weeks of Field
 - Orientation and How to Begin

Small group discussion:

- 1) How will you intentionally support conversation and action for students around self-care and community of care?
- 2) How will you initiate and continue conversation about the student's experience of field based on their identity lens?

Divide into 2 groups: New and returning FI/TS for last hour

Part 2: New FI/TS only

Overhead: Web Center, Field Docs, Field Placement Roles and Relationships diagram

Role of SW Field Ed and Field Instruction

Signature Pedagogy

- 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, educationally based field placements.
- The purpose of field education is to provide students with an opportunity to increase competence in social work skills and professional values in actual service settings. The total curriculum of the School encourages students to integrate theory, knowledge, values, and skills learned in the classroom and in field in order to demonstrate professional social work competencies.

Roles and Responsibilities (field triad)

- Field Placement Roles and Relationships diagram
- Important to include Task Supervisor in supervision a minimum of 2x/term, during site visits and on end of term evaluations
- Shared responsibility with faculty—Training and Gatekeeping

- Focus on students' professional engagement with the organization during their first term.
- Goal: Support students early when they have struggles; based on experience with students having challenges in fall term that are still not resolved by spring.

Expectations & Logistics (20 min)

Field Requirements—Refer to School Year Details Handout

- Total hours in the field for BSW/MSW (500), each term (167) and per week (16) hours (accounts for school breaks).
 - What counts toward field hours? Trainings?
 - May do 40 hours between September 1st-24th; must be orientation/training/shadowing
- Field calendar: also on Web Center; Jessica sends reminders
- Liaison Visits—minimum of two per year for both BSW/MSW; contact required each term
- Field Seminar: BSW/MSW generalist—seminar is in addition to field hours

Web Center

- My Students
 - Location of student's contact info and field documents
 - Field Documents
- General Info
 - Handbooks—update provided in September
 - Field Team Contact Info
 - FI Benefits
- Supervision
 - Supervision Resources (orientation, developmental stages of field)
- Training Tab
 - Miscellaneous video modules
 - Videos with Susie and Eddie: Using Supportive Confrontation
 - Videos of quarterly FI trainings will be available (without CEU's)
- Curriculum
 - Syllabi—ask student

Reminders:

- Placement Acceptance Forms
- Liability/Driving
- Criminal History Checks
- Task supervisor contact information
- Contracts/Affiliation Agreements
- Safety in the Field
 - Field handbook section on Safety (pg 11–12)

Required Field Documents

- Your primary sources of field-related information are your intern, your Web Center, and your Faculty Liaison.
- All documents and instructions are on the Web Center.
- Student needs to activate documents before you can access them.

Supervision Agreement

- Emphasizes importance of dedicated hour of supervision
- Reviewed and signed by student and FI

PAQ

- Completed by student
- Specialization-specific

Field Evaluation

- Completed every term

- Specialization-specific
- Fall term eval: focus on professional and ethical behavior
- Winter and spring eval: rate students on all competencies
- Space for task supervisor comments

Timesheet

- Student tracks own hours in timesheet: hours carry over each term

Field Ed Plan

- Specialization-specific
- The FEP identifies activities that support the student's development of the professional social work competencies and practice behaviors
- FEP is developed collaboratively by the student, field instructor, and task supervisor (where applicable)
- The faculty advisor-liaison is available as needed to support the development of this plan
- This plan should be completed no later than the fifth week of the first term, then it will be a living document
- Should be reviewed at least once/term and activities added to support the evaluative rating on the evaluation
- Activities can be very specific or very general and can be listed under multiple competencies

Closing

Strength and Growth Edge: What is a strength you are bringing to your supervisory relationship this year and what is one growth edge you have that you are committing to work on this year?

- Evaluation & CEU's

Field Education Orientation for the Online Option

At this time, the orientation provided to field instructors who support Online Option students living out-of-state or to in-state field instructors who are not able to attend one of the in-person trainings is not provided in a synchronous training environment. The Program provides detailed information via email to any field instructor who is not able to attend a session. They receive a copy of the agenda, any handouts provided, links to a video tour of the password-protected website with descriptions of the materials housed on the site (including the Field Education Handbook), a written overview of the required field documents, and information about how they will be supported by their faculty liaison. This email is sent to all field instructors, including those who have attended an orientation:

“Dear Field Instructors and Task Supervisors,

We are honored to work with you during the 2017–2018 academic year and appreciate you for the vital role you play in educating, training and mentoring students. We truly appreciate the opportunities you are providing for students to apply their classroom learning, and to engage in professional social work development and practice in the context of your agency and in their home communities. Whether you were able to attend an orientation session or not this past summer, we want to make sure that you still have support and easy access to the information you need.

As part of our preparation for the school year we did offer site-based orientations for the Field Instructors/Task Supervisors. During this year's orientation we shared a particular model of supervision. It isn't a model you are required to use but is offered as a tool to guide your supervision. This model, called the 7 Tasks of Supervision, by Holloway and Carroll, provides a nice framework for reflecting the multiple roles and responsibilities of supervisors. Attached is a diagram of the supervision elements in this model and a list of questions to use for reflection. This is offered to you so that you have an understanding of the information we have been sharing with Field Instructors/Task Supervisors who were able to attend an in-person orientations.

You will find additional supportive resources and required field forms on your [Field Instructor Web Center](#): accessed via the PSU School of Social Work website using your case-sensitive login and password.

You can access a [virtual tour](#) of the Web Center here.

Below is an explanation of the content you will find under the different tabs.

My Students Tab: *This is where you will see your student/s and their field related documents (to be activated once they begin their field placements). You can also find contact information for the Faculty Liaison who will be supporting you and the student this year.*

General Info Tab: *Pay particular attention to the Student Handbooks here. The Field Education Handbook includes all of our Field-related policies/procedures.*

Supervision Tab: *This includes forms and resources, topics to consider in providing effective supervision, definition of roles, how to develop an effective Field Education Plan, how to complete the evaluations, developmental stages of field experience, etc.*

Training Tab: *This tab includes videos and slides to orient you to your role as a Field Instructor, as well as info about paperwork and other logistics.*

Curriculum Tab: *This tab includes links to syllabi for fall 2017, as well as advanced specialization descriptions.*

Calendar Tab: *See the link to Field Calendar for the start/end of each term and due dates for evaluations, etc.*

Attached to this email is a document titled Field Forms and Timelines, which is a quick summary of the significant requirements. If you haven't already, you should also be hearing

from your designated 2017–18 Faculty Liaison. This person will be the primary field contact for you and your student going forward and can also answer your questions.

We also invite field instructors/task supervisors to share feedback with the Field Team on an ongoing basis. Please use the [Field Team Feedback Form](#) to share your ideas, ask questions, and provide feedback.

Here's to a great field placement year with your student!

—The Field Education Team”

In an effort to provide as much support and training for field instructors, regardless of where they live and whether or not they are able to attend any in-person continuing education opportunities with us, the Field Education Program has developed a set of online field orientation modules to address information in the orientation sessions as well as field instructor competencies. Currently, through their password-protected Web Center, all field instructors have access to links for a variety of modules to support their success. They are encouraged to watch the modules and also to use their student and faculty liaison for additional support or clarification about any of the field documents. As described above, the email sent to all field instructors at the beginning of the year also “walks them through” the additional Field Resources available to them in the web center. The current video training modules include:

[Being a Field Instructor](#)

[Expectations and Logistics](#)

[Advice for Field Instructors](#)

[Web Center Tour](#)

[Q & A: Training and Course Integration](#)

[Orientation and Integration](#)

[What Makes you Excited about Field](#)

Field Education Training for the Portland, Ashland, Bend, Eugene, and Salem Options

Throughout the academic year, the Field Education Program offers training workshops for field instructors. Some of the workshops are designed specifically for new or relatively new field instructors, and others are intended to appeal to field instructors with varying levels of experience; the overall goal is to help field instructors further develop their supervision skills. The peer networking opportunities provided at all field events (trainings, placement fairs, and field instructor appreciation events) offer another incentive for field instructors to attend workshops.

During the past three years, the Field Education Program has developed a robust and focused Field Instructor Training Series which was delivered throughout the state. The trainings are

delivered either by a faculty member or by a contracted community partner/Field Instructor with expertise in a specific method or field of practice. Some of the trainings were recorded and disseminated to all field instructors who may not have been able to attend an in-person training.

These trainings have been offered in the Portland Option from 2015–2018:

Equity and Social Justice field instructor training series:

- Courageous Conversations: Addressing Difference in Supervision
- Pronouns and Beyond
- Supervising Across Racial Difference
- Marginalization of Student Experience in Supervision: Recognizing and Addressing Bias
- Cultural Formulations: Ethical Implications in Supervision
- Supporting Integration of Macro Practice and Social Justice in Supervision (recorded and shared)
- Centering Intersectional Identity in Supervision (recorded and shared)
- Crucial Conversations
- Anti-Oppressive Practice in Supervision
- Integrating Racial Justice: Supporting Students of Color in Field (recorded and shared)

Additional Trainings:

- Enhancing Supervision: The Application of Clinical Practice Theories in Field Instruction
- Ethics in Social Work Practice
- SBIRT: Screening, Brief Intervention and Referral to Treatment
- Integrated Care: A Practice or a Philosophy

These are the trainings that have been offered in Ashland, Bend, Eugene, and Salem Options from 2015–2018:

Equity and Social Justice field instructor training series:

- Courageous Conversations: Addressing Difference in Supervision (Bend and Eugene)
- Anti–Oppressive Practice (Salem)
- Cultural Formulations: Ethical Implications in Supervision (Salem, Eugene Bend, Ashland)
- Centering Intersectional Identity in Supervision (Salem, Eugene, Bend, Ashland)

Additional Trainings:

- SBIRT: Screening, Brief Intervention and Referral to Treatment (Salem)
- Integrated Care: A Practice or a Philosophy (Ashland)

The training workshops for field instructors have received positive reviews by attendees. In addition to the inherently valuable content of the trainings, the program provides continuing education credits to any field instructor who attends an in-person orientation or training.

Field Education Training for the Online Option

It is important to note that two-thirds of the students in the Online Option live in Oregon and therefore, a majority of the Online Field Instructors are able to access the trainings offered either in Portland, Ashland, Bend, Eugene, or Salem. As noted above, during the past

three years, three Field Instructor Trainings have been recorded and shared with all field instructors through a Quarterly Field Instructor Newsletter.

As noted above, the Program continues to strive to provide support and training for field instructors, regardless of where they live and whether or not they are able to attend any in-person continuing education opportunities with us. In addition to the orientation modules available on the web center, the Program has also developed the following training modules:

[Field Instructor Supervision Role Play: Using Supportive Confrontation I;](#)
[Field Instructor Supervision Role Play: Using Supportive Confrontation II](#)

The Program acknowledges it would like to expand the connectivity to out-of-state Online field instructors, and any local field instructors who are not able to attend one of our orientations or trainings. Additionally, the Program hopes to not only provide access to training videos and modules, but also to develop a system to grant CEUs for those individuals. To that end, the Director of Field is consulting with the Office of Academic Innovation at the University to determine if the university's learning management systems, Desire to Learn (D2L), can also be used by non-PSU individuals, e.g., Field Instructors, so the Program could upload the video recording to that site and provide access to a post-training evaluation that would allow us to then grant CEUs.

Continuing Dialogue and Communication with Agencies

These opportunities for ongoing communication with field agencies are available for the Portland, Ashland, Bend, Eugene, Salem, and Online Options.

Extending beyond the multiple opportunities for field instructors to dialogue with members of the field education team and with each other (i.e., orientations, trainings, placement fairs, field instructor appreciation events), and when confirming the availability of placements for upcoming year, continuing dialogue with field instructors and agencies is also built into the faculty liaison role and through quarterly site visits. The Field Education Team informs each faculty liaison at the beginning of the academic year about which agencies and/or field instructors are working with us for the first time and asks that the liaison pay particular attention to ensuring that the Field Instructor understands their role and responsibilities and feels confident that they will have the full support of the school as needed.

The design of the Field Education Program includes ways in which the School is continuously responsible for maintaining contact with field instructors/community partners both about field education and about School/University/Community events that impact our collective work:

- Consult on the assignment of students to the organization to ensure appropriate learning opportunities for students that align with their year and specialization in the program and that also fit the organization's service functions;
- Provide the field instructor with information about the student, the curriculum, and School policies;
- Assist the field instructor through orientation, consultation, and continuing education workshops;
- Designate a member of the faculty (full time or contingent) to serve as liaison to the organization;
- Plan periodic trainings for field instructors to integrate field education with the total curriculum;
- Inform field instructors of their privileges within the university community (e.g., library use);
- Maintain a field instructor web center with information field instructors need regarding field education, a calendar of events, and access to their students' field documents;
- Communicate regularly with field instructors with reminders about field expectations and due dates, upcoming trainings and events, and significant updates about the School of Social Work. Communication regarding the field education program is transmitted via:
 - Emails/invitations sent by the Field Program Assistant or the Faculty Liaison
 - Quarterly electronic Field Instructor Newsletter
 - Minimum of two synchronous site visits with Faculty Liaison
- Disseminate the Dean's blog to keep the extended social work community informed of news highlights and events at the School; all current field instructors are included on the distribution list;
- Disseminate the quarterly Field Instructor Newsletter to all active field instructors. This newsletter is an avenue for communicating with field instructors about the Field Education Program and ongoing work related to revising curriculum, engagement with students, work with the Field Advisory Board, links to training videos, links to educational documents to enhance their work with students, etc.

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

The following policies and processes apply to the Portland, Ashland, Bend, Eugene, Salem, and Online Options. This is outlined in the 2017–18 Field Education Handbook (Volume III, pg. 69).

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 use their existing place of employment as a field placement is through a specially negotiated ESW arrangement. The ESW option was developed to encourage people 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. We strongly encourage employers to release full-time employees from some of their job responsibilities to complete their educational internship hours. A field placement must always be different from the student's job in order to be an acceptable internship.

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 must be in a different organization, with a different field instructor, and may not be an ESW placement. 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.

Section 9.0, pages 27–28 of the Field Education Handbook, includes the policies and procedures that the field education program has developed to ensure the role of a student as learner in any situation where they are interning in an agency where they are employed. These policies also ensure that the student assignments and field education supervision are different from their employment assignments and supervision.

The criteria which must be met for an ESW placement to be approved include the following:

- The placement must be educationally focused and contribute to the student's knowledge and skill development.
- The educational opportunities in the place of employment must permit achievement

- of the competencies appropriate to the student's social work practice classes in the Generalist, Clinical Social Work Practice (Clinical), Social Work with Children, Youth and Families (CYF), Health Across the Lifespan (HAL), or Practice and Leadership with Communities and Organizations (PLCO).
- The educational activities identified need to be substantially different from the student/employee's regular job.
 - 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. Exceptions 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 and with a new field instructor.
 - 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 MSW on staff, they must arrange for a qualified off-site MSW field instructor to provide the required supervision.
 - To be eligible for an ESW placement, the student must be in good academic standing and in good standing at their employing agency.
 - 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.
 - The student, in consultation with the employer, completes the ESW Application (see below) in addition to the Field Placement Application and returns it to the field education office. A field faculty member negotiates and then approves the placement with the student, the work supervisor, and the field instructor to assure that all parties understand and approve the educational arrangement.
 - The ESW agreement may not be altered or amended unless agreed to by all persons (student, employer, and field faculty). Accordingly, if an agency alters the terms of placement without informing the field faculty or the DO site coordinator, the field faculty will suspend the ESW placement, which will not be resumed unless a revised 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.

Employed Social Worker (ESW) Option Application

Instructions:

1. Review the requirements of an ESW placement here:
<https://www.pdx.edu/ssw/employed-social-worker-esw-option>
2. Complete this form on your computer, print, then sign it
3. Request Supervisor, Field Instructor and Administrator signatures
4. Scan the completed application along with required documentation and send as one document to sswfield@pdx.edu or your Distance Option Site Coordinator

Student Information Section:

Name:	
Phone:	Email:
Academic Program: <input type="radio"/> BSW <input type="radio"/> MSW Campus <input type="radio"/> MSW Distance <input type="radio"/> MSW Online	Proposed ESW Placement is for: <input type="radio"/> Generalist (first year) placement <input type="radio"/> Advanced (second year) placement

Employment Information Section:

Employing Agency:	Program Unit:
Address:	
Title:	
Length of employment by this agency:	Currently employed for (hours/week):

Specific Employment Duties: *Describe here or attach job description.*

Proposed Field Education Opportunities:

Briefly describe your proposed field education internship, including specific practice opportunities. These must be different from your work responsibilities and also permit achievement of the competencies and skills compatible with your upcoming year in the program (Generalist or Advanced), social work practice classes, and specific course of study:

- Generalist (first MSW or BSW placement) (GEN field info)
- Advanced: Clinical Social Work Practice (Clinical field info)
- Advanced: Social Work with Children, Youth and Families (CYF field info)
- Advanced: Health Across the Lifespan (HAL field info)
- Advanced: Practice and Leadership with Communities and Organizations (PLCO field info)

Organizational Supervisory Structure:

Include name of employment supervisor. If available, please attach an organizational chart:

Plan for meeting the field education hours requirement (16 hours):

Number of paid employment hours/week:	
Number of paid internship hours/week:	
Number of unpaid internship hours/week:	
Total hours spent in agency / week:	

TO THE EMPLOYER:

The above-named person is applying to the School of Social Work's Employed Social Worker option. The student has been provided with information regarding the requirements of this option which you may wish to review. Your signature on this application indicates that you are aware of your employee's application to the Employed Social Worker option, that you are aware of the program's criteria, and that you are willing to work with the Director of Field Education or their designee, toward developing appropriate field assignments and field supervision for the employee.

Your signature also indicates your agreement that the student's internship performance will not negatively influence their employment status or evaluations. Please note that any changes in this agreement must be pre-approved by the Field Office. Unapproved changes, including but not limited to, field instructor and learning opportunities, may be grounds for the School to terminate this agreement.

Immediate Employment Supervisor:

Employment Supervisor Name:	
Email:	Phone:
Signature:	Date:

Proposed Field Instructor:

- 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.**

Proposed Field Instructor Name:	
Email:	Phone:
Signature:	Date:

Administrator with fiscal authority to approve this plan:

For office use only:

Administrator Name:	
Email	Phone:
Signatur	Date:

ESW Site Visit Completed (date): _____

Notes (list any substantive modifications to proposed ESW plan):

Field Placement Coordinator/Distance Option Site Coordinator signature:

3: IMPLICIT CURRICULUM: DIVERSITY

EP 3.0: *The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.*

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

Context of Learning Environment

Portland State University School of Social Work has an ongoing commitment to advance a culture of social justice, inclusion, and diversity within teaching, research, service, field, and administrative activities. This ongoing commitment is dedicated to fostering and maintaining an educational climate that emphasizes diversity and difference as a strength, value, ethic, and valued component in the profession of social work.

For the purposes of this section, diversity and inclusion are defined at the broadest levels of intersectionality that includes race, culture, and other important lenses of human interaction and identity. The notion of diversity and inclusion is built on many interactive, concentric circles, and relationships within spheres of the community, University, and School, and MSW Program. Each of these spheres of influence provides different, complementary, and enhanced experiences that offer unique resources to increase students' knowledge, values, and skills in becoming a social worker at the graduate level.

All dimensions of the university and the School of Social context outlined below apply to all six MSW Program Options (Portland, Ashland, Bend, Eugene, Salem, and Online)

University Context of Learning Environment

Global Diversity and Inclusion

Diversity and inclusion at PSU is celebrated and supported by a central office called Global Diversity and Inclusion that includes both the Office of Equity & Compliance and the Office of Diversity Advocacy. The Chief Diversity Officer is instrumental in ensuring the goals and objectives of these offices are achieved. These offices are guided by a vision of a campus

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

The University published the [Diversity Action Plan](#) in 2012 and set up teams across campus to work toward its eight goals. The first progress report gives ratings from “excellent” to “needs improvement” on each of the eight goals. The [2014 Progress Report Summary on PSU's Diversity Action Plan](#) indicates the campus has made progress on key goals, such as producing global leaders and recruiting more diverse faculty, staff and students.

University Non-Discrimination Policy

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

The MSW Program (which includes the Portland, Ashland, Bend, Eugene, Salem, and Online Options) adheres to policies and practices that are adamantly against providing systematic privileged treatment or exclusion by prohibiting discrimination on the basis age, color, disability, marital status, national origin, race, religion or creed, sex or gender, gender identity or gender expression, sexual orientation, veteran status, or any other basis in law. This policy is in accordance with state and federal laws and pertains to our policies and procedures related to admissions, education, and student employment.

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

All faculty, administration, and staff are required to take the “Creating a Culture of Respect: Preventing Prohibited Discrimination and Unlawful Harassment” webinar online if they are employees of Portland State University. This online educational training offers strategies for

preventing unlawful discrimination, harassment, and retaliation within the University. It teaches our community how to respond appropriately when they become aware of potential discrimination or harassment, educates the university employee about the risk of liability to Portland State University, its managers, and individual employees, and, in keeping with PSU's core values, promotes a climate of mutual respect. Certificates of Completion are given when the training is done. Everyone in the MSW Program has taken this online course.

Portland State University Strategic Plan

Several of the SSW faculty and administrators lead the initiative to create the Portland State University Strategic Plan, which was one of the most extensive campus conversations on the PSU's future to date. ["Let Knowledge Serve the City: Portland State University's Strategic Goals 2016–2020"](#) encompasses viewpoints from thousands of faculty, students and staff. The plan contains proposed initiatives, which include addressing issues of equity and access to ensure PSU remains a leader in community engagement.

Office of International Affairs

The University supports education abroad with numerous opportunities for students to study abroad in countries such as France, England, Russia, Vietnam, and China. Undergraduate students also have the option of completing their Senior Capstone in an international service experience. Many MSW students have participated in international travel as a way to increase their knowledge, values, and skills in working with different and diverse communities. One example is the summer SSW course offered in Costa Rica. This course is led by a social worker and involves living with Spanish-speaking host families and going to different social services agencies to learn about the culture. Beginning in 2017, MSW students were offered the opportunity to study abroad in South Korea through a collaboration with the Seoul Welfare Foundation and the Seoul Metropolitan Government.

University Resources

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

Diversity and Multicultural Student Services (DMSS)

The Diversity and Multicultural Student Services mission is to build and strengthen a sustainable, educationally diverse and co-curricular environment where all students have the access and support they need to achieve their educational goals. The DMSS office accomplishes this mission by providing structured support services to student populations whose access, retention, academic success, and graduation are most challenged by social

historical factors and contemporary inequities. The DMSS office is able to provide a student-centered inclusive environment that enriches the university experience and engages both families and the community.

African American Student Services (AASS)

This service provides academic support services, advocacy and campus navigation. AASS provides connection to African American community services and resources for incoming freshman, transfer, and continuing students. AASS also provides a supportive and welcoming environment for African American students as they transition to the PSU academic environment or continue their education at PSU. AASS assists students who are seeking a cultural connection at Portland State University through community-building activities and connecting participants to PSU student groups and faculty, as these are essential components to achieving academic success.

Latino Student Services (LSS)

This service provides academic support services, advocacy, and connections to campus and Latino community services and resources to new incoming first-year, transfer, and continuing students. LSS provides a supportive and welcoming environment for Latino students as they transition to the PSU academic environment. LSS assists students who are seeking a cultural connection to the Portland State University campus by connecting them to student groups and faculty, an essential component to achieving academic success.

Religious and Spiritual Diversity

The University has a “quiet meditation” room in Smith Student Center, which is open at various times for religious expression. These rooms are spaces for religious and spiritual expression and offer a place for solitude and prayer depending on the religious background of the student. The university itself has several student clubs/organizations for religion/spiritual interest including the following: 13 Christian groups, 1 Jewish group, 1 Muslim group, and 1 Mormon group.

Diversity Scholarship Programs

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

Guide, Persist, Succeed (GPS) Program

This program offers general academic support to students who are first-generation, low-income and from diverse and multicultural backgrounds. The program aids students throughout their college experience by providing general academic advising, connections with a diverse and multicultural on-campus community, and referrals to campus and

community resources. The GPS Program is for students who are not currently enrolled in other transition programs.

TRiO Student Support Services

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

International Student Services (OISS)

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

PSU Cultural Centers

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

La Casa Latina Center (LCLC)

Its mission is to attract Latino/a students to Portland State University, support their academic success, and provide cultural, social, and academic services and programs that enhance the quality of Latino/a student life.

Multicultural Center (MCC)

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

Native American Student & Community Center (NASCC)

The Native American Student & Community Center (NASCC) is a gathering space to celebrate and empower student success through culturally relevant programming, academic support, and inter-generational community engagement to preserve and perpetuate inter-tribal connection for Native American/Alaskan Native/Pacific Islander students and our allies through tradition, ceremony, and storytelling.

Pacific Islander, Asian & Asian American Student Center (PIAAA)

The Pacific Islander, Asian and Asian American (PIAAA) Student Center at Portland State University offers an engaging and accepting space to address the diverse and changing needs of our Asian and Pacific Islander student communities. PIAAA strengthens the identity of API students through accessible programming, inter-cultural community building, and social justice education.

Pan-African Commons (PAC)

The Pan-African Commons is a community space that reclaims African, Black American, Caribbean, and Central/South American identity. Programming and identity development aim to preserve ancestry and indigenous solidarity among Afro-descent cultures. Future examples include Pan-African heritage, wellness & advancement, professional development, and Black arts programs. PAC also provides resources, including a computer lab, leadership opportunities, campus resources and referrals, lounge space, a family-friendly area, a shared kitchen, a library, and study spaces.

University Resource Centers

Disability Resource Center (DRC)

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

Women's Resource Center (WRC)

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

Queer Resource Center (QRC)

This center provides students along the sexuality and gender spectra with the support they

need to persist to graduation. The QRC builds conscious coalitions among sexuality- and gender-related organizations within Portland State University and the surrounding community to strengthen support structures across communities and identities. They identify and address gaps in campus services for students, staff, and faculty along the sexuality and gender spectra. To make mentorship opportunities possible between the Queer PSU staff and faculty and PSU students, the Queer Resource Center provides advocacy to students, faculty, and staff in the pursuit of accessing full institutional benefits. QRC holds each other accountable to reflect the multiple and intersecting identities of LGBTQQIAAP communities in our staff, programs, and volunteers.

Veterans Resource Center (VRC)

The Veterans Resource Center provides comprehensive support for Student Veterans and Service members to meet their unique academic needs. They also provide Faculty and Administrators with resources and information to support the Student Veteran Community. The VRC can assist Service members and their families and friends by providing information about many organizations that are specific to the needs of Veterans and Military Service members, and can help students navigate during the transition into PSU.

Resource Center for Students with Children (RCSC)

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

University Diversity and Multicultural Events and Activities

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

In addition to the multicultural events, the University offers diversity-related activities that are open to all MSW Program across all options. A few examples of these activities are:

- ***MLK Day of Service:***
Each year PSU participates in the National Day of Service by collaborating with a dozen local colleges, and universities along with the Campus Compact of Oregon to organize a day of service honoring the commitment to community-building, justice, and solidarity that Dr. Martin Luther King, Jr. displayed. This is part of a city-wide

call to action that mobilizes thousands of students, community members, and organizations to address problems in our community. We also host an annual MLK Tribute that invites globally and nationally prominent social justice leaders to campus to speak to our campus community. Dr. Cornell West, Tim Wise, and Janet Mock are among some of our honored guests.

- *Take Back the Night:*

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

- *Lavender Graduation:*

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

- *Transgender Day of Remembrance:*

The Transgender Day of Remembrance was set aside to memorialize those who were killed due to anti-transgender hatred or prejudice. The event is held in November to honor Rita Hester, whose murder on November 28, 1998 kicked off the "Remembering Our Dead" web project and a San Francisco candlelight vigil in 1999. Rita Hester's murder—like most anti-transgender murder cases—has yet to be solved. Although not every person represented during the Day of Remembrance self-identified as transgender—that is, as a transsexual, cross-dresser, or otherwise gender-variant—each was a victim of violence based on bias against transgender people.

School of Social Work Context of Learning Environment

The students' learning environment includes all these levels of interaction as the program works to increase diversity, equity, inclusion, and social justice into the social work practice learning environment. The SSW provides specific and continuous learning efforts that respect all persons, aims to promote diversity and encourages students to explore differences as related to identity, in both theory and praxis.

The MSW Program across all options (Portland, Ashland, Bend, Eugene, Salem, and Online) demonstrates its commitment to diversity, including, but not limited to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation by providing a continuum of learning opportunities across all spheres of lived experiences, both informally and formally, through the students, faculty, staff, and administration who are living these values and commitments every day in a multifaceted community and school setting. The MSW Program mission statement also reflects the many ways we promote student interaction with the learning environment in the community, university, and the MSW Program.

In an effort to support diversity, equity, inclusion, and social justice, the SSW makes a concerted effort to promote these values. Diversity, equity, inclusion, and social justice values are reflected in the administrative, faculty, and student organizational structures; memorialized in school-wide governing and assessment documents; and delivered through committees.

Diversity Among MSW Students

The following charts include demographics information from all of our program options:

Race/Ethnic Origin	Graduate	
	Ethnic Origin #	Ethnic Origin %
Hispanic/Latino	56	9.9%
Asian	18	3.2%
Black	23	4.1%
Native American	11	2.0%
Pacific Islander	1	0.2%
Multiple Ethnic/Race	29	5.2%
White	407	72.3%
Declined to Respond/Other	17	3.0%
International Students	1	0.2%
All	563	100.0%

Gender	Graduate	
	Gender #	Gender %
Men	101	17.9%
Women	462	82.1%
All	563	100.0%

Administrative, Faculty, and Student Structures that Promote Diversity, Equity, Inclusion, and Social Justice

SSW Student Inclusion Coordinator

The Student Inclusion Coordinator is responsible for providing ongoing student and faculty support and assistance by providing resource referral, scholarship assistance, and implementing programming dedicated to diversity, social justice, inclusion, mediation and academic support. This position is filled by an MSW degreed person who provides professional, sensitive, and culturally humble communication with faculty, students, and administrators. The Student Inclusion Coordinator attends the MSW Program Committee and the MSW Administration group to keep the issues of diversity and social justice on the agenda. In addition, the person in this position is responsible for many of the diversity- and inclusion-oriented workshops, seminars, and lectures offered in the SSW. They work with faculty and students on a regular basis to assist with problems in the classroom, field, and other learning spaces regarding communication skill building, such as seminars on “Interrupting Micro-Aggressions” and increasing equity in the SSW.

Students of Color Collective

The Students of Color Collective (SOCC) is a peer-led student group for all students affiliated with the School of Social Work who identify as people of color. It aims to create an inclusive community and network for students of color in the School of Social Work. The group meets once monthly to hold space and have dialogues around topics relating to experience of people of color in academia, as well as racial disparities and social injustices. Students who cannot attend in person or who are in our Ashland, Bend, Eugene, Salem, and Online Options can attend the meetings virtually. The SOCC also holds social gatherings outside of the school to build community and further support one another.

Students for Social Action

Students for Social Action (SSA) is a student group for all students affiliated with the School of Social Work to work toward creating a sustainable space where students can connect to fight forces of oppression within and outside the School of Social Work in a manner that supports people who hold marginalized identities, including the Students of Color Caucus. The SSA holds meetings twice a month to work toward this goal. The SSA also maintains a calendar of events so that students can come together as a community around social action.

Culturally Responsive Leaders Program

The Culturally Responsive Leaders Program (CRL) provides a specialized MSW pathway for culturally responsive students who are emerging leaders in Child Welfare. Safely reducing the over-representation of African American and American Indian/Alaskan Native children who enter the foster care system at highly disproportionate rates has long been a central concern within Child Welfare. There is a continued need to develop a Child Welfare workforce that represents diversity. Child Welfare is committed to serving the overrepresentation of children, youth and families, such as LGBTQ, African American, Native American, and linguistically diverse populations. The initiative of developing a highly skilled and supported, culturally aware workforce specifically addresses the challenges that may impede progress toward equitable outcomes for children, youth, and families.

School-wide Governing and Assessment Documents that Promote Diversity, Equity, Inclusion, and Social Justice

SSW Strategic Plan

In partnership with the Dean, members of the SSW community developed a new strategic plan to focus on the school's priorities and goals for intentional evolution and success in the coming years. A small committee composed of a cross-section of members of our SSW community developed eight strategic priorities. One of the eight strategic priorities is Diversity and Equity. The priorities can be [viewed here](#).

Racial Equity Assessment and Plan

In the summer of 2016, a group of 14 faculty, staff, students, and community partners representing the differing perspectives within the School and the different MSW Program Options completed the Racial Equity Assessment and Plan. The committee included teaching faculty from the Portland and Online Options, administrative faculty from the Portland, Ashland, Bend, Eugene, Salem, and Online Options, students from the Portland and Online Options, and Portland community partners. The assessment was presented to the entire School, students, field instructors, and community partners in September 2016. In spring 2017, the Social Work Students of Color Caucus (AKA Collective) presented their list of expectations regarding racial equity in the social work academic programs at a faculty meeting.

The entire report and subsequent activities to implement the Racial Equity Plan are on the SSW Equity and Inclusion website: <https://www.pdx.edu/ssw/equity-inclusion>.

Committees that Promote Diversity, Equity, Inclusion, and Social Justice

Equity Partnership & Inclusion Council (EPIC)

The Equity, Partnership & Inclusion Council is composed of faculty, staff, students representing all program options, and community members who lead the School of Social Work's commitment to social justice, equity, inclusion, cultural responsiveness, and community partnerships. The Equity, Partnership & Inclusion Council provides leadership in regard to the following:

- Promote and support the ongoing recruitment and retention of students, faculty, and staff of color and other underrepresented groups in the SSW
- Recommend culturally-relevant curriculum that is responsive to community needs, helping graduates be more effective, culturally responsive, and socially just
- Build and sustain reciprocal, collaborative, and mutually beneficial partnerships between the SSW and communities
- Connect with and mobilize other stakeholders within the school, University, community, and systems around issues related to social justice, diversity, and equity
- Provide training and technical assistance for faculty, staff, field instructors, students, and other relevant stakeholders around issues related to social justice, diversity, and equity, including: skills-based training, organizational development, etc.
- Develop and support systems of accountability for social justice, equity, and inclusion work within and beyond the SSW
- Inform and coordinate with school-wide strategic planning efforts

MSW Program Committee

MSW Program Committee (which includes all faculty from all six of the program options) is

responsible for the development and implementation of the MSW Program mission, goals, objectives, policies, curriculum, and admissions. The MSW Admissions Subcommittee examines admissions processes on a yearly basis through a social justice and diversity lens, including modifying practices to increase program diversity. The MSW Program Committee and the Lead Instructors have been examining and revising course syllabi to ensure course material reflect the diverse voices of the community. Lead instructors are also responsible for conveying the program's commitment to social justice and equity to part time faculty teaching in the program.

MSW-Specific Scholarships and Grants

Students are experiencing increasing difficulty in financing their educational experience. The MSW Program recognizes that opportunities for scholarships can help to provide access to students and are important retention tools that help maintain the diversity of the student body. In addition to other university scholarships, the MSW Program offers scholarships specifically for social work students only. The School of Social Work Staff and Faculty Scholarship, was created in order to honor the goal of improving access and equity within all programs of the SSW. In particular, this scholarship seeks to provide support to students who have a lived experience with structural oppression and inequity, and who have experience navigating and confronting these systems. The program also has an emergency fund in which students can access gift cards to purchase essential needs such as food, transportation or personal products. The SSW emergency fund was developed as a way to meet immediate need of those with increasing food insecurity.

Over the course of the last four years, the program has secured Health Resources and Services Administration grants to prepare social work graduates to practice effectively in integrated behavioral health settings, particularly serving people in underserved communities. Both projects provided \$10,000 grants to students in their advanced year of practice. The Integrated Care Project (2014–18) educated students in integrated care with a focus on children, youth and families. The Behavioral Health Integration Project (2017–21) will expand the number of social work professionals with education and training in behavioral health integration, particularly serving people across the lifespan in rural and/or medically underserved communities. In addition, it will focus on increasing the number of social work professionals with historically marginalized and/or intersectional identities to work in integrated behavioral health care.

Extracurricular Programming

Setting the Stage

The SSW recognizes that fostering a culture of respect cannot happen solely in the classroom. The importance of diversity and social justice is infused within both the explicit and implicit

curriculum. Throughout the academic year, the school of social work is intentional in providing opportunities for students, faculty and staff to learn and exchange ideas particularly related to diversity and social justice. Programming that includes guest lectures, workshops, and dialogues are an important way that the SSW confirms its commitment to diversity while encouraging students, faculty, and staff to grow in knowledge and experience. Students across program options are encouraged to attend in-person or by video conference.

Culture and Conversation Series

One of the larger school-wide programs is the yearly Culture and Conversation Series. The Culture and Conversation series is a lecture series focused on facilitating conversation that will employ critical thinking about social work practice and engaging with diverse communities. The series enhances the social justice and diversity curriculum by promoting cross-cultural communication and understanding, and supporting the exploration of diverse thoughts and experiences through a social work lens. For example, topics addressed in previous years are: 1) “Understanding the experiences of undocumented youth through learning about the Dream Act;” 2) “Exploring issues related to Human Trafficking” and how social workers can support people experiencing this; 3) “Understanding the concept of the “New Jim Crow” and the impacts of racial profiling on communities; and 4) “Queering Sexual Violence” on how queer, trans, and gender non-conforming survivors should be centered within the anti-violence movement. Students have the opportunity to expand their classroom learning and explore the practical application of theoretical frameworks along with faculty and community members. By offering the series to the community, the School is able to strengthen academic and community relationships while simultaneously enriching the content and perspectives present in the SSW. The SSW recognizes that the retention and satisfaction rates of students are likely to increase when diverse representation of thoughts, topics, people, and values are reflected in the SSW.

Workshops and Lecture Series

The SSW in coordination with the MSW Program will continue to have workshops and lectures on issues related to differences, social justice, and diversity. Some of the upcoming topics will include: religion, veterans, gender, social justice/injustice, conversations about differences and how to communicate in difficult situations, conflict resolution, and living in a peaceful world from a social work lens. Below are examples of some of these exciting series.

- *She Also Served:*
In this three-part series, students will gain a broader idea of what is included (or excluded) when the word “veteran” is used. What are the intersectionalities of being a veteran? How does the word “veteran” exclude women, persons of color, and LGBTQ veterans? What are the facts that you don’t hear about women veterans unless you go looking for them? Each of these three sessions is designed to stand alone, but attending all three provides attendees with deeper, broader understanding.

- *Navigating “Professionalism” as a Student of Color:*
“Navigating ‘Professionalism’ as a Student of Color” is a yearlong series designed for students of color to connect with other professionals of color to incite open and honest dialogue, decrease anxieties related to practice, explore potential career paths, identify tools and resources that are helpful and specific to people of color, and increase professional networks and community connections.
- *Career Forward:*
A series of fourteen one- to three- hour-long workshops designed to support students in getting ready for the post-graduate career. Students in BSW, CFS, MSW (campus, online and the four distance sites) were all invited to join. A Google Hangouts session was available to students not able to attend in person. The sessions ranged in content areas: résumé and cover letter development, using social media (e.g., LinkedIn) to jumpstart your career, interviewing skills, licensure, advocacy in the workplace, and planning your career.

Community Context for Program Options

Portland Option

The Portland Option of the MSW program is located in Multnomah County, which ranks fifth Whitest in the 40 largest urban centers in the USA (Hammond, 2009) (cited in Curry-Stevens, 2010, pg. 14). Portland is nationally known for being a progressive, liberal, and democratic city. But despite its seemingly progressive stance on many topics, like many other large cities it has its share of historical racist policies and practices. One study (Curry-Stevens, 2010) ¹ about Multnomah County indicates high levels of social and economic disparities within communities of color.

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

Because of the exclusionary history of Portland and the state of Oregon, the MSW program

¹ (Hammond, oregonlive.com/portland/index.ssf/2010/05/communities_of_color_coalition.html)

has a strong commitment to recruit and retain diverse students. Both the Student Inclusion Coordinator and the Director of Student Affairs implement targeted recruitment and retention strategies of historically underrepresented students in higher education, in particular Students of Color and first-generation students. Some of these strategies include:

- Attending culturally specific recruitment events, such as the Black Student Success Summit and Social Work Organization Conference
- Collaborating with culturally specific agencies, organizations and clubs, such as Queer Students of Color Conference, Women’s Resource Center, and Think Mujer
- Recruiting from the PSU BSW program. The BSW program is ethnically diverse with close to 43% students of color; the Program has the opportunity to create a pipeline for increased diversity representation in the MSW program

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

The MSW Portland Option attempts to create a welcoming learning environment for students, faculty, and staff. This is achieved in many ways, including an emphasis on environmental aesthetics. The MSW Program recognizes that is important to have diverse representation of artwork, images, language, and media present and accessible to all students. The MSW building and classroom environments are ADA accessible and have many accommodations that allow all students to learn in a comfortable environment.

Within the School itself there are cross-cultural posters, paintings, and collages. There are black and white pictures of alumni and students paired with quotes from them about their experiences while attending the School of Social Work. These photographs were taken to celebrate the 50th anniversary of the School of Social Work in 2013–2014.

In a major hallway facing north over the urban plaza, there is a student-designed wall-sized mural depicting indigenous peoples living on Columbia River. It also reflects how this geographic area has changed due to the urbanization and dislocation of tribes. The mural also captures the historical movement of African American peoples from a downtown area to another area of Portland. This large mural is in a long hallway with large windows providing

light and opportunities to see it all the time. The mural represents both the beauty of the environment but also the painful history associated with the emergence of PSU.

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

In the MSW Program hallway there is a bulletin board with many announcements, job notices, advertisements, and the mission statement of the MSW Program. There are welcoming areas with places for students to sit and study, a student kitchen area with a microwave, refrigerators, tables, and several places throughout the SSW for students to have conversations and be with each other. There are many plants to give the space a feeling of greenery and life.

Ashland Option

The Ashland site is located on the Southern Oregon University (SOU)—Ashland campus. Southern Oregon comprises a six-county region including the Douglas, Josephine, Coos, Curry, Jackson, and Klamath counties, with most students drawn from Jackson and Josephine Counties. The region is largely rural with large tracts of national forest and protected wilderness areas. All six counties have higher poverty levels than the state average in Oregon (DATAUSA, 2017). As with the rest of Oregon, the region has a history of institutional racism that persisted, most notoriously in segregationist “sundown” laws, well after the civil rights legislation of the 1950s. The demographics of Jackson and Josephine County are predominantly white (92.3% Jackson, 93.3% Josephine) with Latinx populations comprising the largest ethnic minorities at 12.5% and 7.3% respectively (2017 Census Estimates, American Fact Finder).

Nearly one quarter (24%) of the 2015–2018 Ashland students identify as students of color. PSU Distance students are supported on the SOU campus through open invitation to the social justice programming from the campus resource centers including the multicultural resource center, the queer resource center, the veteran’s resource center, and the commuter resource centers. Through both formal channels (e.g., field placements on campus) and informal collaborations, students have participated in lectures, trainings, demonstrations, and public art exhibitions similar to what is offered on the Portland Campus. The cohort is supported and encouraged in participating in SOU campus and community events through email and classroom announcements; additionally, flyers line the hallways of the social science building in which they attend class, as well as the student union where students meet at breaks and during the lunch hour. During the past three years, students have participated

in the organization of the Ashland PRIDE celebration, the Women's March, the Greater Medford Multicultural Fair, the Take Back the Night March, and Clothesline Project, as well as candlelight vigils grieving police and gun violence.

Bend Option

Bend is the de facto metropolis of Central Oregon, which comprises the counties of Deschutes, Jefferson, and Crook. Bend's 2016 population was estimated to be over 91,000, which places it as Oregon's fifth largest city. The metropolitan area is estimated to be at 166,000. Bend has been Oregon's fastest growing city for more than a decade. The city is located on the eastern edge of the Cascade Mountain Range and the Deschutes River in an area that is known as the "high desert," which is semi-arid and at about 4,000 feet above sea level. Bend was inhabited only by Native Americans until 1824, when fur trappers began coming to the area and the city was incorporated in 1905. For many years Bend was known as a logging town and featured several sawmills, none of which still exist today. Its modern economy is dominated by the tourist industry, and Bend was named as one of the top 10 places to live in the United States in 2015 by Men Magazine. However, this city has also begun to mix in a wide variety of high tech companies as well as start-ups of various types. Bend features a wide variety of outdoor activities including skiing, hiking, kayaking, camping, etc. Bend is also known for its robust healthcare industry as well as over 200 nonprofit organizations including many social services programs. The cost of living in Bend is very high and in spite of outward appearances, poverty and homelessness is quite common. In terms of population demographics, Bend is about 90% white, 8% Latinx, 8% Native American, 0.5% African American. The median age is 37.

As of May 1, 2018, the Bend Option program will once again be located on the campus of Central Oregon Community College where it first began 20 years ago after a hiatus that saw the program in three different locations in the city during the intervening years. The Bend Option draws students primarily from Central Oregon. Over the years a number of students have also come from the Warm Springs Reservation, located in neighboring Jefferson County.

Eugene Option

This program option is centered in the southern end of the Willamette Valley near the confluence of the Willamette and McKenzie rivers in the city of Eugene, which serves as the county seat of Lane County.

Eugene is the second most populous city in Oregon at 166,575 and 228,000 when combined with the neighboring Springfield. It is located 110 miles due south of Portland and 50 miles inland from the scenic Oregon coast, with the Cascades and national forest to the east.

Eugene was first settled by the Kalapuyans, a hunting and gathering people known to frequently burn the grasses of the valley to clear brush and provide a better habitat for the game and vegetation they depended on for food, creating an open grassy prairie by the time the first white settlers arrived. The first known cabin was erected in 1846 by Eugene Franklin Skinner for whom a prominent landmark remains as Skinner Butte at the north end of downtown. Eugene City was platted in 1852 and incorporated in 1862.

Over time, the racial and ethnic makeup of Eugene has remained quite homogenous with the following estimates: White 81.5%, Latinx 7.5%, African American 1.6%, Asian 4.1%, Mixed 4.1%, Other 1.2%. Eugene has a high percentage of individuals with professional occupations including doctors, lawyers, architects and educators. One third of the city's population has completed four or more years of college. Eugene is home to the University of Oregon, Northwest Christian University, Lane Community College, and Eugene Bible College.

Eugene's official city slogan is, "A Great City for the Arts and Outdoors." The city boasts over 3,000 acres of protected wetland prairie habitats, over 120 city parks, a city-wide system of bike paths, and walking/running paths including Pre's Trail and the Ridgeline Trail system.

Eugene is known as Track Town USA, having hosted multiple national track and field championships and Olympic trials, and is home to track icon Steve Prefontaine. Arts and cultural events include the Eugene Symphony, Oregon Bach Festival, and the Willamette Valley Music Festival. Eugene also has a reputation for radical thought, and the influences of the counterculture of 1965–75 are still felt today. Eugene hosts a large number of socially conscious nonprofit groups. Ken Kesey, counterculture icon and author of *One Flew Over the Cuckoo's Nest*, lived locally and had a significant impact on the culture of the region. The Lane County Historical Museum located in Eugene has, as a staple, a hippie history exhibit. Formerly the Broadway Plaza, an open public area in downtown was renamed Kesey Square as commemoration of the influence of Ken Kesey, with a statue of him sitting on a bench reading to children. Just 15 miles west of Eugene is the location of the Oregon Country Fair, drawing over 45,000 attendees in the most recent count.

The MSW Eugene Option is conveniently located in downtown Eugene within the University of Oregon's (UO) Baker Downtown Center, built in 1952 as the Eugene Register Guard's home until 1998 when first leased to the UO. The UO's Academic Extension department provides classroom space for the MSW students in addition to an office for the program coordinator. Students have easy access to multiple restaurants within walking distance and parking across the street. The Eugene program draws students from all areas of Oregon including Lane, Linn, Benton, Douglas and Coos counties.

Salem Option

The Salem Site is located in the Chemeketa Community College's Center for Business and Industry in the downtown district. There is a classroom and an office with meeting space if needed. This option serves the communities in the corridor between Portland and Eugene, including the coast. This stretch of the Willamette Valley is comprised of a seven-county region including Tillamook, Lincoln, Yamhill, Marion, Linn, Benton, and Polk. The vast majority of students reside in the Marion and Polk area with little to no travel; the rest can travel significant distances to the site as the area becomes rural very quickly in this landscape. The region as a whole is largely rural though Salem is the capital of the state. The 2010 census counted the total population of Salem at 155,000 with Caucasian as the largest demographic constituent, followed in order by Latinx, Asian, African American and Native American cultural heritage (factfinder.census.gov). Included in the Caucasian category is a growing population of Russian immigrants who have clustered in one particular farming area of Marion Co.

The rich fertile soil of the Willamette Valley has been a source of work for migrants and their families. This has served as a benefit to Oregon's agricultural goals and heritage as well as tension in the development and firm continuation of discrimination and racism. Many of the students in the Salem option have lived experience in agriculture and know the realities of the area firsthand. The current Salem cohort 2016–2019 has 36% of students who identify as other than Caucasian out of a total of 25 students. Out of the nine students of color, six identify as Latinx, one of mixed Asian and Caucasian heritage, one African American and one Native American. This indicates some population parity and a commitment to recruit students from underrepresented communities. The retention rate is 100% with movement out of the cohort being within options at the School of Social Work.

Due to proximity, students in this region have choices to participate in local efforts toward social justice as well as those in Portland. Legislative work completed by elected officials at the capital offer a rich source of engagement opportunities for students in this area as well.

Online Option

The MSW Online Option draws students from across the state of Oregon, as well as in the Portland metro area and out of state. The original founding and purpose of the Online Option is met with at least 50% of each cohort made up of students who reside in small rural communities. Additionally, each cohort finds that approximately 25% of the students reside out of state, many of whom also reside in small communities and 25% reside in/around the Portland metro area. The numbers expressed above repeat through each of the current three enrolled cohorts of online students.

Approximately 25% of the students matriculated into the program over the past three years identify as students of color. Online students are supported to participate and attend community and cultural events hosted by the School of Social Work through virtual attendance (via Zoom or Google Hangouts); some students are also able to come to campus to participate in person. The MSW Online Option students are informed through open invitations to the social justice programming from School; the campus resource centers including the Multicultural Center, the Queer Resource Center, and the Veteran's Resource Center offered through the larger PSU campus community. While virtual attendance is not possible at many of the larger PSU events, in-person attendance by students who reside within the Portland metro area is open for all Online students. Students receive information about these opportunities through the SSW listservs as well as reminders sent by the MSW Online Option Coordinator. Online Option students have also been active participants in the Students of Color Collective and EPIC through supported attendance via Zoom or Google Hangouts.

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

The School of Social Work takes seriously the expectation that “diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility” (CSWE, 2015) and strives not only to value and respect diversity and model cultural humility, but to center racial justice and equity. The MSW Program strives to provide a supportive and inclusive learning environment as explained in 3.0.1 and continues to explore ways of integrating student and faculty feedback into course delivery, the physical learning environment, and ways to support student experience and retention.

MSW program faculty come from diverse backgrounds including but not limited to race and culture. The modeling of diversity and inclusion is demonstrated by the behavior, actions, and conversations held by faculty and staff on a daily, weekly, and yearly manner to make explicit a better reality of openness, respect, inclusion, diversity, and accountability.

The faculty comprises tenure/tenure track faculty, professors of practice, and adjuncts who come from a variety of backgrounds including community activist, clinical social work, first-generation college experiences, a variety of research interests, and experiences in different practice and community settings. All of these “differences within differences” present and model a wide variety of lived experiences to the MSW students. By having this rich and varied educational, social, class, racial and cultural mix, the faculty can be the mirror for the MSW student population so they don’t feel isolated, unheard, or disempowered but rather listened to and supported.

During the 2017–18 academic year, MSW faculty and staff have responded to the Racial Equity Assessment and Plan, the Students of Color Collective’s expectations and data on racial equity from other sources with a robust racial equity work plan. Areas that are being addressed in quarterly equity retreats are organizational structure and culture, curriculum and pedagogy, field education, and professional development. This work includes an Equity Open House in spring 2018. In the spirit of transparency, accountability, and community-building around the school-wide equity efforts, the Equity Open House shared the School of Social Work’s progress toward meeting the Students of Color Collective’s plan. The event was open to all students, staff, faculty, and field instructors from all program options either in person or virtually using technology.

The following changes or actions were implemented during the 2017–18 academic year with the intent to continue to provide an inclusive and supportive learning environment for all students. Students have commented on the positive impact some of these activities have had

on their sense of inclusion in the program.

- Academic unit equity retreat focused on Curriculum and Pedagogy, December 2017—All Options
- School-wide equity retreat focused on Organizational Structure and Culture, March 2018—All Options
- Equity Open House, May 2018—Open to students, faculty, staff and community partners in all Options
- Required implicit bias training for all faculty on hiring committees—All Options
- Revised the MSW Program admission essay and scoring rubric to emphasize lived experience of diversity—All Options
- Revised the MSW Program Exit Survey so data can be disaggregated for different identity groups, such as students of color, gender, ability, sexual orientation, age
- Required implicit bias training for all faculty and students on MSW Program admission committees—All Options
- Utilize catering owned by Persons of Color for SSW events, if possible—All Options
- Add a written statement to every MSW syllabus verbalizing a commitment to culturally responsive curriculum and pedagogy as well as a commitment to uphold trauma-informed and equitable spaces, to be implemented 2018–19—All Options
- Field Program developed the Student of Color Placement guidelines, to be implemented for 2018–19 placement process—all Options
- Beginning summer 2017, the Field Program provided direct feedback and information regarding oppressive, harmful, or ineffective practices to give field instructor or agency an opportunity to commit to changing their practices—All Options
- Field Education Field Instructor Training Series focus on social justice and equity
- Conducted listening sessions for faculty and students to provide feedback related to converting current gendered restrooms to all gender restrooms in the School of Social Work—Portland Option

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

Ongoing Plans to Affirm and Support Persons with Diverse Identities

The program continually strives to improve the learning environment for students and community constituents. Ongoing assessment, student feedback, and community voice provide many opportunities for the program to identify and implement changes that continue to affirm and support all persons in the program. MSW Program faculty, staff, and administrators are very supportive of these values and different ways of knowing. It is important to recognize the structural necessity to be explicitly clear of these values, ethics, behaviors, policies, and programming to promote and actively engage students in inclusive education and living. The MSW Program is well aware that the School resides within an oppressive society and the experience of oppression is a commonality of many students, so it is critically important to counter this narrative and provide ongoing, structural, meaningful learning experiences. When critical incidents occur in the classroom, students can be supported by many of the resources discussed within the MSW Program, the School of Social Work, and within the larger University environment. The Program is not a perfect place and sometimes faculty ideals do not match students' experience and expectations of social work as a profession; it is the Program and the faculty's role to engage with students around these difficult conversations and the tensions that arise. The Program always has something to learn in this area and strives to model an openness to this learning. The recruitment and retention figures support the Program is doing some things right, but there are always areas of improvement. The MSW Program plans to affirm and support persons with diverse identities in the following ways.

Inclusive Spaces Committee

The inclusive spaces committee will be an ad hoc committee composed of faculty, staff, and students from across the School of Social Work. This committee was created to improve the culture and climate of the School by addressing the physical spaces and access in all program options. This may include attention to:

- Art/Signage
- ADA accommodations
- Access to shared spaces (kitchen, bathrooms, conference rooms, classroom layouts)
- Identifying and creating all-gender bathrooms

Additional Advanced Specialization in Online Option

The MSW Program continues to provide opportunities for students to learn using

technology, diverse modalities, and alternative curriculum planning. By offering the online option and additional online electives, the MSW Program is increasing flexibility for students to complete the program requirements. This flexibility may be appealing and increase educational access for non-traditional students, working students, students in rural areas, or those living in tribal communities, as well as those with disabilities or health concerns.

The MSW Online Option will admit the fifth cohort in the 2018–19 academic year and will begin offering a second advanced specialization, Health Across the Lifespan. The MSW Online Option students will then have two advanced specializations to choose from: Practice & Leadership with Communities & Organizations (PLCO) or Health Across the Lifespan (HAL). Additionally, since the onset of the Online Option the program has developed twice as many online elective offerings as originally anticipated, which has benefitted students in all program options. Students in the Portland, Ashland, Bend, Eugene, and Salem Options can take online electives. This provides for a more robust selection of electives to the Ashland, Bend, Eugene, and Salem students, but also an alternative format for the Portland students. In the 2018–19 academic year the program will have a total of 16 online elective offerings: ten electives are offered in the summer term; six are offered in the fall, winter, spring academic year.

Development of Advanced Standing opportunities in Ashland, Bend, Eugene, Salem, and Online Options

Beginning with the 2018–19 academic year, the program is able to offer advanced standing opportunities in the Eugene, Bend, and Online Options, with plans to expand that availability to the Ashland and Salem options when they have cohorts entering their advanced year. This expansion was made possible by developing fully online versions of the Advanced Standing summer bridge courses (SW 513—Research and SW 589—Seminar).

The admission of qualified students into the advanced standing course of study will expand access to the MSW degree for students who live outside the Portland metro area or who require online courses.

Equity Work Plan

The School of Social Work has an ongoing Equity Work Plan, as noted in EPA 3.0.2, focused on promoting diversity, equity, and inclusion over the course of the next five years. Areas being addressed in one-, three-, and five-year increments are organization structure and culture, curriculum and pedagogy, field education, and professional development. This plan will be updated by faculty and staff with the intention of documenting the work, tracking the efforts, and sharing the progress with the larger SSW community. The Program recognizes

that equity work is complex and happening in the school (and beyond) in a variety of ways across different settings. The MSW program believes that transparency and accountability regarding the institutional response to calls for equity and justice is paramount and offers this document as one of many strategies that are being employed to be in more open communication with the SSW community regarding the impact, understanding and implementation of equity work. The work of this plan impacts all MSW Program Options.

The following are ongoing events, involving all MSW Program Options, that implement this plan:

- Ongoing curriculum and pedagogy equity retreats
- Yearly Equity Open House to highlight progress and to gather feedback from stakeholders
- Implicit bias training for all faculty on hiring committees
- Use data from MSW Program Exit Survey to gather assessment data from subgroups of the student population (students of color, gender, ability, sexual orientation, age) about climate and resources in the program
- Utilize catering owned by Persons of Color for SSW events, if possible—All Options
- MSW Program faculty will write and add a written statement to every MSW syllabus verbalizing a commitment to culturally responsive curriculum and pedagogy as well as a commitment to uphold trauma-informed and equitable spaces—All Options
- MSW Program faculty have an ongoing commitment to increase the voices of diverse communities in all MSW courses. Beginning with the required courses, lead instructors will work with faculty teaching these courses to identify readings, case material, exercises, classroom material, etc. that center nondominant voices.
- Field Program will utilize the Student of Color Placement guidelines—All Options

Workshops and Lecture Series

The following workshops and lecture series will continue into subsequent academic years.

Equity Retreat Series

Designed to discuss perspectives on intersections of collective curriculum building and academic freedom as it relates to issues of equity and how collective evolution of curriculum and educational practice can best be accomplished in the community in the coming year, specifically focusing on the concerns expressed by students.

Teaching Excellence Retreat Series

Designed to help faculty explore how various teaching methods intersect with various teaching philosophies, how to maintain a student-centered focus as an inclusive pedagogy, and to leave the session with a personal commitment with a plan for teaching excellence.

El Cuento

A day of story-sharing and community development, focusing on exploring, addressing, and reducing the isolation often reported by first generation students of color in higher education. Designed for individuals who identify as people of color.

Get School'd

Designed to help students, faculty and staff share their wisdom and expertise with their peers. This new lunch and learn series will provide all students the opportunity to provide presentations, workshops, or trainings to others in the SSW.

ASM3.1.1: *The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association.*

Criteria for Admission

The School of Social Work seeks to admit students who are committed to social justice and have the potential to make a difference in their communities. The Program looks for well-qualified applicants whose career goals are consistent with the School's mission and offerings and who will increase the diversity of the student body and the profession.

Full or Part-Time MSW Program

Each fall, approximately 190 students are admitted to the full or part-time MSW Portland Option, 30 students to each Distance Option (Ashland, Bend, Eugene, Salem) that is recruiting, and 40 students to the Online Option. Admission criteria are the same across all program options: Portland, Ashland, Bend, Eugene, Salem, and Online.

The MSW application has several components. Each is an important factor in the decision-making process.

Academics

All individuals applying to the MSW program must have graduated from an accredited university or college by the time of their matriculation. Applicants are expected to have demonstrated the potential for graduate-level work through a strong undergraduate academic performance. A minimum GPA of 2.75 is required by the University for regular admission. The average upper division GPA of students entering the program in fall 2017 was 3.40. International students applying to the program are evaluated by an international student evaluator in the PSU Office of Admissions to insure equivalency of their undergraduate education.

In reviewing an applicant's academic performance, the Program utilizes the applicant's upper-division GPA. For most applicants, the upper-division coursework reflects a stronger academic performance than the overall GPA. Applicants must demonstrate attainment of a liberal arts perspective by having successfully completed course work from each of the following three curricular areas:

1. Social and Behavioral Sciences,
2. Natural Sciences, and
3. Humanities and Fine Performing Arts.

Experience

Successful applicants will have experience related to social work. Usually applicants have paid, volunteer, or internship experience in human service settings such as schools, medical facilities, homeless shelters, inpatient and outpatient mental health and correctional settings, child welfare, and aging services. The Program hopes that applicants have the equivalent of at least six months of full-time experience at the time of submitting an application; most successful applications exceed that minimum. The average years of experience of students entering the program in fall 2017 was 4.2 years of experience.

Commitment

Applicants should show potential to be creative professionals who can blend social work values with knowledge and skills to solve complex and persistent social problems. In the statement of purpose, applicants will be asked to discuss their values, the population or service area of interests to them, and the strengths they bring to their future work as a social worker.

Letters of Reference

Students are required to submit three letters of reference. They are asked to choose references from their work, educational, and volunteer experiences who can address their qualities that make them suitable for social work. They are asked to not use relatives, therapists, or personal friends as references. At least one reference should address the student's ability to do graduate-level academic work.

How the Program Decides

The School of Social Work strives to give each application careful consideration. Each application is reviewed by members of the MSW Admissions Committee. The membership of the Admissions Committee includes faculty of the School of Social Work, social workers from the community, and two MSW students in their final year of the program.

When reviewing an MSW application, the reader looks for:

- Academic success—past performance (GPA) and future potential;
- Relevant social work experience—extent and quality;
- References—from academic and social service professionals who can attest to the candidate's ability to succeed in a graduate program and suitability for the profession; and
- Statement of purpose—an expression of the applicant's values, beliefs, and personal congruence with the mission of social work. The statement of purpose should demonstrate the applicant's skills in critical thinking and graduate-level writing ability.

All applications are reviewed before the final admission decisions are made.

Applicants must submit one online application, which includes the following attachments:

- One official transcript from each post-secondary institution attended,
- TOEFL score of 550 on the paper version of the examination or 80 on the computer-based test with a minimum score of 18 on reading and writing for students whose first language is not English,
- Three letters of reference,
- Work history and resume, and a
- Statement of Purpose answering specific essay prompts

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

Evaluating and Notifying Applicants

The School of Social Work strives to give each application careful consideration. Each application is reviewed by members of the MSW Admissions Committee. The membership of the Admissions Committee includes faculty of the School of Social Work, social workers from the community, and two MSW students in their final year of the program.

When reviewing an MSW application, the evaluator looks for:

- Academic success—past performance (GPA) and future potential;
- Relevant social work experience—extent and quality;
- References—from academic and social service professionals who can attest to their ability to succeed in a graduate program and their suitability for the profession; and
- Statement of purpose—an expression of the applicant’s values, beliefs, and personal congruence with the mission of social work. The statement of purpose should demonstrate the applicant’s skills in critical thinking and graduate-level writing ability.

Each evaluator provides the following for each application that they review:

- A numeric score; highest score possible is 27
- A recommendation; Strongly recommend, recommend, recommend with reservation, do not recommend
- A narrative that supports or clarifies their evaluation of the applicant

All applications are reviewed before the final admission decisions are made. Applicants are notified of the admission decision via email through the CollegeNet admissions application platform. The School of Social Work maintains an alternate or wait list from which names are drawn should openings occur. Individuals who have been selected for the alternate list will be notified at the time admission decisions are posted via email. Applicants are able to accept or decline the admission offer electronically through CollegeNet admissions.

Conditional Admission for Students with Undergraduate GPA Below 2.75

Applicants to the University must have an undergraduate GPA of 2.75 or greater to be admitted as a regular degree student. Applicants with GPAs between 2.74 and 2.50 are admitted as conditional degree students. The majority of applicants to the MSW program

have GPAs above 3.00.

Each year a small number of students with substantial human services experience are admitted to the MSW program with GPAs below 2.50. Since this is an exception to university policy, the MSW program must petition the Office of Graduate Studies for a waiver of policy. If approved, the student is admitted conditionally, with the understanding that failure to achieve a GPA of 3.00 in the first nine graded credits of coursework will result in disqualification, with no option of academic probation. In these instances, the Office of Graduate Studies often requires that the student complete six to nine credits during the summer term before the official start of the program fall term in order to demonstrate that they can successfully maintain a 3.00 GPA.

In order to provide support for a student admitted under these conditions, quarterly reviews of the student's work are conducted by the Office of Graduate Studies. Once the student has completed nine credit hours the Office of Graduate Studies via email will inform the student, MSW program Director and the SSE Director of Student Affairs of their academic status.

AS M3.1.3: *The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.* This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.*

The MSW Advanced Standing program began in 2011 and offers admission to between 35 and 45 students per year to the Portland campus, depending on available space. The policies and procedures, as outlined on the PSU MSW Program website and the MSW Student Handbook (Volume III, pg. 47) state applicants must have received a Bachelor's in Social Work degree from a program accredited by the Council on Social Work Education through its International Social Work Degree Recognition and Evaluation Services (or covered under a memorandum of understanding with international social work accreditors). Admissions information on the MSW program website further elaborates:

Admittance to the Advanced Standing option will be based on:

- Completion of BSW degree from a CSWE accredited program within five years of admission to the MSW program;
- A field evaluation from the applicant's BSW program demonstrating satisfactory generalist practice experience;
- Three letters of recommendation. At least one letter should address applicant's academic readiness to engage in graduate level coursework (preferably from BSW program).

Preference is given to applicants with:

- Two thousand hours of human service experience at time of application. These hours can be gained through paid employment, internships, and/or volunteer work.
- A cumulative GPA of 3.0 or above in BSW coursework.

Prospective students may be admitted conditionally based on their performance and application materials. However, full admission is contingent upon receipt of the final BSW field evaluation and/or positive reference from a social worker familiar with the applicant's skills in social work practice.

Advanced Standing applications are reviewed by the MSW Director of Student Affairs to assure the minimum requirements were met and then all applications are evaluated and admitted according to the processes outlined in EPA 3.1.2 (pg. 439).

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

Transfer Credits

The MSW Program has the following policies and procedures related to transfer of credits. This policy applies to all program options.

Students are made aware of this policy at the admissions pre-orientation, orientation, and in the MSW Student Handbook on page 16.

The MSW Program allows for some transfer credits to be applied toward the MSW degree. The Director of Student Affairs reviews all transfer credit petitions and if approved forwards them to the MSW Program Director and then to the PSU Office of Graduate Studies for approval. Credit from foreign institutions is generally not transferable. **Students may not receive credit for life experience or previous work experience nor have any field experience or generalist courses waived on this basis.**

Preadmission MSW Course Transfer Credits

Students may petition to have up to six quarter credits of graduate coursework taken through the SSW prior to admission applied as elective credit toward the MSW degree. Students with an undergraduate degree from PSU must have taken these courses within the last 45 credits prior to awarding of the student's first bachelor's degree and not used to fulfill the requirements for any bachelor's degree. **Preadmission credits should be requested during the student's first quarter in the Master's program. The MSW Director of Student Affairs will submit a DARS (Degree Audit Reporting System) exception form to have the preadmission credits approved and applied toward the MSW degree requirements.**

Outside SSW Transfer Credits

Students enrolled in the MSW program may petition to take up to three quarter credits of coursework outside the SSW and apply those credits toward the MSW degree as electives. Credit will not be granted for workshops, continuing education courses, 700/800 level courses, and cannot be taken to satisfy requirements for another graduate degree, except as for approved dual degree programs.

The following other criteria apply:

- Course content must be consistent with the student's educational and career objectives
- Course content is not offered by the SSW

- Course is taught at a level equivalent to the electives offered by the SSW, with equivalent workload equivalent
- Course must be taken for a grade and must earn a grade of B- or higher.
- Course may not have been taken more than seven calendar years prior to the intended date of completion of the MSW degree.

The student must submit an “MSW Educational Petition” with a copy of the course syllabus to the Director of Student Affairs, who will consult with the MSW Program Director. If approved, a copy will be returned to the student.

Once the course is completed, the Director of Student Affairs submits a DARS exception form to have the transfer credits applied toward the MSW degree requirements.

Students with a BSW admitted to regular MSW Program

Students with a BSW degree from an accredited social work program who apply for the regular MSW Program are contacted to assess whether they want to be considered for the Advanced Standing Program. In some cases, they prefer to enter the regular MSW Program or ask to be considered for the regular MSW Program if they are not admitted to the Advanced Standing Program.

Students who completed a BSW degree in the three years prior to admission to the regular MSW Program will not be required to repeat generalist course work in which they have achieved mastery, except for the practice courses (SW 530, SW 515, SW 532) and the generalist field placement (SW 511). The assumption is that students who complete their BSW degree in the last three years will have retained the core knowledge, values, and skills that are relevant to the current practice of social work. The rationale for requiring a full year of generalist field and practice courses is to ensure that students have the practice experience necessary for advanced practice. Students with a BSW degree admitted to the regular MSW Program often do not qualify for the advanced standing program because they lack two thousand hours of social work experience or did not meet the GPA requirements.

Mastery of the generalist course work has been defined by the faculty as a grade of B or above. Admitted students will have their BSW course syllabi for all of non-practice generalist courses in which the student received a B or above evaluated by the faculty Lead Instructors for comparability to the current MSW Program generalist courses. If comparable, the student will not be required to repeat the course and will be expected to take an extra elective. Students can also take a waiver exam for research courses.

Students Transferring from Another MSW Program

Students who successfully completed MSW graduate courses in another accredited school of social work must request acceptance of credits earned during the admissions process. The maximum number of credits accepted is 24 semester or 36 quarter credits. All courses must be graded. Applicants must provide a letter from their previous institution supporting their transfer application and attesting to their being in good standing. The applicant must provide all MSW course syllabi completed to review for comparability with the program's courses. The results of the review, the equivalency granted, and the credits accepted are documented at the time of admission by the Director of Student Affairs and approved by the MSW Program Director.

AS 3.1.5: *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*

The MSW Program does not grant social work course credit for life experience or previous work experience. The policy is articulated in the transfer policies and procedures around transfer credits and applies to all options.

This information is on the MSW [Program website](#), as well as in the MSW Student Handbook (Volume III, page 17). Below is the policy.

Transfer Credits

The MSW Program allows for some transfer credits to be applied toward the MSW degree. The Director of Student Affairs reviews all transfer credit petitions and if approved forwards them to the MSW Program Director and then to the PSU Office of Graduate Studies for further approval. Credit from foreign institutions is generally not transferable. **Students may not receive credit for life experience or previous work experience nor have any field experience or generalist courses waived on this basis.**

This information is presented on the program's [web page](#), at preadmission information sessions, admitted student orientation sessions, and in the MSW Student Handbook in Volume III, page 17.

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

Formal Academic and Professional Advising

All MSW Program options provide academic and professional advising from the point of admission to graduation. There are both formal and informal opportunities for students to receive academic and professional advising from SSW faculty and staff, as well as from the Portland State University Advising and Career Center. All MSW Program advising is provided by faculty with an MSW degree.

All students admitted to the MSW Program are provided academic advising prior to registration for first-year courses. This happens in face-to-face group meetings for Portland, Advanced Standing, and the Ashland, Bend, Eugene, and Salem Options. The Online Option uses technology mediated synchronous meetings (Google Hangouts) to provide this information. The Portland and Advanced Standing Option meetings are facilitated by the MSW Program Director and the Director of Student Affairs. The Ashland, Bend, Eugene, and Salem Option meetings are facilitated by their respective site coordinators. The MSW Online Program Coordinator facilitates the Online Option meetings. These meetings review the MSW Program course of study; program requirements; specializations; the curriculum, including the rationale; and student resources, and gives general information about the program and resources for answering questions. In addition, the program has developed a video that provides the same information so students can review the material online. Students who are unable to attend these meetings are encouraged to contact the relevant program faculty for a one-on-one meeting.

There is further academic advising at the Fall Welcoming and Orientation event. All students admitted to the MSW Portland, Ashland, Bend, Eugene, Salem, and Online Options come to campus for a full day of welcoming and orientation. After the morning welcoming event, students separate into the various program options for group meetings with their advisor. In those meetings the curriculum is reviewed again, as well as information on policies and procedures. The Online Option students stay for two days of orientation to the online program and the technology needed in the program.

The MSW Student Handbook states the Program's advising policies and procedures (Volume III, pg. 12).

All students are assigned a faculty academic advisor at the beginning of each academic year and for students in a field placement, the same faculty member acts as the faculty field liaison to the student's field placement. Students can find the name of their

advisor and contact information on their student web center. All students are encouraged to be in regular contact with their advisor about their educational program.

Faculty academic advisor responsibilities include providing educational guidance; orienting the student to the School, its curriculum, and its policies; collaborating and supporting the student to address problems which interfere with their educational progress; verifying that graduation requirements have been met; and advocating for the student's interests when indicated and requested.

Faculty field liaison responsibilities include consulting with students in developing field educational plans, meeting with each advisee and their field instructor for evaluation, and providing ongoing assistance to the student and field instructor related to field education.

Students are encouraged to monitor their own progress through the program using the MSW Graduation Checklist (available on the MSW Student Web Center) and the Degree Audit Reporting System (DARS) that is available under Student Services on Banweb.

The implementation of this policy includes the following:

Portland Option Two-Year Course of Study students in their first year are assigned a faculty advisor/liaison who provides academic advising, facilitates their field seminar, and serves as their field liaison. In addition, they work with students in identifying their course of study for the final year of the program by providing information on the different advanced specializations and how they align with different career paths. If faculty do not have expertise in a certain area of practice they can guide students to faculty with the relevant expertise. Faculty are expected to meet individually with students outside of the field seminar to provide the academic advising, though some academic and professional advising happens in the seminar. For students' final year, they are assigned a new faculty advisor/liaison who provides academic advising, field liaising, and professional advising. Faculty are expected to meet individually with students outside of the field visits to provide the academic and professional advising. They are expected to review the student's course of study and support them in terms of their professional opportunities as they near graduation.

Portland Option Three- and Four-Year Course of Study students are assigned to program faculty for advising in their first year, as they are not in a field placement. They are provided group advising periodically throughout the year and individual advising as needed. In their second and final years of the program their advising follows the model outlined above for the two-year students.

Advanced Standing Students are advised by the Director of Student Affairs in the initial summer and during the academic year follow the model outlined above for the final year of the MSW program

The Ashland, Bend, Eugene, and Salem Option students are provided academic advising by their respective site coordinator all three years of the program, as they act as the faculty advisor/liaison for their cohort. Site coordinators are expected to provide the same level of academic and professional advising as noted above. They have a particular expertise in the professional opportunities available in their communities, as they live and work in the community.

The Online Option students are provided advising by the MSW Online Option Coordinator for their first year in the program. After the conclusion of their first year, their advising follows the model of the Portland Option two-year students and they are assigned a faculty advisor/liaison. The MSW Online Option Coordinator also provides academic advising after the first year, as she has extensive knowledge of all the MSW Program Options and the policies and procedures. Because she has a relationship with all the students, they often utilize her for complicated advising questions.

All faculty who provide academic and professional advising have MSW degrees. Faculty are provided with training throughout the year on the MSW Program's expectations around advising and MSW Program policies and procedures. If faculty have questions about complicated advising situations they consult with the MSW Program Director and/or the Director of Student Affairs.

MSW Program Advising—Specialized Courses of Study

The MSW Program has three specialized courses of study beyond the regular course offerings. There are additional professional advising opportunities offered to support these students.

- The Oregon School Social Work Licensure specialization has one faculty advisor, Dr. Mathew Uretsky, with a 0.10 FTE assigned to oversee this program and advise students. Group information and advising sessions are offered throughout the year. Additionally, there is extensive information on the School Social Work Licensure website: <https://www.pdx.edu/ssw/school-social-work-licensure-track>.
- The Graduate Certificate in Gerontology offers informal advising from Dr. Maria Talbott. In addition, there is extensive information about the certificate on the SSW and Institute on Aging websites.
 - <https://www.pdx.edu/ssw/sites/www.pdx.edu.ssw/files/October%202016%20MSW%20%26%20GCG%20description.pdf>

- <https://www.pdx.edu/iaa/graduate-certificate-in-gerontology>
- The MPH/MSW Dual Degree advising is provided by an advisor in the MPH program and Cimone Schwoeffermann, Director of Student Affairs, due to the specialized nature of the students' coursework. Additionally, there is extensive information on the MPH/MSW Dual Degree website:
 - <https://www.pdx.edu/ssw/mphmsw-dual-degree-option>
- Students in the Child Welfare Education Partnership (CWEP) program receive specialized advising from Dr. Jessica Schmidt and Karen Moorhead. Overview and application information is on the CWEP website
 - <https://www.pdx.edu/ccf/child-welfare-education-partnership-program>
- Students in the HRSA funded Integrated Care and Behavioral Health Integration Projects receive specialized advising from the project lead, Dr. Ericka Kimball. Additionally, there is extensive information on the Behavioral Health Integration Project website
 - <https://www.pdx.edu/ssw/behavioral-health-integration-project>

Informal Academic and Professional Advising

There are other opportunities offered to students for academic and professional advising, though attendance is optional. Through the use of technology these opportunities are accessible to students in all Options.

Advanced Practice Specialization Choices

Each year prior to Portland Option students' choosing their advanced practice specialization there is a presentation by faculty and community members on the focus of each advanced specialization. This includes the course content, how it aligns with field placement opportunities, and the potential areas of practice upon graduation. These meetings are recorded on video so they are available to students who were unable to attend and for Advanced Standing students. These presentations are not necessary for the Ashland, Bend, Eugene, Salem, and Online Options as they only offer one specialization.

Advanced Practice Specialization Courses

Each advanced practice specialization sequence focuses on professional readiness in the spring term, including a focus on self-care, résumé writing, and interviewing skills.

School of Social Work Career Forward Training Series

The School of Social Work offers a professional advising series called Career Forward. To help School of Social Work students prepare for today's social work and human services workplace, the school is proud to offer Career Forward, a yearlong series of free workshops about proactively and continuously managing your professional career journey. The 2016–17

series included the following presentations:

- Building your personal brand
- Building your online presence for career success
- Creating a job-ready resume and cover letter
- Exploring social work licensure
- Launching your career search in social services
- Networking isn't slimy after all
- Self-advocacy in the workplace
- The art of interviewing
- The ins and outs of loan forgiveness

Most sessions in the series are video recorded, and the video link and handouts are available to students in all options on the Student Web Center.

The Mentor Program

One of the most important aspects of the social work program is the strong connection PSU has with the local social work community. The Mentor Program is designed to provide amplified opportunities for students to have positive academic experiences and successful transitions into the social work profession. This is an opportunity for students to gain clarity on their career goals, develop networks, and enhance skills through a mentor relationship with a social work professional.

Mentors serve multiple roles for a student—sponsor, coach, colleague, and teacher. With the guidance and support of a mentor, students are given the opportunities to observe the work environment, learn about a range of career paths within the profession, and develop confidence in interacting with the social work community.

Students apply to the Mentor Program by sending in their resume and completing an online survey describing interests and preferences for a mentor relationship. Students are then matched with available mentors who have the most relevant experience to their goals. From September through June, students and mentors meet regularly to prepare students for their next career steps.

Oregon Board of Licensed Social Workers

Each May, prior to graduation, the Oregon Board of Licensed Social Workers presents information on social work licensure to all graduating students. They come two different times to the Portland campus and present during the advanced practice class times. The Program offers practice classes during different times, so most of the students have access to one of these presentations. These meetings are recorded in video so they are available to

students who are unable to attend and the video and handouts are available to all students in all options on the Student Web Center. The OR Board also comes to the Ashland, Bend, Eugene, and Salem Options if their cohort is graduating that year. The Online Option students are invited to attend one of these meetings either in person or over Google Hangouts, and are offered access to the video online.

Portland State Advising and Career Services

Portland State University Advising and Career Services (<https://www.pdx.edu/careers/for-students>) provides a robust menu of services both online and in person including job search tips and tools, career fairs, resume and cover letter writing, interviewing tips, tools and workshops, and general career workshops. MSW Program students are reminded of these services during Winter and Spring terms through the MSW Newsletter.

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

Portland State University Policies Related to Academic and Professional Performance

There are four levels of policies and procedures that impact the academic and professional performance of MSW students. Portland State University, the School of Social Work, the School of Social Work Field Program, and the MSW Program all have policies regarding academic and professional performance. These policies overlap; all MSW Program policies must align with The School of Social Work and Portland State University policies, and all MSW students must comply with all policies. These policies are noted in various places, including the MSW Student Handbook (Volume III, Appendix A), PSU Bulletin (<https://www.pdx.edu/academic-affairs/psu-bulletin>), various PSU websites, and SSW Field Handbook (Volume III, Appendix B) as well as on course syllabi.

These policies apply to all program options.

Academic Standing

This information is contained in the MSW Student Handbook, PSU Bulletin, and PSU Website.

All admitted graduate certificate and degree students at PSU must maintain good academic standing during the course of their graduate program. Good academic standing is defined as maintaining a cumulative graduate GPA of 3.00 or higher in all graduate credits earned at PSU. All graduate students, especially those in a conditional admission status, are expected to keep in close communication with their departments and to avail themselves of departmental advising.

Academic Probation

An admitted graduate student is placed on probation if the student's cumulative graduate GPA at PSU, based on the completion of nine or more letter-graded graduate credits after admission to the graduate level at PSU, falls below 3.00.

While on academic probation a student will not be permitted to graduate, to be admitted to a new or different graduate certificate or degree program, to be advanced to doctoral candidacy, to have a thesis or dissertation committee appointed, to receive or continue to

hold a graduate assistantship, or to register for more than a total of nine credit hours in any term. A student is removed from academic probation if the student's cumulative graduate GPA is brought up to 3.00 or higher within the next nine letter-graded graduate credits after beginning probation status.

Academic Disqualification

Disqualification occurs if:

1. A student on academic probation fails to achieve a cumulative graduate GPA of 3.00 or higher within the next nine letter-graded graduate credits after beginning probation status; or
2. A student becomes subject to academic probation for a second time.

A student who is disqualified may not register for any graduate courses at PSU.

Graduate Grading System

This information is in the MSW Student Handbook, MSW Course Syllabi, PSU Bulletin, and PSU Website (<https://www.pdx.edu/registration/grading-system>).

The following grading scale is employed at the graduate level at PSU:

A	= 4.00	C	= 2.00
A -	= 3.67	C -	= 1.67
B+	= 3.33	D+	= 1.33
B	= 3.00	D	= 1.00
B -	= 2.67	D -	= 0.67
C+	= 2.33	F	= 0.00

The following grading system is employed in the MSW program:

A =	Excellent: outstanding, exemplary
A- =	Excellent
B+ =	Very good
B =	Good: satisfactory graduate level work
B- =	Fair: marginal graduate level work
C =	Inadequate: below graduate standards; a required course must be repeated.
D =	Poor; unacceptable; no graduate credit
F =	Failure: no graduate credit
I =	Incomplete (see information below about incomplete grades)
IP =	In Progress
P =	Pass
NP =	No credit, unsatisfactory
W =	Withdrawn
X =	No grade received/No basis for grade.
M =	Missing Grade

Incomplete Grades

This information is in the MSW Student Handbook, MSW Course Syllabi, PSU Bulletin, and PSU Website (<https://www.pdx.edu/registration/grading-system>).

Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met.

Eligibility Criteria

1. **Required satisfactory course completion/participation.** The quality of work is satisfactory, but some essential work remains. In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of a B- for a graduate course.
2. **Reasonable justification for the request.** Reasons for assigning the Incomplete must be acceptable to the instructor. A student does not have the right to demand an Incomplete. The circumstances should be unforeseen or beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
3. **Incomplete grade is not a substitute for a poor grade.** The Incomplete grade is not meant to create the opportunity for special or additional work for a student to raise a poor grade, or for the opportunity to take the course over by sitting in on the course in a later term without registering or paying for it.
4. **Written agreement.** A written or electronic agreement will be endorsed by both the instructor and student. The document will specify a) the remaining work to be completed, b) the highest grade which may be awarded upon submission of remaining items, and c) the date which the missing work is due. The latter may not exceed one year from the end of the term of enrollment for the given course. A template [Incomplete Contract](#) is available from the Registrar.
5. **Resolving the Incomplete.** Instructors may not encourage students to "sit in" an entire future course in order to resolve the Incomplete grade. If the student needs to retake the entire course, they should be given the grade presently earned, and must formally register for the future class they will be attending. If the missed portion of the course is no longer available, instructors may offer an alternate assignment. Grading weight of the alternate assignment should not exceed the original assignment. Students are fully responsible for monitoring all due dates.

Other Rules:

1. **GPA Calculation.** Incomplete grades are not included when calculating GPA.
2. **Deadline for Completion.** The deadline for completion of an Incomplete is one calendar year. The instructor may set a shorter deadline, which is binding. Any request for a longer deadline must be requested via petition to the Graduate Council.

3. **Failure to make up an Incomplete by the end of one year.** The Incomplete will become part of the student's permanent academic record for a graduate course.

Academic Integrity

This information is in MSW Course Syllabi, PSU Bulletin, and the PSU Website (<https://www.pdx.edu/dos/academic-misconduct>).

Graduate students have a primary, unique relationship and responsibility to the faculty of the academic departments, the faculty upon whose recommendations graduate degrees are awarded. A major feature of the graduate student's responsibilities to the faculty is the adherence to academic honesty. Academic honesty is a requirement for all graduate activities and assumes that the student is honest, that all coursework and examinations represent the student's own work, and that all documents supporting the student's admission and graduation are accurate and complete. Any violation of academic honesty may be subject to disciplinary sanction as provided in the PSU Student Conduct Code.

Violations of academic honesty include but are not limited to:

1. **Cheating in examinations and course assignments.** The willful use or provision to others of unauthorized materials in written or oral examinations or in course assignments.
2. **Plagiarism.** The appropriation of language, ideas, and products of another author or artist and representation of them as one's own original work; failure to provide proper identification of source data; use of purchased or borrowed papers in graduate courses without complete identification of the source.
3. **Selling or offering to sell course assignment materials.** Selling or offering to sell material to another person; knowing, or under circumstances having reason to know, that the whole or a substantial part of the material is intended to be submitted in fulfillment of a course requirement.
4. **Academic fraud.** Furnishing false or incomplete information to the University with the intent to deceive; forging, altering, or misusing University documents or academic forms which serve as the basis for admission, course study, or graduation; misrepresenting a person's identity to an instructor or other University official.

PSU Code of Student Conduct and Responsibility

This outlines the policies and procedures of the PSU Code of Student Conduct and Responsibility, included in the MSW Student Handbook (Volume III, pg. 22) and on the PSU Website (<https://www.pdx.edu/dos/psu-student-code-conduct#Code>).

I. General Policy

1. Portland State University seeks excellence in instruction, research, and public service. The University recognizes the intrinsic value of individual differences and diversity. The University supports the right of all people to live and learn in a safe and respectful environment that promotes the free and vigorous expression of ideas. Policies and procedures are designed to protect these freedoms and the fundamental rights of others. Students are expected to conduct themselves in a manner consistent with these principles.
2. A Student, Recognized Student Organization, or group of Students whose conduct is determined incongruent with the standards of the University as described in this Code of Student Conduct and Responsibility (“Code”) is subject to disciplinary action. The procedures for that action are generally educational in nature and are intended to lead to the preservation of community, self-evaluation, and accountability.
3. The procedures of this Code consider each case individually and without prejudice. Investigations in to matters shall be done in a prompt, fair, and impartial manner.
4. In addition to the regulations in this Code, all Students must follow the academic and professional standards of all applicable academic units, departments, schools, and colleges.
5. This Code becomes effective on May 1, 2015 and supersedes all other previous student conduct codes.

PSU Prohibited Discrimination and Harassment Policy

This policy is referenced in MSW Course Syllabi and the MSW Student Handbook (Volume III, pg. 22) and is on the PSU Website ([https://www.pdx.edu/ogc/sites/www.pdx.edu/ogc/files/Policy on Prohibited Discrimination and Harassment.Final .pdf](https://www.pdx.edu/ogc/sites/www.pdx.edu/ogc/files/Policy%20on%20Prohibited%20Discrimination%20and%20Harassment.Final.pdf)).

Portland State University’s faculty, staff, and students are responsible for maintaining an environment for work and study free from prohibited discrimination and harassment. Discrimination or harassment based on a Protected Class or Protected Classes is strictly prohibited by PSU. Retaliation is also prohibited by PSU. The aforementioned documents outline the procedures to address violations. All students admitted to PSU are required to take the learning module entitled Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault in order to prevent discrimination and harassment.

PSU Alcohol and Drug-Free University Policy

This policy is referenced in the MSW Student Handbook (Volume III, pg. 22) and on the PSU Website (http://www.pdx.edu/ogc/sites/www.pdx.edu/ogc/files/PSU%20Alcohol%20and%20Drug%20Free%20University%20Policy%206_12_2015.pdf).

PSU's Alcohol and Drug Free University Policy exists to promote a safe, healthy, and efficient campus environment. Alcohol and drug abuse pose a threat to health and safety, and to the security of equipment and resources. Accordingly, this policy prohibits the unlawful manufacture, use, dispensing, possession, or distribution of controlled substances as defined in the Controlled Substances Act (21 U.S.C. 802) and prohibits abuse and the unlawful use of alcohol. Understanding that addiction is a disease, the University supports programs for the prevention of alcohol and substance abuse, as well as treatment programs for those with a record of past abuse or who are in treatment; however, current abuse evidenced on campus is not tolerated.

School of Social Work Policies

The MSW Program is part of the larger School of Social Work and has autonomy to set policy, but it must be consistent with that of the School of Social Work and students must follow all School of Social Work policies.

SSW Policy on Academic Honesty and Integrity

The following is stated in the MSW Student Handbook (Volume III, pg. 23) and the entire policy is in the handbook's Appendix A (Volume III, pg. 25).

All SSW students have a primary responsibility to maintain standards of academic honesty and integrity. This is an ethical commitment of higher education as well as the social work profession. The SSW has adopted a policy to guide students in their academic work (see Appendix A). The Policy on Academic Honesty and Integrity assumes that the student is honest, all coursework and examinations represent the student's own work, computer use will be ethical, and all documents supporting the student's admission and graduation are accurate and complete.

SSW Graduate Student Grievance Policy

The following is stated in the MSW Student Handbook (Volume III, pg. 23) and the entire policy is in the handbook's Appendix B (Volume III, pg. 30).

It is important that each student have a means of expressing dissatisfaction with certain conditions beyond their control regarding field, class, or educational conditions. The Graduate Student Grievance Policy and Procedures provides a process for expressing and addressing student grievances.

SSW Social Media Policy and Guidelines

The following is stated in the MSW Student Handbook (Volume III, pg. 23) and the entire policy is in the handbook's Appendix C (Volume III, pg. 31).

The SSW wishes to emphasize that all codes of conduct for members of the SSW community apply to online and social media spaces, as well as physical spaces. Students are encouraged to review the suggested social media guidelines.

SSW Policy on Academic Performance and Professional Behavior

This policy is referenced in various sections of the MSW Student Handbook, and the entire policy is in the handbook's Appendix D (Volume III, 34)

This policy outlines the expectations for all students in the School of Social Work in the areas of academic performance and professional behavior and provides procedures the School of Social Work programs will follow to address serious concerns in these areas.

Rationale: Most students in the School of Social Work (SSW) are preparing for professional practice with individuals, families, groups, communities and/or organizations and therefore must develop and demonstrate mastery of both academic material and practice competencies consistent with their professions. The development of this academic and professional mastery is achieved through coursework and practicum/field experiences in the community. The faculty of the SSW has the responsibility for determining whether students, through these experiences, have developed the required level of mastery to enter the profession. All students, throughout their programs in courses, practicum/field experiences and social media spaces, must demonstrate behavior that is consistent with the standards of the ethical codes for their profession.

Students are responsible for knowing and complying with all regulations, policies, and procedures required by Portland State University (PSU), the SSW, and their professional codes of ethics. PSU and SSW policies and procedures can be found in the PSU Bulletin and relevant web sites (Student Code of Conduct, Office of Equity and Compliance) and in the SSW program specific handbooks and web centers.

In no case will a regulation be waived or an exception granted because of ignorance of the policy or due to the assertion that their advisor did not inform the student.

Advancement Requirements

All SSW students are expected to make adequate academic progress and be in good standing, as outlined in the program handbooks and the PSU requirements. For more specifics see the relevant program handbook.

All SSW students in practicum and field experiences are expected to behave in a professional manner, abide by their relevant code of ethics, comply with the standards of the placement, and make adequate progress in developing their relevant professional skills. For more specifics see the relevant program handbook.

School of Social Work Field Policies

Each student receives a Field Education Handbook when they begin their Generalist field year. Included in the handbook, on page 57 of Volume III, is information about how students are evaluated in their field placements in both their Generalist and Advanced years.

Additionally, Appendix A of the Field Handbook (Volume III, pg. 69) includes the field policies related to evaluation in field.

Evaluating Student Performance in Field

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 developing proficiency in social work competencies, and demonstrate professional knowledge, values, skills and cognitive/affective processes. Site visits, which include the faculty advisor/liason, the student, the field instructor, and the task supervisor (where applicable), are used to review the student's performance in relationship to demonstrating the 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. In winter and spring terms, the evaluation focuses on rating all competencies 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>
Highly Proficient – Exceptional Competence	5
Proficient – Strong Competence	4
Basic – Moderate Competence	3
Novice – Emerging Competence	2
Inadequate – Demonstrated No Competence	1
No Opportunity to Demonstrate or Observe	0 (N/O)

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, 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 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 develop proficiency in the required competency areas.

The last page of the *Field Evaluation* provides space for additional general comments by student, field instructor, task supervisor (where applicable) and faculty advisor/liaison or 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. Faculty liaisons will provide summative comments at the end of each term’s field evaluation.

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

For advanced 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 site coordinator.

The field instructor, student, and faculty advisor/liaison or site coordinator electronically sign the completed *Field Evaluation*. A grade cannot be assigned until the student’s field placement timesheet 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, 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.

The Field Education Handbook’s Appendix A (Volume III, 69) lists policies related to evaluation in field that codify the process described above:

Student performance is evaluated in a continuous and ongoing manner by the student and field instructor. A formal site visit occurs at least twice a year for all students. These site visits include discussion of the student’s Field Evaluation which contains the competencies and observable behaviors students are expected to demonstrate by the end of the year.

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.

MSW Program Policies

MSW Policy on Student Advancement

This policy is in the MSW Student Handbook (Volume III, pg. 13) and this information is shared with students at orientation and by their faculty advisors. If students are at risk of not advancing in the program due to not passing certain courses they are informed in writing by the MSW Program Director prior to the next term.

Advancement from one term to the next is based on each student demonstrating requisite knowledge, skills, competencies, judgment, and professional behavior and ethics to ensure that upon graduation the student is fully prepared for professional practice. Faculty and field instructors evaluate students as outlined in the individual syllabi and as noted below in Grading and Attendance. Failure to demonstrate the requisite knowledge, skills, competencies, judgment and professional behavior and ethics will be addressed as outlined in the SSW Policy on Academic Performance and Professional Behavior

Faculty will notify a student of any concerns about their performance or behavior at the earliest time possible and work with the student to address the concerns. Additionally, instructors will notify the student's advisor/site coordinator of their concerns and attempts to address the concerns. If the concerns persist or are of a serious nature, the faculty may initiate a formal process to address the concerns, as outlined in the SSW Policy on Academic Performance and Professional Behavior

Generalist Course Requirements for Advancement

- SW 511 (Generalist Field Placement and Seminar), SW 530 (Skills for Individuals and Families), SW 515 (Skills for Groups) and SW 532 (Advocacy and Empowerment) are considered practice classes and SW 511 must be taken concurrently with SW 530, SW 515, SW 532.
- Passing SW 530 is a prerequisite for advancing to the next term of SW 511 and SW 515.
- Passing SW 515 is a prerequisite for advancing to the next term of SW 511 and SW 532.
- Incompletes in SW 530 or SW 515 must be completed by the third week of the next term in order to remain in the practice classes.
- SW 550 and SW 551 are sequential generalist research classes. Passing SW 550 is a prerequisite for advancing to SW 551. Incompletes in SW 550 must be completed by the third week of the next term in order to remain in SW 551.

Advanced Specialization Course Requirements for Advancement

SW 512 (Field Placement) and SW 533–535 (Clinical); SW 517–519 (Health Across the Lifespan); SW 586–588 (Children, Youth, and Families); SW 593–595 (Practice and Leadership with Communities and Organizations) are the advanced year practice classes and SW 512 must be taken concurrently with these courses. The advanced specialization courses in the Clinical and Health Across the Lifespan sequences build on each other and thus must be taken sequentially and passed in order to continue in the specialization courses. Incompletes in SW 517, SW 518, SW 533, and SW 534 must be completed by the third week of the next term in order to remain in the advanced specialization courses.

Close monitoring of student performance and early intervention are especially critical during the generalist year. Thus, the MSW Program Director will contact instructors and advisors of generalist students early in winter term and solicit information about any student about whom there are concerns. **Students may not matriculate to the advanced year with a grade lower than B- or an Incomplete in any required courses (SW 511, SW 515, SW 520, SW 530, SW 532, SW 539, SW 540, SW 541, SW 550, SW 551), except as noted in a formal Plan of Assistance and approved by the MSW Program Director.**

MSW Policy on Attendance

This policy is in the MSW Student Handbook (Volume III, pg. 14) and is shared with students at orientation. Individual faculty expectations are articulated in the course syllabi.

Classroom attendance is fundamental to the socialization and learning process and students **are expected to attend all classes**. Criteria for attendance are established by each SSW faculty member and the expectations are reflected in the course syllabus. Students are responsible for obtaining missed course material and making additional arrangements with each faculty member. In online courses, participation is 30% of the grade. All Ashland, Bend, Eugene, and Salem courses are offered in an intensive day-long format and missing classes may result in a lower grade or failure to pass the course, as determined by the instructional faculty.

MSW Policy on Ethical Responsibilities

This policy is in the MSW Student Handbook (Volume III, pg. 16) and is shared with students at orientation and by their faculty advisors.

All MSW students are expected to adhere to the ethical standards of the National Association of Social Workers and the Council on Social Work Education code of conduct related to social work research integrity. Violations of the NASW Code of Ethics are taken seriously and will be addressed as noted in the SSW Policy on Academic Performance and Professional Behavior (See Appendix D). As a School, we wish to emphasize that all codes of conduct for

members of the SSW community apply to online and social media spaces, as well as physical spaces. Students are encouraged to review the school's social media guidelines.

[National Association of Social Workers Code of Ethics](#): The NASW Code of Ethics will be discussed in the Generalist Field Seminar (SW 511) as well as in other courses.

[CSWE National Statement on Research Integrity in Social Work](#): This statement aims at ensuring that research conducted by social workers is both ethical and effective.

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

Portland State University policies relating to terminating student's enrollment

There are policies and procedures for termination of student's enrollment on the wider university level, as well as within the School of Social Work and the MSW Program. These policies overlap, and all MSW Program policies must align with The School of Social Work and Portland State University policies.

These policies apply to all program options.

Office of Graduate Studies—Academic Disqualification

This information is contained in the Academic Standing Policy which is included in PSU Bulletin, PSU Website (<https://www.pdx.edu/registration/academic-standing>), and the MSW Student Handbook under Grading and Attendance (pg. 11).

Academic Disqualification

Disqualification occurs if:

- A student on academic probation fails to achieve a cumulative graduate GPA of 3.0 or higher within the next nine letter-graded graduate credits after beginning probation status; or
- A student becomes subject to academic probation for a second time.

PSU Student Code of Conduct and Responsibility—Suspension

This information is contained in the policies and procedures of the PSU Code of Student Conduct and Responsibility and is on the PSU Website (<https://www.pdx.edu/dos/psu-student-code-conduct#Code>).

“Students or Recognized Student Organizations whose behavior violates this Code may be subject to one or more sanctions:

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

- (a) If a student is suspended, tuition and fees associated with the administrative withdrawal process are the responsibility of the student.
- (b) If the pending conduct hearing or appeal may result in suspension, award of the academic degree sought may be postponed pending the outcome of the hearing.
- (c) Upon expiration of the period of suspension the Student must submit in writing to the Senior Conduct Officer a request for the suspension to be lifted. The request should include a description of the Student's activities since the suspension went into effect. If the Senior Conduct Officer certifies that all the terms of the suspension have been met and the suspension lifted, the student may register for courses through the regular process, contingent on the completion and/or satisfaction of all sanctions and satisfaction of general admission and registration requirements.
- (d) A notation of 'Disciplinary Suspension' may be entered on the student's transcript for the duration of the suspension. After the suspension period is complete and all other conditions, if any, have been satisfied, the Senior Conduct Officer will notify the Registrar's Office to lift the Registration Hold, and the notation may be removed from the transcript."

School of Social Work policies relating to terminating student's enrollment

SSW Policy on Academic Performance and Professional Behavior outlines the policy and procedures for addressing problems in student academic performance or professional behavior, including terminating a student's enrollment in the MSW program. This policy is referenced in various sections of the MSW Student Handbook (pg. 32).

The policy outlines a Performance Review process for determining if a student should be dismissed from the program.

Performance Review

A Performance Review will be requested when the concerns about the student are so serious that they raise questions about the student's suitability for the field or profession.

The faculty member raising the concerns and the Program Director will make a request to the SSW Student Affairs Committee Chair for a Performance Review. That request will include the following:

- A description of the concerns, identifying strengths and challenges, attempts to address the concern, and the reasons for requesting the Performance Review.
- A copy of the request will be placed in the student's file.

- Upon receiving the request for a Performance Review, the SSW Student Affairs Committee Chair will initiate a Performance Review, unless there is a conflict of interest.
- If there is a conflict of interest, the Associate Dean for Academic Affairs will appoint another faculty member to assume the Chair's duties for the duration of the Performance Review.

Performance Review Steps

1. Upon receiving a request for a Performance Review the Chair will send a letter to the student that includes:
 - Summary of the reasons for the Performance Review, including a copy of the formal request
 - Description of the process, including that the meeting will be audio taped
 - Faculty on the committee and inviting the student to nominate at least two additional full-time faculty, one of whom will be selected by the SSW Student Affairs Chair to serve on the committee for this Performance Review
 - The student may bring a support person to the meeting and, if registered with the Disability Resource Center (DRC), to bring a DRC representative
 - Invite the student to meet with the Chair to discuss the Performance Review Process
 - Notify the student that they will receive copies of documents submitted by other participants at least 5 working days in advance of the scheduled meeting.
 - Invite the student to submit supporting documentation to the Chair at least 2 working days in advance of the scheduled meeting, noting that the documents will be shared with committee members.
2. The SSW Student Affairs Committee Chair will be the non-voting chair of the Performance Review committee and will convene the committee if at all possible within 15 working days from the date the concern was received. In addition to the committee members and the faculty member nominated by the student, the Chair will invite the relevant Program Director and Director of Field to attend to provide information on policies and professional standards. The Chair will document the above preparation activities on the Performance Review Checklist.
3. Performance Review Meeting – The Chair will convene the meeting and go through the following process. The meeting will be audiotaped up until the point of the committee deliberations and then restarted when the committee provides its feedback to the student.
 - The faculty member bringing the concerns will summarize the concerns
 - The student will respond to the concerns providing additional information as needed.
 - The committee members will ask questions of both parties and may request additional information, including but not limited to the student's academic file and field/practicum documents.

- At the conclusion of the presentations and follow up questions, the student will be asked if they want to share any additional information pertinent to the committee's decision.
- The student and the faculty member raising the concerns will be excused and the committee will meet in private for deliberation. The committee may invite the Director of Field or relevant Program Director back for additional information on policies and procedures as they pertain to the decision. The committee should seek to reach consensus, but when not possible, a majority of is sufficient. The committee will make a decision in one of four ways. The committee may find:
 - There were not sufficient grounds for any action and recommend no action
 - There were sufficient grounds for the concern/s, but the concern/s have been addressed and recommend no action
 - There were sufficient grounds for the concern/s, but the student will be allowed to continue in the program and the committee will develop a Plan of Assistance, as noted above, and specifically addressing attendance in courses and field.
 - There were sufficient grounds for the concern/s, the nature of which are so serious that the committee recommends that the student be dismissed from the program.
- After the committee deliberations the student will be invited back to hear the outcome. This will be audio taped. At the end of the meeting the student will be asked if they feel the Policy on Academic and Professional Behavior and Performance has been followed.
 - If the student is dismissed from the program they will be required to withdraw from all courses and if applicable, their field placement, unless they initiate an appeal of the process as outlined below. If an appeal is initiated they may continue in their courses unless the committee determines their behavior is likely to be disruptive or threatening.
- Within one day, the Chair will inform the faculty advisor, faculty member requesting the review, the Program Director, and others who have an educational reason to know of the committee's decision.
- Within five academic days the Chair will send a letter to the student summarizing the decision and the rationale, with copies to the Dean, The Program Director, The Office of Graduate Studies (for graduate students), the student's advisor, the student file and other relevant parties with a reason to know. The audio file will be deleted once the letter has been sent, unless the student requests a review of the process. In that case the audio tape will be kept until the issue is resolved.
- The Dean will inform the student in writing of the final decision.

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

Student Influence on School Policy

These policies and procedures apply to all program options. Students who want to be involved with committees and who do not live locally or for whom attendance on campus is a barrier are involved in meetings and committee work using virtual technology.

The MSW Program values student involvement in the development and modification of policies, academic curricular offerings, and general School of Social Work governance. There are formal mechanisms for student involvement in the governance of the MSW Program and there are informal mechanisms for gathering feedback. The feedback is then brought to the MSW Management Team or the MSW Faculty Meeting to incorporate into policy and curriculum changes.

Formal Student Involvement in School of Social Work and MSW Program Governance

Formally the commitment to student involvement in the governance of the School and the MSW Program is outlined in the SSW By-Laws (Volume III, Appendix C) as students serve as full voting members on the following School of Social Work standing committees:

- MSW Faculty Meeting—Students on this committee will be involved in discussions and decisions related MSW Program policies and curriculum. (Two MSW students from different program options)
- SSW Student Affairs Committee—Students on this committee will be involved in reviewing scholarship applications and recommending changes to policies related to student grievances and academic performance and professional behavior. (Two students from all SSW programs)
- MSW Admissions Subcommittee—Students on this committee will review policy and criteria regarding admissions and selection of students and shall propose to the Faculty necessary policy and procedural changes. (Two MSW students in final year of the MSW program)
- SSW Equity, Partnership, and Inclusion Council—Students on this committee will work with faculty, staff, and community members to spearhead the SSW's commitment to social justice, equity, inclusion, cultural responsiveness, and community partnerships. (Six students from all programs)
- SSW Faculty Affairs—Students on this committee will be involved in making recommendations around workload issues, faculty development needs, concerns

related to faculty rights, and the needs of the school for faculty expertise. (One student from all SSW programs)

Students are made aware of these opportunities through the MSW Handbook (Volume III, pg. 19), at the MSW Student Welcoming, the MSW Program Newsletter, and emails at the beginning of each academic year inviting them to submit their interest for specific committees. Committee members make the final decision as to which students will serve on the committee.

In addition, students are involved in School of Social Work Ad Hoc committees. Most recent examples are:

- 2014–2016 School of Social Work Strategic Planning Ad Hoc Committee (one MSW student). This committee developed the SSW strategic plan.
- Summer 2016 School of Social Work Racial Equity Assessment (three MSW students).

Informal Student Involvement in School of Social Work and MSW Program Governance

The following groups and activities provide opportunities for student involvement in the program and opportunities to gather student feedback on the program.

Student Support Network

The Student Support Network (SSN) was a peer-led student group from 2014–2017 that was interested in fostering an inclusive environment at the School of Social Work. Its mission was to enhance overall student life and success for all students in the School of Social Work by implementing a three-pronged approach of support, leadership, and action that informs all activities and student interactions. SSN’s goal was to increase success with all students, new and returning, across all campus options.

- Support—a branch devoted to fostering cohesion on one-on-one and small group basis;
- Leadership—a branch dedicated to encouraging student involvement in leadership and government.
- Action—a branch focused on creating and continuing momentum in student action within and outside of campus.”

The SSN provided a textbook exchange, held drop-in office hours, and community engagement meetings every other Wednesday to share with each other any announcements, topics of concern, stories of success, and activities and event planning both for fun and for professional development.

The student group was supported fiscally with \$500 for events and a shared student office, phone and computer.

At the end of the 2017 academic year there was no student interest in maintaining the group, except for the book exchange, as students were more interested in the new Students for Social Action student group.

Students for Social Action (SSA)

Students for Social Action (SSA) is a student group for all students affiliated with the School of Social Work to work toward creating a sustainable space where students can connect to fight forces of oppression within and outside the School of Social Work in a manner that supports people who hold marginalized identities, including the Students of Color Collective (SOCC). The SSA began in 2017. The SSA holds meetings twice a month to work toward this goal. The SSA also maintains a calendar of events so that students can come together as a community around social action. The SSW Dean's Office provides fiscal support to the SSA in addition to providing an office, telephone and computer. The SSA leadership is supervised by the Student Inclusion Coordinator and brings feedback to the MSW Program Management Team and MSW Program faculty.

Students of Color Collective (SOCC)

The Students of Color Collective (SOCC) is a peer-led student group for all students in the School of Social Work who identify as black, indigenous, mixed race and/or people of color. It aims to create an inclusive community and network for students of color in the School of Social Work. The group meets once monthly to hold space and have dialogues around topics relating to experiences of people of color in academia, as well as racial disparities and social injustices. The SOCC also holds social gatherings outside of the school to build community and further support one another. The SSW Dean's Office provides fiscal support to the SOCC in addition to providing an office, telephone and computer. The SOCC leadership is supervised by the Student Inclusion Coordinator and brings feedback to the MSW Program Management Team and MSW Program faculty.

Student Inclusion Coordinator

The SSW is committed to the ongoing goal of advancing a culture of equity, inclusion, and social justice within the entire school community, and extending into all of its activities including teaching, research, service, and administration. This ongoing commitment is dedicated to fostering and maintaining an educational climate that emphasizes the importance of celebrating diversity as a strength, value, ethic, and valued component in the social work profession.

The Student Inclusion Coordinator is responsible for ongoing student and faculty support by providing resource referrals, scholarship assistance, academic support, and programming dedicated to equity, inclusion, and social justice. With a specific focus on student populations

who have been traditionally underrepresented or underserved in higher education, the Student Inclusion Coordinator works creatively and collaboratively with students to enhance their educational experience, provides guidance on processes related to grievances and issues of discrimination or harassment, and helps to maintain overall inclusiveness in the SSW. This support is available to students in all MSW program options and students off campus can access support via telephone or Google Hangouts.

The Student Inclusion Coordinator is a member of the MSW Management Team, MSW Faculty, and the Equity, Partnership, and Inclusion Council, and provides feedback informed by student voice around program policies, instruction, and curriculum to the relevant committees.

Faculty–Student Dialogues

Portland Option

The MSW Program Director has periodic open forums for faculty student dialogues for Portland option students. These are offered at least twice a term at varying times to provide opportunities for students to provide feedback to the MSW program.

We also offer faculty–student dialogues specifically for our Portland Advanced Standing Students and first year part-time students as these students have different experiences and needs. The Advanced Standing meeting is at the end of their summer coursework. For first year part-time students, the meeting is midway through the winter.

Ashland, Bend, Eugene, and Salem Options

The Assistant Director of Field and Distance Option Coordinator facilitates yearly dialogues in fall, winter, or spring term with Ashland, Bend, Eugene, and Salem students. These dialogues are an opportunity for students to provide feedback to and ask questions of the MSW Distance Option Coordinator.

Additionally, Site Coordinators hold weekly office hours to support student academic or field placement needs as well as obtain feedback on student experience in the program. This feedback is then used to inform decisions related to space, curriculum, and instruction and is shared with the MSW Distance Option Coordinator.

Online Option

The MSW Online Option Coordinator facilitates dialogues with MSW Online Option students each term and invites students from the three online cohorts to join in these open forums. The dialogues are an opportunity for students to provide feedback to and ask questions of the MSW Online Option Coordinator.

Field Education Program Student of Color Field Dialogues

The Field Education Program hosts four Student of Color–specific Field Dialogues, in response to information shared by the Students of Color Collective; students from all options (Portland, Ashland, Bend, Eugene, Salem, and Online) are invited to participate in these dialogues in person or through virtual attendance via Google Hangouts.

Exit Survey

Within two months of graduation, all graduating MSW students in all program options receive an exit survey that assesses multiple factors related to their experience in the program. The results are shared with the MSW Program Management Team and MSW Program faculty in order to address issues needing to be changed. Additionally some of the data on student employment during their academic program and student debt is used to generate additional tuition scholarships.

Elective Survey

The MSW Program has more elective courses than can be offered every year, and student interest in electives varies from year to year. Prior to the start of fall term, all students going into their second year of the MSW Program in the Portland, Ashland, Bend, Eugene, and Salem options are sent an elective survey. The survey identifies all the available electives and asks students to rank their top six. This information is used to determine the elective offerings in the upcoming year.

Faculty Course Evaluations

MSW students are asked to complete a course evaluation at the end of every course. In response to student feedback around the evaluation and their request to give more explicit feedback on the curriculum, the course evaluation form was revised in 2016. The course evaluation focuses on both the faculty instructor and the content of the course. Individual faculty and the MSW Program Director receive the aggregated results of all the course evaluations. The aggregate results on the content of the course are provided to faculty who lead that area of the curriculum to incorporate into curricular discussions.

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

Fostering Student Interest

Students are formally and informally encouraged to organize in their interests.

Portland State University has a group called the Student Activities and Leadership Programs (SALP), which aims to enrich and integrate students' leadership and academic experiences in order to educate students to be ethical, socially just, and civically engaged leaders on campus and in their larger communities (<https://www.pdx.edu/student-leadership/about-salp>). SALP oversees all official PSU Student Organizations and maintains a website that informs students how to join or start a student organization (<https://www.pdx.edu/student-leadership/join-or-start-student-organization>). Information about these opportunities is outlined in the MSW Handbook and on the MSW Student Web Center.

Within the School of Social Work there is support for MSW students to organize around particular issues or needs. Examples of recent student organizing efforts:

- Students maintain their own MSW Program Facebook page.
- Students had historically been uninterested in having any official student government, but in 2014 advocated to start the Student Support Network (SSN). A group of students were encouraged to present a proposal to the SSW Administrative Team, which was approved. From 2015 to 2017 the students were provided an office, computer, telephone and minimal budget to support their efforts.
- The Students for Social Action, outlined in EPA 3.1.9, organized in Spring 2017 so students can connect to fight forces of oppression within and outside the School of Social Work in a manner that supports people who hold marginalized identities, including the Students of Color Collective. They are supervised by the Student Inclusion Coordinator.
- The Students of Color Collective, outlined in EPA 3.1.9, was an idea generated by a group of students in consultation with the Student Inclusion Coordinator. The Student Inclusion Coordinator provides ongoing support to this group and the MSW Program provides funds to purchase food for their meetings. They are supervised by the Student Inclusion Coordinator.
- Due to the growth in the school and budget constraints in 2016 the School of Social Work was unable to offer an MSW Program graduation event separate from the larger PSU commencement. This was experienced as a significant loss for the Portland option students, as this had been a tradition for at least the last 20 years. Students organized on their behalf to address this issue directly with SSW and PSU

administration, and ultimately organized their own graduation event. The Bend option students also organized their own graduation event. The MSW program supported this student-led activity by sending out their survey, meeting announcements, and invitations to the student listserv and highlighting these activities in the MSW Student Newsletter. The program also distributed the invitation to all faculty.

- MSW students in the Online, Ashland, Bend, Eugene, and Salem Options have identified inequities related to student fees. Currently these students, most of whom do not live in Portland, are charged Portland State University fees for the Student Health and Counseling center, the Student Recreation Center, and general building fees. These fees pay for services that they do not access. They were encouraged to organize around this problem and developed an information sheet and a petition that was presented to Portland State University Office of Academic Affairs.

3.2: FACULTY

EP 3.2: Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

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

School of Social Work Faculty

Outlined below are the full- and part-time social work faculty, their qualifications, competencies and expertise in social work education and practice, and years in the School of Social Work.

Full-Time Faculty

Marina Barcelo has an MSW from an accredited school of social work, Loyola University Chicago. She has extensive practice experience in facilitation, equity and inclusion, program development, case management, community organizing, and policy/advocacy. Marina has been a full-time faculty member since 2015.

Sarah Bradley has an MSW from an accredited school of social work, Columbia University. She has over 20 years of direct social work practice experience focusing on outpatient and inpatient mental health. She has been a full-time faculty member since 1998, teaching generalist and advanced practice courses, and for the last 10 years has also had part-time administrative positions. She was the MSW Program Director from 2014 to 2017.

Leah Brookner has a PhD and MSW from an accredited school of social work, Portland State University. She was a therapist for five years in community-based mental health programs serving children. She then shifted her practice away from clinical intervention to studying, supporting, and training adoptive families. Her particular area of focus is in foster care adoption/special needs adoption, specifically in recognizing the systemic complexity of the adoption process and its impact on youth and their caretakers. Currently, she leads the Children, Youth, and Families advanced specialization and continues to stay actively engaged with the child welfare/adoptive community. Leah has been a full-time faculty member since 2016.

Matt Chorpenning has an MSW from an accredited school of social work, Portland State University. Matt has been teaching social work as an adjunct professor since 2016 and in the 2017–18 academic year had a temporary full-time instructional position. His professional practice has included six years of work in community schools as well as community organizing, policy work, and training/facilitation. Matt has been a full-time faculty member since 2016.

Lisa Cordova has an MSW from an accredited school of social work, Portland State University. She is a field liaison and seminar instructor who supports generalist and advanced students in accessing and effectively navigating applied learning through field to develop social work competencies, in partnership with classroom learning. She is committed to deepening social work student implementation of micro-focused self-care and mezzo/macro community of care concepts. Her social work practice expertise includes youth peer education programming and curriculum development, interpersonal youth violence prevention and intervention, and individual and group counseling with adolescents. Lisa has been a full-time faculty member since 2014.

Ann Curry-Stevens has a PhD in Adult Education and an MSW from University of Toronto, Canada. Her areas of expertise include social justice, racial equity, and community-based research. Ann is the founding director of Center for Advanced Racial Equity at Portland State. She was the Principal Investigator in a research partnership with the Coalition of Communities of Color for six years. Ann also helped design the MSW Online Option. Ann joined the School of Social Work at Portland State in 2007.

William “Ted” Donlan has a PhD from an accredited school of social work, Arizona State University and an MSW from an accredited school of social work, University of Nevada. Ted is the MSW Program Director at the School of Social Work since July 2017. His competence and expertise in social work education and practice lies in the areas of social welfare policy and advocacy, and with theories that seek to conceptualize and inform practice with communities and organizations. His research methodology is primarily, but not exclusively, qualitative in nature, and in the past has focused on the development, implementation, and evaluation of culturally specific and consumer-directed services for Latino and Asian migrants/immigrants in the US in the contexts of education, parenting, health, and mental health. More recently, he has begun to shift his research and community service focus toward the respective roles of labor unions and political advocacy in social work practice. Ted has been a full-time faculty member since 2006.

Valerie Hamby has an MSW from an accredited school of social work, Portland State University. Valerie has had an extensive career in community mental health in the Eugene area including serving as lead clinician and member of the Clinic Coordination Team at the

Lane County Mental Health clinic since 1990. Valerie continues to provide outpatient clinical services and in-hospital crisis evaluations, is a Civil Commitment Examiner, and is a member of the local NASW chapter. Val has been a full-time faculty member since 2011.

Lisa Hawash has an MSW from an accredited school of social work, Portland State University. She has worked in communities and organizational social work practice for 13 years and holds extensive experience in organizational and community development, leadership and management practices within community-based organizations. She has taught numerous advanced practice and elective courses which focus on macro social work practice and center social, racial, and economic justice with individuals, communities, and organizations. Lisa has been a full-time faculty member since 2011.

Jill Hoffman has a PhD from an accredited school of social work, Ohio State University and MSW from an accredited school of social work, Temple University. She has macro-level practice experience focused on systems change and program evaluation within the early childhood field. Her teaching experience includes program evaluation, research methods, and data analysis at the graduate level. At the undergraduate level she has experience teaching introduction to the field of social work. Jill has been a full-time faculty member since 2016.

Julie Kates has an MSW from an accredited school of social work, Portland State University. She has been a field education faculty member at PSU SSW for 11 years and has been the Director of Field Education for the past 4. Prior to that, she worked as a children's mental health therapist and program manager in community mental health settings. Her practice and administrative focus currently relates to supporting students, faculty, and field instructors in best practices in field education. Julie has been an administrator/faculty member since 2008.

Ericka Kimball has a PhD from an accredited school of social work, University of Minnesota and MSW from an accredited school of social work, Augsburg College. Her BSW is from College of St. Catherine. Ericka has over eight years of social work practice experience in healthcare settings. Her research focus is exposure to domestic violence through the lifespan. Ericka has been a full-time faculty member since 2014.

Susanne Klawetter has a PhD from an accredited graduate school of social work, University of Denver and an MSW from an accredited school of social work, University of Texas at Austin. Susanne's social work experience is in qualitative and quantitative research methods, social work education, and clinical social work. Her scholarship is focused on promoting human health and wellness, particularly for women and children. Susanne has been a full-time faculty member since 2017.

Junghee Lee has a PhD and MSW from an accredited school of social work, Arizona State

University. Junghee's practice experience focused on child welfare and working with immigrant families addressing social determinants of health. She is interested in teaching research courses, social welfare policy, and leadership courses. Her research interests include international and interdisciplinary collaborations to address social determinants of health and eliminating health disparities among culturally diverse communities. Junghee has been a full-time faculty member since 2006.

Michele Martinez Thompson has an MSW from an accredited school of social work, Arizona State University. Her social work practice experience includes serving individuals through their life span, focusing on case management, counseling, policy, and social service administration. She also has experience in family counseling through chronic illness, end of life death, and the provision of culturally effective services within the medical field. Michele teaches the above practice as well as a focus on integrated care, spirituality in social work, and loss and grief. She works with underrepresented populations to increase their social equity. Michele has been a full-time faculty member since 2011.

Edward May has an MSW from an accredited school of social work, Tulane University. Eddie's clinical practice has focused on therapeutic interventions with children and adolescents experiencing trauma, crisis/disaster mental health, and suicide prevention/intervention. Eddie's passion lies in equity and inclusion work and the intersection of micro and macro practice. His experience includes implementing social justice frameworks to support systems to embrace culturally affirmative practices, with focus on community and individual responses to historical/current trauma and the overarching connection between privilege and power within societal and interpersonal relationships. Eddie supports generalist Field Seminar (both campus and online implementation), facilitates statewide Field Instructor supervision trainings, and teaches SW 539 (Social Justice in Social Work) and SW 589 (Advanced Standing Seminar). Eddie has been a full-time administrator/faculty member since 2015.

Bowen McBeath has a PhD and MSW from an accredited school of social work, University of Michigan. Bowen's social work areas of expertise include child welfare, social policy, organizational behavior, policy analysis, human service systems, and workforce issues. He has been a full-time faculty member since 2004.

Keva Miller has a PhD from Fordham University Graduate School of Social Service and an MSSW from an accredited school of social work, University of Texas at Austin. She is currently the Associate Dean of Academic Affairs at the School of Social Work. She has been at Portland State University since 2008. Her social work areas of expertise include children of criminal justice-involved parents, incarcerated parents, and racial disproportionality and disparity in criminal justice. Keva joined the School of Social Work as a full-time faculty in 2008.

Pam Miller has a PhD from University of Pittsburgh and an MSW from an accredited school of social work, University of Iowa. She practiced for 11 years post-MSW in numerous health care settings. She has taught social work practice in the SSW for 26 years. She joined the School of Social Work in 1992.

Michele Morales has a PhD and MSW from accredited school of social work, University of Michigan. She has 20 years of experience in addictions treatment, research and management, including social work education in the field of addictions and co-occurring disorders. Her expertise is in helping students and field instructors identify and operationalize the CSWE field competencies and professional strengths. Michele has been a full-time faculty member since 2015.

Laura Nissen has a PhD and MSW from an accredited school of social work, University of Denver. She has been the Dean of the School of Social Work since 2014. She has been a professor at the School of Social Work several years before becoming the dean. Her practice areas are substance abuse, juvenile justice reform, and working with adolescents in a variety of settings. She has published extensively and is a nationally known consultant and trainer in strengths perspective, innovation, and change dynamics and creativity. Laura joined the School of Social Work as a full-time faculty in 2000.

Monica Parmley has an MSW from an accredited school of social work, Portland State University. Her competence and expertise are informed by working 10 years as a school social worker, serving as a field instructor who supervised over 30 students, and being a member of the Field Education Team for 5 years. She specializes in school social work, suicide prevention and intervention, self-harm, grief and loss, crisis intervention, and clinical supervision. Monica has been a full-time faculty member since 2012.

Greg Pugh has a PhD and MSW from an accredited school of social work, Eastern Washington University. Greg has many years of clinical work in health care settings, HIV case management, and has worked in cross cultural settings such as Hawaii. His interests include social work ethics, the impact of foster care placement into adulthood, and patient quality of life. Greg joined the School of Social Work in 2013.

Jessica Rodriguez-JenKins has a PhD and MSW from an accredited school of social work at University of Washington. Dr. Rodriguez-JenKins has practice experience providing direct services to children, families, and adults within a community outpatient, residential, and medical setting. She engages in culturally and environmentally informed research that draws from community and stakeholder expertise centered on parent-child well-being and the reduction of child maltreatment. Jessica has been a full-time faculty member since 2017.

Cimone Schoweffermann has an MSW from an accredited school of social work, Portland State University. As a Licensed Clinical Social Worker, Cimone has a strong background in working with individuals, families and communities in both the higher education and community mental health settings. She is committed to efforts focused on affecting the empowerment of individuals and communities and to effectively problem solving with people and systems from diverse thoughts, practices and viewpoints. She has 10 years of experience in training, mentoring, developing curricula and implementing programs that increase retention of diverse populations and foster an inclusive student experience. Cimone has been a full-time faculty member since 2011.

Gary Smith has an MSW from an accredited school of social work, Portland State University. He has been a social worker since 1974 and was named the NASW co-social worker of the year for Oregon in 1998. In his community social work practice he has been a behavioral health therapist, a social worker in a child welfare agency, and the Executive Director of two non-profit organizations and three community mental health programs. For the past eight years he has been on the faculty of the PSU School of Social Work as a student academic advisor, field internship coordinator and liaison, distance option site coordinator, and classroom and online instructor. Gary has been a full-time faculty member since 2009.

Maria Talbott has a PhD and MSW from an accredited school of social work, University of California at Berkeley. Maria has been at the School of Social Work since 1984. She has been a tireless faculty member serving on numerous school-wide committees. Maria focuses on two main areas: social work research and evaluation, and gerontological social work. She has substantial experience in both areas. She successfully teaches in both areas and has for more than 30 years. Maria joined the School of Social Work as a full-time faculty in 1984.

Mathew Uretsky has a PhD from an accredited school of social work at University of Maryland and an MSW from an accredited school of social work, San Diego State University. Mathew's research interests include the development and evaluation of interventions to support positive youth development. More specifically, his work examines the risk and protective factors that impact the academic and behavioral development of children and youth, with a focus on how the school and family environment influence student outcomes. Mathew has been a full-time faculty member since 2016.

Stephanie Wahab has a PhD and MSW from an accredited school of social work, University of Washington. She situates her work within critical and feminist studies of social inequality and teaches courses revolving around critical social work, social justice, qualitative inquiry, intimate partner violence, and motivational interviewing. She's been actively engaged in policy development and practice arenas related to intimate partner violence and commercial sex work for over two decades. She is a Co-Editor in Chief for *Affilia: Women and Social*

Work, and a co-editor of *Feminisms in Social Work Research: Promise and Possibilities for Justice-based Knowledge*. Stephanie has been a full-time faculty member since 2005.

Part-Time/Adjunct Instructors

Shauna Adams has a BA in Social Work from California State University in Los Angeles and an MSW from an accredited school of social work, Portland State University. Her social work experience includes child and family therapy, working with community, and equity and diversity. Shauna has been teaching at Portland State University as an adjunct faculty member since 2002.

Jeffrey Asprocolas has an MSW from an accredited school of social work, Rutgers University. He has practice experience focused on providing direct client services, program evaluation, and research. Jeffrey has experience teaching the research series courses for the BSW and MSW programs at Portland State University. He has been an adjunct faculty member since 2014.

Susie Barrios has an MSW from an accredited school of social work, Portland State University. She has practice experience providing direct services in mental health, program development, human services staff development and education, and social work (BSW and MSW) education. Susie joined the School of Social Work in 2008.

Ryan Bender has an MSW from an accredited school of social work, Portland State University. Her expertise centers on family systems theory and cultural responsive service provisions primarily with families with children (middle childhood through late adolescent) involved with Special Education services. Additionally, Ryan's knowledge extends from a social determinants of health perspective related to social sustainability, healthcare, and poverty. She has been an adjunct faculty member since 2014.

Melissa Bird has a PhD from University of Southern California and an MSW from an accredited school of social work, University of Utah. Melissa has 14 years of macro social work practice experience. She also has experience in social justice advocacy, lobbying, health care policy, and Women's reproductive health. Melissa has been an adjunct faculty member since 2017.

Victor Boomer-Jenks has an MSW from an accredited school of social work, Portland State University. Victor's primary social work focus is Addictions, and he holds a CADAC-III as well as the national credential of Masters Addictions Counselor. He also has experience in crisis counseling and working with HIV clients. Victor joined the MSW program as an adjunct faculty member in 2018.

Bobby Bridges has an MSW from an accredited school of social work, Portland State

University. Bobby's social work experience includes community engagement and child protective services. He joined the MSW program as an adjunct faculty member in 2018.

Tracy Bryce-Farmer has an MSW from an accredited school of social work, Portland State University. She has experience working at hospital with individuals, couples, families and groups in their Partial Hospital, Intensive Outpatient, Chemical Dependency, and Dialectical Behavioral Therapy programs. She runs a full-time private practice as a licensed clinical social worker, has sat on the board of a professional association, and is currently working with the Oregon Independent Mental Health Professionals (OIMHP), a legislative group which advocated for passage of Senate Bill 860, a mental health parity bill to enforce compliance in equitable reimbursement and ensure patient access to services. She has been an adjunct faculty member since 2017.

Kevin Cherry has a BA in Social Work from Harding University and an MA in Social Services Administration from School of Social Services Administration at University of Chicago. He is a doctoral student in the PhD program in Social Work and Social Research at Portland State University. Kevin's competence and expertise largely center around the critical integration of macro theory into social work education and practice. Concretely, this means exploring how historical transformations of political economy and culture shape the development and trajectory of contemporary social problems and the technologies implemented to address these problems, including social services, social policy, and social movements. Kevin started teaching in the MSW program in 2012 as a Graduate Teaching Assistant and became an adjunct faculty member in 2014.

Beckie Child has an MSW from an accredited school of social work, Portland State University. Beckie is a doctoral student in the PhD Program in Social Work and Social Research. Her areas of expertise include supporting people with disabilities, community practice, mental health policy, and social policy more broadly. She also has expertise in individual and systemic advocacy at the local, state and national levels. Her research interests are broad and include people with psychiatric disabilities, health literacy, and user voices in research. Beckie has been an adjunct faculty member since 2013.

Aysha Crain has an MSW from an accredited school of social work, Portland State University. Aysha received LCSW in 2014 and she has been working as a therapist and a field instructor in the field of social worker. She has authored research papers, including an RCT study which she coordinated clinically. Aysha has been an adjunct faculty member since 2017.

Kate Davis has an MSW from an accredited school of social work, Portland State University. Kate has taught at Portland State University for many years, encompassing a wide variety of

coursework. Her professional background includes working with people who are involved in government-mandated systems or institutions and who have been greatly affected by institutional and personal trauma. She has extensive experience learning about and teaching on attachment, trauma-informed care, and collaborative practice with clients. Kate has been an adjunct faculty member since 2000.

Mandy Davis has a BSSW from University of North Carolina, an MSW from an accredited school of social work, University of South Carolina and a PhD in Social Work and Social Research at Portland State University. Mandy's expertise areas are in trauma, trauma-informed care, and mezzo and macro implementation of trauma informed care. Mandy has been an adjunct faculty member in the MSW program since 2001.

DeeAnna Dennis Garcia has a BSW and an MSW from an accredited school of social work, Walla Walla College. DeeAnna's social work competency area include mental health, diversity and inclusion, and working with children and families. DeeAnna has been a field liaison and adjunct faculty member since 2010.

Angela Donley has an MSW from an accredited school of social work, Portland State University. Her social work experience is from direct services including working with youth and communities. She was the Public Safety, Housing & Human Service, Health Policy Assistant for the Governor of Oregon and currently she serves as the chief of staff for State Senator Sara Gelser. Angela joined the MSW program an adjunct faculty member in 2018.

Daniel Donohue has a BSW and an MSW from an accredited School of Social Work, Portland State University. Daniel's social work practice and experience areas include trauma, family, group, gestalt, experiential training techniques, and existentialism. He has been an adjunct faculty member since 2017.

Malika Edden has an MSW from an accredited School of Social Work, Portland State University. Her experience includes social work advocacy, empowerment, critically thinking about social work and social justice, intersection of reproductive justice and social work. Malika has been an adjunct faculty member since 2015.

Denise Ernst has a PhD and an MS in Psychology from University of New Mexico. Denise teaches an elective course, Motivational Interviewing (MI) in the MSW program at Portland State University, which is her area of competence. MI is considered to be an important method in the practice of clinical social work as well as other fields. Denise has been an adjunct faculty member since 2015.

Daniel Garcia has an MSW from an accredited school of social work, Florida International University. Daniel has 17 years of social work practice experience. He was the Director/Program Manager for nine years at Central City Concern in Portland, Oregon. Daniel has been an adjunct faculty member since 2016.

Maria Carolina Gonzalez-Prats is a doctoral student in the PhD Program in Social Work and Social Research at Portland State University. She has an MA in Psychology. She applies her skills in organization development and managing teams of 5–150 people in macro-level social work practice, specifically for the military and veteran communities. Carolina has been an adjunct faculty member since 2018.

Adrienne Graf has an MSW from an accredited school of social work, Portland State University. Adrienne's area of practice and research interests include: survivor-led interventions and support for people who have experienced domestic and sexual violence, engaging with people working in the commercial sex trades, the role of Field in Social Work Education, retention of students of color and first-generation students within Higher Education, harm reduction approaches, and working with LGBTQ populations. Adrienne has been an adjunct faculty member since 2016.

Daniel Harold has an MSW from an accredited school of social work, Portland State University. Dan's experience in social work has its roots in Harm Reduction work at Outside In at their Needle Exchange program as a volunteer. Since then he has earned his LCSW as well as CADIC I. Through ongoing group supervision, trainings, and his work experience, he draws inspiration for his social work career. Daniel has been an adjunct faculty member since 2015.

Susan Hedlund has an MSW from an accredited school of social work, Portland State University. She has taught Advanced Clinical Practice for 25 years and has expertise in clinical practice, social work practice in health care, and palliative and end of life care. Susan has been an adjunct faculty member since 1987.

Elizabeth Holden has an MSW from an accredited school of social work, University of Washington. Elizabeth's areas of social work practice experience include mental health work with diverse communities, program design, evaluation and management, social justice and non-oppressive practice, teaching, clinical supervision, and implementation of community initiatives. Elizabeth has been an adjunct faculty member since 2012.

Michael Hulshof-Schmidt has an MSW from an accredited school of social work, Portland State University. Michael is the Executive Director of Equality Works, which provides mediation and diversity/equity workshops. He also teaches the Social Justice Class and the

Advanced Anti-Oppressive Practice. Michael has been an adjunct faculty member since 2013.

Jess Jamieson has a PhD and an MSW from an accredited school of social work, University of Iowa. He previously held leadership positions in hospital and community-based services. His social work expertise includes health and mental health integration. He teaches DSM-5 classes and has been an adjunct faculty member since 2014.

Kathryn Kelly has an MSW from an accredited school of social work, Portland State University. Kat's social work areas include working with immigrants, refugees, Latino communities, therapeutic crisis intervention, and domestic violence advocacy. She currently serves as the director of Programs and Integration at El Programa Hispano Catolico. Kathryn has been an adjunct faculty member since 2017.

Katherine Kneupper has an MSW from an accredited school of social work, Portland State University. She has provided counseling to children and families for thirteen years. She is in her fourth year of facilitating field placement seminar and MSW advising to students. Katherine has been an adjunct faculty member since 2014.

Heather Laurie has an MSW from an accredited school of social work, Portland State University. Heather has been in clinical practice for the past seven years with children, adolescents, adults, and families focused on child abuse, trauma, family violence, & LGBTQ issues. She has extensive experience providing civil and criminal court consultation and testimony as clinician an expert witness in areas of divorce/custody, child welfare, and child abuse. She is EMDR trained and a member of EMDR Regional Committee, providing & bringing advanced practice trainings to Central Oregon area. Heather has been an adjunct faculty member since 2017.

Sandy Leotti has an MSW from an accredited school of social work, University of Montana. She is a doctoral student in the PhD Program in Social Work and Social Research at Portland State University. Sandy's practice experience includes community mental health, violence education and prevention, community case management for adults and children with disabilities and long-term illnesses, clinical practice with youth, and leadership development. She teaches classes in research methods, human development, and advocacy. She is also interested in anti-oppressive practice and social work education with a specific focus on the infusion of critical and feminist theories in education and practice. Sandy has been an adjunct faculty member since 2012.

Jennifer Levi has an MSW from an accredited school of social work, University of South Florida. She has been practicing in both hospice and palliative care for the past 13 years

including direct care practice, program development, and state-wide interventions to enhance access of care to the community. Jennifer has been an adjunct faculty member since 2017.

Michelle Lewis has an MSW from an accredited school of social work, Portland State University. As a mental health counselor and instructor, Michelle has had the opportunity to work with a diverse group of clients/students using an anti-oppressive approach that demonstrates a commitment to helping the client/student feel empowered in an academic and/or group setting. Michelle has been an adjunct faculty member since 2017.

Kaig Lightner has an MSW from an accredited school of social work, Portland State University. He teaches generalist courses on the principles of privilege, advocacy, and empowerment. He founded a local nonprofit that provides affordable access to sports for low income youth, and he provides mentor services to LGBTQ youth and adults. Kaig has been an adjunct faculty member since 2015.

Fawn McCool has an MSW from an accredited school of social work, California State University, Los Angeles. She has experience working in a variety of settings providing skilled trauma-informed services to families, women and children. Fawn has been an adjunct faculty member since 2018.

Martha McCormack has an MS in Counseling Psychology from Central Washington University. She is a doctoral student in the PhD program in Social Work and Social Research. With a 25-year career in child and family mental health, Martha incorporates a systems of care, strengths-based, resiliency and trauma-focused expertise to her teaching approach, whether she is teaching a practice course or research and evaluation. As a current social work doctoral student, Martha integrates her skills in research and evaluation to all curriculum, bringing consistency with social work values. She has successfully taught the required MSW courses in research/evaluation as well as advanced standing courses in trauma and abuse, and loss and grief across the lifespan. Martha has been an adjunct faculty member since 2016.

Marjorie McGee has an MS in counseling from Western Oregon University and a PhD in Social Work and Social Research from Portland State University. Marjorie has taught HBSE Macro class several times at PSU. She has practiced as an LPC focusing on counseling with Deaf/hard of hearing people. Her expertise is in working with the disability communities and as a disability researcher. Marjorie has been an adjunct faculty member since 2007.

Katherine McGuinness has an MSW from an accredited school of social work, Portland State University. She has been a practicing social worker for over five years working in state-level

public health. She has also been working in the abortion rights field doing direct service, policy change, culture change and organizational development for over four years. Katherine joined the MSW program an adjunct faculty member in 2018.

Rhen Miles has an MSW from an accredited school of social work, Portland State University. She has extensive experience in community-based and participatory approaches to research, evaluation, program development, and community engagement. Rhen has worked collaboratively with multiple youth development and school-based non-profits and school districts on addressing school climate, disproportionate discipline, equity, and improving practices and programs to better respond to the needs of youth and families. Rhen has been an adjunct faculty member since 2016.

Lakindra Mitchell Dove has a PhD and an MSW degrees in Social Work from an accredited school of social work, Portland State University. Her social work practice focuses in the field of child abuse and neglect and medical social work. She has experience working with culturally diverse communities and racial equity/social justice work. Lakindra has been an adjunct faculty since 2016.

Margaret Moore has an MSW from an accredited school of social work, Portland State University. Her social work expertise includes mental health, corrections, management, human development, clinical practice, and supervision. Margaret has been an adjunct faculty member since 2014.

Simone Nagle has an MSW from an accredited school of social work, University of Southern California. Simone's expertise in social work includes mental and behavioral health, program development, organizational leadership, advocacy, risk and crisis management, and community safety. She is a Certified QMHP under State of Oregon. Simone has been an adjunct faculty member since 2016.

Patty Narvaez-Wheeler has an MSW from an accredited school of social work, Portland State University. Patricia strives to root her work in cultural humility, popular education, and anti-oppressive practice. Patricia has worked with the Latino community locally and abroad since 2006 in a variety of roles including program management, direct service, and racial equity advocacy. She has been an adjunct faculty member since 2017.

Emily Nelson has an MSW from an accredited school of social work, Portland State University. Emily's social work experience includes working with homeless population to provide transportation assistance, landlord advocacy, and mediation. She also has case management experience in services for children, adolescents, and families. Emily has been an adjunct faculty member since 2017.

Gene Obersinner has an MSW from an accredited school of social work, San Diego State University. Gene has taught human services classes at Lane Community College since 2010. He currently supervises 11 clinicians who are working toward licensure as an LCSW or LPC. He has also served as a Field Instructor for about eight MSW students. Gene has been an adjunct faculty member since 2017.

Meg Panichelli has an MSW from an accredited school of social work, Westchester University, and she is an advanced candidate in the PhD Program of Social Work and Social Research at Portland State University. Meg has experience in teaching anti-oppressive social work practice and research, critical feminisms, intersections of sexuality and drug use, sex work and academic, intimate partner violence and sexual violence in queer and transgender communities. Meg has been an adjunct faculty member since 2012.

Rebecca Parker has an MSW from an accredited school of social work, University of Maryland. Rebecca's social work expertise and competence include working with teens, youth and young adults. She has been an adjunct faculty since 2016.

Jolanta Piatkowska has a PhD from Portland State University and an MSW from an accredited school of social work, California State University at Long Beach. Her areas of social work focus on quantitative social research, social psychology, neuroscience, and foster care. Jolanta has been an adjunct faculty member since 2016.

Andrew Price has an MSW from an accredited school of social work, Portland State University. He has been practicing full-time as an LCSW for 14 years, mostly in a private practice setting, mental health service focused on individuals, couples and groups. Subsequent to completing his MSW Andrew has pursued extensive postgraduate trainings in psychotherapy within a variety of organizations and settings, including international ones, and more recently has been providing clinical supervision to social workers as well as postgraduate psychotherapy training supervision, postgraduate training group facilitation/leadership, and various community presentations on clinical subjects. Andrew has been an adjunct faculty member since 2013.

Julie Prindle has a PhD from the Graduate School of Education at Portland State University and an MSW from accredited school of social work, Portland State University. Dr. Prindle is a senior manager of social work services in the Portland Public Schools where she supervises MSW interns and develops and coordinates mental health programs and services for Multiple Pathways to Graduation. She is also a mental health clinician and her areas of practice include individuals and couples, family therapy, adolescents, school issues, life changes, career exploration, and crisis. Julie has been an adjunct faculty member since 2010.

Andre Pruitt has an MSW from an accredited school of social work, Portland State University. He is also a doctoral student in the PhD Program in Social Work and Social Research. Andre has worked on statewide equal rights initiatives for gay men of color, as well as around issues concerning sexual minority youth, equity in employment, and the expansion of educational opportunities for African Americans. He has served on several community boards and task forces in the Portland metro area. His social work research focuses on investigating memory loss among African American elders in the community. Andre has been an adjunct faculty member since 2012.

Elizabeth Race has an MSW from an accredited school of social work, Portland State University. She has 20 years of experience teaching at the past graduate level and 25 years of experience practicing in the field of social work. In addition, Elizabeth has 10 years of experience providing supervision for licensure candidates. She has been an adjunct faculty member since 2001.

Peg Sandeen has a PhD from Portland State University and an MSW from an accredited school of social work, University of Iowa. Peg is the Executive Director of the Death with Dignity National Center (DDNC). She is an experienced direct practice social worker, specializing in issues related to terminal illness and end-of-life processes. She has an extensive background in policy analysis and strategic leadership for policy reform efforts through both ballot initiative and legislative means. Her scholarly and professional efforts focus on health-related ethical concerns, particularly end-of-life decision-making, and the impact of public opinion on policy reform. Peg has been an adjunct faculty member since 2006.

Jessica Schmidt has a PhD from Portland State University and an MSW from an accredited school of social work, San Diego State University. Jessica has experience working with youth and families involved with the child welfare system and has led research studies aimed at serving youth aging out of foster care. She also has experience teaching research courses in the MSW program and as research mentor to undergraduate and graduate students doing internships with the School of Social Work. Jessica has been an adjunct faculty member since 2016.

Shannon Singleton has an MSW from an accredited school of social work, Portland State University. She has over a decade of experience serving people experiencing homelessness. Her experience includes: direct service, program development and supervision/management in shelters, street outreach, and transitional housing settings; policy development and implementation; and advocacy. Shannon has been an adjunct faculty member since 2016.

Dara Snyder has an MSW degree from an accredited school of social work, Temple University. Dara has experience working in direct service, community organizing and policy

advocacy, as well as directing multiple crisis alleviation services including food, clothing, and housing. Dara also has been working for social justice in different capacities for over 10 years. She joined the MSW program as an adjunct faculty member in 2018.

Susie Snyder has an MSW from an accredited school of social work, Portland State University. Susie has focused her teaching on advanced clinical skills, direct practice with children, adolescents, and families emphasizing collaborative, strength-based and narrative approach. She joined the School of Social Work in 1993. She has recently retired from her position as an associate professor of practice and is now teaching field seminar and serving as an advisor and faculty liaison in addition to working actively in the community as a clinician, supervisor, trainer, and consultant.

John Spence has an MSW from an accredited school of social work, Rutgers University. He has a PhD in Higher Education from University of Washington. John has taught a graduate level course titled “Social Work in Native American Communities” for the past 19 years (1998–2016) at the Portland State University School of Social Work. He also taught a similar course at the University of Washington School of Social work for three years. In addition to his academic qualifications, John is an enrolled member in the Gros Ventre/Sioux tribes at Fort Belknap, Montana and has over 40 years human services experience working with his own and several other Native American tribes. He has been an adjunct faculty member since 1998.

Lucrecia Suarez has an MSW from an accredited school of social work, Portland State University. She has 25 years of experience in clinical social work practice and culturally specific program development. Her social work practice includes Multicultural Counseling, Trauma-Informed Care, Trauma-Specific Treatment and Social Work Practice with Latinos. Lucrecia has been an adjunct faculty member since 2012.

Stephanie Sundborg has a PhD in Social Work and Social Research from Portland State University. Stephanie’s work experience includes training for Trauma-Informed Oregon about the impact of trauma and the implementation of trauma-informed care within organizations. Social work courses she has taught include Abuse and Trauma, and Human Behavior in the Social Environment. Stephanie has been an adjunct faculty member since 2014.

Lucie Tillson has an MSW from an accredited school of social work, Boston University. She has worked in a wide variety of agencies for the last 20 years as a Social Worker and Administrator in large, multicultural, affordable housing settings. Lucie has been an adjunct faculty member since 2018.

Sarita Trawick has an MSW from an accredited school of social work, Portland State University. She has experience in group facilitation, direct clinical practice, and clinical

supervision. She has 24 years of experience working in multiple settings, including corrections, crisis services, intensive outpatient, and school-based mental health. Sarita has been an adjunct faculty member since 2017.

Guy Tyler has an MSW from an accredited school of social work, Portland State University. He is a psychotherapist at Portland VA medical center. His social work experience includes working at general mental health clinic and Dialectical Behavior Therapy program. He also has training in Dialectic Behavior Therapy and Cognitive Processing Therapy. Guy has been an adjunct faculty member since 2017.

Christine Velez-Klug has an MSW from an accredited school of social work, State University of New York at Buffalo. Christine is currently enrolled in the PhD Program in Social Work and Social Research at Portland State University. She believes the combination of her social work practice experience and research experience makes her an effective social work instructor. She encourages students to think critically and to use theoretical knowledge to guide practice and research. Christine has been an adjunct faculty member since 2014.

Julia Wallace has an MSW from an accredited school of social work, University of Central Florida. Juliana has experience in clinical case management, as well as mental and behavioral health. She has been an adjunct faculty member since 2017.

Mark Weinmeister has an MSW from an accredited school of social work, Portland State University. He is a licensed clinical social worker with more than 17 years of experience working in direct clinical practice in a variety of health care settings. Mark has been an adjunct faculty member since 2014.

Edmond DeShawn Williams has an MSW from an accredited school of social work, Portland State University. DeShawn has experience in treating anxiety disorders and depression, and has worked with clients who have experienced their first episode of psychosis and their families. He has worked extensively with multi-cultured, multi ethnic and disenfranchised families. In addition, he has spent many years working with families in the Salem area as an Intensive Services Therapist and in Multnomah County Schools offering individual and family therapy, group work, and culturally specific services, trainings, and consultations. DeShawn has been an adjunct faculty member since 2015.

Dawn Williamson has an MSW from an accredited school of social work, Portland State University. She specializes in the area of trauma services through the lifespan and utilizes expressive therapies with children and adults. She is also competent in providing program development, clinical supervision, and consultation for agencies and businesses. Dawn has been an adjunct faculty member since 2002.

Andrew Yoder has an MSW from an accredited school of social work, Portland State University. Andrew is a trainer and practitioner of Acceptance and Commitment Therapy. His clinical practice focuses in service areas of long-term/complex trauma and bereavement. Andrew has been an adjunct faculty member since 2017.

Council on Social Work Education

Commission on Accreditation (COA) Faculty Summary-Part I

This form is used to assist the COA in the evaluation of the program’s compliance with *Accreditation Standards* stated below.

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

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

M3.2.4 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.

Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year*.

Full-time Faculty

Initials and Surname of Faculty Member	Date of Appointment	Race/Ethnicity	Gender	Teaches Practice Courses	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
							Previous Positions**		Current Position**			
					Post-BSW	Post-MSW	BSW	MSW	BSW	MSW	BSW	MSW
M. Barcelo (Admin)	2015	Latino	F	N	0	5.5	0	0	1.2	1.8	40	60
S. Bradley	1998	White	F	Y	0	18	0	0	0	20	0	123+
L. Brookner	2016	White	F	Y	0	8	0	0	2	2	20	80
M.Chorpenning	2016	White	M	Y	0	4	0	0	0	1	0	103+
L. Cordova	2014	White	F	Y	0	14	0	0	0	4	0	100
A. Curry-Stevens	2007	White	F	N	0	25	0	12	0	11	0	12.5

Initials and Surname of Faculty Member	Date of Appointment	Race/Ethnicity	Gender	Teaches Practice Courses	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
							Previous Positions**		Current Position**			
					Post-BSW	Post-MSW	BSW	MSW	BSW	MSW	BSW	MSW
T. Donlan	2006	Hispanic/Latino, American Indian/Alaskan Native and White	M	N	0	3.5	0	0	0	12	0	110+
V. Hamby	2011	White	F	Y	0	13	0	0	0	7	0	100
L. Hawash	2011	White	F	Y	0	11	0	0	0	4	0	120+
J.Hoffman	2016	African American and White	F	N	0	3	0	0	0	2	0	100
J. Kates (Admin)	2008	White	F	N	0	7	0	0	1	4	20	80
E. Kimball	2014	White	F	N	1	7	0	2	4	4	37	96+
S. Klawetter	2017	White	F	Y	0	8	0	6	0	1	0	100
J. Lee	2006	Asian	F	N	0	2	0	0	0	12	0	12.5
M. Martinez Thompson	2011	Latino/Hispanic and White	F	Y	0	11	0	0	0	7		117+
E. May (Admin)	2015	White	M	Y	0	10	0	0	0.75	2.25	25	88+
B. McBeath	2004	Asian and White	M	Y	0	3.5	0	0	0	14	0	100
K. Miller (Admin)	2008	African American	F	N	0	8	1	4	1	7	25	30
P. Miller	1992	White	F	Y	0	11	0	0	0	25	0	100
M. Morales	2015	Hispanic/Latino and White	F	Y	0	14	0	0	0	3	0	100
L. Nissen (Admin)	2000	White	F	N	0	24.5	3	4	5	13	20	30
M. Parmley	2012	White	F	Y	0	13	0	0	0	6	0	100

Initials and Surname of Faculty Member	Date of Appointment	Race/Ethnicity	Gender	Teaches Practice Courses	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
							Previous Positions**		Current Position**			
					Post-BSW	Post-MSW	BSW	MSW	BSW	MSW	BSW	MSW
G. Pugh	2013	White	M	Y	2	21	0	5		3	0	12.5
J. Rodriguez-JenKins	2017	Hispanic/Latino and American Indian/Alaskan Native	F	N	0	4	0	0			62.5	37.5
C. Schwoeffermann (admin)	2011	African American	F	N	0	7	0	0	0.5	3	8	73
G. Smith	2009	White	M	Y	0	30	0	0	0	3	0	100
M. Talbott	1984	White	F	N	0	0.2	0	0	3	30	25	75
M. Uretsky	2016	White	M	N	0	9	0	0	0	2	0	100
S. Wahab	2005	Unknown	F	N	0	2	0	6	0	9	0	75

+Faculty teaching in the summer or doing overload teaching during the academic year

Part-time Faculty

Initials and Surname of Faculty Member	Date of Appointment	Race/Ethnicity	Gender	Teaches Practice Courses	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
							Previous Positions**		Current Position**			
					Post-BSW	Post-MSW	BSW	MSW	BSW	MSW	BSW	MSW
S. Adams	2016	Hispanic/Latino	F	Y	0	26	0	0	0	0		41
J. Asprocolas	2014	White	M	N	0	9.5	0	0	0	0		9
S. Barrios	2008	White	F	Y	0	21	0	0	0	0	27	14
R. Bender	2014	Multi Ethnic	F	N	0	0.5	0	0	0	0		7
M. Bird	2017	White	F	N	0	14	0	0	0	0	36	14
V. Boomer-Jenks	2018	White	M	N	0	9	0	0	0	0	0	7
B. Bridges	2018	African American	M	N	0	4	0	0	0	0	0	10
T. Bryce-Farmer	2017	White	F	Y	0	7.5	0	0	0	0	0	20
K. Cherry	2012	White	M	N	0	7	0	0	0	0	0	27
B. Child	2013	White	F	N	0	7	0	0	0	0	0	20
A. Crain	2017	White	F	Y	0	5.5	0	0	0	0	0	19
K.Davis	2000	White	F	N	0	17	0	0	0	0	0	7
M. Davis	2001	White	F	N	2	15	0	0	0	0	0	14
A.Donley	2018	Latino/Hispanic	F	Y	0	6.5	0	0	0	0	0	5
D. Donohue	2017	White	F	Y	0	6.5	0	0	0	0	0	20
M. Edden	2015	White and African American	F	N	0	4	0	0	0	0	0	7
D. Ernst	2015	White	F	N	0	0	0	0	0	0	0	23

Initials and Surname of Faculty Member	Date of Appointment	Race/Ethnicity	Gender	Teaches Practice Courses	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
							Previous Positions**		Current Position**			
					Post-BSW	Post-MSW	BSW	MSW	BSW	MSW	BSW	MSW
D. Garcia	2016	Latino/ Hispanic	M	Y	0	18	0	0	0	0	0	14
D. Garcia Dennis	2016	Latino/ Hispanic	F	Y	0	15	0	0	0	0	0	39
M.Gonzalez-Prats	2018	Latino/Hispanic	F	N	0	0	0	0	0	0	0	2
A. Graf	2016	White	F	N	0	7	0	0	0	0	0	7
D. Harold	2015	White	M	Y	0	8	0	0	0	0	0	43
S. Hedlund	1987	White	F	N	0	37	0	0	0	0	0	3
E. Holden	2012	Latino/Hispanic	F	N	0	16	0	0	0	0	0	7
M. Hulshof-Schmidt	2013	White	M	Y	0	4	0	0	0	0	0	41
J. Jamieson	2014	White	M	N	0	47	0	0	0	0	0	45
K.Kelley	2017	White	F	Y	0	6.5	0	0	0	0	0	7
K. Kneupper	2014	White	F	Y	0	10	0	0	0	0	0	27
H. Laurie	2017	White	F	Y	0	6	0	0	0	0	0	7
S. Leotti	2012	White	F	Y	0	4	0	0	0	0	0	14
J. Levi	2017	White	F	Y	0	13	0	0	0	0	0	14
M. Lewis	2017	African American	F	Y	0	5	0	0	0	0	0	9
K. Lightner	2015	White	M	Y	0	5	0	0	0	0	0	9
F. McCool	2016	White	F	Y	0	8	0	0	0	0	0	7
M. McCormack	2016	White	F	N	0	25	0	0	0	0	0	7
M. McGee	2007	White	F	N	0	0	0	0	0	0	0	7
K. McGuiness	2018	White	F	Y	0	6	0	0	0	0	0	7
R. Miles	2016	White	F	N	0	0	0	0	0	0	0	27

Initials and Surname of Faculty Member	Date of Appointment	Race/Ethnicity	Gender	Teaches Practice Courses	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
							Previous Positions**		Current Position**			
					Post-BSW	Post-MSW	BSW	MSW	BSW	MSW	BSW	MSW
L. Mitchell Dove	2016	African American	F	Y	0	13	0	0	0	0	0	27
M. Moore	2014	White	F	N	4	27	0	0	0	0	0	7
S. Nagel	2016	White	F	Y	0	8.5	0	0	0	0	0	7
P. Narvaez	2017	Hispanic, American Indian/Alaskan Native and White	F	N	0	4	0	0	0	0	0	8
E. Nelson	2017	White	F	Y	0	9	0	0	0	0	0	15
G. Obersinner	2017	White	M	Y	0	13	0	0	0	0	0	22
M. Panichelli	2012	White	F	N	0	4	0	0	0	0	0	7
R. Parker	2016	Unknown	F	N	0	10	0	0	0	0	0	7
J. Piatakowski	2016	White	F	N	0	2	0	0	0	0	0	20
A. Price	2013	Unknown	M	N	0	17	0	0	0	0	0	7
J. Prindle	2010	White	F	N	0	17	0	0	0	0	0	7
A. Pruitt	2012	African American	M	N	0	17	0	0	0	0	11	11
L. Race	2001	White	F	Y	0	28	0	0	0	0	0	34
P. Sandeen	2006	White	F	N	0	20	0	0	0	0	0	20
J. Schmidt	2016	Hispanic and White	F	N	0	2.5	0	0	0	0	0	24
S. Singleton	2016	African American	F	N	9	5	0	0	0	0	0	22
D. Snyder	2018	Unknown	F		0	11	0	0	0	0	0	3
S. Snyder	1993	White	F	Y	0	21	0	0	0	0	0	27

Initials and Surname of Faculty Member	Date of Appointment	Race/Ethnicity	Gender	Teaches Practice Courses	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
							Previous Positions**		Current Position**			
					Post-BSW	Post-MSW	BSW	MSW	BSW	MSW	BSW	MSW
J. Spence	1998	Native American	M	N	0	45	0	0	0	0	0	7
L. Suarez	2012	Latino/Hispanic	F	N	0	25	0	0	0	0	0	7
S. Sundborg	2014	White	F	N	0	0	0	0	0	0	0	7
L. Tillson	2017	White	F	Y	0	27	0	0	0	0	0	7
S. Trawick	2017	African American	F	Y	0	17	0	0	0	0	0	20
G. Tyler	2017	African American, White, and American Indian/Alaskan Native	M	Y	0	3	0	0	0	0	0	10
C. Velez-Klug	2014	Latino/Hispanic	F	N	0	2.5	0	0	0	0	13.64	7
J. Wallace	2017	White	F	N	0	13	0	0	0	0	0	7
M. Weimeister	2014	White	M	Y	0	17	0	0	0	0	0	20
E. Williams	2015	African American	M	Y	0	11.6	0	0	0	0	27.28	14
D. Williamson	2002	White	F	N	5	25	0	0	0	0	0	41
A. Yoder	2017	White	M	N	0	8	0	0	0	0	0	14

Council on Social Work Education
Commission on Accreditation (COA)
Faculty Summary-Part 2

This form is used to assist the COA in the evaluation of the program's compliance with Accreditation Standards stated below.

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

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

M3.2.4 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.

Provide the information requested below for all faculty. Provide the information requested below for all faculty employed in full-time and part-time positions within the past academic year. List from highest to lowest in rank.

Initials and Surname of Faculty Member	Current Rank or Title	Part-Time	Full-Time	Tenure-Track		Tenure		
				Yes	No	Yes	No	N/A
S. Bradley	Associate Professor of Practice		x		x			x
L. Brookner	Assistant Professor of Practice		x		x			x
M. Chorpensing	Instructor		x		x			x
L. Cordova	Assistant Professor of Practice		x		x			
A.Curry-Stevens	Associate Professor		x	x		x		
T. Donlan	Associate Professor and MSW Program Director		x	x		x		
V. Hamby	Assistant Professor of Practice and MSW Eugene Option Coordinator		x		x			x
L. Hawash	Assistant Professor of Practice and MSW Online Coordinator		x		x			x
J. Hoffman	Assistant Professor		x	x			x	

Initials and Surname of Faculty Member	Current Rank or Title	Part-Time	Full-Time	Tenure-Track		Tenure		
				Yes	No	Yes	No	N/A
J. Kates	Assistant Professor of Practice		x		x			x
E. Kimball	Assistant Professor		x	x			x	
S. Klawetter	Assistant Professor		x	x			x	
J. Lee	Associate Professor and Ph.D. Program in Social Work and Social Research Program Director		x	x		x		
M. Martinez Thompson	Assistant Professor of Practice and MSW Salem Option Site Coordinator		x		x			x
E. May	Assistant Director of Field and MSW Distance Option Coordinator		x		x			x
B. McBeath	Full Professor		x	x		x		
K. Miller	Associate Professor and Associate Dean of Academic Affairs		x	x		x		
P. Miller	Full Professor		x	x		x		
M. Morales	Assistant Professor of Practice and MSW Ashland Option Site Coordinator		x		x			x
L. Nissen	Dean and Full Professor		x	x		x		
M. Parmley	Assistant Professor of Practice		x		x			x
G. Pugh	Assistant Professor		x	x			x	
J. Rodriguez-JenKins	Assistant Professor		x	x			x	
G. Smith	Assistant Professor of Practice and MSW Bend Option Site Coordinator		x		x			x
M. Talbott	Associate Professor		x	x		x		
M. Uretsky	Assistant Professor		x	x			x	
S. Wahab	Full Professor		x	x		x		

Part-time Faculty

Initials and Surname of Faculty Member	Current Rank or Title	Part-Time	Full-Time	Tenure-Track		Tenure		
				Yes	No	Yes	No	N/A
S. Adams	Adjunct Professor	x			x			x
J. Asprocolas	Doctoral Student	x			x			x
S. Barrios	Adjunct Professor	x			x			x
R. Bender	Adjunct Professor	x			x			x
M. Bird	Adjunct Professor	x			x			x
B. Bridges	Adjunct Professor	x			x			x
D. Brown	Doctoral Student	x			x			x
T. Bryce Farmer	Adjunct Professor	x			x			x
K. Cherry	Doctoral Student	x			x			x
B. Child	Doctoral Student	x			x			x
A.Crain	Adjunct Professor	x			x			x
K. Davis	Adjunct Professor	x			x			x
M. Davis	Adjunct Professor	x			x			x
A.Donley	Adjunct Professor	x			x			x
D. Donohue	Adjunct Professor	x			x			x
M. Edden	Adjunct Professor	x			x			x
D. Ernst	Adjunct Professor	x			x			x
D. Garcia Dennis	Adjunct Professor	x			x			x
D. Garcia	Adjunct Professor	x			x			x
M. Gonzalea-Prats	Adjunct Professor	X			X			X
A.Graf	Adjunct Professor	X			X			X
D. Harold	Adjunct Professor	x			x			x
S. Hedlund	Adjunct Professor	x			x			x

Initials and Surname of Faculty Member	Current Rank or Title	Part-Time	Full-Time	Tenure-Track		Tenure		
				Yes	No	Yes	No	N/A
E. Holden	Adjunct Professor	x			x			x
M. Hulshof-Schmidt	Adjunct Professor	x			x			x
J. Jamieson	Adjunct Professor	x			x			x
K. Kelley	Adjunct Professor	x			x			x
K. Kneupper	Adjunct Professor	x			x			x
H. Laurie	Adjunct Professor	x			x			x
S. Leotti	Doctoral Student	x			x			x
J. Levi	Adjunct Professor	x			x			x
M. Lewis	Adjunct Professor	x			x			x
K. Lightner	Adjunct Professor	x			x			x
F. McCool	Adjunct Professor	x			x			x
M. McCormack	Doctoral Student	x			x			x
M. McGee	Adjunct Professor	x			x			x
K. McGuiness	Adjunct Professor	x			x			x
R. Miles	Doctoral Student	x			x			x
L. Mitchell Dove	Adjunct Professor	x			x			x
M. Moore	Adjunct Professor	x			x			x
S. Nagle	Adjunct Professor	x			x			x
P. Narvaez	Adjunct Professor	x			x			x
E. Nelson	Adjunct Professor	x			x			x
G. Obersinner	Adjunct Professor	x			x			x
M. Panichelli	Doctoral Student	x			x			x
R. Parker	Adjunct Professor	x			x			x
J. Piatakowski	Adjunct Professor	x			x			x
A. Price	Adjunct Professor	x			x			x

Initials and Surname of Faculty Member	Current Rank or Title	Part-Time	Full-Time	Tenure-Track		Tenure		
				Yes	No	Yes	No	N/A
J. Prindle	Adjunct Professor	x			x			x
A .Pruitt	Doctoral Student	x			x			x
E. Race	Adjunct Professor	x			x			x
P. Sandeen	Adjunct Professor	x			x			x
J. Schmidt	Adjunct Professor	x			x			x
S. Singleton	Adjunct Professor	x			x			x
D. Snyder	Adjunct Professor	x			x			x
S. Snyder	Adjunct Professor	x			x			x
J. Spence	Adjunct Professor	x			x			x
L. Suarez	Adjunct Professor	x			x			x
S. Sundborg	Adjunct Professor	x			x			x
L. Tillson	Adjunct Professor	x			x			x
S. Trawick	Adjunct Professor	x			x			x
G. Tyler	Adjunct Professor	x			x			x
C. Velez-Klug	Doctoral Student	x			x			x
J. Wallace	Adjunct Professor	x			x			x
M. Weimeister	Adjunct Professor	x			x			x
E. Williams	Adjunct Professor	x			x			x
D. Williamson	Adjunct Professor	x			x			x
A. Yoder	Adjunct Professor	x			x			x

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

The MSW Faculty identified the following courses as practice courses as they focus on the development of social work practice skills. Faculty teaching these courses are listed below each course description and all have an MSW from a CSWE-accredited program and at least two years of post-master's social work degree practice experience as noted in the 3.2.1 Faculty Qualifications and the Faculty Summary Form Part I.

Generalist Practice Courses

SW 511: Field Placement and Seminar

This course is the nine-month agency-based field internship and concurrent field seminar where students apply social work knowledge and develop social work skills. The supervised field internship and weekly field seminar facilitate students' application of social work skills, the integration of theoretical content, and the development of critical thinking skills. This course is a core component of the MSW curriculum, allowing students to apply knowledge gained in their social work courses in real world practice settings and to demonstrate component behaviors that reflect the integration of the knowledge, values, skills, and cognitive and affective processes of the nine competencies.

Faculty:

Sarah Bradley, MSSW
Matthew Chorpenning, MSW
Deanna Garcia Dennis, MSW
Shauna Adams, MSW
Michael Hulshof-Schmidt, MSW
Monica Parmley, MSW
Lisa Cordova, MSW
Katherine Kneupper, MSW
Lakindra Mitchell-Dove, MSW, PhD
Lisa Race, MSW
Pam Miller, MSW, PhD
Susie Snyder, MSW
Gary Smith, MSW
Michele Martinez-Thompson, MSW

SW 515: Skills for Helping Process—Groups

SW 515 is the generalist year MSW course on social work practice with groups. This course focuses on helping students to develop assessment and intervention skills for working with client, organizational, and community groups. Students will assess types and stages of groups, roles, and group dynamics, and develop a group proposal. Students will learn how to begin, facilitate, and end a group.

Faculty:

Sarah Bradley, MSSW
Dan Harold, MSW
Michelle Lewis, MSW
Daniel Garcia, MSW
Sarita Trawick, MSW
Susie Barrios, MSW
Dawn Williamson, MSW

SW 530: Skills for Helping Process—Individuals and Families

This course is the generalist year MSW course on social work practice with individuals and families. This course helps students to develop engagement, assessment, and intervention skills for work with individuals and families.

Faculty:

Sarah Bradley, MSSW
Susanne Klawetter, MSW, PhD
Daniel Garcia, MSW
Simone Nagle, MSW
DeShawn Williams, MSW
Dawn Williamson, MSW
Heather Laurie, MSW

SW 532: Advocacy and Empowerment

Builds the advocacy skills to form purposive and equitable partnerships with service users, their communities, and organizations. Includes empowerment-based practices in micro, mezzo and macro work. Healthy critique of the role of the professional social worker as “expert” is examined.

Faculty:

Matthew Chorpenning, MSW

Kaig Lightner, MSW
Kat Kelley, MSW
Bowen McBeath, MSW, PhD
Katherine McGuinness, MSW
Sandy Leotti, MSW
Dawn Williamson, MSW

Advanced Specialization Practice Classes

SW 533: Clinical Social Work Practice I

This is the first term of a three-course sequence. The course addresses how to enter into clinical work in ways that are respectful and honoring of the strengths, vulnerabilities, goals, and needs of client systems and are responsive to the socio-political and systemic contexts of clients' lives. Special attention is given to positive engagement, creation of a therapeutic alliance, and case-conceptualization grounded in critical theory and developmental perspectives. Best practices are put forward that are grounded in the research on common factors associated with positive outcomes. Students are supported to connect with their own competence, compassion, and hope; and to develop self-awareness and intentionality. They are encouraged to recognize oppressive condition and pathologizing narratives that impact both client systems and providers and to take a critical social work approach to clinical practice that supports possibility, and client-driven healing.

Faculty:

Susanne Klawatter, MSW, PhD
Aysha Crain, MSW
Tracy Bryce-Farmer, MSW
Daniel Donohue, MSW
Eugene Obersinner, MSW
Guy Tyler, MSW

This is the second course in a three-course sequence. It focuses on increasing the student's self-awareness of the perspectives, strengths, biases and limitations they bring to this work. Students are supported to learn about family theory and cultural context models they apply to both their clients and themselves. Goals include an increased understanding of the vulnerabilities and strengths that impact our clients and ourselves. Students are supported to clarify their professional responsibilities and ethics. Students learn skills in managing reactivity (their own and that of client systems). Continued attention is given to supporting work in internships and exploring conceptual and practice theories and specific intervention skills related to clinical work with individuals and families.

Faculty:

Susanne Klawatter, MSW, PhD

Aysha Crain, MSW

Tracy Bryce-Farmer, MSW

Daniel Donohue, MSW

Eugene Obersinner, MSW

Guy Tyler, MSW

SW 535: Clinical Social Work Practice III

This course builds on material covered in SW 533 and 534 and integrates knowledge students have gained from other courses and their internships. The primary purpose of the course is to provide students with an opportunity to develop and articulate their personal theoretical orientation or practice model and to clarify how they will integrate their favored models and what will inform their choice of what to do when. A commitment to effectiveness and accountability will be supported by the review of evidence-based principles, professional ethics, and the ongoing use of research and evaluation. Attention will also be given to the positive use of supervision/consultation and pursuit of continuing education and licensure and sustaining practices of self-care. Students will also be supported to critically examine agency practices and mental health structures and policies that impact clinical services and to develop a plan for addressing an identified concern.

Faculty:

Susanne Klawatter, MSW, PhD

Aysha Crain, MSW

Tracy Bryce-Farmer, MSW

Daniel Donohue, MSW

Eugene Obersinner, MSW

Guy Tyler, MSW

SW 517: Health Across the Lifespan I

Advanced specialization course for students in health-related settings with a lifespan focus on general adult social work practice. Focus on self-awareness, ethics, chronic disease, teamwork, health disparities, health literacy, the social determinants of health, and diversity and social justice issues in healthcare, as well as medical terminology, documentation, and the use of interpreters. Emphasis on engagement and assessment, use of empathy, and motivational interviewing. Connecting field placement experiences with course content.

Faculty:

Mark Weinmeister, MSW

Jennifer Levi, MSW

SW 518: Health Across the Lifespan II

Advanced specialization course with a lifespan focus on older adults for students in health-related settings. Intervention and assessment modalities and important practice theories with application of approaches and rapid assessment tools. Ongoing consideration of health disparities, diversity, and social justice implications in healthcare, as well as health systems, health reform, and medical terminology. Exploration of advanced care planning and end-of-life. Connecting field placement experiences with course content.

Faculty:

Mark Weinmeister, MSW

Jennifer Levi, MSW

SW 519: Health Across the Lifespan III

Advanced specialization course with a lifespan focus on children, youth, and families for students in health-related settings. Maternal, child, adolescent, young adult, and family health issues. Ongoing consideration of health disparities, diversity, and social justice implications in health care, as well as ethics and medical terminology. Culminating course in HAL sequence revisits generalist practice models, research and practice evaluation, lifelong learning, and job readiness. Connecting field placement experiences with course content.

Faculty:

Mark Weinmeister, MSW

Fawn McCool, MSW

SW 586: Social Work with Children, Youth, and Families I

Advanced specialization course for students interested in working with children, youth, and families. Students will explore, learn, and apply methods for multi-systemic social work practice. Theoretical orientations/frameworks as applied in practice and informed by policy and research will be the focus of fall term. Demonstration of practice methods and skills for working through barriers created by social policies that impact children, youth, and families will be addressed.

Faculty:

Leah Brookner, MSW, PhD

SW 587: Social Work with Children, Youth, and Families II

Advanced specialization course for students interested in working with children, youth, and families. Student will continue to explore, learn, and apply methods for multi-systemic social work practice. Demonstration of practice methods and skills for working through barriers created by social policies that impact children, youth, and families will be addressed.

Faculty:

Leah Brookner, MSW, PhD

SW 588: Social Work with Children, Youth, and Families III

Advanced specialization course for students interested in working with children, youth, and families. The course will require a deepening of practice skills. The course will examine impact of policy on service-users; creative implementation of policy in best interests of service users; promoting service user influence on policy. Students will discuss consumer advocacy groups and other forms of advocacy and evaluation. Transitions will be discussed and addressed.

Faculty:

Leah Brookner, MSW, PhD

SW 593: Practice and Leadership with Communities and Organizations I

This course anchors the three-quarter advanced specialization for social work practice and leadership in community and organizational contexts, advancing skills in mobilizing empowering and just solutions to individual and social problems.

Faculty:

Lisa Hawash, MSW

Emily Nelson, MSW

Shannon Singleton, MSW

SW 594: Practice and Leadership with Communities and Organizations II

The second course of this three-term sequence focuses on group work and organizational and community assessments. This course is designed to look at features of organizational and community action planning, including building coalitions, with emphasis on popular education, increasing equity, and reducing disparities.

Faculty:

Lisa Hawash, MSW

Emily Nelson, MSW

Shannon Singleton, MSW

SW 595: Practice and Leadership with Communities and Organizations III

This term involves building skills in social transformation at both the organizational and community level with heightened focus on improving public policy. Students build skills for practicing policy advocacy from inside and from outside the system.

Faculty:

Lisa Hawash, MSW

Emily Nelson, MSW

Shannon Singleton, MSW

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

Full-Time Equivalent Faculty-to-Student Ratio

During the 2017–18 academic year the MSW Program faculty-to-student ratio was 1:13. There were 445 full-time equivalent students and 33 full-time equivalent faculty. This calculation is based on the FTE of MSW Program students and the FTE of MSW Program faculty as outlined in detail below. The faculty full-time equivalent is not adequate to meet the needs of the program, especially in the areas of instructional leadership, and service, as will be discussed below.

MSW Program Full-Time Equivalent Students

The MSW program has six options: Portland, Ashland, Bend, Eugene, Salem, and Online. The Portland option offers a full-time two-year course of study and three- or four-year part-time courses of study, admitting approximately 100 full-time and 45 part-time students every year. The Ashland, Bend, Eugene, and Salem Options offer a three-year part-time course of study, with each cohort between 25 and 30 students. Eugene and Salem admit students every two years and Bend and Ashland admit students every three years. The Online Option admits between 35 and 40 students every year.

Below outlines the 2017–18 student count, with three-year students counting as 0.66 FTE and four-year students as 0.50 FTE. **There were 445 full-time equivalent students in the MSW Program in 2017–18.**

Option	# Fulltime Students (1 FTE)	# Three-Year Students (0.66 FTE)	# Four-Year Students (0.50 FTE)	Total
Portland	208	136	10	354
Salem		26		26
Eugene		40		40
Ashland		27		27
Bend		20		20
Online		103		103
Number Students	208	352	10	570
Full-time Equivalent	208	232	5	445 FTE

MSW Program Full-Time Equivalent Faculty

There are 96 full- and part-time faculty associated with the MSW Program. There are 33 full-time equivalent faculty to provide administration, instruction, advising, scholarship, and service for the program. Of these, 92 are instructional faculty with a combined 23 FTE dedicated to instruction and advising.

Full-time Equivalent Faculty

Faculty Rank	Number Total Faculty	FTE Instruction, Scholarship, Service, and Administration
Full-Time Faculty (tenure-track and fixed term)	29	23 FTE
Adjunct Faculty	67	9.8 FTE
Total FTE	96	33 FTE

The overall MSW Program Faculty is calculated using the data from the Faculty Data Form Part I and includes teaching, advising, and administrative MSW Program faculty. The percent of full-time and adjunct faculty assigned to the MSW Program was added up to determine the full-time equivalent.

Full-Time Equivalent Instructional Faculty

Faculty Rank	Number Instructional Faculty	Faculty FTE Instruction
Full-Time Faculty (tenure-track and fixed term)	24	13.25 FTE
Adjunct Faculty	68	9.8 FTE
Total FTE	92	23 FTE

The full-time equivalent for instruction was calculated based on the number of teaching credits for each faculty member. Each School of Social Work faculty member has a combination of teaching, research/scholarship, and/or service responsibilities, depending on their faculty rank. Tenure/tenure-track faculty have teaching, research/scholarship, and service in their contracts. Fixed term faculty have teaching and service in their contracts, but no research, and therefore have higher teaching expectations. Adjunct and Graduate Assistants faculty have no expectations for research or service as their sole focus is on teaching and advising.

The percentage of time spent teaching and advising for faculty on nine-month contracts is calculated using a workload formula associated with a faculty member's rank. Teaching includes classroom instruction, as well as academic advising and field liaison. Each full-time faculty member has a 36-credit base that is modified based on rank to account for research, scholarship, and service. Each faculty rank (Tenure/Tenure-Track, Fixed Term, Adjunct, or Graduate Assistant) has a baseline FTE of teaching credits for their nine-month contract,

with additional modifications to accommodate administrative and research buy-outs.

The instructional workload formula for nine-month faculty is as follows:

Tenure/Tenure-Track—24 credit base

Fixed Term—30 credit base

Adjunct—44 credit base

Graduate Assistants (PhD Students)—27 credit base

MSW Program Administration

The MSW Program has adequate administrative faculty to cover the needs of the program.

- Dean and Associate Dean for Academic Affairs—combined 0.60 FTE committed to the MSW Program
- MSW Program Director—0.75 administrative appointment
- Director of Student Services—0.73 FTE administrative appointment to oversee admissions, scholarships, and student services
- Student Inclusion Coordinator—0.60 FTE administrative appointment
- MSW Program Online Option Coordinator—0.50 FTE administrative appointment
- MSW Assistant Director of Field and Distance Option Coordinator (Ashland, Bend, Eugene, Salem)—0.75 FTE administrative appointment to MSW Program
- Ashland, Bend, Eugene, Salem Option Site Coordinators—0.50 FTE administrative appointment at each option to manage site, recruitment, and field placements.
- Director of Field—0.80 committed to the MSW Program
- Field Faculty—1 FTE administrative appointment to manage field placements for all Portland and Online Option students

MSW Program Curricular Offerings

During the 2017–18 academic year, there were 14 different core courses offered and 39 electives. While the instructional faculty was adequate to teach the courses, the low percentage of full-time faculty created challenges in instructional leadership and the availability for full-time faculty to teach in all options.

This was particularly challenging for practice courses. Of the 47 generalist practice courses, 25% were taught by full-time faculty; of the 36 advanced practice courses, 42% were taught by full-time faculty. The lack of full-time faculty teaching the core curriculum results in a lack of curricular leadership to support adjuncts and make curricular revisions.

Generalist Courses

MSW Program Portland, Salem, Eugene, Ashland, and Bend Option generalist classes are taught by one instructor and are capped at 30 students. The Online Option courses are

capped at 40 students, taught by one faculty member and a teaching assistant. The Portland and Online Option field seminars have 14-15 students to accommodate small group dialogue. The Salem, Eugene, Ashland, and Bend Option field seminars include all students due to the cohort nature of the programs. The program offers enough sections of the required generalist courses to accommodate all students

Generalist Course Sections (offered 2017–18)

Courses	Portland	Ashland	Bend	Eugene	Salem	Online	# Full-time Faculty	%
SW 511—Field Seminar (14–15 students) (practice course)	10		1		1	3	8	53%
SW 539—Diversity	6			1		1	3	37%
SW 540—Human Development	5			1		1	2	28%
SW 530 (practice course)	5		1		1	1	2	25%
SW 541—Macro Theory	5			1		1	3	42%
SW 550—Research I	5			1		1	2	28%
SW 515 (practice course)	5		1		1	1	1	12.5%
SW 520—Policy	5			1		1	2	28%
SW 551—Research II	5			1		1	4	66%
SW 532 (practice course)	5		1		1	1	2	25%
Totals	56	0	4	6	4	12	29	35%

Advanced Specialization and Elective Courses

MSW Program Portland Option advanced specialization practice sequence courses are capped at 25 students and electives are capped at 30 students. Ashland, Bend, Eugene, and Salem advanced specialization and elective courses are variable based on the size of the cohort (20–30). The Online Option advanced specialization courses are capped at 40 students, taught by one faculty member and one teaching assistant.

Advanced Year Specialization and Elective Sections (2017–18)

Practice and Elective Courses	Portland	Ashland	Bend	Eugene	Salem	Online	# Full-time faculty	%
Advanced Clinical Practice (SW 533–535)	3	1		1			1	20%
Health Across the Lifespan (SW 517–519)	2						0	0%
Children, Youth and Families (SW 586–588)	2						2	100%
Practice and Leadership with Communities and	2					1	2	66%

Organizations (SW 593–595)								
Electives Offered	39	3	3	3	3	14	20	31%

SW 512—Advanced Specialization Faculty Advisor and Field Liaison

Faculty provide academic advising and field liaison to students in the advanced specialization field placements. Faculty members who elect to provide field liaison and advising get three teaching credits for every six students.

Curricular Offerings by Faculty Rank and Program Option

A goal of the MSW Program is to have all program options have a similar mix of full-time and adjunct faculty. Many faculty who teach in the Portland Option also teach in the Ashland, Bend, Eugene, Salem, and Online Options. This supports the alignment of courses across options. The Online Option has the highest percentage of full-time faculty as these courses were developed by full-time faculty who have elected to teach them. The percentage of full-time faculty teaching in the Ashland, Bend, Eugene, Salem, and Online Options fluctuates based on the site and the yearly curricular offerings.

	Full-time Faculty (Tenure-Track and Fixed Term)	Adjunct and Graduate Assistants	Percentage taught by full-time faculty
Portland	46	97	32%
Ashland	0	6	0%
Bend	3	97	33%
Eugene	6	6	50%
Salem	3	6	33%
Online	21	13	62%

Discussion

The MSW Program has been challenged to maintain an adequate ratio of faculty to students for the past few years, primarily due to the loss of senior faculty, research and administrative buy-out, medical leave, and the increased costs and shrinking university budget, which makes it increasingly difficult to retain and replace faculty. This has had a particular impact on the number of full-time faculty who can provide instructional leadership, teach generalist and advanced practice courses, and serve on the School of Social Work committees.

Since 2014 the MSW Program has lost 10 full-time faculty to administrative positions, retirements, death, and resignations. Simultaneously the program has hired only six full-time faculty who were primarily assigned to the MSW program and two faculty with a split appointment with the BSW program. One of the faculty with a split appointment deferred joining the faculty until the 2018–19 academic year. In addition, the program has had two failed searches. Concurrently, the launching of the Online Option in 2014 increased

enrollment by 100 students. Many of the faculty who left taught and provided leadership in the generalist and/or advanced practice sequences and taught in the Ashland, Bend, Eugene, and Salem Options.

The loss of faculty has put additional strain on remaining faculty to provide instructional leadership and faculty governance. In some cases, faculty are leading sequences in which they don't teach or may be the only full-time faculty teaching the related courses. The full-time faculty service expectation is two committees, but in some cases, faculty are serving on three committees. There is also a lack of MSW program faculty on larger university-wide committees because of the instructional and service responsibilities within the program. Additionally, tenure-track faculty have expressed frustration about the scholarship expectations for promotion and tenure in light of the instructional and service obligations.

In an attempt to address these gaps, the MSW Program conducted two faculty searches in 2017–18 to hire new faculty to teach in the Advanced Clinical and Health Across the Lifespan specializations, as well as other generalist practice courses. One of these positions was specifically for faculty who would commit to teaching in our Ashland, Bend, Eugene, and Salem options. One search was successful, though unfortunately the other did not result in hiring any new faculty. The expectation is that in the 2018–19 academic year the program will conduct two more faculty searches and has asked the Portland State University Interim Provost for three additional faculty positions to address the critical shortage of faculty in the MSW program.

AS M3.2.4: *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.*

The MSW Program has more than six full-time faculty with a master's degree in social work from a CSWE-accredited program and the majority have a doctoral degree, as noted below. All CV's can be accessed in Volume III, Appendix D.

The following faculty with a primary appointment in the MSW Program have a master's degree in social work from a CSWE-accredited program.

Sarah Bradley, MSSW, Associate Professor of Practice
Matt Chorprenning, MSW, Instructor
Edward May, MSW Assistant Professor of Practice
Lisa Cordova, MSW Assistant Professor of Practice
Valerie Hamby, MSW Assistant Professor of Practice
Lisa Hawash, MSW Assistant Professor of Practice
Michele Martinez-Thompson, MSW Assistant Professor of Practice
Monica Parmley, MSW Assistant Professor of Practice
Gary Smith, MSW Assistant Professor of Practice

The following faculty with a primary appointment in the MSW Program have a master's degree in social work from a CSWE-accredited program and doctoral degree in social work, except as noted.

Leah Brookner, PhD (Social Work), MSW Assistant Professor of Practice
Ted Donlan, PhD (Social Work), MSW Associate Professor
Ericka Kimball, PhD (Social Work), MSW Assistant Professor
Susanne Klawatter, PhD (Social Work), MSW Assistant Professor
Jill Hoffman, PhD (Social Work), MSW Assistant Professor
Bowen McBeath, PhD (Social Work and Political Science), MSW Professor
Pam Miller, PhD (Social Work), MSW Professor
Maria Talbott, PhD (Social Welfare: Aging), MSW Professor
Michele Morales, PhD (American Culture), MSW Assistant Professor of Practice
Mathew Uretsky, PhD (Social Work), MSW Assistant Professor
Stephanie Wahab, PhD (Social Welfare), MSW Professor

There are no full-time faculty primarily assigned to the MSW Program who do not have a doctoral or master's degree in social work.

55% of the faculty whose primary appointment is in the MSW Program have a master's degree and a doctoral degree, 50% have a master's degree and a doctoral degree in social work.

AS 3.2.5: *The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.*

Faculty Workload Policies

The workload policies are derived from the School of Social Work in conjunction with the University's policies articulate through the four union contracts: American Associations of University Professors (AAUP) and American Federation of Teachers (AFT). The School's workload policy is based on principles that have been approved by the faculty and administration. Workload processes is led by the Associate Dean for Academic Affairs and executed through a collaborative process between the Associate Dean for Academic Affairs, Program Directors, Systems analysts, Assistant to the Associate Dean and Records Administrator, and Assistant Dean for Finance and Administration. Workload assignments are determined based on faculty input/choices in teaching interests and expertise and negotiated with administrators. The Program Director is primarily responsible for recommending workload assignment to the Associate Dean. These recommendations are based on faculty teaching preferences that they indicate in a workload survey. The workload survey provides faculty with opportunities to select from a list of courses offered during the next academic year. In addition, faculty may indicate days and times during the week they are available, their desired pedagogy delivery format (e.g., online, hybrid, traditional), program (e.g., CYFS, BSW, MSW, PhD), and program option (e.g., Ashland, Bend, Eugene, Salem).

Full-time workload credits range from 24 to 44 per academic year and are differentiated by the three types of academic faculty ranks: full-time tenured/tenure-track faculty (TTF), full-time non-tenure-track faculty, and part-time adjunct or graduate doctoral student faculty. The diversity of faculty ranks supports institutional and school priorities in that it provides students with a range of professional talents and expertise that brings a breadth of knowledge, values, and skills necessary to carry out the goals mission of the University, School, and MSW Program.

Tenure/Tenure-Track Faculty (TTF)

The academic workload for a tenure/tenure-track faculty member is 24-credit hours that is spread across fall, winter, and spring academic terms. Faculty may choose to contract additional Summer term workload credits to teach summer course offerings. Faculty workload credits generally consist of six to nine credits of field liaising and advising advanced year students and 15 to 18 credits of classroom instruction. Where possible, administrators who plan the workload give faculty members the opportunity to teach two sections of the same course each year to minimize the number of course preparations.

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

Faculty hired into tenure-track appointments have a responsibility to the University, School, and students to strive for superior intellectual or creative achievement. In addition, it is expected that TTF bring the discovery, integration, interpretation, and application of their knowledge, particularly around their research and scholarly pursuits into the classroom. In addition, many of the MSW Program TTF have practice experience that supplements their research and scholarship that enhances the generalist and advanced practice curricula.

Non-Tenure-Track Faculty (NTTF)

The academic workload for non-tenure-track faculty is a 30-credit workload, like TTF, spread across fall, winter, and spring terms. NTTF are also given an opportunity to contract additional workload credits during Summer term. The majority of the NTTF faculty are hired on a continuous appointment, meaning that like tenure/tenure-track faculty, NTTF are hired and given a five-year probationary period that upon satisfactory performance determined by the School's Tenure and Promotion Committee, receive a permanent appointment. NTTF hold ranks as Assistant Professor of Practice, Associate Professor of Practice, and Professor of Practice. There are, however, a few NTTF faculty who are hired as fixed-term Instructors, which means that they are term-limited (usually one to two years) hires.

Non-tenure-track faculty are typically licensed or certified professionals, or practitioners recognized within professional fields and with expertise in their area of practice. The ranks are designed to provide schools of social work with practitioners with a rich practice background to enhance the preparation of future professionals. The major responsibilities of this position involve the education and support of students/learners in academic, clinical, and/or practice settings; supervising field learning experiences; and/or professionally related community engagement to the benefit of the School and University.

Adjunct Faculty (AF) and Graduate Teaching Assistants (GA)

Adjunct faculty members are instructional faculty who teach less than 0.50 FTE each academic year. As specified in the American Federation of Teachers contract, which applies to adjunct faculty members at PSU, adjunct faculty have a workload based on the full-time equivalency of 44 credits per year. Graduate Teaching Assistants are pursuing doctoral studies in the SSW, teach less than 0.50 FTE each academic year, and have a workload based on the full-time equivalency of 27 credits per year. Most adjunct and Graduate Teaching Assistant faculty teach between three and nine credits per academic year (fall, winter, and spring terms). Many adjunct faculty are full-time social work practitioners. MSW students benefit from the practice and research expertise of these part-time faculty.

AS 3.2.6: Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.

Faculty Professional Development

All School Social Work full-time faculty are expected to be engaged in professional development through the dissemination or delivery of scholarship, research, instruction, mentoring, governance and/or community outreach with external constituencies that are identified within the University structure, local, statewide, national, or international arenas. The professional responsibility of external engagement is explicitly stated in the SSW Promotion, Tenure, and Merit (PTM) Guidelines as an explicit goal to strive for superior intellectual or creative achievements. Examples of external outreach as outlined in the PTM Guidelines include:

- elected or appointed service on professionally related civic, political, and governmental activities, such as community boards and committees;
- consultation and technical assistance to community groups and social service organizations;
- community education in the form of speeches, television and radio appearances, lectures, workshops, and informal talks;
- active participation in groups whose concerns represent the needs and desires of the community;
- acting as advocate, spokesperson, or testifier on behalf of community groups before organizations and legislative bodies;
- serving as an expert witness;
- providing clinical services;
- service in continuing education projects and international programs outside the university;
- professional education: speeches, workshops, panels;
- service activities of a collaborative, interdisciplinary, and/or inter-institutional nature;
- contributing to the definition or resolution of a relevant social problem or issue;
- using state-of-the-art knowledge to facilitate change in organizations or institutions
- using disciplinary or interdisciplinary expertise to help groups or organizations in conceptualizing and solving problems;
- establishing intervention programs to prevent, ameliorate, or remediate persistent negative outcomes for individuals or groups or to optimize positive outcomes;
- contributing to the evaluation of existing practices or programs; and
- making substantive contributions to public policy.

Contributions to knowledge developed through community outreach include:

- publication in journals or presentations at disciplinary or interdisciplinary meetings that advance the scholarship of community outreach;
- honors, awards, and other forms of special recognition received for community outreach;
- adoption of the faculty member's models for problem resolution, intervention programs, instruments, or processes by others who seek solutions to similar problems;
- substantial contributions to public policy or influence upon professional practice; and
- evaluative statements from clients and peers regarding the quality and significance of documents or performances produced by the faculty member.

To support professional development and engagement with external constituencies, faculty are strongly encouraged to request, apply, and/or access designated funds (when needed) to participate in conference proceedings, workshops, trainings, and other professional development opportunities that are provided within the School, University, community, and broader professional events that are geared toward the dissemination and acquisition of learning.

Portland State University has articulated through union, faculty, and administrative negotiated bargaining contracts, Collective Bargaining Agreement (CBA), mechanisms for accessing professional development funds. Individual Professional Development Accounts (IPDAs) are designated to support travel, conference fees, professional organization dues, licensure, workshops, tuition and associated fees, software, supplies and books. Tenure/tenure-track faculty (TTF) receive \$1,000, non-tenure-track faculty (NTTF) and research faculty receive \$600, and academic professionals (AP) receive \$500 annually. Unused funds will rollover for up to 4 years. In addition to the PSU professional development funds, faculty may request funds from the Dean, Associate Dean for Academic Affairs, and/or Program Directors to be paid out of their respective budgets to attend trainings. Funds from these budgets are often limited but considered resources to support such pursuits when resources are available.

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

Faculty Behavior

The MSW Program has a commitment to the larger School of Social Work's efforts that reflect the social work profession's values. The School has created clear statements and committee structures to inform and provide ongoing accountability to upholding the profession's values in many ways. The School of Social Work Values Statement, Equity, Partnership, & Inclusion Council (EPIC), Racial Equity Assessment, and evaluation of a curriculum that promotes an equity and inclusion are examples of values, stewardships, and processes in which the MSW Program strives to accomplish its mission and model behaviors consistent with the profession.

School of Social Work Value Statement

The MSW Program embraces the School of Social Work Values Statement. It is expected that these values are modeled amongst faculty, staff, administrators, and students. Students are provided a copy of the values statement prior to entering the MSW Program. These values are read and agreed upon during the MSW orientation. The School of Social Work Values Statement reads as follows:

- We treat each other with kindness, respect, consideration, thoughtfulness, and dignity.
- We will not tolerate behavior that makes any person feel unsafe, including any discrimination against race, religion, ability, sexual orientation, gender expression or any oppression. We will gently and respectfully interrupt any form of discrimination. We will listen, grow, change and stay committed to one another and the process of learning.
- We will make mistakes, but we stay committed to not making the same mistakes over. We will be accountable for our actions, saying we are sorry when it is needed, and finding the tools to be good supports and allies to each other. We will communicate the work we are doing to be good allies when needed.
- We will take time with one another and listen to understand. We will support the voices and leadership of others.
- We remain committed to the ongoing work and self-awareness necessary to advocate for equity, social justice, and the right for all people to have an opportunity to thrive. We realize this work never really ends and we are all always learning.
- We will bring solutions to the table, not just problems. We will be part of the solutions.

- We will treat each team member as an individual with their own valuable skill set. We will honor individual and new ways of doing things. We will support learning of new skills and new leadership development. We will not participate in degradation based on rank, role or affiliations.
- We will act with honesty, integrity and commitment to the School of Social Work and each other, including staff, faculty, and students.
- Active listening and personal accountability resolves conflict. We will make sure that everyone has an opportunity to contribute by both taking space (finding our voices and speaking when we have something to share) and making space (creating an environment for others to share).
- We will remember and seek out the goodness and humanity in others. We will use the “human goodness” model—everyone is good, it’s our behaviors that are not always good.
- We actively work to resolve conflict peaceably. We will practice tools for resolving conflict. This will be a part of our professional responsibilities and our work together.
- We proactively strive to create a supportive and collaborative work environment that encourages teamwork. We will not humiliate anyone. We will do intentional, healthy venting, ask for what we need from one another in a respectful way, listen, and stay committed to work out conflict with each other.

Equity, Partnership, & Inclusion Council (EPIC)

The Equity, Partnership, & Inclusion Council (EPIC) is composed of faculty, staff, students, and community members who center the School of Social Work’s commitment to social justice, equity, inclusion, cultural responsiveness, and community partnerships. The Equity, Partnership & Inclusion Council provides leadership to:

- promote and support the ongoing recruitment and retention of students, faculty, and staff of color and other underrepresented groups in the SSW;
- recommend culturally relevant curriculum that is responsive to community needs, helping graduates be more effective, culturally responsive, and socially just;
- Build and sustain reciprocal, collaborative, and mutually beneficial partnerships between the SSW and communities;
- connect with and mobilize other stakeholders within the school, University, community, and systems around issues related to social justice, diversity, and equity;
- provide training and technical assistance for faculty, staff, field instructors, students, and other relevant stakeholders around issues related to social justice, diversity, and equity, including skills-based training, organizational development, etc.;
- develop and support systems of accountability for social justice, equity, and inclusion work within and beyond the SSW; and
- inform and coordinate with school-wide strategic planning efforts.

Examples of EPIC trainings available to faculty to explore issues concerning equity and inclusion are:

- Considerations for Working with Queer and Trans Students
- Interrupting Racial Microaggressions
- White Fragility
- Culturally Inclusive Pedagogy
- Equity and Social Justice field instructor training series
- Power and Privilege in Supervision: What Your Student Needs You to Know
- Cultural Formulations: Ethical Implications in Supervision
- Supporting Integration of Macro Practice and Social Justice in Supervision

Racial Equity Assessment

The School of Social Work made a commitment to assess the extent to which racial equity is advanced and practiced across all programs within the school. Several emergent themes came from the assessment that informed action plan priorities. The School of Social Work committed to refine activities in the following 10 priorities:

1. Create a racial equity policy
2. Establish a data plan
3. Establish equity lens for decision making
4. Increase transparency around equity work & communications regarding racial equity
5. Develop systems of accountability and recognize its challenges
6. Increase faculty, staff & field instructor training
7. Improve student of color experience
8. Improve faculty and staff of color experience
9. Increase resources for equity initiatives
10. Develop and sustain relationships with communities of color

Evaluation of Equitable and Inclusive Curriculum

All programs within the School have undergone significant curricula changes to incorporate values and issues around equity and inclusion. In an effort for the MSW Program to demonstrate an ongoing commitment to advancing a culture of equity and inclusion within the entire school community and extending all of the MSW Program's activities that include teaching, research, service, and administration, the following were developed and/or implemented:

- Offered admissions trainings on implicit bias.
- Revised many core syllabi to center content of nondominant voices and began developing new courses that are expected to include significant content from non-dominant voices.

- Disaggregated graduating student exit surveys by students who identify as people of color in order to obtain greater clarity about their perspectives and experiences in the program.
- Added an expectation of “demonstrated commitment to racial equity and critical/anti- oppression/social justice frameworks” in adjunct faculty hiring description.
- MSW faculty participation on the Latino Emotional Health Consortium.
- Rewrote the MSW mission statement to explicitly center equity and inclusion language and expectations.

3.3: ADMINISTRATIVE AND GOVERNANCE STRUCTURE

EP 3.3: *Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.*

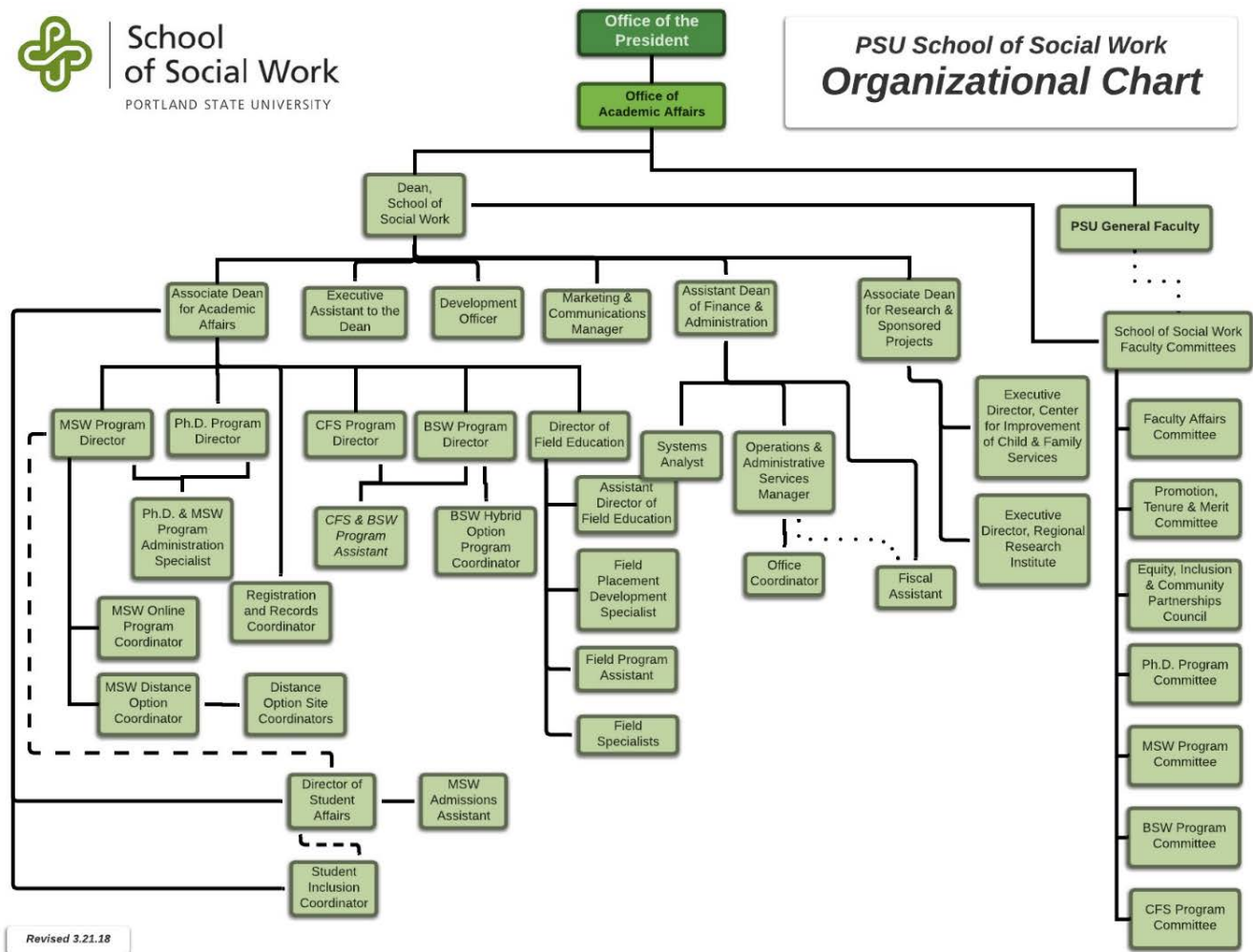
AS 3.3.1: *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*

The School of Social Work Administrative Structure

The School of Social Work has an educational program involving six structural components:

1. Child, Youth, and Family Studies (CYFS) Program, an interdisciplinary, undergraduate program which prepares professionals to work with children, youth, and families in the community;
2. Baccalaureate Social Work (BSW) Program, which prepares generalist social workers who are informed and effective leaders in challenging injustice and promoting social and economic change;
3. Masters in Social Work (MSW) Program, which prepares professionals with advanced, analytic skills necessary for self-directed and accountable social work practice through specializations in Clinical Social Work Practice; Children, Youth, and Families Social Work Practice; Health Across the Lifespan Social Work Practice; and Practice and Leadership with Communities and Organizations;
4. Doctorate of Philosophy in Social Work and Social Research (PhD) Program, which provides advanced education to prepare professionals for teaching, research, and leadership roles in the human and social services;
5. The Regional Research Institute (RRI), which helps improve human services through applied social research by assessing social problems and service needs and developing and evaluating practice and policy innovations; and
6. The Center for the Improvement of Child and Family Services (Center), which integrates research, education, and training to advance the delivery of services to children and families and supports Oregon's child welfare system. Please refer to Figure 3.1, on the next page, for the School of Social Work organizational structure.

Figure 3.1 School of Social Work Organizational Chart



The MSW Program Director devotes 0.75 FTE to administrative duties in the program; the BSW Program Director devotes 0.60 FTE to administration; the PhD Program Director’s administrative duties are 0.60 FTE; the Child, Youth, and Family Studies Program Director is assigned 0.50 FTE to administrative duties; and the Director of Field Education devotes 1.00 FTE to administrative duties. It is the School’s policy to appoint directors for renewable terms of three years. In addition to the directors of these programs, the school has two Associate Deans, the Associate Dean for Academic Affairs and the Associate Dean for Research and Sponsored Projects, and one Assistant Dean of Finance and Administration. The Associate Dean for Academic Affairs is assigned a variable FTE (0.75–1.00 FTE) that is dedicated to administration and is responsible for providing direction and oversight to the School’s academic programs, assisting with University relations and external activities of the school,

coordinating assessment, publications, workload, and planning projects assigned by the Dean. The Associate Dean for Research and Sponsored Projects is assigned 0.50 FTE administration to oversee the promotion and support of research activities across the School of Social Work. The Assistant Dean of Finance and Administration has a 1.00 FTE dedicated to budgetary and administrative responsibilities for each academic program and school-wide.

The governance of the school is guided by the faculty by-laws, which specify faculty rights and responsibilities as well as establish the committee structure (see Volume III, Appendix C). The School's governance and administrative structure allows for extensive faculty participation through a variety of administrative, standing, and ad hoc committees. The School's Administrative Team includes the Dean, Associate Dean for Academic Affairs, Associate Dean for Research and Sponsored Projects, Assistant Dean of Finance and Administration, Program Directors, and program coordinators and administrative school-wide specialists. The standing committees within the School of Social Work include:

7. Promotion, Tenure, and Merit;
8. Faculty Affairs;
9. Equity, Partnership, and Inclusion Council;
10. Student Affairs;
11. Child, Youth, and Family Studies Program;
12. BSW Program;
13. MSW Student Program; and
14. PhD Program.

These committees are composed of faculty members and most have student representatives. In keeping with the spirit of student representation, all committees, with the exception of Promotion, Tenure, and Merit, have student representatives who are strongly encouraged to attend and participate in meetings. These committees make recommendations on program planning, curriculum, student affairs, program needs, and implementation. The director of each degree program provides educational leadership, participates in assigning faculty workloads, assists in performance appraisals of personnel, and assists in the allocation of School resources.

Program Autonomy

The administrative authority of the School of Social Work is vested in the Dean, who has final responsibility for the development, coordination, and implementation of programs and policies for the school, including the MSW Program. The School of Social Work is a freestanding and autonomous unit of Portland State University. The Dean is the Chief Executive Officer of the school. The primary responsibilities of the Dean include: (1)

program development; (2) budget and resource development; (3) recruitment and faculty development; (4) alumni and community relations; and (5) governance and university relations. The Dean of the School of Social Work reports directly to the Provost and Vice President in the Office of Academic Affairs. The Provost is directly accountable to the President who is the Chief Executive Officer of the University.

The MSW Program has program autonomy within the larger university and school-wide structured, hierarchical, multi-program organizational and educationally-focused system. Within this structure, the MSW Program has the autonomy to define and achieve the Program's mission and goals as supported by the School of Social Work By-Laws. The Program's autonomy is evident in several aspects that include: (1) a separate graduate social work program with its own mission and goal statements; (2) an independent MSW Program Committee which is a decision and policy making governance structure; (3) an identity within the School of Social Work; (4) a budget to support the Program's mission and goals; (5) a standalone MSW curriculum; and (6) a Program Director with sole administrative responsibilities and duties to the Program. In addition, autonomy is also achieved by the Program Director via workload planning, budget development, strategic enrollment planning, governance and resource planning. The MSW Program has the latitude to make decisions within a planned, university-recognized structure, and within the School of Social Work structure to implement its mission and goals relevant to the achievement of undergraduate social work education.

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

Program Curriculum

The MSW Program faculty and administrators are responsible for curricular decisions, which include the development of the curriculum and the vetting and approval of all new course proposals. These responsibilities ensure that course materials align with the mission and goals of the program, are integrated with the overall program design, and meet the requirements of graduate level education at Portland State University and CSWE EPAS. New courses, substantive revisions to course content or title, and/or changes in program delivery are initially approved by the MSW faculty and then assessed and approved by the University's Office of Graduate Studies. The process for curricular and program decisions is the same for all program options. The MSW Program has historically used the School of Social Work MSW Curriculum Committee Policy, Procedure and Reference Guide (revised and approved 2012) to guide the process. This guide is being updated to reflect the current structure of the MSW Program, which does not include a separate curriculum committee.

Curricular and program decision-making are determined by two committees: the MSW Program Committee and the MSW Administrative Team. The work of the MSW Program Committee is served by two MSW Program subcommittees, Lead Instructors and MSW Admissions subcommittees. A description of the composition and general overview of decision-making processes are described below.

MSW Program Committee

The MSW Program Committee is responsible for leadership in the development and implementation of the MSW Program mission, goals, objectives, policies, curriculum, and admissions of the Portland, Ashland, Bend, Eugene, Salem, and Online options. This committee meets at least once each academic term. The work of this committee assists the MSW Program Director in the administration and implementation of the MSW Program and is supported through two faculty subcommittees:

- MSW Lead Instructors Subcommittee
- MSW Admissions Subcommittee

Membership in the committee includes all MSW teaching faculty, MSW Program Director, Director of Field Education, Assistant Director of Field Education & Distance Option Coordinator, Director of Student Affairs, Student Inclusion Coordinator, Online Option

Coordinator, as well as student and community representatives. The Associate Dean for Academic Affairs attends the meetings and provides consultation in regards to University and School policies and procedures and CSWE accreditation standards.

As outlined in the By-Laws (Volume III, Appendix C), the MSW Program Committee:

- Shall be responsible for leadership with faculty, students, and administration in the development of the general mission, goals, and objectives of the MSW degree program
- Shall be responsible for modifications of the MSW degree requirements
- Approves all new or revised required or elective courses
- Shall provide ongoing evaluation and continuous improvement of the MSW curriculum.
- Shall recommend for faculty approval major curriculum revisions with respect to the organization of graduate social work curriculum and/or parts thereof
- Shall review, propose, and recommend changes to MSW policies and procedures.
- Shall be responsible for identifying, developing, monitoring, and revising the graduate 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 select the lead instructors for required generalist courses and for each of the four advanced specializations
- Recommends grading practices and standards
- Identifies and refers to the MSW Program Director issues and concerns regarding implementation and/or administration of the MSW program and curriculum.

MSW Lead Instructor Committee

The MSW Lead Instructor Committee meets at least once per academic term and is chaired by the MSW Program Director. MSW faculty are assigned lead oversight for SW 511, SW 515, SW 520, SW 530, SW 539, SW 540, SW 541, SW 550/551 and each of the four advanced specialization three-course sequences (Children, Youth, and Families; Clinical; Health Across the Lifespan; and Practice and Leadership for Organizations and Communities). Lead instructors are responsible for providing leadership for the MSW program required generalist and advanced specialization courses, which includes recommending to the MSW Program faculty curricular changes, developing and revising syllabi, and providing support and guidance for faculty teaching these courses. In addition, lead instructors provide guidance and support to all full-time and part-time faculty who teach courses to ensure that CSWE policies and accreditation standards are met.

MSW Administrative Team

The MSW Administrative Team convenes monthly and typically is composed of the MSW Program Director, Director of Field Education, Assistant Director of Field Education, Director of Student Affairs, Student Inclusion Coordinator, Online Option Coordinator, and Records and Registration Coordinator. The team is responsible for:

- Monitoring student progress through the program
- Implementing the MSW program policies and procedures
- Oversight and assessment of the implicit curriculum
- Administrative coordination between all six options
- Determining the course schedule
- Recommending revisions to the program structure and program/option changes
- Recommending changes to the MSW program policies and procedures
- Reviewing and making determinations regarding student program change requests
- Coordinating responses to student initiatives and concerns

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

Faculty and administration of the School of Social Work participate in formulating policies regarding recruitment, hiring, retention, promotion, and tenure of program personnel. As members of University and School committees, they engage in policy formulation and modification. The faculty and administration of the School of Social Work have the authority to recruit, hire, retain, and make recommendations for promotion and tenure. In addition, the Collective Bargaining Agreement (CBA) of the faculty union, American Association of University Professors (AAUP), and Portland State University administration negotiate parameters of the process of hiring, retaining, promoting, and tenuring faculty.

Two School committees, as outlined in the SSW By-Laws, address matters directly affecting program personnel: the Promotion, Tenure, and Merit Committee, and the Faculty Affairs Committee. The Promotion, Tenure, and Merit Committee considers and makes recommendations on faculty promotion, tenure, and merit applications. The Faculty Affairs Committee is responsible for leadership in procedures supporting collegial governance; identifying development needs of the faculty as a whole; planning and implementing development plans to meet those needs; articulating the needs of the School for faculty expertise; and identifying concerns relating to faculty rights.

Recruitment, Hiring, and Retention

When a faculty vacancy occurs, the Dean appoints an ad hoc Search Committee to recruit and screen faculty applications for consideration of an appointment. The search committees are generally composed of four to six faculty members, one to two student representatives, and one community practice representative. The Search Committee Chair is appointed by the Dean. The Associate Dean for Academic Affairs, Program Director(s), and Search Committee Chair consult and develop a position announcement. The position announcements are distributed widely through listservs and professional publications. The Committee solicits nominations and applications from a variety of sources, including deans and heads of doctoral programs from other schools. The Search Committee also recruits potential candidates from national conferences that include Council on Social Work Education's Annual Program Meeting (CSWE APM) and Society for Social Work Research (SSWR). The Committee screens applicants and references, and, where possible, coordinates informational interviews with applicants who meet selection criteria. The top candidates are invited to campus where they are interviewed by the Dean, Associate Dean for Academic Affairs, Search Committee, program administrators, faculty, and students. Candidates also present a colloquium open to all faculty and students, in which they deliver a formal presentation on their recent scholarship, teaching methods and philosophies, and/or practice issue related to

the position. After the process has been completed, administrators, faculty, and students are invited to evaluate all candidates and to submit their evaluations to the Dean.

Promotion and Tenure

Faculty participation in retention, promotion, tenure, and merit pay increase decisions are assured through the work of the Promotion, Tenure, and Merit Committee (PTM). This Committee is composed of seven faculty members elected by the faculty, including three tenured, two non-tenured track, and two research faculty. PTM Committee members are elected from a pool of faculty (0.50 FTE and higher) that excludes the Dean, Associate Dean for Academic Affairs, Associate Dean for Research and Sponsored Projects, Regional Research Institute for Human Services Director, the Executive Director of the Center for the Improvement of Services to Children and Families, Program Directors of the School's academic programs, and non-tenured/tenured-track faculty. Only faculty covered by the AAUP bargaining unit are eligible to be elected to the Committee.

The Committee conducts annual progress reviews for all non-tenured faculty who are in the tenure track and a more intensive three-year review of faculty who have not yet attained tenure. In addition, the committee reviews all non-tenured track faculty who have not yet met the criteria for multi-year continuous contracts annually. Prior to promotion and tenure decisions, the Committee may seek input from Program Directors, faculty, and students. For tenure-track faculty, the committee also sends out representative work of the faculty member under consideration to external reviewers. The Committee conducts all reviews of applicants using School and University criteria for promotion and tenure. The criteria that are followed are addressed in four key documents: School of Social Work Promotion, Tenure, and Merit Guidelines; Collective Bargaining Agreement with Portland State University Chapter, American Association of University Professors and Portland State University; Portland State University Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion and Merit Increases; and Administrative Rules of the Oregon State Board of Higher Education.

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

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

The MSW Program Director is Dr. William “Ted” Donlan, who is solely appointed to the MSW Program. Dr. Stephanie Bryson is the BSW Program Director.

AS M3.3.4 (a): *The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work.*

Dr. William “Ted” Donlan holds a Master of Social Work degree from the University of Nevada, Las Vegas, and a PhD in Social Work from Arizona State University. Dr. Donlan has over four years of social work practice experience with public and nonprofit organizations in aging services and in culturally specific health services. His research has focused on the development, implementation, and evaluation of culturally specific and consumer-directed services for Latinx and Asian migrant/immigrants in the US in the contexts of education, parenting, health, and mental health. More recently, his research and community service has included a focus on the respective roles of labor unions and political advocacy in social work practice. Dr. Donlan served on the MSW Curriculum Committee for several years and is currently the Lead Instructor for two generalist level courses. He has been active in modifying generalist courses to keep up with the field and to accommodate changes in CSWE EPAS. Dr. Donlan has represented the SSW on the PSU Faculty Senate for the past three years and has been very involved in the PSU Chapter of AAUP, including serving as Secretary to the Executive Council. Dr. Donlan has also been active with AAUP-Oregon as Vice President for Political Action. This role took him to Salem for meetings with lobbyists and legislators to ensure that policies and laws that affect higher education are beneficial to students, staff, and faculty. Dr. Donlan also has served on the NASW Oregon Legislative Committee, the Migrant and Seasonal Farmworkers Research Advisory Council, and evaluation committees for Multnomah County Health and Addiction Services Division.

AS M3.3.4(b): *The program provides documentation that the director has a full-time appointment to the social work master's program.*

Dr. Donlan has a nine-month 1.0 FTE appointment in the MSW Program, 0.75 as MSW Program Director and 0.25 as instructional faculty. In the summer Dr. Donlan has a 0.75 FTE appointment as the MSW Program Director.

AS M3.3.4(c): *The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.*

The School of Social Work determines each program director's assigned time to provide educational and administrative leadership to the program based on the program size and required time to manage student and faculty needs. The MSW Program Director has a 1.0 FTE, 12-month appointment, with 0.75 FTE assigned to administration of the MSW Program. The allotted 75% of the Program Director's time is sufficient to provide oversight and support for the six program options (Portland, Ashland, Bend, Eugene, Salem, and Online).

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

Julie Kates, LCSW, Assistant Professor of Practice serves as the full-time Director of Field Education for the Portland State University School of Social Work MSW and BSW Programs.

AS 3.3.5 (a): *The program describes the field director's ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.*

Professor Kates is uniquely qualified to provide leadership in the field education program. She has provided educational and administrative guidance to the PSU Field Education Program since 2008, first as the Assistant Director of Field Education and then, since 2013, as the Director. She has been a member of the field education team since 2007. Prior to assuming faculty advisor/liason responsibilities at PSU in 2007, Professor Kates worked in community mental health where she served as Program Coordinator and Clinical Coordinator for a treatment foster care program located in a major child and family mental health agency in Portland, OR. Professor Kates also provided field instruction from 1997 to 2000. Volume III contains Professor Kates's curriculum vitae.

Highlights of Qualifications to Provide Leadership in Field Education:

- Over 11 years of experience in MSW and BSW education
- Demonstrated leadership within the Portland State University School of Social Work
 - Director of Field Education (January 2015–present)
 - Interim Director of Field (September–December 2013; June–December 2014)
 - Assistant Director of Field—participated in 2014 CSWE BSW Program reaffirmation
 - Field Education Specialist (April–December 2008)
 - Faculty Field Liaison (September 2007–March 2008)
 - Co-Lead Instructor for MSW Generalist Field Seminar Course
 - Field Instructor
- Committed service and engagement and leadership with Field Education outside of PSU
 - Member, CSWE Council on Field Education, 2018–2021
 - Presenter at CSWE 2018 APM (Field Director Institute)
 - Presenter at CSWE 2017 APM (Field Education Track)
 - Board Member North American Network of Field Education Directors (NANFED), Secretary (October 2016–present)
 - Co-founder, Metro Field Consortium, a quarterly collaborative working group of metro area Field Directors (September 2013–to present)

- External Reviewer for University of Denver Promotion Committee, October 2013, 2016 (field faculty)
- 5 years leadership in community social services
- Board Member PSU SSW Alumni Board, 1995–2002
- 20+ years of professional social work practice and administrative experience

AS M3.3.5 (b): *The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least two years of post-master's social work degree practice experience.*

Julie Kates is a Licensed Clinical Social Worker and Director of Field Education for the School of Social Work. Professor Kates earned her MSW from Portland State University School of Social Work, a CSWE-accredited program, in 1995 and currently holds the rank of Assistant Professor of Practice. She previously served as the Assistant Director of Field Education at the PSU School of Social Work. Professor Kates has over 22 years of post-degree experience in social work practice and program leadership. Prior to being hired at PSU in 2007, Professor Kates worked in community mental health both as a direct service clinical practitioner and then as Program Coordinator and Clinical Coordinator for a treatment foster care program in a well-known child and family mental health agency in Portland, OR.

AS M3.3.5 (c): *The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.*

Director of Field Education Julie Kates, LCSW, has a full-time 12-month appointment dedicated to administration of the Field Education program of the school. Professor Kates has a full-time 12-month appointment and provides administrative oversight of both the MSW and BSW programs. Professor Kates' FTE is 80% administrative oversight of the MSW Program and 20% to the BSW Program.

Additional administrative leadership and oversight for field education is provided by Professor Edward May, LCSW, Assistant Director for Field/Distance Option Coordinator. Professor May's FTE is 25% administration oversight of the BSW Field Program and 25% administrative oversight of the MSW Program. Additionally, Professor May has 40% administrative FTE to provide oversight of the Ashland, Bend, Eugene, and Salem Options, which includes ensuring administration of a comprehensive field education program in the four Distance Options that mirrors the campus and Online options.

The full-time administrative responsibilities of the Director of Field Education involve

working with the Assistant Director of Field Education, the seven statewide field faculty (three full-time Campus/Online and four Distance Option Assistant Professors of Practice), the Assistant Director of the Child Welfare Education Program (CWEP), the CWEP Field Specialist, the Field Development Specialist, the Field and CWEP Program Assistants, and the SSW Technology Analyst to coordinate administrative aspects of the statewide field program, including but not limited to:

- Maintaining overall responsibility for the field program including strategic planning, personnel recruitment, and hiring;
- Identifying, recruiting, and developing field placements with partnering community organizations;
- Providing overall coordination of all field team efforts;
- Developing and implementing fair and effective placement procedures for all students;
- Ensuring that field education policies and standards meet CSWE accreditation standards;
- Developing, revising, and ensuring field education materials are up to date annually;
- Ensuring community input into field program planning;
- Developing and updating field education syllabi;
- Overseeing procedures for program evaluation;
- Participating in student Performance reviews involving field education;
- Working with BSW and MSW Program Directors on curriculum revisions pertaining to field education; and
- Developing and revising field education budget and monitoring expenditures.

The Director of Field Education also serves as a member on the Schoolwide Administrative and Program Director's Teams, the MSW Faculty Team, and the BSW Action (Administrative) Team to ensure the adequate integration of the field education program into all academic programming.

The Director of Field Education has primary responsibilities to provide leadership in the development of criteria for student performance in field education related to both the Generalist and Advanced Specialization curricula. This is accomplished through a combination of administrative and educator roles. Administratively, this is accomplished through involvement in convening field education specific committees which focus on the development and implementation of educationally driven and critically informed field education policies and procedures as well as providing trainings and consultation with faculty field liaisons. Ms. Kates convenes a weekly statewide field education team meeting which includes the Assistant Director of Field Education, 7 Field Coordinators, the Assistant Director of the Child Welfare Education Program (Title IV E), the Title IV Field Specialist,

the Field Placement Development Specialist, and two administrative assistants. The Director and Assistant Directors of Field also convene a quarterly Field Advisory Committee, currently composed of 11 Field Instructors from around the state who work with students in their Generalist and Advanced years of field as well as in urban and rural settings.

As an educator, Professor Kates facilitates an annual training for all Advanced Faculty Field Liaisons which aims to ensure consistent program delivery across all program options. She also oversees the training provided to the Generalist Field Seminar Instructors/Faculty Field Liaisons (10 campus sections, 3 Online sections, 2 Distance Option Sections, and 6 BSW sections annually). Her work includes consulting with faculty field liaisons ongoing in their educational role with students regarding their field performance. As issues arise related to student performance in field/demonstration of competent behavior, the Director also meets with students and their faculty liaisons as needed to clarify expectations, provide support and guidance, and, when required, to prepare “Plans of Assistance” to monitor student progress when field performance issues have been identified. Professor Kates, along with the other identified field administrative faculty, is responsible for the training of all field instructors. The faculty field liaisons are responsible for the educational support of students and field instructors, which is often accomplished through consultation with the Director or Assistant Director of Field when complex performance issues arise.

The Director of Field Education has demonstrated that their full-time administrative appointment (80% dedicated to the MSW Program) is sufficient to support the effective, efficient, and successful oversight and growth of the MSW Field Education Program.

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

Field Education

The overall Field Education Program for the School of Social Work is administered through a combination of FTE of 11 Assistant Professors of Practice who include:

- Director of Field Education
- Assistant Director of Field Education
- Three Campus/Online Field Faculty (Two solely for MSW Program)
- Four Distance Option (Ashland, Bend, Eugene, and Salem) Site Coordinators
- Assistant Director of the Child Welfare Education Program (CWEP)
- One CWEP Field Faculty

Other faculty and staff include:

- One full-time Field Placement Development Specialist
- One full-time Field Education Program Assistant
- One full-time CWEP Program Assistant and,
- Systems Analyst with 40% FTE assigned to support the technology used by the Field Education Program's students, faculty, and field instructors.

Administration of the Field Education Program is fully provided by permanent faculty. A combination of full-time and contingent faculty provides educational oversight to all students in field through their role as Faculty Field Liaisons. The Director of Field provides and/or oversees the training of all field liaisons and provides consultation on an ongoing and as-needed basis.

The Director of Field Education, Professor Julie Kates, LCSW, has a full-time, 12-month administrative position in the MSW and BSW programs; 80% of her FTE is dedicated to oversight of the MSW Program and 20% to the BSW program. There are 465 MSW students in field statewide and 84 BSW students. Therefore, MSW students represent 84% of the total number of field students each year. The field program has dedicated 80% of FTE to the MSW Program, which represents the ratio of MSW to BSW students.

The Assistant Director of Field Education, Professor Edward May, LCSW, has a full-time 12-month administrative and teaching appointment to the MSW and BSW Programs. Professor May oversees as well as provides field instructor training in Ashland, Bend, Eugene, and Salem and on the Portland Campus. During the summer months, Professor May is 100%

Administrative. During the academic year, Professor May is assigned as 50% FTE for administrative oversight of the Distance Field and Academic programming to strengthen the integration of a cohesive field education program across all options.

The two Campus/Online Field Faculty assigned to the MSW Program have full-time 12-month appointments that include a combination of teaching a weekly field seminar and serving as the academic advisor and field liaison to the 15 students in their course during the nine-month academic year, as well as administrative responsibilities calculated at 60% FTE during the nine-month academic year and 100% during the three-month summer term. Their administrative responsibilities include but are not limited to: placing all of the Campus and Portland area or out of state Online MSW students between March and September (+/- 400 students); ensuring that each student is matched to a field placement that aligns with and supports their Generalist sequence or Advanced Specialization; conducting Employed Social Work placement negotiation meetings (in-person, via phone, or through online platforms); delivering field orientation to all Campus and Online students entering Generalist field (during the month of September); supporting the development of revised field documents for students, field instructors and faculty (ongoing); and facilitating face-to-face and/or online field instructor orientations and trainings for Campus and Online field instructors (July–October).

The Ashland, Bend, Eugene, and Salem Option Site Coordinators are assigned 50% FTE administrative and 50% teaching during the nine-month academic year. They are assigned 50% administrative FTE during the three-month summer term. They have identical teaching and administrative responsibility for all of the above for the field students in their local cohort (n= +/- 30) plus any Online option students who live in their local area (+/- 5–10 students each/year). In addition, due to the unique nature of each local practice community and the relational attention required to develop and maintain Generalist and Advanced field education sites from year to year, each Site Coordinator assumes primary responsibility for new field development in their local area. Each Site/Field Coordinator also delivers an annual Field Instructor Orientation/Training in keeping with a shared agenda developed by the Campus Field Faculty. Additionally, as each Site Coordinator serves as the faculty field liaison for all of the students in their local cohort, they, in conjunction with the Assistant Director of Field when needed, oversee the development of any Plans of Assistance related to field practice competency for any student who is identified to be demonstrating performance issues in field.

The Assistant Director of the CWEP and the CWEP Field Specialist are responsible for developing and vetting all statewide internships in Child Welfare offices, for both Title IV supported students as well as for any student who is matched to a Child Welfare internship in the State of Oregon. They assume responsibility for ensuring that all field policies and

procedures are enacted and followed for students and field instructors in the CWEP.

The full-time, 12-month administrative Field Placement Development Specialist is responsible for recruiting, developing, and vetting new field education sites primarily in the Portland metro area. While they also engage in some statewide field placement development, primarily with large statewide systems, they primarily focus on the Portland metro area because the percentage of MSW students living in the Portland area is the greatest and the competition for suitable field placements is highest due to the existence of five other local BSW programs and a host of masters-level counseling programs. Their work also entails developing marketing materials, in conjunction with the Director of Field Education, to educate and inform community partners about the requirements of our field education program that align with CSWE standards and the unique features of the Portland State University MSW Program.

The full-time Field Program Assistant is the longest standing member of the Field Education Team, having been in this role since 2005. Their role is integral to the successful functioning of the Field Education Program. They have primary responsibility for the following tasks:

- Ensuring that all password-protected electronic field data, which includes student field documents, field placement site descriptions, placement confirmation forms, field and task instructor applications, and faculty liaison profiles are entered, updated, and current
- Archiving field documents annually and/or when a student is replaced
- Creating and revising forms that are used on a regular and ongoing basis, including:
 - the Field Instructor Application;
 - the Placement Opportunity Form (used by an agency to submit required information about a new placement);
 - invitations and RSVP forms for statewide Field Instructor trainings, field education fairs and appreciation events;
 - feedback forms for students and field instructors
 - Field Liaison “debrief” forms used to collect information about each placement site and field instructor
 - CEU Certificates for all orientation and training events
 - Agendas for weekly Field Education Team meetings
- Providing technical support to all students, faculty, and field instructors related to their use of and access to the password-protected web centers
- Working directly with the School’s Systems Analyst to ensure the functionality of all field documents through extensive testing prior to the beginning of each term; this includes testing all of the field documents using an alias to represent a student, a faculty member, and a field instructor for the Generalist and four Advanced specializations

- Communicating with students to provide information about field document due dates and placement process information
- Collaborating with the Director of Field to develop and disseminate all communications with Portland area and Online Option field instructors related to due dates for quarterly field documents and evaluations
- Sharing communications directly with the Ashland, Bend, Eugene, and Salem Option Site Coordinators who in turn personalize them and distribute to their local area field partners
- Collecting field updates and announcements from the Director of Field to submit to the bi-weekly MSW Newsletter
- Publishing the quarterly Field Instructor Newsletter
- Modifying and revising the public website associated with the Field Education Program, to ensure that prospective students and community partners have access to accurate information about the structure and requirements of the program
- Event planning including room reservation, set up, ordering catering, reserving parking, and staffing welcoming table

As referenced earlier, a combination of full-time and contingent faculty provide liaison for MSW students in all program options. Each year, the Director of Field determines how many contingent faculty need to be hired in order to adequately staff the program. They recruit, interview, and hire qualified faculty to teach open sections of the Generalist field seminar and to serve as liaison for all students. In the Generalist year, the field seminar instructor teaches the course and serves as the liaison. There are 10 sections of field seminar on the Portland campus; there are 3 sections in the Online Option, and there is one section in any Distance Option Site that has a Generalist cohort. The Campus and Online sections have up to 15 students each; the Distance Option sites can have up to 30 students, as that is the maximum size of their individual cohorts. In the Advanced year, a full load of field students would be a maximum of 18.

Given the significant resource represented by the 11 full-time Assistant Professors of Practice, the full-time Academic Professional Field Development Specialist, the two full-time Program Assistants, and the Systems Analyst, the Field Education is both fully and adequately staffed to administer an educationally strong and sound program that attends to ensuring consistency across all program options. The expertise and workload distribution of the Field Education Team has allowed us to focus on generative curriculum and program development that goes beyond just meeting the accreditation standards. We have:

- Developed a robust, statewide, Field Instructor Training Program over the past three years with a focus on diversity, racial equity, and social justice;
- Provided field orientation to each campus and Online field seminar section (13 sections) for the last four years (vs. the previous large, combined group orientations);

- Offered individual or group Field Placement Information Sessions for all students entering Generalist field;
- Staffed Specialization-Specific Information Sessions for students entering Advanced Field (eight sessions) vs. two large group sessions previously offered;
- Worked closely with the specialization lead instructors to build a deep connection between the theoretical and conceptual contributions of the classroom and field settings;
- Developed Field FAQs to align with the revised curriculum and to enhance orientation of new placement sites;
- Developed a standard orientation and training for Advanced year Faculty Advisor Liaisons in order to ensure consistency in delivery across all program options;
- Developed “Required Site Visit Questions;”
- Developed “Student of Color Placement Guidelines;”
- Developed a Field Advisory Board that meets quarterly;
- Offered drop-in field “office hours” for students to support the placement process;
- Collaborated with non-field faculty to co-author two successful HRSA grant proposals and administered the field requirements of those respective grants;
- Developed and disseminated a quarterly Field Instructor Newsletter;
- Video recorded Field Instructor Trainings for dissemination to all active Field Instructors;
- Presented at national conferences: CSWE APM (2017, 2018) and Distance Education (2016, 2017)

The Director of Field holds a leadership position within the School, collaborates with local area Field Directors/Coordinators, serves on a national board of Field Education Directors, is active on the CSWE Field Director List Serve in terms of collaboration and sharing/seeking information about best practices, and maintains a clear commitment to continuing education and lifelong learning. The Field Education Program and staff are integral members of the faculty who serve on committees, volunteer to lead and participate in initiatives focused on excellence in teaching and take an active role in proactively focusing the work on social justice and equity.

3.4: RESOURCES

EP 3.4: *Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.*

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

University Budget Process Overview

The MSW Program budget development and administration are largely influenced by higher University-level decision-making process that balance the needs of all schools and colleges within the Portland State University system. Portland State University's goal is to create a budget process that is balanced and sustainable for each school and college. The University channels resources into university priorities set by the University President, Provost, and Vice President for Academic Affairs. The Provost and Vice President of Finance and Administration lead the budgeting process for each academic unit and involve the Administrative Leadership Team (ALT) (the Deans of all the schools and colleges) to establish a budgeting process consistent with University priorities. The adopted mechanism for determination of budget allocations is a performance-based budget model. In an effort to evaluate the education and general funds budget model, it is necessary to understand how funds flow into and through the University. To accomplish this goal, the University has developed the Revenue Cost Attribution Tool (RCAT), which provides insight into the where revenue is generated and where costs are incurred. The information obtained from the RCAT helps inform more strategic decisions concerning budget allocation. As a University value, there are times when schools and colleges are asked to support and help sustain another academic unit.

The Provost collects information to be used in the RCAT from each of the academic units on projected student credit hours for the following academic year, the productivity of faculty in terms of teaching, research, community service, and external grants and contracts obtained by each school and college. If shortfalls are anticipated, the University's Provost and Vice President of Finance and Administration ask the Deans to suggest areas in which their budget may be cut. Additionally, proposals for new investments either from increased funding from the State or from reinvestment funding are to be put forth by each school's and college's Dean, in line with the established academic priorities.

School of Social Work Budget Process

Within the School of Social Work, the anticipated revenue generation and expenditures determinations follow a process informed by input from members of the administrative group, including the MSW Program Director. The Associate Dean for Academic Affairs asks each academic Program Director to project credit hour generation for the next academic year. The Associate Dean for Academic Affairs and Assistant Dean of Finance and Administration review each program's projected credit hours and performs a comparative analysis of previously generated student credits hours and student credit hours to be generated from potentially new programming options. Similar to the larger University structure, the Assistant Dean for Finance and Administration utilizes a tool known as TM1 to enter projected revenue and expenditures from each academic program and options within the programs. In addition, the RCAT is used to make determinations pertaining to which programs and program options are revenue generators, solvent, or require subvention. After a thorough review, The Associate Dean for Academic Affairs and Assistant Dean of Finance and Administration finalize the School's budget estimated revenue generation and expenditures, which is based on the School's upcoming year's priorities, initiatives, and personnel. The estimated revenue and expenditures are submitted to the Dean for review. Upon the Dean's final approval, the data are sent back to the Provost and Vice President of Finance and Administration.

The School's final base budget is determined each year by the Vice President for Finance and Administration and Provost, with the approval from the President. Funding essential to the operation of the School is directly allocated to the School of Social Work. Final decisions about budget allocations are determined by the Dean who consults with the Assistant Dean of Finance and Administration, Associate Dean for Academic Affairs, and Program Directors from each of the four academic programs.

Once the School of Social Work receives the final budget, the School has considerable autonomy over budget expenditures. Most of the individual program budgets consist of personnel expenses. Each program, including the MSW Program, operates with a relatively limited discretionary budget to support conference travel, special projects (e.g., stipends for minor programmatic or curricular restructuring, course development, online course conversions), and student events.

MSW Program Financial Resources

The MSW Program generates sufficient revenue to support the Program's mission and goals; however, the budget allocation from the university does not always reflect the Program's growth adequately. Growth has occurred in the last few years with the promise of additional

full-time faculty, and reconciliation of that process from university administration is underway but not complete. Consistently with the University's values, the School examines and re-examines the needs of each program and makes determinations on how funds flow between programs and support overhead costs. Therefore, the School's budget process has many fluctuations. In recent years, strategic decisions about how to prioritize funding for new program initiatives and restoration of faculty and staff personnel have been top priorities. The School is unsatisfied with how well-intentioned decisions regarding development of new programs to meet academic program priorities and stabilize the budget, may have negatively impacted the MSW faculty-to-student ratio in the short term. Beginning summer 2018 and into the 2018–19 academic year, the Dean's office and academic administrative team will perform a restructuring and some reallocation of resources, as well as await university determination of additional faculty allocations.

Scholarships and grants provide significant and much needed support for the MSW students. During the 2017–18 academic year, the MSW Program, through its philanthropic outreach and grants, provided financial support to 120 students across all program options. The Program was able to provide general scholarships to 35 students. The Integrated Care Project and Behavioral Health Integration Project grants from the federal Health Resources and Services Administration (HRSA) provided grants to 62 students, and the Oregon Department of Human Services Child Welfare Education Partnership (CWEP) grant provided grants to 23 students.

Program Expense Budget
Council on Social Work Education
Commission on Accreditation

2015 EPAS

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

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

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

Type of Program: Baccalaureate X Master's

Program Expenses	Previous Year 2016-17		Current Year 2017-18		Next Year 2018-19	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	\$2,020,496	100%	\$1,978,208	100%	\$2,028,999	100%
Support Staff	\$349,670	100%	\$339,464	100%	\$379,777	100%
Temporary or Adjunct Faculty & Field Staff	\$491,475	100%	\$567,595	100%	\$568,542	100%
Fringe	\$1,173,158	100%	\$1,279,195	100%	\$1,267,041	100%
Supplies & Services	\$40,446	100%	\$62,382	100%	\$41,400	100%
Travel	\$42,872	100%	\$44,039	100%	\$60,522	100%
Student Financial Aid	\$413,690	100%	\$380,515	100%	\$292,891	100%
Technological Resources	\$8,447	100%	\$8,877	100%	\$25,065	100%
Other (Specify) Conf Registrations, Refreshments, Hosting	\$17,792	100%	\$21,869	100%	\$35,700	100%
TOTAL	\$4,558,045	100%	\$4,682,144	100%	\$4,699,936	100%

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

Efforts to Improve the Program

The MSW Program Director, in coordination with the Associate Dean for Academic Affairs and the Assistant Dean of Finance, develops an annual budget to meet the academic needs of the MSW program. In the 2014–2015 academic year, the University changed to a performance-based budgeting (PBB) process, which requires each program to submit yearly projections for student credit hours. The University then informs the School on the budget allocation for the upcoming year. The School can advocate for additional revenue to meet the changing demands of the programs or to address specific challenges that may impact stability of any growth projections. Some of these become ongoing revenue sources, and other times they are one-time expenditures.

Below are examples of how these additional revenues have been used to support ongoing positions and projects that benefit the MSW Program over the last few years:

- **MSW Program Writing Assistant:** The MSW Program determined that some students needed additional assistance with graduate level writing and has funded a 0.40 FTE position for a writing assistant. The Writing Assistant devotes 0.27 FTE to supporting students in the Portland option program and 0.22 FTE to supporting the students in the Ashland, Bend, Eugene, Salem, and Online options.
- **SSW Student Inclusion Coordinator:** The School of Social Work was aware of the need to support traditionally underrepresented students in the MSW and undergraduate programs. In 2011 a full-time position was funded to address this need. We currently have a full-time MSW, Marina Barcelo, providing support to these students in all six MSW Program options, as well as any other students who are struggling in the program. In addition to the full-time position there are ongoing resources provided to support the mentor program and the Culture and Conversation Series.
- **Field Placement Development Specialist:** The MSW and BSW field education programs were having increasing difficulty identifying and maintaining quality field placements in the Portland metro area, due to increasing competition from other MSW and BSW programs and the challenges faced by many agencies. Beginning in January 2016 the SSW funded a full-time MSW to focus solely on the development of quality field placements.
- **Temporary Field Specialist:** To address the growth in the MSW and BSW programs, there was temporary funding of one FTE field specialist 2015–17, with permanent funding beginning in Spring 2017.

- Student Support Network (SSN) and Students for Social Action (SSA): Students identified a need for a student support group. The Student Support Network began in fall 2014 as a schoolwide organization and because of differing program needs became solely focused on the MSW Program in Fall 2016. The SSN received approximately \$750/year to support their networking and support events. This group dissolved in Spring 2017 and was replaced with the Students for Social Action, which received \$350 in the 2017–18 fiscal year.
- Students of Color Collective: This group, which supports programming and coalition building for students of color, received \$650 in the 2017–18 fiscal year.

Based on the budget allocation from the University, the Dean, in consultation with the Assistant Dean of Finance, allocates one-time discretionary resources to each academic program, as well as one-time money to address specific program or schoolwide challenges and/or needs. In the 2017–18 fiscal year each MSW Program Option (Portland, Ashland, Bend, Eugene, Salem, and Online) were each allocated \$24,000 in discretionary funds. These are to be used to support faculty and students in the program.

Below are examples of how these funds have been used to benefit the MSW Program over the last few years:

- Provide funds for the MSW Program Director, Online Coordinator, and Distance Coordinator to each attend at least one professional conference a year to remain abreast of the changes in social work education.
- Purchase three fish-eye cameras that allow the SSW to offer state-of-the-art technology so Ashland, Bend, Eugene, and Salem faculty can attend faculty meetings and other events from their local site. In addition, these are used so Ashland, Bend, Eugene, Salem, and Online students can attend events from remote locations.
- 40% of the school's students identify as being food insecure. Resources are used to provide food at MSW program events.
- The MSW Program purchases extra copies of widely used textbooks so copies can be put in the library reserve for students that are unable to afford the textbooks.
- Some funding has gone toward thank-you gifts and luncheons for field instructors.
- In order to build community among the 2016 Ashland students, the program was able to defray some of the ticket costs so all students could attend the Oregon Shakespeare Festival play, *Roe*, about the *Roe v. Wade* decision.
- With the launch of the Online option in fall 2014 and the increasing sophistication in the use of remote technology to allow Ashland, Bend, Eugene, and Salem faculty and students to attend meetings remotely, there was a need to enhance the technology in the conference rooms. Over the course of the last three years, three of the four conference rooms were converted to high tech conference rooms.

Portland State University has also allocated additional resources to support academic innovation. In 2013 the MSW Program was awarded \$250,000 by the PSU Office of Academic Affairs to develop the Online MSW Program Option. Since that initial award the MSW Program has received an additional \$108,000 to support faculty developing additional online offerings.

Finally, the University, in negotiations with the faculty union, determined the need for all faculty to have guaranteed professional development funds. Beginning in fall 2016, each MSW program faculty member is provided with professional development funds. Tenure-track faculty receive \$1,000 per year (increasing in 2019); Non-tenure Track faculty receive \$600 per year, and Academic Professionals \$500.

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

SSW Administrative Support Personnel

As of May 2017, there are eleven full-time administrative staff members serving the School of Social Work's academic programs. These staff support all MSW program options (Portland, Ashland, Bend, Eugene, Salem, and Online).

- One FTE Operations Manager reports to the Associate Dean for Finance for human resources and general office management
- One 0.75 FTE Marketing and Communications Director reports to the Dean
- One FTE Systems Analyst reports to the Associate Dean for Academic Affairs, manages technology services for the academic unit
- Eight Administrative Support Staff
 - One FTE Administrative Program Assistant in the Dean's Office
 - One FTE Administrative Program Assistant to the Associate Dean for Finance
 - One FTE Administrative Program Assistant to the Director of Student Affairs to support admissions, registration, and student records for all MSW Program options
 - One FTE Academic Program Specialist that supports the MSW and PhD Program Directors and Faculty (50% MSW Program)
 - One FTE Administrative Program Assistant to the Associate Dean for Academic Affairs, as well as registration and workload support to all academic programs
 - One FTE Administrative Program Assistant to the Office of Field Education
 - One FTE Administrative Program Assistant to the undergraduate programs, BSW (0.50 FTE) and Child and Family Studies Programs (0.50 FTE)
 - One FTE Office Coordinator who oversees the SSW front desk, supplies, student workers, curriculum files, and assists in updating the School's websites

The administrative support resources are meeting the needs of the MSW Program at this time, though with any significant increase in admissions we will have to consider adding administrative support staff.

Technological Support

School of Social Work Resources

These resources support all six MSW Program Options: Portland, Ashland, Ben, Eugene, Salem, and Online.

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

All full-time faculty and staff are provided with desktop or notebook computers that meet the Portland State University standards. All part-time faculty are provided with office space that has a desktop computer to use when they are on campus. SSW faculty and staff use a combination of Mac and PC products, their associated software, as well as Microsoft Office, Google Chrome, Firefox, MacAfee Antivirus, and other specialized statistical, graphical, or authoring software depending upon need. All faculty and staff who are involved in the Ashland, Bend, Eugene, Salem or Online program options have laptop computers with built in cameras. The total number of such computers is approximately ninety.

The SSW also maintains a 22-station computer laboratory that is open Monday–Friday, 9:00 a.m.–6:00 p.m. with a similar software configuration, including SPSS for data analysis. All computers are joined to the Microsoft Active Directory network maintained by PSU’s Office of Information Technology. Peripherals include eight network printers, several portable LCD projectors, two scanners, and a number of personal office printers. Five classrooms and four conference rooms are equipped with PSU’s “high-tech” classroom technology, consisting of ceiling-mounted LCD projectors, audio amplifiers and speakers, and instructor workstations. In addition, three SSW conference rooms have technology that supports video conferencing. The MSW Program also has three portable fish-eye cameras to use for video conferencing in classrooms or other spaces.

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

The School of Social Work has developed an extensive public website addressing a range of audiences, from prospective and current students to alumni and community partners. These websites use Drupal technology and are managed by each administrative program assistant, who has been trained in this technology. The School also has secure, password-protected web centers for the students in each academic program, faculty, field instructors, and organizations that provide field placements. These contain confidential program-specific information. In particular, the School has pioneered the use of web technology for

administering and maintaining its Field Education program. Activities such as field plans and evaluation, field instructor recruitment and training, placement option updates, and field administration are now handled extensively through custom web applications.

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

Ashland, Bend, Eugene, and Salem Options

The Ashland, Bend, Eugene, and Salem Option faculty have access to the same resources as noted above, including laptop computers with webcams. In addition, all offices and classrooms have printers, internet access, and overhead projectors.

Online Option

Resources to support the online program are covered in the above discussion. All full-time faculty teaching in the program have laptop computers with webcams. There is one additional laptop specifically designated for the online program that can be loaned to adjuncts if they don't have the technology.

Portland State University Technology Resources

The Office of Information Technology (OIT) is a university-wide department that provides for the technology needs of students, faculty, staff and programs including networks, telecommunication, servers, data storage, email, web services, and lab and classroom technologies. PSU uses the Google Suite apps for internal calendar, mail, file sharing, and management of groups that are available to all students, faculty, and staff. OIT maintains a 24/7 HELP Desk and computer lab for students and faculty and a Monday–Friday 9:00 a.m.–5:00 p.m. Digital Support Center. There are additional computer labs open at various hours around campus and in the library.

The Office of Academic Innovation (OAI) provides leadership and support for campus activities that explore and promote excellence in teaching and learning, innovative curricular technology use, and community-based learning. OAI provides consultations, assistance, and support around teaching with technology, academic professional development, course and program development, community-based learning, pedagogy, and assessment. Their instructional designers, video experts, and course builders worked with the MSW faculty who

developed the Online MSW Option and the development of additional online offerings. They continue to work with these faculty and others interested in using technology to enhance their site-based courses. OAI maintains a faculty support desk Monday–Friday 9:00 a.m.–5:00 p.m. for on-the-spot support with the university learning management system, Desire to Learn, and other educational technology platforms. In addition, OAI oversees funding initiatives that use technology to increase student success and access to high quality, affordable education. The MSW Program was one of the first recipients of these initiatives with a \$250,000 award in 2013 to develop the Online MSW Program Option. Since 2014 the MSW Program has received additional awards of \$108,500 to expand the Online MSW Program Option offerings.

The technology support resources both in the School of Social Work and Portland State are meeting the needs of the MSW Program at this time, though with any significant increase in admissions we will have to consider adding additional resources within the school.

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

Librarian's Report

MSW Accreditation Documentation

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

Students enrolled in the MSW program at Portland State University are provided with extensive collections and library research support which contribute to their success. The Library continually invests in resources and services that serve these students, whether on campus, online, or distance.

This report provides an overview of Library services and resources, focused on the 2015–2016 and 2016–2017 academic years, though there are no anticipated changes for the 2017–18 academic year.

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

Monographs:

The library's monograph holdings and collection development strategies demonstrate investment in providing meaningful access to social work research and practice-related content for all MSW students. Ebook format is increasingly preferred over print due to its broader accessibility. It is not feasible to tally the number of ebooks (individually purchased and in packages) based on Library of Congress call number ranges; therefore, brief descriptions of relevant ebook collections are provided below. Ebooks in package collections are individually cataloged, providing quick and easy access for students. Additionally, the number of monograph holdings in the print collection for sample Library of Congress ranges are listed.

Springer Behavioral Sciences Ebook Collection: The 2014, 2015, and 2017 behavioral sciences ebook collection packages were purchased to support social work and other departments. These collections provide extensive coverage in the areas such as child and adolescent psychology; social and personality psychology; social work and social policy. All books in the collections are DRM-free, meaning students can download chapters as PDFs to print, share, and retain long term.

Springer Social Sciences Ebook Collection: The 2016 social sciences ebook collection provides 270 titles spanning relevant research areas such as immigration, race and class, cultural sociology, social policy, and health studies.

Sage eReference: The Sage eReference collection provides access to hundreds of reference books across the social sciences. Subsets include Health and Social Care; Psychology; and Sociology.

Sage Research Methods Online: Full text of hundreds Sage research methods books, handbooks, and encyclopedias. The database includes online tutorials on various methods as well.

Print Monograph Holdings in Sample LC Ranges	
Library of Congress Call Number Range	2017
BF 1-940: Psychology	11,122
GN 502-517: Cross-Cultural Psychology	112
HA 29-32: Social Science Research Methods & Statistics	530
HB 846-846.8: Welfare Theory	102
HM 1-299: Sociology	4,461
HN 1-995: Social history & conditions. Social problems. Social reform.	4,798
HQ 1-2044: The Family, Populations (adolescents, aged, women, etc.)	13,426
HT 601-1595: Classes. Races.	1,121
HV 1-5840, 7428, 9051-9920.5: Social Work, At-Risk Groups, Substance Abuse, Offenders	12,266
RA 418, RA 790-790.5, RC 435-571, RJ 499-507: Community Mental Health, Psychotherapies	7,514

Journals:

The Library’s journal holdings within pertinent Library of Congress subject heading fields (social work, social service, child welfare, community health, family, substance abuse) are extensive, and include core titles. The Library has also invested in large social and behavioral science journal packages from publishers such as Taylor and Francis, significantly increasing access to scholarly journals for social work students and faculty.

The following list is a *selection* of journals in the Library’s collection that support social work students and faculty. As an interdisciplinary field, Social Work faculty and students also make heavy use of journals in other areas of the Library collection (psychology, sociology, community health, criminal justice, etc.).

Selection of Available Social Work-Related Journal Titles	
Administration in Social Work	Journal of Evidence-based Social Work
Advances in Social Work	Journal of Family Psychology
Affilia	Journal of Gerontological Social Work
American Journal of Family Therapy	Journal of Global Social Work Practice

British Journal of Social Work	Journal of Marital and Family Therapy
Child and Adolescent Social Work Journal	Journal of Progressive Human Services
Child Abuse and Neglect	Journal of Social Service Research
Child Maltreatment	Journal of Social Work
Children and Youth Services Review	Journal of Social Work Education
Clinical Social Work journal	Journal of Sociology and Social Welfare
Community Mental Health Journal	Journal of Substance Abuse Treatment
Contemporary Family Therapy	Journal of Systemic Therapies
Critical and Radical Social Work	Journal of Teaching in Social Work
Critical Social Work	Open Addiction Journal
Families in Society	Psychoanalytic Social Work
Family Relations	Qualitative Social Work (QSW)
Family Therapy	Relational Child and Youth Care Practice
Health and Social Care in the Community	Research on Social Work Practice
Health and Social Work	Social Forces
International Social Work	Social Service Review
Journal of Addiction and Mental Health	Social Work
Journal of Child and Family Studies	Social Work with Groups
Journal of Community Practice	Substance Abuse: Research and Treatment
Journal of Community Psychology	Trauma, Violence, and Abuse
Journal of Ethnic and Cultural Diversity in Social Work	

Government Documents:

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

Both print and online government documents are discoverable via the Library catalog. Online research guides also support access to government information. Relevant subscription databases that support access to government information include ProQuest Congressional Record and PAIS Index.

Videos/DVDs:

In addition to the physical collection of DVDs, access to video content has significantly grown by thousands of titles in the 2015–2016 and 2016–2017 academic years. In addition to individually purchased streaming licenses, the Library provides the following streaming media collections with content relevant to social work, the majority of which were purchased specifically to support social work students:

Clinical Diagnosis & the DSM-5: Offers interviews with 12 real-life patients experiencing different psychiatric disorders, organized into four diagnostically-themed groups: Anxiety Disorders, Mood Disorders, Psychotic Disorders, and Disorders Associated with Medical Illness.

Counseling and Therapy in Video (volumes 1–4): Offers videos for the study of social work, psychotherapy, psychology, and psychiatric counseling. Includes counseling sessions and demonstrations, consultations, lectures, presentations, and interviews.

Psychotherapy.net Video Library: Provides access to over 200 streaming media films on psychotherapy, counseling, and addiction treatment for teaching and training.

Symptom Media Collection: Symptom Media is an online mental health education and training film library. These DSM-5 and ICD guided films offer guideposts to better understand what a particular mental health diagnosis looks like.

Kanopy Streaming Service: Provides streaming access to hundreds of documentaries and films.

B. Staffing pertinent to the provision of library services to social work students

The School of Social Work at Portland State has a dedicated subject librarian who performs collection development, instruction, reference, and other research support activities. In addition, the Library as a whole employs fourteen Research and Instruction Librarians and fully staffed circulation, course reserves, and interlibrary loan departments.

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

Acquisitions for Social Work at Portland State are well funded. Efforts have been made to stabilize collections in the face of rising costs. The acquisitions budget model is centralized and protects core resources and existing journal licenses. Faculty requests are also centrally funded. Dedicated funds for monograph and video purchasing remain available for the Social Work Librarian to further develop a cohesive collection.

2015–2016	2016–2017	2017–2018
\$4,000	\$4,000	\$4,000 (projected)

The social work collection fund has been significantly buoyed in the last two fiscal years by

funding from the University’s Office of Academic Innovation (OAI). OAI is currently allotting \$1000 per course converted to an online course in order to support ebook and streaming video licenses. As multiple courses from the MSW and BSW programs move online, this collection funding ensures access to online students, and also benefits distance and campus students.

In addition, the Library participates in robust consortium collection development initiatives. These initiatives significantly increase full access to ebooks from a variety of publishers and vendors such as Taylor and Francis, Routledge, and Oxford University Press.

D. Circulation or utilization data for items relevant to social work

Electronic Journals:

Social work–related scholarly journals available via both individual licensing and journal packages are heavily used at Portland State. The following are usage statistics for selected titles during 2013.

Download Statistics of Selected Social Work Journals		
Journal Title	2015	2016
Affilia	932	872
British Journal of Social Work	914	797
Child Maltreatment	211	197
Clinical Social Work Journal	1,069	1,377
Journal of Community Practice	350	390
Journal of Ethnic & Cultural Diversity in Social Work	313	264
Social Work	1,081	1,293

Print Monographs:

The circulation of a sample range (HV1-9999) demonstrates a well-used collection. The apparent decline in print circulation is likely attributed to the corresponding significant increases to ebook title access.

Circulation count of items LC range HV 1-9999	
2015–2016	2,321
2016–2017	1,475

Abstracting & Indexing Databases:

The following are example search statistics for a selected group of available databases. The library provides access to many other social work–relevant databases.

Record View Statistics from Selected Databases		
Database	2015	2016
Ageline	2,290	1,376
LGBT Life	4,171	17,662
PsycINFO	59,959	55,278
Social Services Abstracts	5,046	4,698
Family Studies Abstracts	N/A	748

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

Technology Available in the Library		
Student Lab Computers	Equipment Checkout	Network/Other
120 workstations with access to all electronic library resources (databases, ejournals, ebooks) and all standard productivity software, two assistive technology workstations	40 laptops available for checkout 20 iPads 2 portable projectors Laptop and phone chargers	Wireless network Proxy server for off-campus access to electronic resources 3 book scanners 5 high speed printers 1 photocopier 2 microfiche/film readers & printers

Classroom Technology	
Classroom 160	40 student laptop workstations, instructor workstation, digital projector
Classroom 170	40 student laptop workstations, instructor workstation, digital projector
Conference Room 284	Seminar style classroom, 10 student laptop workstations, instructor workstation, digital projector

F. Circulation policies and procedures (policy and procedures to ensure that books or other materials required or recommended in social work courses are made available to students)

Circulation Policy Overview:

	Books	Videos
Undergraduates	6 weeks, 3 renewals	7 days
Graduates	12 weeks, 3 renewals	7 days
Faculty	1 year, 2 renewals	7 days

Course Reserves/Electronic Reserves:

Course reserves ensure access to high-demand resources. School of Social Work faculty utilize the print and online course reserves library service heavily. Recent improvements in the Library's course reserves system resulted in a direct link from each individual course in

the Course Management System (D2L) to the electronic reserves readings for the associated course, streamlining student access to materials.

G. The Library's online catalogue, email, computerized search services, document delivery, interlibrary loan (identify per-fee versus non-fee), media, and other related services available to students (include other libraries outside the educational institution to which students have regular access and the appropriateness of each library's holdings for social work)

Library Catalog:

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

Orbis Cascade Alliance is a library consortium composed of 37 public and private colleges, community colleges, and universities in Oregon and Washington. Portland State's students may borrow materials directly from this vast collection with an average delivery time of two days. Portland State's membership in the Alliance represents the Library's commitment to providing resources that would otherwise be difficult or impossible to obtain for students and faculty in a timely and cost-effective manner. In addition to Summit borrowing, consortium purchases of electronic resources enable Portland State to provide collections and resources directly to faculty and students. These electronic resources include bibliographic databases, full-text journals and monographs.

The consortium Summit catalog also provides access to the University of Washington's extensive collection of social work materials, as well as to the University of Oregon's psychology collection. Students who live 30 miles or more from the Portland State campus may order materials from any Summit library, including Portland State, and have it delivered to their home address or an academic library near them throughout Oregon and Washington.

Interlibrary Loan Requests:

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

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

Librarians staff the library reference desk, answer phone, email, and chat reference questions. The reference desk is open throughout the week and weekend and is frequently double-staffed. In 2013 reference desk hours were expanded from 7:00 p.m. to 9:00 p.m. during the week. Chat reference is available to students 24 hours a day, 7 days a week, staffed by Portland State Librarians and consortium librarians.

Reference Desk Hours						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00 a.m.– 9:00 p.m.	9:00 a.m.– 9:00 p.m.	9:00 a.m.– 9:00 p.m.	9:00 a.m.– 9:00 p.m.	9:00 a.m.– 6:00 p.m.	12:00 p.m.– 5:00 p.m.	12:00 p.m.– 7:00 p.m.

As needed or requested, students, faculty, and community members are referred to the Social Work Librarian for an individual reference consultation. Consultations are also available via online platforms or the telephone for online and distance options students.

Reference and instruction librarians also create subject research guides and tutorials that increase student access to research help. There is an extensive social work guide available via the library website (<http://library.pdx.edu/guides/socialwork>), along with more focused guides such as the Clinical Social Work guide, and course guides. Government Information, Sociology, Psychology and other related research guides are also available. In addition, the Library provides many online how-to guides and tutorials (<http://guides.library.pdx.edu/home/howto>). These online guides provide point of need, self-directed reference for students using the Library.

- I. Is there a library staff member assigned to a liaison role for the social work program? (If yes, describe the nature of this role vis-à-vis the social work program.) Describe the job responsibilities of these librarians and other activities. In addition, is there involvement by librarians in (a) social work courses or in course management programs (such as Blackboard, WebCT) for social work students; (b) library instruction provided through distance education, continuing education; (c) library services for alumni, outreach, or community services; (d) development of the program’s strategic planning, technology development and curriculum revision; and (e) activities providing opportunities for professional development?**

Subject Librarian for Social Work:

Kimberly Pendell, M.S.I.S., is the Social Work and Social Sciences Librarian.

The Librarian communicates regularly with the director of the MSW program and the Coordinator of the Online MSW program. The librarian also communicates frequently with

faculty via the faculty listserv and attends Social Work faculty meetings as needed. The liaison program facilitates communication about library instruction, collection development, and other library services. Collaboration with Social Work faculty is very important to develop effective curriculum-integrated instruction and other library related support for students.

Subject Librarian Responsibilities and Activities:

- (a) The Librarian works collaboratively with social work faculty to provide curriculum-integrated instruction in a targeted, sustainable manner. She holds instruction sessions for each section of SW 540 (Human Behavior) and SW 520 (Social Welfare Policy); in this way, she provides two distinct learning opportunities for every first-year MSW student. The social work subject guide and/or any related course guide is made available to students via the Learning Management System (D2L)
- (b) The Librarian is closely involved in the conversion of MSW courses to online, ensuring access to course materials for online students, as well as online instructional support via asynchronous means (e.g., course guides and discussion threads).
- (c) Online instructional support is provided via subject and course guides accessible from D2L and the Library website. As courses for the Online MSW program are developed, the Librarian is involved immediately to assess course material and instructional support needs.
- (d) Library services such as reference and individual consultations are available to alumni and community members. In addition, all PSU Library resources may be accessed from public use kiosks within the library. Printing and scanning services are also provided.
- (e) The Social Work Librarian assesses the resources and services for a new program or course before it is approved by university curriculum committees. The Librarian attends MSW curriculum committee meeting as needed.
- (f) The Social Work Librarian is a member of the American Library Association and the Association of College and Research Libraries (ACRL). She was a member of ACRL's Social Work Committee from 2012 to 2017 and chaired the committee from 2015 to 2017. The Portland State University Library provides yearly funds for conference attendance and other professional development opportunities.

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

Purchase Requests:

Faculty members may either send requests directly to the Social Work Librarian or use the "Request a Purchase" form available from the Library website. The Library prioritizes faculty

requests and commits to purchasing requests (within a reasonable cost). Direct purchasing has also been enabled via the Interlibrary Loan request form. If there are any foreseen challenges, financially or otherwise, the Librarian discusses these issues with faculty in order to prioritize purchases.

New Acquisitions:

The Social work librarian regularly updates Social Work faculty regarding monograph, serial, and streaming media acquisitions via quarterly email newsletters and at program related meetings.

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

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

Social Work Subject and Course Guide Statistics		
Guide	2015–2016	2016–2017
Social Work	6108	5421
Clinical Social Work	N/A	1359
SW 520 Social Welfare Policy	4062	3750

For additional statistics related to the use of social work resources, please refer to “Circulation or utilization data for items relevant to social work” section above.

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

Instruction Statistics:

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

The following reflects the two courses in which the Librarian regularly provides instruction for the MSW program. These two courses have been targeted for instruction specifically due to the timing and research assignments in the courses. SW 540 is offered in the first quarter

of year; therefore, library instruction in this course serves as a general orientation, plus instruction related to the course's assignments. The policy-related course, SW 520, is another strategic instruction opportunity, as the policy analysis assignment requires students to efficiently find and utilize multiple types of information (statistics, government information, policy reports, etc.). Instruction is provided using hands-on learning activities relevant to coursework whenever possible, so that students have the opportunity to explore and build skills immediately.

Course	Number of sections	Total Number of Participants
SW 520 Social Welfare History & Policy	5	134
SW 540 Human Development Through the Lifespan	5	146

Evaluation Data:

The Social Work Librarian regularly includes in-class assessment activities as part of an instruction session and utilizes the results to improve future instruction for that course.

Location of library/social work collection relative to classroom and other social work student services

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

Library hours for the main library and social work collection library for the full calendar year. (Are there requests for additional hours from social work students? If yes, discuss the library's response).

Library hours during the academic year	
Monday–Thursday	7:30 a.m.–12:00 a.m.
Friday	7:30 a.m.–7:00 p.m.
Saturday	10:00 a.m.–7:00 p.m.
Sunday	12:00 p.m.–12:00 a.m.

In response to student requests, during dead week and finals week of each quarter the Library is open for 24 hours/day.

M. Samples and results of assessment/evaluation surveys of library services

LibQUAL+ is a standardized survey of user satisfaction with library service levels. Portland State Library has implemented the survey every two years since 2003. The most recent survey was completed in 2017. The results demonstrate that overall graduate students find the service level received from librarians and Library staff to be above their expectations. The

Library as place was also scored to be above expectations by graduate students. In relation to information access and collections, the Library scored greater than minimum, but less than desired. Comments from social work students specifically also indicate a need to better streamline and market access points to resources. The Library will use the 2017 LibQual+ results to inform unit goals in the annual planning process.

Below is a sampling of LibQual+ comments from social work students:

- It would be great if the library offered a book drop box on a few different spots, or buildings on campus for students who don't have classes near the library to more easily and quickly return books.
- It is helpful if staff are aware of all resources, and, how to use them properly. Haven't always found this to be the case.
- The introductory day we spent with the social work librarian at the beginning of my schooling was critical and so helpful!
- I generally enjoy using the library for studying. I would like more rooms to study in and maybe more computers during finals week. I understand the limitations, though. So I make it work and come out on top.
- The online library is great (I'm an online student)! Easy access to articles, books, videos, etc., and everything is easy to search and find—really appreciate this resource!
- I believe that our SSW librarian is of utmost expertise and very helpful to students.
- My biggest complaint about library services is that the library is never opened late enough and doesn't cater to the schedule of students as good as it could. I also wish there was more study space in the basement.
- I am a distance student, so I don't use the physical library much. However, one of the best services I have used is the ability to have books mailed to my home for me to use. This is an amazing resource.
- The library hours are frustrating. They need to be expanded.
- I use the library's website and online tools and searches very frequently to support my research. I mostly find what I need though sometimes the library does not subscribe to journals that I might need. Additionally, the process for accessing journal articles through the "find it @PSU" button is often quite cumbersome and involves opening up a bunch of windows and sometimes not actually being able to locate the resource.
- The only area that I want to see improvement is to have more electric access to articles and book chapters.
- If assistance is needed with locating a peer reviewed journal article, the online library has been quick to respond, offers search option suggestions, and always inquires if there is any other way they could be of assistance. As an online masters degree student, I cannot be more appreciative of the high degree of services PSU library provides.

- My experiences using a variety of in-person and electronic library resources have been absolutely STELLAR. Thank you for supporting my learning in this way.

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

The Library's social work collection has great historical depth due to the School of Social Work being one of the longest-standing disciplines at Portland State. Also, the University's increased investment in research and teaching in areas such as the social determinants of health and community-based engagement creates a rich environment for resources supporting interdisciplinary work. Portland State Library is a long-standing member of the Orbis Cascade Alliance. Membership in the consortium provides the infrastructure and multi-institution agreements that greatly expand access to print materials, and lower costs for consortium purchasing of databases, journal, and ebook packages. For example, Portland State students and scholars can request materials from the University of Washington's Social Work collection and receive them within two to three working days.

As with most publicly supported institutions of higher education nationwide, Portland State University has seen an overall decrease in state funding. The Library's budget has decreased or remained flat for a number of years, with only small intermittent increases. However, strategic investment funding has been allocated to the Library for specific needs, such as yearly journal inflation costs. Additionally, collection development funding for courses converted to online is being provided via the University's online course fee; this extra funding has greatly benefited social work students as both the MSW program and the BSW program are adding online degree options. Finally, efforts to secure dedicated funds from donors for collections have increased.

Projections for the Social Work Collection:

- An improved Course Reserves platform and better connection to the Learning Management System will help to reduce student course reading costs.
- The Library is committed to reducing student textbook costs. Course textbooks are frequently purchased in order to support students who struggle covering this expense.
- Streaming video licensing costs will grow, and additional funding sources will need to be determined.
- Consortium purchasing of databases, journal, and ebook packages via the Orbis/Cascade Alliance continue to expand access to online resources.
- Active Library faculty participation in the shaping of important national initiatives, such as open access journals and digital repositories, reduces dependence on high cost/high inflation publishers and vendors.

Assessment:

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

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

The School of Social Work (SSW) main instructional and administrative offices occupy the entire sixth floor of the Academic and Student Recreation Center (ASRC). The Regional Research Institute for Human Services (RRI) and The Center for Improvement of Services to Children and Families, the school's research and training programs, are located a few blocks away in the Market Center Building. The ASRC building is designed according to "green" construction standards, which has received Leadership in Energy Efficient Design (LEED) gold certification. The building includes the MSW Program and the other academic programs of the School of Social Work. The building provides plentiful space and allows all the instructional programs of the School to be in one location. Having state-of-the-art classrooms enhances the Program's capacity to provide high quality instruction in the program and offers students a cohesive place identified as "School of Social Work," thus increasing the program's visibility, social work identity, and autonomy in the university and community.

The facility is a state-of-the-art, multi-use building located on the south side of an Urban Plaza, a gathering point for outdoor university events and a hub of Portland's transit system. The building is across the plaza from the PSU Bookstore for easy access for students. The School's headquarters brings together all instructional programs and administrative office space in the 28,000-square foot, sixth floor of the building. The social work space features office suites for administration, the BSW Program, the MSW Program, the Child and Family Studies Program, and the PhD Program, with individual offices for full-time faculty and staff. The office space is well furnished and comfortable.

The SSW ASRC space includes four classrooms equipped with cutting-edge technological support that can each seat 30–35 people, a computer laboratory, four conference/seminar rooms, a student lounge with kitchen facilities, and a faculty/staff lounge with kitchen facilities. Two of the classrooms share a dividable wall which when open can accommodate up to 90 individuals. The other floors of the building include retail businesses to serve students, faculty, and the community, a student recreation center, general use classrooms, the City of Portland archives, the University System Chancellor's Office with a large conference room available for the School's use, and an auditorium. There is an open patio on the fifth floor, which is used by many for quiet meals, studying, and meetings. Whenever possible, MSW Program Portland classes are held in the ASRC building, though when needed the University has sufficient numbers of classrooms located in other nearby buildings to meet the Program's needs.

MSW Program Ashland, Bend, Eugene, and Salem Options

The Distance Option Coordinator has an office in the SSW ASRC building, as noted above, to support functioning of the statewide Distance Option sites.

The Salem Option is located on Chemeketa Community College's central campus, offering the three-year prescribed curriculum. Courses are taught primarily by PSU School of Social Work faculty and supplemented by local adjuncts. Classes during the first year of the program are held on the main PSU campus in Portland four times each school term on Fridays from 9:00 a.m.–5:00 p.m. and Saturdays 9:00 a.m.–5:00 p.m. Classes during the second and third years are held at the Chemeketa Center for Business and Industry Complex in Salem every Friday, from 8:30 a.m.–4:00 p.m. Classes are held on the second floor classroom, which can seat 25–35 individuals, within the Center for Business and Industry Complex, equipped with projector, internet access, and media capacity. The Salem Site Coordinator's office is located adjacent to the classroom space on the second floor of the Center for Business and Industry Complex and used Monday–Friday to support student advising meetings, field placement planning sessions, local adjunct meeting needs, and Site Coordinator job tasks and responsibilities. Additional classroom space at the Center for Business and Industry is reserved for Field Instructor trainings, orientations, and recruitment sessions throughout the year.

The Eugene Option is located in downtown Eugene within the University of Oregon Baker Downtown Center, offering the three-year prescribed curriculum. Courses are taught primarily by PSU School of Social Work faculty and supplemented by local adjuncts. Classes during the first year of the program are held on the main PSU campus in Portland four times each school term on Fridays from 9:00 a.m.–5:00 p.m. and Saturdays 9:00 a.m.–5:00 p.m. Classes during the second and third years are held at the University of Oregon Baker Downtown Center every Friday, from 8:30 a.m.–4:00 p.m. Classes are held in a 25- to 35-person classroom within the Baker Downtown Center, equipped with projector, internet access, and media capacity. The Eugene Site Coordinator's office is located at the entrance to the Baker Downtown Center and used Monday–Friday to support student advising meetings, field placement planning sessions, local adjunct meeting needs, and Site Coordinator job tasks and responsibilities. Additional classroom space at the Baker Downtown Center is reserved for Field Instructor trainings, orientations, and recruitment sessions throughout the year.

The Ashland Option is located on the Southern Oregon University campus, offering the three-year prescribed curriculum. Courses are taught primarily by PSU School of Social Work faculty and supplemented by local adjuncts. Students attend classes every Friday all three years of the program on the SOU Campus. Classes are held in a 25- to 35-person

classroom within Taylor Hall, equipped with projector, internet access, and media capacity. Ashland Distance Option students have access to SOU's extensive Dixie and Lenn Hannon Library and computer labs. The Ashland Site Coordinator's office is located on the first floor of Taylor Hall and used Monday–Friday to support student advising meetings, field placement planning sessions, local adjunct meeting needs, and Site Coordinator job tasks and responsibilities. Additional classroom space at the Center for Business and Industry is reserved for Field Instructor trainings, orientations, and recruitment sessions throughout the year.

The Bend Option is located in the Bend Environmental Center, whose mission is to embed sustainable thinking and behavior into daily life in Central Oregon. Offering the three-year prescribed curriculum, courses are taught primarily by PSU School of Social Work faculty and supplemented by local adjuncts. Students attend classes every Friday all three years of the program at the Environmental Center. Classes are held in a 25- to 35-person community classroom, supported with PSU-purchased projector, internet access, and speakers. The Bend Site Coordinator's office is located in the first-floor conference room of the Environmental Center and used Fridays during classes to support student advising meetings, field placement planning sessions, local adjunct meeting needs, and Site Coordinator job tasks and responsibilities. All other Bend Site Coordinator meetings are attended virtually and tasks are completed remotely (via home office).

At this time, Distance Option office and classroom space are adequate for student and program needs.

MSW Program Online Option

The Online MSW Program Option Coordinator has an office in the SSW ASRC building, as noted above, to support functioning of the Online MSW Program.

All full-time faculty who teach in the Online Option have offices in the SSW ASRC building, as noted above. The Online Option does not require classrooms except for two days each September when Online Option students come to campus for orientation, training and community building. For this event the ASRC classrooms are used for the gatherings.

At this time, MSW Program office and classroom space are adequate for student and program needs of the MSW Online Program Option.

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

Accessibility

What follows is a description of program resources related to the availability of and access to assistive technology, including materials in alternative formats (e.g., electronic text, braille, etc.). These resources are available for all program options.

The mission of Disability Resource Center (DRC) is to make education and university life accessible to students with disabilities. The DRC identifies, evaluates, and reduces or eliminates barriers to student access and equity throughout the PSU community. The DRC focuses on building partnerships and infrastructure that incorporate the principles of universal design, sustainability, and social justice. The DRC also finds creative solutions by proactively collaborating with students, faculty, and staff to develop accessible and inclusive environments both in person and online.

The Adaptive Technology Specialist & Alternative Formats Coordinator (ATS & AFC) works within the DRC to connect disabled students with adaptive technology (AT) that can increase function, independence, participation, and productivity. The ATS & AFC also ensures that DRC-registered students who are eligible for alternative formats receive accessible electronic and braille versions of their course materials according to their needs and preferences.

The ATS & AFC:

- assesses students' adaptive technology needs and provides recommendations based on
 - the devices and operating systems to which students have access,
 - the level of students' technology expertise, and
 - students' most common areas of academic struggle
- provides ongoing support and training to students as they learn to use the specific adaptive technologies that are most relevant to them in classroom and online spaces

The [Adaptive Technology web page](http://www.pdx.edu/drc/adaptive-technology) (www.pdx.edu/drc/adaptive-technology) on the [DRC website](http://www.pdx.edu/drc/) (www.pdx.edu/drc/) details the availability of several adaptive technologies for math, note taking, reading, and writing on campus. Subpages list additional technologies able for purchase download on students' personal devices.

4: ASSESSMENT OF STUDENT LEARNING OUTCOMES

EP 4.0: *Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.*

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

- *A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.*
- *At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.*
- *An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.*
- *Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.*
- *An explanation of how the program determines the percentage of students achieving the benchmark.*
- *Copies of all assessment measures used to assess all identified competencies.*

As recommended by CSWE, each of the nine competencies are measured twice. The first measurement is the MSW Student Assessment Survey, which measures at least one dimension of each competency. The second measure is the Field Evaluation, which measures every behavior associated with each competency. The competency score, benchmarks, and assessment plan were voted on by the full MSW faculty.

MSW Student Assessment Survey

The MSW Program committee met several times during the 2016–2017 academic year to discuss the most appropriate mechanism to evaluate student competencies. It was decided that a comprehensive assessment survey would be used for the Generalist and Specialization years. The lead instructors of both years were charged with developing questions for each of the nine competencies. In addition to developing the questions, they also indicated what dimensions each question was measuring. The tables below provide a complete list of competency and dimensions measures. There is a total of five assessment surveys (located at the end of this section):

1. MSW Generalist Student Assessment Survey (36 questions). The survey is administered during Weeks 7–9 in SW 532, Advocacy and Empowerment. Students completing SW 532 have completed all their generalist year courses regardless of full- or part-time status.

2. MSW Clinical Specialization Student Assessment Survey (27 questions). The survey is administered in SW 535, which is the final class of the clinical specialization.
3. MSW Children, Youth, and Families Student Specialization Assessment Survey (27 questions). The survey is administered in SW 588. This is the final class of the Children, Youth, and Families specialization.
4. MSW Health Across the Lifespan Specialization Student Assessment Survey (27 questions). The survey is administered in SW 519. This is the final class of the health across the lifespan specialization.
5. MSW Practice and Leadership with Communities and Organizations Specialization (20 questions). The survey is administered in SW 595. This is the final class of the practice and leadership with communities and organizations specialization.

An electronic survey tool (Qualtrics) was used to administer and score the survey. The questions and correct answers were entered into Qualtrics. All MSW faculty were invited to complete the surveys and provide feedback on questions, answers, and flow of the surveys. The surveys were then revised. During AY 2016–17, the MSW Generalist Student Assessment Survey was piloted with Generalist students in four MSW Program Options (Ashland, Eugene, Online, and Portland). The data from the pilot were used to inform question revision as well as strategies to improve response rate.

Field Evaluation

In addition to the MSW assessment surveys, each competency behavior is measured by the field instructor through the Field Evaluation. The Field Evaluation is the assessment measure that is based on students' demonstration of each competency in real or simulated practice situations. At the end of each term during both the Generalist and Specialization years, field instructors rate students' abilities on a five-point Likert Scale. A copy of the Field Evaluation Form can be found at the end of this section. The spring term field instructor rating is used for this assessment. The Field Evaluation is administered online and the data are exported into a spreadsheet for analysis.

The rating system for the field instructor measures is:

- 1 Inadequate—Demonstrated No Competence
- 2 Novice—Emerging Competence
- 3 Basic—Competence
- 4 Proficient—Competence
- 5 Highly Proficient—Competence

Competency and Benchmark

The assessment plan and program-wide benchmarks were developed by the MSW Lead Instruction faculty in consultation with the MSW Self-Study Assessment team. To indicate competency, students needed to correctly answer two competency-based questions (Generalist & PLCO = two out of four, or 50%, Clinical, HAL, and CYF = two out of three, or 66%) on the Assessment Survey. The variation in determining competency allows for customizing the assessment surveys to the specialization curriculum. Also, none of the assessment surveys have been validated or standardized, therefore, faculty wanted to allow enough room for error in question comprehension while also gathering program evaluation data. To indicate competency, students need to average a three on each competency on the Field Rubric. The benchmark was set that 90% of students would achieve competency for all nine competencies.

Data Analysis

Data are exported from Qualtrics and the Field Evaluation into spreadsheets for each program year (Generalist or Specialization) and each program option (Portland, Ashland, Bend, Eugene, Salem). The first step in the analysis is to determine the percentage of students that attained the benchmark for each outcome measure. Then, the percentages across the outcome measures are averaged to obtain the percentage of students demonstrating competence. This percentage provides the information needed to determine whether the overall competency benchmark was met.

Program Assessment Plan

Table 4.0.1.1 presents the detailed assessment plan for each of the competencies and behaviors in generalist practice and each specialization. It includes the competency, benchmark, measures, behaviors, dimensions, assessment procedure, outcome measure benchmark, and assessment procedures for competency.

These tables provide a comprehensive overview of the assessment plan for the Generalist year, as well as each Specialization.

Table 4.0.1.1: Generalist Assessment Plan							
Competency	Benchmark	Measures	Behavior	Dimension(s)	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures Competency
1. Demonstrate Ethical and Professional Behavior	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 532	N/A	Knowledge, Values, and Cognitive and Affective Processes	Students complete a multiple choice/True or False assessment survey	Students will answer two out of four competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context 1b. Recognize how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice 1c. Demonstrate professional behavior, including oral, written, and electronic communication; time	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructor observes and records individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark

			<p>management, use of social media and adherence to agency policies and procedures</p> <p>1d. Use technology ethically and appropriately to facilitate practice</p> <p>1e. Use supervision and consultation to guide professional judgment and behavior</p> <p>1f. Cope with stress, crisis, and conflict and understands the signs of burnout, vicarious trauma, and develop and practice a self-care plan</p>				
2. Engage Diversity and Difference in Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 532	N/A	Knowledge and Values	Students complete a multiple choice/True or False assessment survey	Students will answer two out of four competency related questions to achieve competency	<p>Step 1: Determine the percentage of students that attained the benchmark for each outcome measure</p> <p>Step 2: Average the percentages together to obtain the percentage of students demonstrating competence</p> <p>Step 3: Determine whether this percentage falls below, meets, or exceeds the</p>
		Measure 2: Field Instructors complete a rating using the Field Rubric	<p>2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels</p> <p>2b. Present themselves as learners and engage with</p>	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	

			others as informants and experts on their lives 2c. Demonstrate self-awareness and an ability to recognize and reduce the influence of personal bias, privilege, and participation in systems of oppression and the forces that reinforce these systems				competency benchmark
3. Advance Human Rights and Social, Economic, and Environmental Justice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 532	N/A	Knowledge and Values	Students complete a multiple choice/True or False assessment survey	Students will answer two out of four competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	3a. Work with and in the service of clients and client systems to advocate for social, economic, and environmental justice and human rights 3b. Understand systemic oppression and privilege and engages in practices to dismantle oppression and advance social, economic, and environmental justice	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
4. Engage in Practice-Informed	90% of students	Measure 1: Students will	N/A	Knowledge, Skills, and	Students complete a multiple	Students will answer two out of	Step 1: Determine the percentage of students that

Research and Research-Informed Practice	will achieve competency	complete an Assessment Survey in SW 532		Cognitive/Affective Processes	choice/True or False assessment survey	four competency related questions to achieve competency	attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	4a. Use practice experience and theory to inform scientific inquiry and research 4b. Engage in critical analysis of quantitative and qualitative research methods and research findings 4c. Use and translate research findings to inform and improve practice, policy, and service delivery	Knowledge, Values, Skills, and Cognitive/Affective Processes	For Measure 2: Field instructors observe and record individual scores for each behavior.	For Measure 2: Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
5. Engage in Policy Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 532	N/A	Knowledge	Students complete a multiple choice/True or False assessment survey	Students will answer two out of four competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating	5a. Identify social policy at the local, state, federal, and tribal level that impacts the delivery of and access to social services	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for	Students will achieve a score of 3 or higher to indicate competency	

		using the Field Rubric	5b. Assess how social welfare and economic policies impact the delivery of and access to social services 5c. Engage in critical analysis of and formulate and promote policies that advance human rights and social, economic, and environmental justice		each behavior		Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
6. Engage with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 532	N/A	Skills and Cognitive/Affective Processes	Students complete a multiple choice/True or False assessment survey	Students will answer two out of four competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	6a. Apply knowledge of human behavior and the social environment and practice context to engage with clients and client systems 6b. Listen and communicate with a wide range of clients and client systems using unconditional positive regard, warmth, genuineness, and a nonjudgmental, empathic style; attending effectively to verbal, nonverbal, and implicit communication and able to tolerate and	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark

			work with conflict and strong emotions				
7. Assess Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 532	N/A	Knowledge	Students complete a multiple choice/True or False assessment survey	Students will answer two out of four competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	7a. Collect, organize, and critically analyze and interpret information from clients and client systems 7b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of micro clients and client systems 7c. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of macro clients and client systems 7d. Develop mutually agreed-on intervention goals and objectives	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark

			<p>based on the critical assessment of strengths, needs, and challenges within clients and client systems</p> <p>7e. Work collaboratively with clients and client systems to select appropriate intervention strategies based on the assessment, research knowledge, and client values and preferences</p>				
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 532	N/A	Knowledge	Students complete a multiple choice/True or False assessment survey	Students will answer two out of four competency related questions to achieve competency	<p>Step 1: Determine the percentage of students that attained the benchmark for each outcome measure</p> <p>Step 2: Average the percentages together to obtain the percentage of students demonstrating competence</p> <p>Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark</p>
		Measure 2: Field Instructors complete a rating using the Field Rubric	<p>8a. Apply critical thinking in choosing and implementing interventions to achieve practice goals and enhance capacities of clients and client systems</p> <p>8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in</p>	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	

			<p>interventions with clients and client systems</p> <p>8c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</p> <p>8d. Negotiate, mediate, and advocate on behalf of and with clients and client systems</p> <p>8e. Facilitate effective transitions and endings that advance mutually agreed-on goals</p>				
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 532	N/A	Knowledge	Students complete a multiple choice/True or False assessment survey	Students will answer two out of four competency related questions to achieve competency	<p>Step 1: Determine the percentage of students that attained the benchmark for each outcome measure</p> <p>Step 2: Average the percentages together to obtain the percentage of students demonstrating competence</p> <p>Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark</p>
		Measure 2: Field Instructors complete a rating using the Field Rubric	<p>9a. Select and use appropriate methods for evaluation of outcomes</p> <p>9b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</p>	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	

			9c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes 9d. Apply evaluation findings to improve practice effectiveness at the micro and macro levels				
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Table 4.0.1.2: Clinical Specialization Assessment Plan

Competency	Benchmark	Measures	Behavior	Dimension(s)	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures Competency
1. Demonstrate Ethical and Professional Behavior	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 535	N/A	Knowledge and Skills	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
		Measure 2: Field Instructors complete a rating using the Field Rubric	1a. Recognize complex ethical dilemmas in clinical practice and develop strategies for resolving them 1b. Articulate how personal values, beliefs, and thoughts impact clinical practice and develop strategies for addressing these	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	
2. Engage Diversity and Difference in Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 535	N/A	Cognitive/Affective Processes	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain

		Measure 2: Field Instructors complete a rating using the Field Rubric	2a. Articulate how positionality (personal bias, privilege, and legacies of oppression) influences the clinical relationship 2b. Engage in direct conversations about diversity and difference with clients, supervisor, and colleagues	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	the percentage of students demonstrating competence Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
3. Advance Human Rights and Social, Economic, and Environmental Justice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 535	N/A	Values and Skills	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	3a. Recognize and address issues of social, economic and environmental justice in the context of clinical work 3b. Recognize issues of social, economic and environmental justice and human rights issues impacting clients and develop strategies with and on behalf of clients and colleagues to address these issues at the organizational and/or community level	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark

4. Engage in Practice-Informed Research and Research-Informed Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 535	N/A	Knowledge	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	4a. Identify and critically analyze relevant research and apply evidenced based principles to inform clinical practice 4b. Customize evidence-based practices to increase responsiveness to clients and context	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
5. Engage in Policy Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 535	N/A	Knowledge	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating	5a. Identify agency, county, state, or federal policies that directly impact clinical services, and/or outcomes	Knowledge, Values, Skills, and Cognitive/Affective Processes	For Measure 2: Field instructors observe and record	For Measure 2: Students will achieve a score of 3 or higher to	

		using the Field Rubric	5b. Collaborate with client systems and colleagues for effective policy action that promotes social and economic justice		individual scores for each behavior	indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
6. Engage with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 535	N/A	Knowledge and Skills	For Measure 1: Students complete a multiple choice/True or False assessment survey	For Measure 1: Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	6a. Attend to the interpersonal and contextual factors that strengthen or threaten the therapeutic alliance 6b. Actively use engagement skills, including empathy, warmth, validation, reflective listening, and collaboration to strengthen the clinical relationship	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
7. Assess Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 535	N/A	Knowledge	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure

						achieve competency	Step 2: Average the percentages together to obtain the percentage of students demonstrating competence Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
		Measure 2: Field Instructors complete a rating using the Field Rubric	7a. Provide clinical assessments with attention to current and historic strengths, resources, vulnerabilities, constraints, and trauma across multiple dimensions including individual, family, community, and socio-cultural context 7b. Apply advanced clinical theory to assessment with an understanding of how theory can be helpful and/or constraining in the assessment process and how approach to assessment impacts client's sense of self and experience of problems and possibilities	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 535	N/A	Knowledge and Skills	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students
		Measure 2: Field Instructors	8a. Partner with clients/client systems to implement responsive therapeutic	Knowledge, Values, Skills, and	Field instructors observe and	Students will achieve a score of 3	

		complete a rating using the Field Rubric	interventions that are informed by their unique needs, abilities, and preferences 8b. Make intentional use of advanced practice theories that fit with client needs and agency context to inform interventions	Cognitive/Affective Processes	record individual scores for each behavior	or higher to indicate competency	demonstrating competence Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 535	N/A	Skills	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	9a. Evaluate client progress and clinical intervention effectiveness with attention to multiple sources of information 9b. Elicit, explore, and respond to client feedback during sessions in order to assure interventions are responsive and effective	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark

Table 4.0.1.3: Children, Youth, and Families Specialization Assessment Plan

Competency	Benchmark	Measures	Behavior	Dimension(s)	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures Competency
1. Demonstrate Ethical and Professional Behavior	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 588	N/A	Skills and Cognitive/Affective Processes	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	1a. Examine personal beliefs and assumptions and develop a plan for continuous learning aimed at ethical practice that promotes well-being for children, youth, and families (micro) 1b. Assess practices and policies that present ethical dilemmas working with children, youth, and families (macro)	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
2. Engage Diversity and Difference in Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 588	N/A	Values and Cognitive/Affective Processes	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain
		Measure 2: Field	2a. Articulate how one's identity, self-affiliation,	Knowledge, Values, Skills, and	Field instructors	Students will achieve a	

		Instructors complete a rating using the Field Rubric	and social location affect practice with children, youth, and families (micro) 2b. Identify policies and practices that are culturally responsive for diverse and marginalized children, youth, and families (macro)	Cognitive/Affective Processes	observe and record individual scores for each behavior	score of 3 or higher to indicate competency	the percentage of students demonstrating competence Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
3. Advance Human Rights and Social, Economic, and Environmental Justice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 588	N/A	Knowledge, Values, and Skills	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	3a. Work collaboratively with service users to promote human rights and social and economic justice across multiple systems (micro) 3b. Mitigate the effects of structural oppression across multiple service systems (macro)	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
4. Engage in Practice-Informed	90% of students will	Measure 1: Students will	N/A	Knowledge and Cognitive/Affective Processes	Students complete a multiple	Students will answer two out of three	Step 1: Determine the percentage of students that

Research and Research-Informed Practice	achieve competency	complete an Assessment Survey in SW 588			choice/True or False assessment survey	competency related questions to achieve competency	attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	4a. Apply knowledge of research and evaluation methods to analyzing policies, social problems, and conditions that impact children, youth, families, and their communities (macro) 4b. Apply knowledge of research and evaluation methods to selecting, and evaluating impact of, advanced social work practice with children, youth, families, and their communities (micro)	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
5. Engage in Policy Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 588	N/A	Knowledge	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using	5a. Research, advocate, and influence policy change at multiple levels aimed at meeting service user-identified needs (macro)	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for	Students will achieve a score of 3 or higher to indicate competency	

		the Field Rubric	5b. Promote the ability of service users to influence each level of policy development and implementation as well as service delivery for children, youth, families, and their communities (micro)		each behavior		Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
6. Engage with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 588	N/A	Knowledge and Skills	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	6a. Engage in effective, collaborative, and culturally responsive practice with children, youth, families, and their communities and with service systems (micro) 6b. Engage effectively with diverse communities and organizations to promote culturally responsive, equitable, and transformational social work practices with children, youth, families, and their communities (macro)	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark

7. Assess Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 588	N/A	Knowledge and Values	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure
		Measure 2: Field Instructors complete a rating using the Field Rubric	7a. Assess children, youth, and families from a multidimensional theory or framework (i.e., multi-systemic, multi-level, multi-disciplinary, client-worker) (micro) 7b. Identify contextual factors that influence (a) children, youth, and families' well-being, (b) effectiveness and cultural responsiveness of service systems, and (c) social and economic equity (macro)	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 2: Average the percentages together to obtain the percentage of students demonstrating competence Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 588	N/A	Knowledge, Skills and Cognitive/Affective Processes	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure
		Measure 2: Field Instructors complete a rating using	8a. Collaborate with children, youth, families, and their communities to select, and apply practices aimed at	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual	Students will achieve a score of 3 or higher to	Step 2: Average the percentages together to obtain the percentage of students

		the Field Rubric	enhancing social, emotional, and physical well-being (micro) 8b. Collaborate with service users and systems to develop and apply comprehensive and cross-system service plans that enhance social, emotional, and physical well-being (macro)		scores for each behavior	indicate competency	demonstrating competence Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 588	N/A	Skills, Knowledge	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	9a. Collaborate with service users, communities, and service systems to develop and apply reliable, valid, and culturally sensitive measures and outcomes that are meaningful and acceptable to service users for service plans and interventions (macro) 9b. Demonstrate an ability to critically analyze, monitor, and evaluate one's own practice with children, youth, families, and their communities (micro)	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark

Table 4.0.1.4: Health Across the Lifespan Specialization Assessment Plan

Competency	Benchmark	Measures	Behavior	Dimension(s)	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures Competency
1. Demonstrate Ethical and Professional Behavior	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 519	N/A	Knowledge and Skills	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure
		Measure 2: Field Instructors complete a rating using the Field Rubric	1a. Apply state and federal laws affecting social work practice in health setting 1b. Evaluate the influence of their emotional responses to complex ethical situations	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 2: Average the percentages together to obtain the percentage of students demonstrating competence Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
2. Engage Diversity and Difference in Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 519	N/A	Knowledge, Skills, and Cognitive/Affective Processes	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the

							percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	2a. Identify the intersections of culturally diverse social group membership and chronic illness and health management 2b. Demonstrate client-centered literacy in health communications	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
3. Advance Human Rights and Social, Economic, and Environmental Justice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 519	N/A	Knowledge and Skills	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure
		Measure 2: Field Instructors complete a rating using the Field Rubric	3a. Demonstrate the interconnection of social, economic and environmental justice and human rights with health disparities 3b. Develop strategies that counter structural barriers to the effective access or use of health services	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 2: Average the percentages together to obtain the percentage of students demonstrating competence Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
4. Engage in Practice-Informed	90% of students will	Measure 1: Students will	N/A	Knowledge and Cognitive/Affective Processes	Students complete a multiple	Students will answer two out of three	Step 1: Determine the percentage of students that attained

Research and Research-Informed Practice	achieve competency	complete an Assessment Survey in SW 519			choice/True or False assessment survey	competency related questions to achieve competency	the benchmark for each outcome measure
		Measure 2: Field Instructors complete a rating using the Field Rubric	4a. Identify and critically analyze relevant research 4b. Apply evidenced based research to inform healthcare practice	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 2: Average the percentages together to obtain the percentage of students demonstrating competence Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
5. Engage in Policy Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 519	N/A	Knowledge	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	5a. Analyze how health policy drives access and eligibility to health care 5b. Explain the social forces that influence health care reform	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls

					each behavior		below, meets, or exceeds the competency benchmark
6. Engage with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 519	N/A	Knowledge, Skills, and Cognitive/Affective Processes	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	6a. Describe how their personal beliefs affect their practice 6b. Demonstrate engagement with client-systems using a motivational interviewing framework	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
7. Assess Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 519	N/A	Knowledge	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage go students that attained the benchmark for each outcome measure. Step 2: Average the percentages together to obtain the percentage of

		Measure 2: Field Instructors complete a rating using the Field Rubric	7a. Demonstrate contextualized assessment approaches in healthcare settings 7b. Apply ongoing assessment strategies to issues of health across the lifespan	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	students demonstrating competence Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 519	N/A	Skills	Students complete a multiple choice/True or False assessment survey	Students will answer two out of three competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	8a. Evaluate the applicability of evidence informed interventions in health care settings 8b. Modify evidence informed single session approaches to specific health care settings or populations	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
9. Evaluate Practice with Individuals, Families,	90% of students will achieve competency	Measure 1: Students will complete	N/A	Skills	Students complete a multiple choice/True	Students will answer two out of three competency	Step 1: Determine the percentage of students that attained the benchmark for

Groups, Organizations, and Communities		an Assessment Survey in SW 519			or False assessment survey	related questions to achieve competency	each outcome measure
	Measure 2: Field Instructors complete a rating using the Field Rubric	9a. Apply an evidence informed single session strategy to evaluate practice 9b. Evaluate client/system progress and intervention effectiveness, using qualitative and quantitative data, with attention to multiple sources of information	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 2: Average the percentages together to obtain the percentage of students demonstrating competence Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark	

Table 4.0.1.5: Practice and Leadership with Communities and Organizations Specialization Assessment Plan

Competency	Benchmark	Measures	Behavior	Dimension(s)	Assessment Procedures	Outcome Measure Benchmark	Assessment Procedures Competency
1. Demonstrate Ethical and Professional Behavior	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 595	N/A	Knowledge, Values, Skills, and Cognitive/Affective Processes	Students complete a multiple choice/True or False assessment survey	Students will answer two out of four competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	1a. Recognize complex ethical dilemmas in community and organization practice and identify strategies for resolving them 1b. Articulate how personal values, beliefs, and thoughts impact community and organizational practice and develop strategies for addressing these	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
2. Engage Diversity and Difference in Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 595	N/A	Knowledge, Values, Skills, and Cognitive/Affective Processes	Students complete a multiple choice/True or False assessment survey	Students will answer two out of four competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure

		Measure 2: Field Instructors complete a rating using the Field Rubric	2a. Demonstrate an advanced ability to identify organizational values and beliefs to improve equity amongst staff and community members 2b. Identify the need to build collaborations across all stakeholder groups, where power is shared in ways that increase the visibility, voice and influence of community members	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 2: Average the percentages together to obtain the percentage of students demonstrating competence Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
3. Advance Human Rights and Social, Economic, and Environmental Justice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 595	N/A	Knowledge, Values, Skills, and Cognitive/Affective Processes	Students complete a multiple choice/True or False assessment survey	Students will answer two out of four competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	3a. Demonstrate engagement in social transformation within organizations and communities 3b. Demonstrate a well-developed capacity for strategic assessment and planning to advance social justice in	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark.

			organizations and communities				
4. Engage in Practice-Informed Research and Research-Informed Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 595	N/A	Knowledge and Cognitive/Affective Processes	Students complete a multiple choice/True or False assessment survey	Students will answer two out of four competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure
		Measure 2: Field Instructors complete a rating using the Field Rubric	4a. Conduct research that is informed by the knowledge, participation and influence of community members and strive to advance equity 4b. Customize evidence-based practices to work inclusively with communities and organizations, ensuring that disparities in outcomes for various cultural groups are readily identified and addressed	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 2: Average the percentages together to obtain the percentage of students demonstrating competence Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
5. Engage in Policy Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 595	N/A	Knowledge, Values, Skills, and Cognitive/Affective Processes	Students complete a multiple choice/True or False assessment survey	Students will answer two out of four competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure

		Measure 2: Field Instructors complete a rating using the Field Rubric	5a. Actively engage in public or institutional policy change, ensuring community identified needs are being addressed 5b. Collaborate with clients, communities and colleagues to lead policy change efforts that promote social and economic justice	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 2: Average the percentages together to obtain the percentage of students demonstrating competence Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
6. Engage with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 595	N/A	Knowledge, Values, Skills, and Cognitive/Affective Processes	Students complete a multiple choice/True or False assessment survey	Students will answer two out of four competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	6a. Demonstrate advanced levels of constituency engagement, with effective participatory methods and empowerment practices, to build responsive human services 6b. Demonstrate effective methods for practice improvements and	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark

			relational skills that are rooted in partnership				
7. Assess Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 595	N/A	Knowledge, Values, and Cognitive/Affective Processes	Students complete a multiple choice/True or False assessment survey	Students will answer two out of four competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure
		Measure 2: Field Instructors complete a rating using the Field Rubric	7a. Demonstrate advanced capacity to understand the needs of communities and organizations, with effective abilities to advance equity across an institution 7b. Conduct assessment (racial equity, community or organizational) of an organization that includes recommendations for reducing disparities and advancing equity	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 2: Average the percentages together to obtain the percentage of students demonstrating competence Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 595	N/A	Knowledge and Values	Students complete a multiple choice/True or False assessment survey	Students will answer two out of four competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure

		Measure 2: Field Instructors complete a rating using the Field Rubric	8a. Demonstrate advanced capacity to design interventions that are likely to advance community empowerment, culturally responsive organizations and improved outcomes for those served by the organization 8b. Integrate advanced practice theories that expand and align interventions towards collaboration, culturally responsive and justice-oriented practices	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 2: Average the percentages together to obtain the percentage of students demonstrating competence Step 3: Determine whether this percentage falls below, meets, or exceeds the competency benchmark
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey in SW 595	N/A	Knowledge and Values	Students complete a multiple choice/True or False assessment survey	Students will answer two out of four competency related questions to achieve competency	Step 1: Determine the percentage of students that attained the benchmark for each outcome measure Step 2: Average the percentages together to obtain the percentage of students demonstrating competence
		Measure 2: Field Instructors complete a rating using the Field Rubric	9a. Demonstrate advanced ability to assess the effectiveness of public policy or institutional policy practice, including methods for ensuring continuous quality improvement 9b. Use participatory methods to elicit,	Knowledge, Values, Skills, and Cognitive/Affective Processes	Field instructors observe and record individual scores for each behavior	Students will achieve a score of 3 or higher to indicate competency	Step 3: Determine whether this percentage falls below, meets, or

			explore and respond to feedback from community members and staff to ensure that interventions are responsive, respectful and effective				exceeds the competency benchmark
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This assessment plan is a systematic mechanism for the MSW Program to review its curriculum on a yearly basis to determine areas and foci needing program attention. Data are to be collected every year from both Generalist and Specialization years, and the findings from the graduating class will be reviewed and shared with students, faculty, administration, field, and the community to ensure continuous program feedback and improvement. The findings will be used to prioritize educational competencies and behaviors needing additional attention and modifications in the curriculum and the field. These steps are described in more detail in Section 4.0.3 of this chapter.

While this formal quantitative assessment is the primary method of assessing the achievement of the program's educational goals, the program also engaged in other methods of collecting information that are used in an ongoing, formative way to assess and improve the program. These methods include teaching evaluations, student evaluations of field instructors, student-faculty dialogues, and other informal channels of communication among the MSW students, faculty, administration, field supervisors, and other stakeholders. These methods are less rigorous and less focused on outcomes than the formal, summative assessment that we report here. These other methods of assessment can provide more immediate information about program challenges and successes, allowing issues to be addressed in a timely manner.

AS 4.0.2: The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.

Table 4.0.2.1: Generalist Year Assessment Results

Competency	Benchmark	Measures	Behavior	Bend	Online	Portland	Salem
1. Demonstrate Ethical and Professional Behavior	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey	N/A	18 of 18 students scored 50% on the assessment survey = 100% achieving competency	35 of 36 students scored 50% on the assessment survey = 97% achieving competency	74 of 75 students scored 50% on the assessment survey = 99% achieving competency	26 of 26 students scored 50% on the assessment survey = 100% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	35 of 36 students scored 3 or higher on the Field Rubric = 97% achieving competency	139 of 140 students scored 3 or higher on the Field Rubric = 99% achieving competency	20 of 20 students scored 3 or higher on the Field Rubric = 100% achieving competency
			1b. Recognize how personal values, beliefs, and thoughts impact social work practice and addresses those that interfere with practice	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	35 of 36 students scored 3 or higher on the Field Rubric = 97% achieving competency	140 of 140 students scored 3 or higher on the Field Rubric = 100% achieving competency	20 of 20 students scored 3 or higher on the Field Rubric = 100% achieving competency

Competency	Benchmark	Measures	Behavior	Bend	Online	Portland	Salem
			1c. Demonstrate professional behavior, including oral, written and electronic communication; time management, use of social media and adherence to agency policies and procedures	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	35 of 36 students scored 3 or higher on the Field Rubric = 97% achieving competency	139 of 140 students scored 3 or higher on the Field Rubric = 99% achieving competency.	19 of 20 students scored 3 or higher on the Field Rubric = 95% achieving competency.
			1d. Use technology ethically and appropriately to facilitate practice	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	36 of 36 students scored 3 or higher on the Field Rubric = 100% achieving competency	140 of 140 students scored 3 or higher on the Field Rubric = 100% achieving competency	20 of 20 students scored 3 or higher on the Field Rubric = 100% achieving competency
			1e. Use supervision and consultation to guide professional judgment and behavior	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	36 of 36 students scored 3 or higher on the Field Rubric = 100% achieving competency	139 of 140 students scored 3 or higher on the Field Rubric = 99% achieving competency	20 of 20 students scored 3 or higher on the Field Rubric = 100% achieving competency
			1f. Cope with stress, crisis, and conflict and understand the signs of burnout, vicarious trauma, and develop and practice a self-care plan	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency.	35 of 36 students scored 3 or higher on the Field Rubric = 97% achieving competency	138 of 140 students scored 3 or higher on the Field Rubric = 99% achieving competency.	19 of 20 students scored 3 or higher on the Field Rubric = 95% achieving competency.

Competency	Benchmark	Measures	Behavior	Bend	Online	Portland	Salem
2. Engage Diversity and Difference in Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		18 of 18 students scored 50% on the assessment survey = 100% achieving competency	34 of 36 students scored 50% on the assessment survey = 94% achieving competency	74 of 75 students scored 50% on the assessment survey = 99% achieving competency	26 of 26 students scored 50% on the assessment survey = 100% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	35 of 36 students scored 3 or higher on the Field Rubric = 97% achieving competency	140 of 140 students scored 3 or higher on the Field Rubric = 100% achieving competency	20 of 20 students scored 3 or higher on the Field Rubric = 100% achieving competency
			2b. Present themselves as learners and engages with others as informants and experts on their lives	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	35 of 36 students scored 3 or higher on the Field Rubric = 100% achieving competency	139 of 140 students scored 3 or higher on the Field Rubric = 99% achieving competency	20 of 20 students scored 3 or higher on the Field Rubric = 100% achieving competency
			2c. Demonstrate self-awareness and an ability to recognize and reduce the influence of personal bias, privilege, and participation in systems of oppression and the forces that reinforce these systems	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	36 of 36 students scored 3 or higher on the Field Rubric = 100% achieving competency	140 of 140 students scored 3 or higher on the Field Rubric = 100% achieving competency	20 of 20 students scored 3 or higher on the Field Rubric = 100% achieving competency

Competency	Benchmark	Measures	Behavior	Bend	Online	Portland	Salem
3. Advance Human Rights and Social, Economic, and Environmental Justice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		16 of 18 students scored 50% on the assessment survey = 89% achieving competency	35 of 36 students scored 50% on the assessment survey = 97% achieving competency	72 of 75 students scored 50% on the assessment survey = 96% achieving competency	25 of 26 students scored 50% on the assessment survey = 96% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	3a. Work with and in the service of clients and client systems to advocate for social, economic, and environmental justice and human rights	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	33 of 36 students scored 3 or higher on the Field Rubric = 92% achieving competency	135 of 140 students scored 3 or higher on the Field Rubric = 96% achieving competency	19 of 20 students scored 3 or higher on the Field Rubric = 95% achieving competency
			3b. Understand systemic oppression and privilege and engages in practices to dismantle oppression and advance social, economic, and environmental justice	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	34 of 36 students scored 3 or higher on the Field Rubric = 94% achieving competency	138 of 140 students scored 3 or higher on the Field Rubric = 99% achieving competency	20 of 20 students scored 3 or higher on the Field Rubric = 100% achieving competency
4. Engage in Practice-Informed Research and Research-Informed Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		16 of 18 students scored 50% on the assessment survey = 89% achieving competency	36 of 36 students scored 50% on the assessment survey = 100% achieving competency	74 of 75 students scored 50% on the assessment survey = 99% achieving competency	26 of 26 students scored 50% on the assessment survey = 100% achieving competency

Competency	Benchmark	Measures	Behavior	Bend	Online	Portland	Salem
		Measure 2: Field Instructors complete a rating using the Field Rubric	4a. Use practice experience and theory to inform scientific inquiry and research	15 of 18 students scored 3 or higher on the Field Rubric = 83% achieving competency	31 of 36 students scored 3 or higher on the Field Rubric = 86% achieving competency	132 of 140 students scored 3 or higher on the Field Rubric = 94% achieving competency	18 of 20 students scored 3 or higher on the Field Rubric = 90% achieving competency
	4b. Engage in critical analysis of quantitative and qualitative research methods and research findings		15 of 18 students scored 3 or higher on the Field Rubric = 83% achieving competency	27 of 36 students scored 3 or higher on the Field Rubric = 75% achieving competency	127 of 140 students scored 3 or higher on the Field Rubric = 91% achieving competency	16 of 20 students scored 3 or higher on the Field Rubric = 80% achieving competency	
	4c. Use and translate research findings to inform and improve practice, policy, and service delivery		16 of 18 students scored 3 or higher on the Field Rubric = 89% achieving competency	32 of 36 students scored 3 or higher on the Field Rubric = 89% achieving competency	133 of 140 students scored 3 or higher on the Field Rubric = 95% achieving competency	18 of 20 students scored 3 or higher on the Field Rubric = 90% achieving competency	
5. Engage in Policy Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		18 of 18 students scored 50% on the assessment survey = 100% achieving competency	36 of 36 students scored 50% on the assessment survey = 100% achieving competency	74 of 75 students scored 50% on the assessment survey = 99% achieving competency	26 of 26 students scored 50% on the assessment survey = 100% achieving competency

Competency	Benchmark	Measures	Behavior	Bend	Online	Portland	Salem
		Measure 2: Field Instructors complete a rating using the Field Rubric	5a. Identify social policy at the local, state, federal, and tribal level that impacts the delivery of and access to social services	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	34 of 36 students scored 3 or higher on the Field Rubric = 94% achieving competency	135 of 140 students scored 3 or higher on the Field Rubric = 96% achieving competency	19 of 20 students scored 3 or higher on the Field Rubric = 95% achieving competency
			5b. Assess how social welfare and economic policies impact the delivery of and access to social services	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	34 of 36 students scored 3 or higher on the Field Rubric = 94% achieving competency	135 of 140 students scored 3 or higher on the Field Rubric = 96% achieving competency	19 of 20 students scored 3 or higher on the Field Rubric = 95% achieving competency
			5c. Engage in critical analysis of and formulate and promote policies that advance human rights and social, economic, and environmental justice	17 of 18 students scored 3 or higher on the Field Rubric = 94% achieving competency	30 of 36 students scored 3 or higher on the Field Rubric = 83% achieving competency	131 of 140 students scored 3 or higher on the Field Rubric = 94% achieving competency	19 of 20 students scored 3 or higher on the Field Rubric = 95% achieving competency
6. Engage with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		17 of 18 students scored 50% on the assessment survey = 94% achieving competency	31 of 36 students scored 50% on the assessment survey = 86% achieving competency	70 of 75 students scored 50% on the assessment survey = 93% achieving competency	23 of 26 students scored 50% on the assessment survey = 88% achieving competency

Competency	Benchmark	Measures	Behavior	Bend	Online	Portland	Salem
		Measure 2: Field Instructors complete a rating using the Field Rubric	6a. Apply knowledge of human behavior and the social environment and practice context to engage with clients and client systems	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	36 of 36 students scored 3 or higher on the Field Rubric = 100% achieving competency	137 of 140 students scored 3 or higher on the Field Rubric = 98% achieving competency	20 of 20 students scored 3 or higher on the Field Rubric = 100% achieving competency
			6b. Listen and communicate with a wide range of clients and client systems 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	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	36 of 36 students scored 3 or higher on the Field Rubric = 100% achieving competency	137 of 140 students scored 3 or higher on the Field Rubric = 98% achieving competency	19 of 20 students scored 3 or higher on the Field Rubric = 95% achieving competency
7. Assess Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		17 of 18 students scored 50% on the assessment survey = 94% achieving competency	36 of 36 students scored 50% on the assessment survey = 100% achieving competency	72 of 75 students scored 50% on the assessment survey = 96% achieving competency	25 of 26 students scored 50% on the assessment survey = 96% achieving competency

Competency	Benchmark	Measures	Behavior	Bend	Online	Portland	Salem
		Measure 2: Field Instructors complete a rating using the Field Rubric	7a. Collect, organize, and critically analyze and interpret information from clients and client systems	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	36 of 36 students scored 3 or higher on the Field Rubric = 100% achieving competency	137 of 140 students scored 3 or higher on the Field Rubric = 98% achieving competency	20 of 20 students scored 3 or higher on the Field Rubric = 100% achieving competency
	7b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of micro clients and client systems		18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	36 of 36 students scored 3 or higher on the Field Rubric = 100% achieving competency	133 of 140 students scored 3 or higher on the Field Rubric = 95% achieving competency	19 of 20 students scored 3 or higher on the Field Rubric = 95% achieving competency	
	7c. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the assessment of macro clients and client systems		18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	34 of 36 students scored 3 or higher on the Field Rubric = 94% achieving competency	129 of 140 students scored 3 or higher on the Field Rubric = 92% achieving competency	20 of 20 students scored 3 or higher on the Field Rubric = 100% achieving competency	
	7d. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and client systems		18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	35 of 36 students scored 3 or higher on the Field Rubric = 97% achieving competency	133 of 140 students scored 3 or higher on the Field Rubric = 95% achieving competency	19 of 20 students scored 3 or higher on the Field Rubric = 95% achieving competency	

Competency	Benchmark	Measures	Behavior	Bend	Online	Portland	Salem
			7e. Work collaboratively with clients and client systems to select appropriate intervention strategies based on the assessment, research knowledge, and client values and preferences	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	33 of 36 students scored 3 or higher on the Field Rubric = 92% achieving competency	134 of 140 students scored 3 or higher on the Field Rubric = 95% achieving competency	19 of 20 students scored 3 or higher on the Field Rubric = 95% achieving competency
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		18 of 18 students scored 50% on the assessment survey = 100% achieving competency	36 of 36 students scored 50% on the assessment survey = 100% achieving competency	74 of 75 students scored 50% on the assessment survey = 99% achieving competency	26 of 26 students scored 50% on the assessment survey = 100% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	8a. Apply critical thinking in choosing and implementing interventions to achieve practice goals and enhance capacities of clients and client systems	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	36 of 36 students scored 3 or higher on the Field Rubric = 100% achieving competency	132 of 140 students scored 3 or higher on the Field Rubric = 94% achieving competency	19 of 20 students scored 3 or higher on the Field Rubric = 95% achieving competency
			8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and client systems	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	35 of 36 students scored 3 or higher on the Field Rubric = 97% achieving competency	132 of 140 students scored 3 or higher on the Field Rubric = 94% achieving competency	19 of 20 students scored 3 or higher on the Field Rubric = 95% achieving competency

Competency	Benchmark	Measures	Behavior	Bend	Online	Portland	Salem
			8c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	36 of 36 students scored 3 or higher on the Field Rubric = 100% achieving competency	136 of 140 students scored 3 or higher on the Field Rubric = 97% achieving competency	19 of 20 students scored 3 or higher on the Field Rubric = 95% achieving competency
			8d. Negotiate, mediate, and advocate on behalf of and with clients and client systems	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	35 of 36 students scored 3 or higher on the Field Rubric = 97% achieving competency	134 of 140 students scored 3 or higher on the Field Rubric = 96% achieving competency	19 of 20 students scored 3 or higher on the Field Rubric = 95% achieving competency
			8e. Facilitate effective transitions and endings that advance mutually agreed-on goals	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	34 of 36 students scored 3 or higher on the Field Rubric = 94% achieving competency	134 of 140 students scored 3 or higher on the Field Rubric = 96% achieving competency	18 of 20 students scored 3 or higher on the Field Rubric = 90% achieving competency
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		16 of 18 students scored 50% on the assessment survey = 89% achieving competency	35 of 36 students scored 50% on the assessment survey = 97% achieving competency	71 of 75 students scored 50% on the assessment survey = 95% achieving competency	24 of 26 students scored 50% on the assessment survey = 92% achieving competency

Competency	Benchmark	Measures	Behavior	Bend	Online	Portland	Salem
		Measure 2: Field Instructors complete a rating using the Field Rubric	9a. Select and use appropriate methods for evaluation of outcomes	18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	36 of 36 students scored 3 or higher on the Field Rubric = 100% achieving competency	132 of 140 students scored 3 or higher on the Field Rubric = 94% achieving competency	18 of 20 students scored 3 or higher on the Field Rubric = 90% achieving competency
	9b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes		18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	33 of 36 students scored 3 or higher on the Field Rubric = 92% achieving competency	128 of 140 students scored 3 or higher on the Field Rubric = 91% achieving competency	18 of 20 students scored 3 or higher on the Field Rubric = 90% achieving competency	
	9c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes		18 of 18 students scored 3 or higher on the Field Rubric = 100% achieving competency	32 of 36 students scored 3 or higher on the Field Rubric = 89% achieving competency	131 of 140 students scored 3 or higher on the Field Rubric = 94% achieving competency	19 of 20 students scored 3 or higher on the Field Rubric = 95% achieving competency	
	9d. Apply evaluation findings to improve practice effectiveness at the micro and macro levels		17 of 18 students scored 3 or higher on the Field Rubric = 94% achieving competency	32 of 36 students scored 3 or higher on the Field Rubric = 89% achieving competency	129 of 140 students scored 3 or higher on the Field Rubric = 92% achieving competency	19 of 20 students scored 3 or higher on the Field Rubric = 95% achieving competency	

Table 4.0.2.2: Clinical Assessment Results

Competency	Benchmark	Measures	Behavior	Ashland	Eugene	Portland
1. Demonstrate Ethical and Professional Behavior	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey	N/A	30 of 30 students scored 66% on the assessment survey = 100% achieving competency	18 of 18 students scored 66% on the assessment survey = 100% achieving competency	52 of 55 students scored 66% on the assessment survey = 95% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	1a. Recognize complex ethical dilemmas in clinical practice and develop strategies for resolving them	24 of 24 students scored 3 or higher on the Field Rubric = 100% achieving competency	16 of 16 students scored 3 or higher on the Field Rubric = 100% achieving competency	37 of 37 students scored 3 or higher on the Field Rubric = 100% achieving competency
			1b. Articulate how personal values, beliefs, and thoughts impact clinical practice and develop strategies for addressing these	24 of 24 students scored 3 or higher on the Field Rubric = 100% achieving competency	16 of 16 students scored 3 or higher on the Field Rubric = 100% achieving competency	37 of 37 students scored 3 or higher on the Field Rubric = 100% achieving competency
2. Engage Diversity and Difference in Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey	N/A	30 of 30 students scored 66% on the assessment survey = 100% achieving competency	18 of 18 students scored 66% on the assessment survey = 100% achieving competency	53 of 55 students scored 66% on the assessment survey = 96% achieving competency
		Measure 2: Field Instructors complete a	2a. Articulate how positionality (personal bias, privilege, and legacies of oppression) influences the clinical relationship	24 of 24 students scored 3 or higher on the Field Rubric =	16 of 16 students scored 3 or higher on the Field Rubric =	37 of 37 students scored 3 or higher on the Field Rubric =

Competency	Benchmark	Measures	Behavior	Ashland	Eugene	Portland
		rating using the Field Rubric	2b. Engage in direct conversations about diversity and difference with clients, supervisor, and colleagues	100% achieving competency 24 of 24 students scored 3 or higher on the Field Rubric = 100% achieving competency	100% achieving competency 16 of 16 students scored 3 or higher on the Field Rubric = 100% achieving competency	100% achieving competency 36 of 37 students scored 3 or higher on the Field Rubric = 97% achieving competency
3. Advance Human Rights and Social, Economic, and Environmental Justice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey	N/A	28 of 30 students scored 66% on the assessment survey = 93% achieving competency	18 of 18 students scored 66% on the assessment survey = 100% achieving competency	54 of 55 students scored 66% on the assessment survey = 98% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	3a. Recognize and address issues of social, economic and environmental justice and human rights in the context of clinical work	24 of 24 students scored 3 or higher on the Field Rubric = 100% achieving competency	16 of 16 students scored 3 or higher on the Field Rubric = 100% achieving competency	37 of 37 students scored 3 or higher on the Field Rubric = 100% achieving competency
			3b. Recognize issues of social, economic and environmental justice and human rights issues impacting clients and develop strategies with and on behalf of clients and colleagues to address these issues at the organizational and/or community level	24 of 24 students scored 3 or higher on the Field Rubric = 100% achieving competency	16 of 16 students scored 3 or higher on the Field Rubric = 100% achieving competency	37 of 37 students scored 3 or higher on the Field Rubric = 100% achieving competency
4. Engage in Practice informed Research and	90% of students will achieve competency	Measure 1: Students will complete an	N/A	29 of 30 students scored 66% on the assessment survey = 97%	18 of 18 students scored 66% on the assessment survey = 100%	54 of 55 students scored 66% on the assessment survey = 98%

Competency	Benchmark	Measures	Behavior	Ashland	Eugene	Portland
Research informed Practice		Assessment Survey		achieving competency	achieving competency	achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	4a. Identify and critically analyze relevant research and apply evidenced based principles to inform clinical practice	24 of 24 students scored 3 or higher on the Field Rubric = 100% achieving competency	16 of 16 students scored 3 or higher on the Field Rubric = 100% achieving competency	34 of 37 students scored 3 or higher on the Field Rubric = 92% achieving competency
			4b. Customize evidence-based practices to increase responsiveness to clients and context	23 of 24 students scored 3 or higher on the Field Rubric = 96% achieving competency	16 of 16 students scored 3 or higher on the Field Rubric = 100% achieving competency	37 of 37 students scored 3 or higher on the Field Rubric = 100% achieving competency
5. Engage in Policy Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		30 of 30 students scored 66% on the assessment survey = 100% achieving competency	18 of 18 students scored 66% on the assessment survey = 100% achieving competency	55 of 55 students scored 66% on the assessment survey = 100% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	5a. Identify agency, county, state, or federal policies that directly impact clinical services, and/or outcomes	24 of 24 students scored 3 or higher on the Field Rubric = 100% achieving competency	15 of 16 students scored 3 or higher on the Field Rubric = 94% achieving competency	37 of 37 students scored 3 or higher on the Field Rubric = 100% achieving competency
			5b. Collaborate with client systems and colleagues for effective policy action that promotes social and economic justice	23 of 24 students scored 3 or higher on the Field Rubric = 96% achieving competency	16 of 16 students scored 3 or higher on the Field Rubric = 100% achieving competency	37 of 37 students scored 3 or higher on the Field Rubric = 100% achieving competency

Competency	Benchmark	Measures	Behavior	Ashland	Eugene	Portland
6. Engage with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey	N/A	10 of 30 students scored 66% on the assessment survey = 33% achieving competency	2 of 18 students scored 66% on the assessment survey = 11% achieving competency	20 of 55 students scored 66% on the assessment survey = 36% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	6a. Attend to the interpersonal and contextual factors that strengthen or threaten the therapeutic alliance	24 of 24 students scored 3 or higher on the Field Rubric = 100% achieving competency	16 of 16 students scored 3 or higher on the Field Rubric = 100% achieving competency	37 of 37 students scored 3 or higher on the Field Rubric = 100% achieving competency
			6b. Actively use engagement skills, including empathy, warmth, validation, reflective listening, and collaboration to strengthen the clinical relationship	24 of 24 students scored 3 or higher on the Field Rubric = 100% achieving competency	16 of 16 students scored 3 or higher on the Field Rubric = 100% achieving competency	37 of 37 students scored 3 or higher on the Field Rubric = 100% achieving competency
7. Assess Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey	N/A	25 of 30 students scored 66% on the assessment survey = 83% achieving competency	13 of 18 students scored 66% on the assessment survey = 72% achieving competency	51 of 55 students scored 66% on the assessment survey = 93% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	7a. Provide clinical assessments with attention to current and historic strengths, resources, vulnerabilities, constraints, and trauma across multiple dimensions including individual, family, community, and socio-cultural context	24 of 24 students scored 3 or higher on the Field Rubric = 100% achieving competency	16 of 16 students scored 3 or higher on the Field Rubric = 100% achieving competency	37 of 37 students scored 3 or higher on the Field Rubric = 100% achieving competency

Competency	Benchmark	Measures	Behavior	Ashland	Eugene	Portland
			7b. Apply advanced clinical theory to assessment with an understanding of how theory can be helpful and/or constraining in the assessment process and how approach to assessment impacts client's sense of self and experience of problems and possibilities	23 of 24 students scored 3 or higher on the Field Rubric = 96% achieving competency	16 of 16 students scored 3 or higher on the Field Rubric = 100% achieving competency	37 of 37 students scored 3 or higher on the Field Rubric = 100% achieving competency
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey	N/A	29 of 30 students scored 66% on the assessment survey = 97% achieving competency	17 of 18 students scored 66% on the assessment survey = 94% achieving competency	50 of 55 students scored 66% on the assessment survey = 90% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	8a. Partner with clients/client systems to implement responsive therapeutic interventions that are informed by their unique needs, abilities, and preferences	24 of 24 students scored 3 or higher on the Field Rubric = 100% achieving competency	16 of 16 students scored 3 or higher on the Field Rubric = 100% achieving competency	37 of 37 students scored 3 or higher on the Field Rubric = 100% achieving competency
			8b. Make intentional use of advanced practice theories that fit with client needs and agency context to inform interventions	23 of 24 students scored 3 or higher on the Field Rubric = 96% achieving competency	16 of 16 students scored 3 or higher on the Field Rubric = 100% achieving competency	37 of 37 students scored 3 or higher on the Field Rubric = 100% achieving competency
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey	N/A	22 of 30 students scored 66% on the assessment survey = 73% achieving competency	12 of 18 students scored 66% on the assessment survey = 67% achieving competency	36 of 55 students scored 66% on the assessment survey = 65% achieving competency

Competency	Benchmark	Measures	Behavior	Ashland	Eugene	Portland
		Measure 2: Field Instructors complete a rating using the Field Rubric	9a. Evaluate client progress and clinical intervention effectiveness with attention to multiple sources of information	23 of 24 students scored 3 or higher on the Field Rubric = 96% achieving competency	16 of 16 students scored 3 or higher on the Field Rubric = 100% achieving competency	37 of 37 students scored 3 or higher on the Field Rubric = 100% achieving competency
			9b. Elicit, explore, and respond to client feedback during sessions in order to assure interventions are responsive and effective	23 of 24 students scored 3 or higher on the Field Rubric = 96% achieving competency	15 of 16 students scored 3 or higher on the Field Rubric = 94% achieving competency	37 of 37 students scored 3 or higher on the Field Rubric = 100% achieving competency

Table 4.0.2.3: Children, Youth, and Families Assessment Results

Competency	Benchmark	Measures	Behavior	Portland option (only offered)
1. Demonstrate Ethical and Professional Behavior	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey	N/A	41 of 42 students scored 66% on the assessment survey = 98% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	1a. Examine personal beliefs and assumptions and develop a plan for continuous learning aimed at ethical practice that promotes well-being for children, youth, and families (micro)	39 of 39 students scored 3 or higher on the Field Rubric = 100% achieving competency
			1b. Assess practices and policies that present ethical dilemmas working with children, youth, and families (macro)	39 of 39 students scored 3 or higher on the Field Rubric = 100% achieving competency
2. Engage Diversity and Difference in Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		41 of 42 students scored 66% on the assessment survey = 98% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	2a. Articulate how one’s identity, self-affiliation, and social location affect practice with children, youth, and families (micro)	39 of 39 students scored 3 or higher on the Field Rubric = 100% achieving competency
			2b. Identify policies and practices that are culturally responsive for diverse and marginalized children, youth, and families (macro)	39 of 39 students scored 3 or higher on the Field Rubric = 100% achieving competency
3. Advance Human Rights and Social, Economic, and	90% of students will achieve competency	Measure 1: Students will complete an		42 of 42 students scored 66% on the assessment survey = 100% achieving competency

Competency	Benchmark	Measures	Behavior	Portland option (only offered)
Environmental Justice		Assessment Survey		
		Measure 2: Field Instructors complete a rating using the Field Rubric	3a. Work collaboratively with service users to promote human rights and social and economic justice across multiple systems (micro)	39 of 39 students scored 3 or higher on the Field Rubric = 100% achieving competency
			3b. Mitigate the effects of structural oppression across multiple service systems (macro)	38 of 39 students scored 3 or higher on the Field Rubric = 97% achieving competency
4. Engage In Practice informed Research and Research informed Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		42 of 42 students scored 66% on the assessment survey = 100% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	4a. Apply knowledge of research and evaluation methods to analyzing policies, social problems, and conditions that impact children, youth, families, and their communities (macro)	36 of 39 students scored 3 or higher on the Field Rubric = 92% achieving competency
			4b. Apply knowledge of research and evaluation methods to selecting, and evaluating impact of, advanced social work practice with children, youth, families, and their communities (micro)	38 of 39 students scored 3 or higher on the Field Rubric = 97% achieving competency
5. Engage in Policy Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		42 of 42 students scored 66% on the assessment survey = 100% achieving competency
		Measure 2: Field Instructors	5a. Research, advocate, and influence policy change at multiple levels aimed at meeting service user-identified needs (macro)	37 of 39 students scored 3 or higher on the Field Rubric = 95% achieving competency

Competency	Benchmark	Measures	Behavior	Portland option (only offered)
		complete a rating using the Field Rubric	5b. Promote the ability of service users to influence each level of policy development and implementation as well as service delivery for children, youth, families, and their communities (micro)	36 of 39 students scored 3 or higher on the Field Rubric = 92% achieving competency
6. Engage with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		25 of 42 students scored 66% on the assessment survey = 60% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	6a. Engage in effective, collaborative, and culturally responsive practice with children, youth, families, and their communities and with service systems (micro)	39 of 39 students scored 3 or higher on the Field Rubric = 100% achieving competency
			6b. Engage effectively with diverse communities and organizations to promote culturally responsive, equitable, and transformational social work practices with children, youth, families, and their communities (macro)	39 of 39 students scored 3 or higher on the Field Rubric = 100% achieving competency
7. Assess Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		40 of 42 students scored 66% on the assessment survey = 95% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	7a. Assess children, youth, and families from a multidimensional theory or framework (i.e., multi-systemic, multi-level, multi-disciplinary, client-worker) (micro)	38 of 39 students scored 3 or higher on the Field Rubric = 97% achieving competency
			7b. Identify contextual factors that influence (a) children, youth, and families' well-being, (b) effectiveness and cultural responsiveness of	38 of 39 students scored 3 or higher on the Field Rubric = 97% achieving competency

Competency	Benchmark	Measures	Behavior	Portland option (only offered)
			service systems, and (c) social and economic equity (macro)	
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		42 of 42 students scored 66% on the assessment survey = 100% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	8a. Collaborate with children, youth, families, and their communities to select, and apply practices aimed at enhancing social, emotional, and physical well-being (micro)	39 of 39 students scored 3 or higher on the Field Rubric = 100% achieving competency
			8b. Collaborate with service users and systems to develop and apply comprehensive and cross-system service plans that enhance social, emotional, and physical well-being (macro)	38 of 39 students scored 3 or higher on the Field Rubric = 97% achieving competency
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		30 of 42 students scored 66% on the assessment survey = 70% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	9a. Collaborate with service users, communities, and service systems to develop and apply reliable, valid, and culturally sensitive measures and outcomes that are meaningful and acceptable to service users for service plans and interventions (macro)	38 of 39 students scored 3 or higher on the Field Rubric = 97% achieving competency
			9b. Demonstrate an ability to critically analyze, monitor, and evaluate one's own practice with children, youth, families, and their communities (micro)	39 of 39 students scored 3 or higher on the Field Rubric = 100% achieving competency

Table 4.0.2.4: Health Across the Lifespan Assessment Results

Competency	Benchmark	Measures	Behavior	Portland Campus (only option)
1. Demonstrate Ethical and Professional Behavior	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey	N/A	33 of 40 students scored 66% on the assessment survey = 83% achieving competency.
		Measure 2: Field Instructors complete a rating using the Field Rubric	1a. Apply state and federal laws affecting social work practice in health setting	35 of 35 students scored 3 or higher on the Field Rubric = 100% achieving competency
			1b. Evaluate the influence of their emotional responses to complex ethical situations	35 of 35 students scored 3 or higher on the Field Rubric = 100% achieving competency
2. Engage Diversity and Difference in Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		39 of 40 students scored 66% on the assessment survey = 98% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	2a. Identify the intersections of culturally diverse social group membership and chronic illness and health management	35 of 35 students scored 3 or higher on the Field Rubric = 100% achieving competency
			2b. Demonstrate client-centered literacy in health communications	35 of 35 students scored 3 or higher on the Field Rubric = 100% achieving competency
3. Advance Human Rights and Social, Economic, and Environmental Justice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		40 of 40 students scored 66% on the assessment survey = 100% achieving competency
		Measure 2: Field Instructors complete a rating	3a. Demonstrate the interconnection of social, economic and environmental justice and human rights with health disparities	35 of 35 students scored 3 or higher on the Field Rubric = 100% achieving competency

Competency	Benchmark	Measures	Behavior	Portland Campus (only option)
		using the Field Rubric	3b. Develop strategies that counter structural barriers to the effective access or use of health services	35 of 35 students scored 3 or higher on the Field Rubric = 100% achieving competency
4. Engage In Practice informed Research and Research informed Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		24 of 40 students scored 66% on the assessment survey = 60% achieving competency.
		Measure 2: Field Instructors complete a rating using the Field Rubric	4a. Identify and critically analyze relevant research	33 of 35 students scored 3 or higher on the Field Rubric = 94% achieving competency.
			4b. Apply evidenced based research to inform healthcare practice	34 of 35 students scored 3 or higher on the Field Rubric = 97% achieving competency
5. Engage in Policy Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		33 of 40 students scored 66% on the assessment survey = 83% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	5a. Analyze how health policy drives access and eligibility to health care	35 of 35 students scored 3 or higher on the Field Rubric = 100% achieving competency
			5b. Explain the social forces that influence health care reform	35 of 35 students scored 3 or higher on the Field Rubric = 100% achieving competency
6. Engage with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		35 of 40 students scored 66% on the assessment survey = 88% achieving competency
		Measure 2: Field Instructors	6a. Describe how their personal beliefs affect their practice	35 of 35 students scored 3 or higher on the Field Rubric = 100% achieving competency

Competency	Benchmark	Measures	Behavior	Portland Campus (only option)
		complete a rating using the Field Rubric	6b. Demonstrate engagement with client-systems using a motivational interviewing framework	35 of 35 students scored 3 or higher on the Field Rubric = 100% achieving competency
7. Assess Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		37 of 40 students scored 66% on the assessment survey = 93% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	7a. Demonstrate contextualized assessment approaches in healthcare settings	35 of 35 students scored 3 or higher on the Field Rubric = 100% achieving competency
			7b. Apply ongoing assessment strategies to issues of health across the lifespan	35 of 35 students scored 3 or higher on the Field Rubric = 100% achieving competency
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		37 of 40 students scored 66% on the assessment survey = 93% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	8a. Evaluate the applicability of evidence informed interventions in health care settings	34 of 35 students scored 3 or higher on the Field Rubric = 97% achieving competency
			8b. Modify evidence informed single session approaches to specific health care settings or populations	34 of 35 students scored 3 or higher on the Field Rubric = 97% achieving competency
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		36 of 40 students scored 66% on the assessment survey = 90% achieving competency
		Measure 2: Field Instructors complete a rating	9a. Apply an evidence informed single session strategy to evaluate practice	33 of 35 students scored 3 or higher on the Field Rubric = 94% achieving competency

Competency	Benchmark	Measures	Behavior	Portland Campus (only option)
		using the Field Rubric	9b. Evaluate client/system progress and intervention effectiveness, using qualitative and quantitative data, with attention to multiple sources of information	34 of 35 students scored 3 or higher on the Field Rubric = 97% achieving competency

Table 4.0.2.5: Practice and Leadership with Communities and Organizations Assessment Results

Competency	Benchmark	Measures	Behavior	Portland Option	Online Option
1. Demonstrate Ethical and Professional Behavior	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey	N/A	43 of 44 students scored 50% on the assessment survey = 98% achieving competency	34 of 34 students scored 50% on the assessment survey = 100% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	1a. Recognizes complex ethical dilemmas in community and organization practice and identifies strategies for resolving them	41 of 42 students scored 3 or higher on the Field Rubric = 98% achieving competency	33 of 33 students scored 3 or higher on the Field Rubric = 100% achieving competency
			1b. Articulates how personal values, beliefs, and thoughts impact community and organizational practice and develop strategies for addressing these	42 of 42 students scored 3 or higher on the Field Rubric = 100% achieving competency	33 of 33 students scored 3 or higher on the Field Rubric = 100% achieving competency
2. Engage Diversity and Difference in Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		35 of 44 students scored 50% on the assessment survey = 80% achieving competency	29 of 34 students scored 50% on the assessment survey = 85% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	2a. Demonstrates an advanced ability to identify organizational values and beliefs to improve equity amongst staff and community members	42 of 42 students scored 3 or higher on the Field Rubric = 100% achieving competency	33 of 33 students scored 3 or higher on the Field Rubric = 100% achieving competency

Competency	Benchmark	Measures	Behavior	Portland Option	Online Option
			2b. Identifies the need to build collaborations across all stakeholder groups, where power is shared in ways that increase the visibility, voice and influence of community members	41 of 42 students scored 3 or higher on the Field Rubric = 98% achieving competency	33 of 33 students scored 3 or higher on the Field Rubric = 100% achieving competency
3. Advance Human Rights and Social, Economic, and Environmental Justice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		43 of 44 students scored 50% on the assessment survey = 98% achieving competency	32 of 34 students scored 50% on the assessment survey = 94% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	3a. Demonstrates engagement in social transformation within organizations and communities	42 of 42 students scored 3 or higher on the Field Rubric = 100% achieving competency	33 of 33 students scored 3 or higher on the Field Rubric = 100% achieving competency
			3b. Demonstrates a well-developed capacity for strategic assessment and planning to advance social justice in organizations and communities	42 of 42 students scored 3 or higher on the Field Rubric = 100% achieving competency	33 of 33 students scored 3 or higher on the Field Rubric = 100% achieving competency
4. Engage In Practice informed Research and Research informed Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		35 of 44 students scored 50% on the assessment survey = 80% achieving competency	31 of 34 students scored 50% on the assessment survey = 91% achieving competency
		Measure 2: Field	4a. Conducts research that is informed by the	42 of 42 students scored 3 or higher	33 of 33 students scored 3 or higher on the Field Rubric = 100% achieving competency

Competency	Benchmark	Measures	Behavior	Portland Option	Online Option
		Instructors complete a rating using the Field Rubric	knowledge, participation and influence of community members and strives to advance equity	on the Field Rubric = 100% achieving competency	
			4b. Customizes evidence-based practices to work inclusively with communities and organizations, ensuring that disparities in outcomes for various cultural groups are readily identified and addressed	42 of 42 students scored 3 or higher on the Field Rubric = 100% achieving competency	33 of 33 students scored 3 or higher on the Field Rubric = 100% achieving competency
5. Engage in Policy Practice	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		44 of 44 students scored 50% on the assessment survey = 100% achieving competency	32 of 34 students scored 50% on the assessment survey = 94% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	5a. Actively engage in public or institutional policy change, ensuring community identified needs are being addressed	40 of 42 students scored 3 or higher on the Field Rubric = 95% achieving competency	33 of 33 students scored 3 or higher on the Field Rubric = 100% achieving competency
			5b. Collaborates with clients, communities and colleagues to lead policy change efforts that promote social and economic justice	42 of 42 students scored 3 or higher on the Field Rubric = 100% achieving competency	31 of 33 students scored 3 or higher on the Field Rubric = 94% achieving competency
6. Engage with Individuals, Families,	90% of students will	Measure 1: Students will		44 of 44 students scored 50% on the assessment survey	32 of 34 students scored 50% on the assessment survey = 94% achieving competency

Competency	Benchmark	Measures	Behavior	Portland Option	Online Option
Groups, Organizations, and Communities	achieve competency	complete an Assessment Survey		= 100% achieving competency	
		Measure 2: Field Instructors complete a rating using the Field Rubric	6a. Demonstrate advanced levels of constituency engagement, with effective participatory methods and empowerment practices, to build responsive human services	41 of 42 students scored 3 or higher on the Field Rubric = 98% achieving competency	33 of 33 students scored 3 or higher on the Field Rubric = 100% achieving competency
			6b. Demonstrates effective methods for practice improvements and relational skills that are rooted in partnership	42 of 42 students scored 3 or higher on the Field Rubric = 100% achieving competency	32 of 33 students scored 3 or higher on the Field Rubric = 97% achieving competency
7. Assess Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		41 of 44 students scored 50% on the assessment survey = 93% achieving competency	30 of 34 students scored 50% on the assessment survey = 88% achieving competency
		Measure 2: Field Instructors complete a rating using	7a. Demonstrates advanced capacity to understand the needs of communities and organizations, with effective abilities to advance equity across an institution	42 of 42 students scored 3 or higher on the Field Rubric = 100% achieving competency	33 of 33 students scored 3 or higher on the Field Rubric = 100% achieving competency

Competency	Benchmark	Measures	Behavior	Portland Option	Online Option
		the Field Rubric	7b. Conducts assessment (racial equity, community or organizational) of an organization that includes recommendations for reducing disparities and advancing equity	42 of 42 students scored 3 or higher on the Field Rubric = 100% achieving competency	33 of 33 students scored 3 or higher on the Field Rubric = 100% achieving competency
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	90% of students will achieve competency	Measure 1: Students will complete an Assessment Survey		41 of 44 students scored 50% on the assessment survey = 93% achieving competency	31 of 34 students scored 50% on the assessment survey = 91% achieving competency
		Measure 2: Field Instructors complete a rating using the Field Rubric	8a. Demonstrates advanced capacity to design interventions that are likely to advance community empowerment, culturally responsive organizations and improved outcomes for those served by the organization	41 of 42 students scored 3 or higher on the Field Rubric = 98% achieving competency	33 of 33 students scored 3 or higher on the Field Rubric = 100% achieving competency
			8b. Integrates advanced practice theories that expand and align interventions towards collaboration, culturally responsive and justice-oriented practices	40 of 42 students scored 3 or higher on the Field Rubric = 95% achieving competency	33 of 33 students scored 3 or higher on the Field Rubric = 100% achieving competency
9. Evaluate Practice with Individuals, Families, Groups,	90% of students will achieve competency	Measure 1: Students will complete an		44 of 44 students scored 50% on the assessment survey = 100% achieving competency	34 of 34 students scored 50% on the assessment survey = 100% achieving competency

Competency	Benchmark	Measures	Behavior	Portland Option	Online Option
Organizations, and Communities		Assessment Survey			
		Measure 2: Field Instructors complete a rating using the Field Rubric	9a. Demonstrates advanced ability to assess the effectiveness of public policy or institutional policy practice, including methods for ensuring continuous quality improvement	41 of 42 students scored 3 or higher on the Field Rubric = 98% achieving competency	32 of 33 students scored 3 or higher on the Field Rubric = 97% achieving competency
			9b. Uses participatory methods to elicit, explore and respond to feedback from community members and staff to ensure that interventions are responsive, respectful and effective	42 of 42 students scored 3 or higher on the Field Rubric = 100% achieving competency	33 of 33 students scored 3 or higher on the Field Rubric = 100% achieving competency

PORTLAND STATE UNIVERSITY MASTER'S SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
OVERALL ASSESSMENT FINDINGS
LAST COMPLETED ON JUNE 18, 2018
(Complete with Aggregate Findings for All Program Options Combined)

Form AS 4 (M)

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

4.0.2 *The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.*

4.0.3 *The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies which comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice which all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK (All Benchmarks set at 90% of students will achieve competency)				
	Generalist Practice	Clinical Specialization	Children, Youth, and Families Specialization	Health Across the Lifespan Specialization	Practice and Leadership with Communities and Organizations Specialization
Competency 1: Demonstrate Ethical and Professional Behavior	99%	99%	99%	94%	99.5%

Competency 2: Engage Diversity and Difference in Practice	99%	99.5%	99%	99%	94%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	96%	99%	99%	100%	99%
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	90%	97%	96%	84% (Benchmark not met)	95%
Competency 5: Engage in Policy Practice	96%	98%	96%	94%	97%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	96%	80% (Benchmark not met)	87% (Benchmark not met)	96%	98%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	97%	95%	96%	98%	97%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	99%	97%	99%	96%	96%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	96%	88% (Benchmark not met)	89% (Benchmark not met)	94%	99%

PORTLAND STATE UNIVERSITY MASTER'S SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
PROGRAM OPTION ASHLAND
LAST COMPLETED ON JUNE 18, 2018

Form AS 4 (M)

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

4.0.2 *The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.*

4.0.3 *The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies which comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice which all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK (All Benchmarks set at 90% of students will achieve competency)
	Clinical Specialization
Competency 1: Demonstrate Ethical and Professional Behavior	100%
Competency 2: Engage Diversity and Difference in Practice	100%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	98%

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	98%
Competency 5: Engage in Policy Practice	99%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	78% (Benchmark not met)
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	93%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	98%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	88% (Benchmark not met)

**PORTLAND STATE UNIVERSITY MASTER'S SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
PROGRAM OPTION BEND
LAST COMPLETED ON JUNE 18, 2018**

Form AS 4 (M)

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

4.0.2 *The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.*

4.0.3 *The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies which comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice which all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK (All Benchmarks set at 90% of students will achieve competency)
	Generalist Practice
Competency 1: Demonstrate Ethical and Professional Behavior	100%
Competency 2: Engage Diversity and Difference in Practice	100%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	96%

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	86% (Benchmark not met)
Competency 5: Engage in Policy Practice	99%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	98%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	99%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	100%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	97%

**PORTLAND STATE UNIVERSITY MASTER'S SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
PROGRAM OPTION EUGENE
LAST COMPLETED ON JUNE 18, 2018**

Form AS 4 (M)

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

4.0.2 *The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.*

4.0.3 *The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies which comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice which all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK (All Benchmarks set at 90% of students will achieve competency)
	Clinical Specialization
Competency 1: Demonstrate Ethical and Professional Behavior	100%
Competency 2: Engage Diversity and Difference in Practice	100%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	100%

Competency 4: Engage in Practice-informed Research and Research-informed Practice	100%
Competency 5: Engage in Policy Practice	98%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	70% (Benchmark not met)
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	91%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	98%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	87% (Benchmark not met)

**PORTLAND STATE UNIVERSITY MASTER'S SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
PROGRAM OPTION **ONLINE**
LAST COMPLETED ON JUNE 18, 2018**

Form AS 4 (M)

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

4.0.2 *The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.*

4.0.3 *The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies which comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice which all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK (All Benchmarks set at 90% of students will achieve competency)	
	Generalist Practice	Practice and Leadership with Communities and Organizations Specialization
Competency 1: Demonstrate Ethical and Professional Behavior	98%	100%

Competency 2: Engage Diversity and Difference in Practice	98%	95%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	94%	98%
Competency 4: Engage in Practice-informed Research and Research-informed Practice	88% (Benchmark not met)	97%
Competency 5: Engage in Policy Practice	93%	96%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	95%	97%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	97%	96%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	100%	97%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	97%	99%

PORTLAND STATE UNIVERSITY MASTER'S SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
PROGRAM OPTION PORTLAND
LAST COMPLETED ON JUNE 18, 2018

Form AS 4 (M)

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

4.0.2 *The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.*

4.0.3 *The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies which comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice which all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK (All Benchmarks set at 90% of students will achieve competency)				
	Generalist Practice	Clinical Specialization	Children, Youth, and Families Specialization	Health Across the Lifespan Specialization	Practice and Leadership with Communities and Organizations Specialization
Competency 1: Demonstrate Ethical and Professional Behavior	99%	98%	99%	94%	99%

Competency 2: Engage Diversity and Difference in Practice	99.5%	98%	99%	99%	93%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	97%	99%	99%	100%	99%
Competency 4: Engage in Practice-informed Research and Research-informed Practice	95%	97%	96%	84% (Benchmark not met)	93%
Competency 5: Engage in Policy Practice	96%	100%	96%	94%	98%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	96%	79% (Benchmark not met)	87% (Benchmark not met)	96%	99%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	95%	98%	96%	98%	98%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	96%	97%	99%	96%	95%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	93%	88% (Benchmark not met)	89% (Benchmark not met)	94%	99%

PORTLAND STATE UNIVERSITY MASTER'S SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES
PROGRAM OPTION SALEM
LAST COMPLETED ON JUNE 18, 2018

Form AS 4 (M)

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

4.0.2 *The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.*

4.0.3 *The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies which comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice which all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK (All Benchmarks set at 90% of students will achieve competency)
	Generalist Practice
Competency 1: Demonstrate Ethical and Professional Behavior	99%
Competency 2: Engage Diversity and Difference in Practice	100%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	97%

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	94%
Competency 5: Engage in Policy Practice	96%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	94%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	97%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	95%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	91%

The outcomes of the evaluation highlight the strengths of the program and help to identify areas for improvement. The evaluation shows that the vast majority of students achieved all nine competencies in the Generalist year and Practice and Leadership with Communities and Organizations specialization, with the majority of students also achieving most of the competencies in the other three specializations. The main areas for improvement are centered around Competency 6 and Competency 9 in the Clinical and Children, Youth, and Family specializations and Competency 4 in the Health Across the Lifespan specialization. The curriculum and instruction that focuses on these competencies, as well as the assessment survey questions, will be examined by the faculty to understand the implications of this assessment data and propose program, curricular, and course and assignment modifications to attain the missed benchmarks.

AS 4.0.4: *The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.*

The administrative structure utilized to evaluate assessment findings for all six program options is within the purview of the MSW Program Director, Associate Dean for Academic Affairs, and MSW Program faculty. Assessment data are posted on the MSW website every two years in keeping with the AS 4.0.4 requirements. These data inform the discussion on program improvement and will provide continual input to program changes. The information provides the MSW Program with yearly data to review course development, changes, and/or adjustments.

Results of the assessment are initially reviewed and interpreted by an appointed faculty member. The results are then reviewed and interpreted by the MSW Program Director and Associate Dean for Academic Affairs. The assessment findings and interpretation of the data are distributed to MSW Program faculty. In addition, the assessment data are shared with the Lead Instructors who are responsible for the primary development of the assessment survey questions and oversee curricular development. Based on the interpretations of the faculty assessor, MSW Program Director, and Associate Dean for Academic Affairs, preliminary recommendations are offered to the faculty. Faculty have an opportunity to discuss and provide recommendations and will make determinations on the final recommendations for potential adjustments to the assessment plan, assessment survey, curriculum, and/or instruction. The recommended changes are voted on by the MSW faculty.

The MSW Program piloted the generalist assessment survey during the 2016–17 academic year and used that data to modify questions, examine processes to increase student participation, provide input to the curriculum modifications, and inform the development of the specialization assessment surveys. The 2017–18 academic year is the first year the MSW Program collected data on the specialization year using the assessment survey. This data is to be used to inform potential changes to the assessment plan, assessment survey, curriculum, and/or instruction. In early fall 2018, when faculty return, the process for evaluating the assessment outcomes will resume as described above. Lead instructors for the generalist and specialization courses will review the data and discuss it with the faculty teaching that course material. Modifications to the assessment survey questions will be forwarded to the assessment coordinator, modifications in the instructional methods or materials will be discussed with all faculty teaching the course material, and recommendations on curriculum modifications will be brought to the full MSW program faculty. The faculty-appointed assessor, MSW Program Director, and Associate Dean have recently reviewed and provided an initial interpretation of the assessment results. Based on this initial review and interpretation, presented below are preliminary recommendations that will be shared with

the MSW faculty and Lead Instructors in fall. It is important to note that potential substantive changes to the curricular offerings or program structure may not take place until three to four years from the 2018–19 academic year as it is important to analyze a few years of data to track trends.

Initial Interpretation of Assessment Results

The evaluation is comprised of two parts: the MSW Assessment Survey and the Field Evaluation. While the Field Evaluation has been used for many years, the MSW Assessment Survey is relatively new. During the 2016–17 academic year, the MSW Program was able to pilot the Generalist assessment survey with students in all program options and make adjustments to the survey to improve the quality of questions. For the Specialization assessment surveys, the Program was only able to pilot survey questions with faculty and make adjustments based on faculty feedback. A thorough review of assessment questions and feedback from students may help improve the validity and reliability of all of the MSW Assessment Surveys.

The Assessment Survey results indicate that the MSW Program met the 90% benchmark for most of the competencies in the generalist and specialization years across all Program Options. However, generalist students in the Bend and Online Options, and Portland Campus Health Across the Lifespan specialization students did not meet the benchmark for Competency 4. The Program assessed that benchmarks were not met for Competencies 6 and 9 for Clinical specialization students in all program options and the Children, Youth, and Families specialization students in the Portland Option. Based on an initial review of students' answers to assessment survey questions, the following provides a preliminary analysis of the areas in which students did not meet benchmarks.

Competency 4: Engage in Practice Informed Research and Research Informed Practice

Generalist Assessment of Competency 4:

Aggregate results for all Program Options indicate that 90% of students met the benchmark for Competency 4. Of the Bend Option generalist students, however, 86% met the benchmark for Competency 4. There was no particular question on the assessment that appeared to be particularly problematic and the Assessment Survey and Field Evaluation both showed scores below 90%. This suggests that consideration to the course content should be evaluated and considered for possible change. Of the Online Option generalist students assessed, 88% met Competency 4. While relatively close to the 90% benchmark, faculty will need to examine how well course content is translating to application into field practicum. The Online Option students scored well on the Assessment Survey but lower on the Field Evaluation.

Health Across the Lifespan Specialization Assessment of Competency 4:

The Health Across the Lifespan specialization assessment of Portland Option students showed 84% met the benchmark. This result is below the satisfactory benchmark. Students appeared to struggle on questions related to evidence-based practice and clinical trials. It will be recommended that the faculty consider re-evaluating the course content and instruction in these two areas.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Clinical and Children, Youth, and Families Specializations Assessment of Competency 6:

Aggregate results for students in the Clinical specialization for Program Options assessed (Ashland, Eugene, and Portland) indicate that 80% of students met the benchmark for Competency 6. Benchmarks were met at the rate of 78% for the Ashland Option students, 70% for the Eugene Option students, and 79% of Portland Options students. These results are concerning, particularly as the Assessment Survey and Field Evaluations scores are disaggregated. The scores on the Assessment Survey was 33% for Ashland, 11% for Eugene, and 36% for Portland Option students. Students, however, scored extremely well on their Field Evaluations at a rate of 100% across all three assessed Program Options. Upon review, it appears that students misunderstood the instructions for one question in which they were required to select two correct answers but the majority only selected one correct answer. The faculty teaching in the clinical specialization next year were able to recently review this data and determined that while content related to knowledge on engagement practices was on the assessment survey, it was not emphasized in the classroom instruction. The syllabus has been revised to support faculty to focus on this area of knowledge. It is further recommended that the faculty overseeing this area of the curriculum review the Assessment Survey questions for clarity and alignment with the curriculum.

Similarly, 87% of the Children, Youth, and Families (CYF) specialization students (Portland Option only) met the benchmark. If the Assessment Survey and Field Evaluation scores are disaggregated, the data show that students met the competency at a rate of 60% on the Assessment Survey but 100% on the Field Evaluation. Similar to the potential issues identified in the initial interpretation of the data from Clinical specialization Assessment Survey questions on engagement, it is believed that there were problems with the CYF Assessment Survey questions. Initial review suggests that there were too many correct answers provided while students were instructed to select one. It will be recommended to faculty overseeing this area of the curriculum to review the Assessment Survey questions for clarity and alignment

with the curriculum and make modifications to instructional methods or course content as needed.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Clinical and Children, Youth, and Families Specializations Assessment of Competency 9:

Aggregate results for students in the Clinical specialization for Program Options assessed (Ashland, Eugene, and Portland) indicate that 88% of students met the benchmark for Competency 9. Benchmarks were met at the rate of 88% for the Ashland Option students, 87% for the Eugene Option students, and 88% of Portland Options students. The scores on the Assessment Survey was 73% for Ashland, 67% for Eugene, and 65% for Portland Option students. Students, however, scored extremely well on their Field Evaluations at a rate of 96% for Ashland, 94% for Eugene, and 100% for Portland Option students. It is believed that there was a lack of clarity in one of the questions, which may have impacted the Competency 9 assessment results. It will be recommended to the faculty that they revisit the question that seemed problematic, as well as examine any implications for the curriculum.

At 89% of the Children, Youth, and Families (CYF) specialization students meeting the benchmark, the Program must consider whether there is a need to re-examine the course content and the manner in which course materials are presented. Students scored exceptionally well on their field instructor's assessments of their skills in field. However, only 70% achieved competency per the Assessment Survey scores. Similar to the potential issues identified for the CYF Competency 6 Assessment Survey questions, it is believed there were too many correct answers provided while students were instructed to select one. It will be recommended to faculty overseeing this area of the curriculum to review the Assessment Survey questions for clarity and alignment with the curriculum and make modifications to instructional methods or course content as needed.

AS 4.0.5: For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

Overview of Implicit Curriculum Assessment Mechanisms

The Portland State University MSW Program has ongoing mechanisms for assessing the implicit curriculum in all six program options. In some cases, the assessments are yearly while other assessments of the implicit curriculum are conducted based on the need to gain a better understanding of specific dimensions of the implicit curriculum that may be most relevant to time and place.

Summarized below are the different assessment mechanisms for gathering data on the implicit curriculum with examples of historical impact and a detailed explanation of the 2016–18 implicit curriculum assessment plan, outcomes, and implications for the program. The MSW Program specifically focused on the area of the implicit curriculum that is associated with resources.

MSW Program Student Exit Survey

The MSW Program requests all graduating students from all program options to complete an Exit Survey. The feedback students provide is anonymous and includes programmatic information (e.g., program option, years of course study, specialization, etc.) as well as demographic information around identity (race, ability, gender identity, etc.). By including the student's demographic information, the Program can disaggregate data by each program option and other pertinent student characteristics. In addition, the survey gleans information from students about their reasons for applying to the Program, usefulness of specific courses, climate, resources, post-graduation plans, and student loan debt. The survey is subsequently reviewed by pertinent members of the MSW Administrative Team (i.e., Program Director, Director of Student Affairs, Program Coordinators) and MSW faculty in order to identify areas of the implicit or explicit curriculum needing to be addressed. Over the years, the Exit Survey has been modified to add different dimensions.

Not all Program Options have a graduating class each year due to the cycles for when new student cohorts enter and complete the program. Therefore, the MSW Program used the most recent year that the Exit Survey was administered to each program option's graduating class to assess the resource aspect of the implicit curriculum. Below is a summary of the most recent year in which the Exit Surveys were administered in each program option.

- 2016 Exit Survey provided information on the Bend Option.
- 2017 Exit Survey provided information on the Salem Option.
- 2018 Exit Survey provided information on the Portland, Ashland, Eugene, and Online Options.

Field Placement and Experience Survey

Each year, students from all program options are asked to provide confidential feedback about their field placement experience, which includes an evaluation of the agency and field instructor. The MSW Program's goal in requesting this information is to improve agency-based educational experiences and field instructor supervisory skills. Students are encouraged to engage in ongoing dialogue about their field experiences and that the evaluation serve as a summation of the discussions. The survey is subsequently reviewed by pertinent members of the Field Team (i.e., Director of Field Education, Assistant Director of Field) to assess whether the School of Social Work and MSW Program mission and goals are being met. In addition, the feedback provides support for agency and field instructor growth, as well as supports ongoing placement information to match future students with learning opportunities.

MSW Program Faculty-Student Dialogues

All program options have between one and three faculty-student dialogues to provide space for students to ask questions and provide feedback to MSW administration and faculty about MSW Program. In the Portland Option, the MSW Program Director facilitates one Faculty-Student Dialogue per term. In addition to the faculty-student dialogues, students of color and the Field Team engage in a dialogue session to gather and provide feedback about the field experiences and the Field Team's responsiveness to points of difficulty felt and experienced by students of color. Students can attend in person or virtually via technology.

In the Ashland, Bend, Eugene, and Salem Options, the Distance Option Coordinator facilitates dialogues at each site at least once a year. If specific issues arise and/or the need for the MSW Program Director arises, additional faculty-student dialogues are held at the Ashland, Bend, Eugene, and Salem Options.

Due to the challenges of engaging online students in face-to-face dialogue and expectations that students in the Online Option will have access to all or most resources through technology, the Online Option Coordinator sends an advising survey to all Online Option students at the beginning of their second year. The survey assesses their satisfaction with the content, quality, responsiveness, and timeliness of the advisor, and the advising process. Students are also asked for suggestions to improve the advising process and online option structure.

School of Social Work Climate Survey

The PSU School of Social Work, as part of its strategic plan, conducted a school-wide climate survey in 2017. The goal of the climate survey was to identify strengths and challenges in the school climate. The survey was sent to all academic and research faculty, academic and research staff, students, and field instructors, which includes multiple stakeholders from all MSW Program Options. All responses were completely anonymous and administered and evaluated by an independent, third-party consultant. The results of the survey were discussed by the larger faculty, as well as within specific units and programs.

School of Social Work Racial Equity Assessment

As noted earlier in this document the School of Social Work completed a Racial Equity Assessment and Plan in summer 2016. Faculty, staff, students, and community partners representing different perspectives within the School completed the assessment. The committee included teaching faculty, administrators, staff, students, and community partners. All Program Options were represented on the committee. The assessment was presented to the entire School community in September 2016, which provided pertinent information about areas for which the School and Programs excelled, met, and failed to meet expectations.

The entire report and subsequent activities to address the Racial Equity Plan are on the SSW Equity and Inclusion website, <https://www.pdx.edu/ssw/equity-inclusion>. An overview of the changes or actions implemented during the 2017–18 academic year to address elements of the findings of the Racial Equity Assessment and Plan include:

- Academic unit equity retreat focused on Curriculum and Pedagogy December 2017—All Options
- Required implicit bias training for all faculty on hiring committees—All Options
- MSW Program admission revision of essay questions and scoring rubric to emphasize lived experience of diversity—All Options
- Revised the MSW Program Exit Survey so data may be disaggregated for students of color—All Options
- Required implicit bias training for all faculty and students on MSW Program admission committees—All Options
- Utilize catering owned by Persons of Color for SSW events, if possible—All Options
- Added a written statement to every MSW syllabus verbalizing a commitment to culturally responsive curriculum and pedagogy as well as a commitment to uphold trauma-informed and equitable spaces that is to be implemented in 2018–19—All Options.
- Field Education Field Instructor Training Series continues to focus on social justice and equity—All Options

Students of Color Collective Expectations

In spring 2017, the School of Social Work received a document entitled “[Expectations for Portland State University’s School of Social Work](#)” that was developed by the School of Social Work Students of Color Caucus (SOCC), renamed in Fall 2018 as the Students of Color Collective, a group of 30+ students and staff of the School. The document outlined expectations regarding racial equity in the social work academic programs at a faculty meeting. In response, the [Dean](#), [faculty and staff](#), and [faculty and staff of color](#) each provided letters acknowledging the document, the experiences shared within the document, and a statement to address the SOCC concerns. The Field Team also provided a [letter to students in response to the SOCC’s Expectations](#) for PSU’s School of Social Work. The Field Team regularly provides Equity and Social Justice field instructor trainings such as:

- Supervising Across Racial Difference (Portland)
- Power and Privilege in Supervision: What your student needs you to know (Portland)
- Recognizing and Addressing Bias (Portland)
- Cultural Formulations: Ethical Implications in Supervision (Portland, Salem, Eugene Bend, Ashland)
- Supporting Integration of Macro Practice and Social Justice in Supervision (Portland)

Finally, the Dean provided an “[Update on Students of Color Caucus Actions in the School of Social Work.](#)”

An overview of the changes or actions implemented during the 2017–18 academic year to address the Students of Color Collective document include:

- School-wide equity retreat focused on Organizational Structure and Culture and Developing Timeline of Actions to SOCC Expectations (March and April 2018)—All Options
- Development of biannual SOCC Expectation Progress report outlining status and progress toward goals—All Options
- Equity Open House, May 2018—Open to students, faculty, staff and community partners in all Options
- Field Faculty hosted dialogues with Students of Color—All Options
- Field Program developed the Student of Color Placement guidelines that are to be implemented for 2018–19 placement process—All Options
- Field Program provided direct feedback and information regarding oppressive, harmful or ineffective practices to give field instructor or agency an opportunity to commit to changing their practices—All Options

Plan for Assessing the MSW Program Implicit Curriculum

The MSW Program made an intentional effort to examine “the necessary resources to carry out the program’s mission and goals and to support learning and professionalization of students and program improvement” (CSWE, 2015, pg. 17) through the use of the MSW Student Exit Survey. After examining outcome data from all of the implicit curriculum assessment measures, a determination was made to provide the resource assessment outcomes as it is one of the primary areas of the implicit curriculum that most directly and significantly impacted students during the 2017–2018 academic year.

Implicit Curriculum Assessment Summary Data

The summary assessment data is disaggregated by Program Option. Not all program options graduate students every year, therefore, the MSW Program reports the latest Exit Survey responses pertaining to resources for each Program Option. The years included in the assessment summary data are 2016–2018 based on which Program Options had a graduating class. As the program has modified the survey instrument to gather additional information or because of changes in the program, there are some differences in the surveys. Historically the Program has reached out to students after graduation to request their completion of the Exit Survey, and the rate of completion has been minimal. For the 2018 Exit Survey students were requested to complete the survey prior to graduation and there was a concerted effort by faculty to increase the participation. The results for 2018 are more robust and this process for gathering assessment data will be continued in subsequent years. Copies of the 2016–2018 Exit Survey follow the implicit curriculum narrative.

Portland Option

The Exit Survey was administered to the Portland Option students in spring 2018. Of the 157 students who graduated, 87 students (55%) completed the survey.

Resource	Found Resource Extremely Useful or Useful	Neutral to the Usefulness of Resource	Found Resource Not Very Useful or Not at All Useful	Not Aware of or Did Not Use Resource	Number of Responses
Student Inclusion Coordinator	47%	7%	2%	44%	85
Writing Assistant	23%	9%	2%	66%	87
Academic Advising (faculty & staff)	48%	13%	13%	27%	86

Professional Advising (faculty & staff)	41%	12%	9%	38%	85
MSW Student Newsletter	60%	21%	9%	10%	87
Field Office	37%	23%	15%	24%	86
Field Planning Meetings	27%	7%	5%	62%	86
Student-Faculty Dialogues	27%	8%	16%	49%	86
Scholarship Workshops	17%	7%	5%	72%	85
Student of Color Caucus	36%	4%	1%	59%	86
Student for Social Action	28%	7%	1%	64%	86
Career Forward Presentations	45%	9%	4%	42%	86
MSW Program Administration	24%	20%	21%	35%	86
PSU Library	89%	9%	1%	1%	87
PSU Career Center	16%	12%	6%	66%	86
Student Kitchen	76%	8%	7%	9%	87
Computer and Printing Lab	90%	2%	5%	3%	87

Ashland Option

The Exit Survey was administered to the Ashland Option students in spring 2018. Of the 23 students who graduated, 19 students (83%) completed the survey.

Resource	Found Resource Extremely Useful or Useful	Neutral to the Usefulness of Resource	Found Resource Not Very Useful or Not at All Useful	Not Aware of or Did Not Use Resource	Number of Responses
Student Inclusion Coordinator	5%	16%	0%	79%	19
Writing Assistant	11%	5%	32%	53%	19
Academic Advising (faculty & staff)	68%	5%	0%	26%	19
Professional Advising (faculty & staff)	63%	5%	0%	32%	19
MSW Student Newsletter	37%	26%	16%	21%	19
Field Office	73%	11%	0%	16%	19

Field Planning Meetings	58%	21%	0%	21%	19
Student-Faculty Dialogues	53%	26%	11%	11%	19
Scholarship Workshops	5%	11%	0%	84%	19
Student of Color Caucus	5%	5%	0%	90%	19
Student for Social Action	5%	5%	0%	90%	19
Career Forward Presentations	16%	5%	0%	80%	19
MSW Program Administration	21%	37%	16%	26%	19
PSU Library	89%	0%	0%	11%	18
PSU Career Center	5%	0%	5%	90%	19

Bend Option

The Exit Survey was administered to the Bend Option students in spring 2016. Of the 26 students who graduated, 3 students (12%) completed the survey.

Resource	Found Resource Extremely Useful or Useful	Neutral to the Usefulness of Resource	Found Resource Not Very Useful or Not at All Useful	Not Aware of Resource	Number of Responses
Student Inclusion Coordinator	0%	0%	50%	50%	2
Writing Assistant	50%	0%	50%	0%	2
Academic Advising (faculty & staff)	50%	0%	50%	0%	2
Professional Advising (faculty & staff)	50%	0%	50%	0%	2
Field Office	67%	0%	33%	0%	3
Student-Faculty Dialogues	33%	0%	67%	0%	3
Student Support Network	33%	0%	67%	0%	3
MSW Program Administration	33%	0%	33%	33%	3
PSU Library	100%	0%	0%	0%	3
PSU Career Center	0%	0%	100%	0%	1

Eugene Option

The Exit Survey was administered to the Eugene Option students in spring 2018. Of the 16 students who graduated, 15 students (94%) completed the survey.

Resource	Found Resource Extremely Useful or Useful	Neutral to the Usefulness of Resource	Found Resource Not Very Useful or Not at All Useful	Not Aware of or Did Not Use Resource	Number of Responses
Student Inclusion Coordinator	7%	13%	0%	80%	15
Writing Assistant	7%	13%	7%	73%	15
Academic Advising (faculty & staff)	40%	13%	7%	40%	15
Professional Advising (faculty & staff)	40%	7%	7%	47%	15
MSW Student Newsletter	57%	29%	0%	14%	14
Field Office	60%	13%	0%	27%	14
Field Planning Meetings	27%	20%	7%	27%	15
Student-Faculty Dialogues	47%	13%	13%	27%	15
Scholarship Workshops	0%	13%	7%	80%	15
Student of Color Caucus	7%	13%	0%	80%	15
Student for Social Action	7%	13%	0%	80%	15
Career Forward Presentations	0%	27%	7%	67%	15
MSW Program Administration	53%	20%	7%	20%	15
PSU Library	93%	13%	0%	80%	15
PSU Career Center	7%	13%	0%	79%	15

Salem Option

The Exit Survey was administered to the Salem Option students in spring 2017. Of the 22 students who graduated, 7 students (32%) completed the survey.

Resource	Found Resource Extremely Useful or Useful	Neutral to the Usefulness	Found Resource Not Very Useful or Not at All Useful	Not Aware of Resource	Number of Responses
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	Useful or Useful	of Resource	Useful or Not at All Useful		
Student Inclusion Coordinator	50%	25%	25%	0%	4
Writing Assistant	0%	75%	25%	0%	4
Academic Advising (faculty & staff)	60%	40%	0%	0%	5
Professional Advising (faculty & staff)	67%	33%	0%	0%	3
Field Office	60%	40%	0%	0%	5
Student-Faculty Dialogues	50%	50%	0%	0%	4
Student Support Network	75%	0%	0%	25%	4
MSW Program Administration	75%	25%	0%	0%	4
PSU Library	71%	14%	14%	0%	7
PSU Career Center	0%	0%	50%	50%	2

Online Option

The Exit Survey was administered to the Online Option students in spring 2018. Of the 35 students who graduated, 28 students (80%) completed the survey.

Resource	Found Resource Extremely Useful or Useful	Neutral to the Usefulness of Resource	Found Resource Not Very Useful or Not at All Useful	Not Aware of or Did Not Use Resource	Number of Responses
Student Inclusion Coordinator	7%	7%	0%	86%	28
Writing Assistant	18%	7%	0%	75%	28
Academic Advising (faculty & staff)	68%	4%	7%	21%	28
Professional Advising (faculty & staff)	57%	4%	7%	25%	28
MSW Student Newsletter	64%	4%	7%	25%	28
Field Office	32%	25%	4%	32%	28
Field Planning Meetings	54%	32%	4%	11%	28
Student-Faculty Dialogues	29%	14%	0%	57%	28
Scholarship Workshops	21%	4%	4%	71%	28

Student of Color Caucus	14%	7%	4%	75%	28
Student for Social Action	14%	7%	4%	75%	28
Career Forward Presentations	50%	4%	4%	43%	28
MSW Program Administration	50%	14%	7%	29%	28
PSU Library	75%	11%	4%	11%	28
PSU Career Center	4%	7%	0%	89%	27

Plans to Address Implicit Curriculum Assessment Outcomes and Implications for Program Renewal or Changes for Resources

Assessment analysis of the implicit curriculum has provided valuable information on additional resources needed to enhance student learning, support, and overall outcomes. Based on the analysis of the assessment data, in particular the Exit Survey, changes to implicit curriculum have been made from 2017–2018. For the 2018–19 academic year, the Program plans to continue to improve upon the accessibility and quality of resources for each of the Program Options.

During the analysis of the Exit Survey resource data, it became apparent that there were questions that require revisions. For example, it is not clear if students are aware of who consists of the MSW Program Administration or when and how field planning meetings occurred. Students were asked questions about whether they accessed particular resources but were not given the option to answer whether they needed the resource. It is difficult to discern whether a student did not access resources because there were accessibility issues, program inadequacy, or there was not a need. As the Program continues to administer the Exit Survey, students should be asked quantitative and qualitative follow-up questions.

Portland Option

Just over half, 55%, of the Portland Option students responded to the Exit Survey. While the number of respondents was relatively low, the MSW Program determined that there was enough information to draw reasonable conclusions about the quality and adequacy of accessibility of resources provided to the Portland Option students. Based on the Portland Option Exit Survey, three primary resources need to have improved quality, outreach, and accessibility: (1) academic advising; (2) MSW Program administration; and (3) scholarships.

- In the past two years, the MSW Program began requiring that all faculty who advise students participate in a training on advising best practices. The training also covers

frequently asked advisor and student questions. Faculty have appreciated this training as it helped clarify roles of the advisor and assist advisors in accessing resources. The Exit Survey indicates that 13% of the Portland Option students responded that academic advising was either “not very useful” or “not useful at all,” while another 27% responded that they were “not aware of” or “did not use” the resource. It is imperative that the Program examine our advising training to ensure that faculty and staff have the information and skills to provide advising. Equally important is a re-examination of how the program trains faculty on ensuring that there is strong student outreach to offer advising to the Portland students.

- The Program will work with staff and administrators to identify better ongoing communication strategies between the MSW administration/staff. It is essential that Portland Option students are aware of this important resource and given the opportunity to have direct communication with administrators and staff.
- Of the Portland Options students who participated in the Exit Survey, 72% indicated that they either were “not aware of” or “did not use” the scholarship informational sessions. The Program will re-examine how scholarship information is shared with Portland students to ensure scholarship information is accessible. The MSW Program Director and Director of Student Affairs will determine how best to advertise and promote informational sessions and make sure they are accessible for Portland students.
- The MSW Program will examine different ways to provide greater accessibility to Program administration and staff through administrative office hours, topic-specific presentations and dialogues, and increase accessibility about student representation on school-wide committees.

The Portland Option will also provide the following resources in an effort to improve upon resource accessibility and quality:

- As the data show, the Program was aware that the Portland students were not utilizing the PSU Career Center. As a result, at the beginning of the 2017–18 academic year, resume writing and interview preparation became a part of the curriculum for all specializations.
- Work with the SSW Associate Director of Development to increase scholarship opportunities for students.
- Increase scholarships to help allay student loan debt.
- Provide additional resources for fish-eye cameras to support virtual involvement of students, faculty, and field instructors.
- Ensure that informational and important events (e.g., Career Forward, Scholarships, Field Processes, presentations) are video recorded and easily accessible to students unable to attend in person.

- Upgrade computer memory on computers to increase speed.
- Provide an additional High-Tech Conference Room to facilitate virtual involvement of students, faculty, and field instructors.
- Organize Food drive and fundraising for student emergency needs.
- Utilize online course development funds to buy more online textbooks to decrease costs to students.

Ashland Option

In the assessment of the implicit curriculum for the Ashland Option, there were four primary areas where the MSW Program could improve quality and outreach about available resources: (1) Students Inclusion Coordinator; (2) Writing Assistant/writing assistance; (3) MSW Program administration; and (4) scholarship informational sessions.

- It is recognized that not all students require assistance from the Student Inclusion Coordinator. However, over the years, the MSW Program has found that the Student Inclusion Coordinator was essential to several students' successes. The Ashland Option responses indicated that a significant number, 79%, were not aware of or did not access this resource. It is imperative that the Program specifically advertise to the Ashland Option students the services offered by the Student Inclusion Coordinator and encourage students to access the services as needed. The Student Inclusion Coordinator will reach out via email to Ashland students at the beginning of each term to inform students of the services they provide.
- Of the 19 Ashland students who responded to the Exit Survey question regarding the writing assistance resource, 32% responded either the resource was "not very useful" or "not useful at all." And 53% of all Ashland Option students were either unaware of the resource or aware but did not access the resource. During the 2017–18 academic year, the Writing Assistant's FTE for the Ashland Option was increased to accommodate student need. The Program expects to see an increase in utilization of the Writing Assistant in the upcoming years.
- Of the Ashland students who participated in the Exit Survey, 84% indicated that they either were "not aware of" or "did not use" the scholarship informational sessions. The Program will re-examine how scholarship information is shared with Ashland MSW students to ensure scholarship informational is accessible. The MSW Program Director, Ashland Distance Coordinator, and Director of Student Affairs will determine how best to promote informational sessions and make sure they are accessible for Ashland students.
- The Program will work with staff and administrators to identify better ongoing communication strategies between the MSW administration/staff and students. It is essential that Ashland students are made aware of this important resource and given the opportunity to have direct communication with administrators and staff. To note,

the Ashland Distance Coordinator is part of the MSW Program administration. The Ashland Distance Coordinator provides ongoing field support, academic advising, and professional advising, during which Ashland students provided very positive responses regarding these resources. Therefore, it is possible that students may not be aware of who all consists of the MSW administrative team.

The Ashland Option will also provide the following resources in an effort to improve upon resource accessibility and quality:

- As the data show, the Program was aware that the Ashland students were not utilizing the PSU Career Center. As a result, at the beginning of the 2017–18 academic year, resume writing and interview preparation became a part of the curriculum for all specializations.
- Work with the SSW Associate Director of Development to increase scholarship opportunities specifically for students practicing in predominantly rural communities.
- Market scholarship opportunities to Ashland Option students and encourage students to apply.
- Increase scholarships to help allay increased student loan debt.
- Increase writing assistant's FTE for writing support.
- Provide additional resources for fish-eye cameras to support virtual involvement of students, faculty, and field instructors.
- Ensure that informational and important events (e.g., Career Forward, Scholarships, Field Processes, presentations) are video recorded and easily accessible to students unable to attend in person.
- Provide additional High-Tech Conference Room to facilitate virtual involvement of students, faculty, and field instructors.
- Food drive and fundraising for student emergency needs.
- Utilize online course development funds to buy more online textbooks to decrease costs to students.

Bend Option

The percentage of students who responded to the 2016 Exit Survey is not considered robust enough to draw definitive conclusions about the quality nor adequacy of accessibility of MSW support systems. The MSW Program have strategized and will continue to identify ways in which to increase student participations. Despite the low responses, the MSW Program will continue to examine ways to improve the quality and accessibility of resources for the Bend Option that are based on Exit Survey responses from across Program Options. Assumptions are that data from the Ashland and Eugene cohorts are applicable to the Bend option. In addition, informal feedback from students since the survey was administered and

the assessment results from other program options were used to determine the following changes:

- Increase communication about the role and purpose of the Student Inclusion Coordinator to Bend students.
- Survey Bend students about whether there is a need for more of the Student Inclusion Coordinator resource.
- As the data show, the Program was aware that the Bend students were not utilizing the PSU Career Center. As a result, at the beginning of the 2017–18 academic year, resume writing and interview preparation became a part of the curriculum for all specializations.
- Work with the SSW Associate Director of Development to increase scholarship opportunities specifically for students practicing in predominantly rural communities.
- Market scholarship opportunities to Bend Option students and encourage students to apply.
- During the 2017–18 academic year, the Writing Assistant’s FTE for the Bend Option was increased to accommodate student need. The Program expects to see an increase in utilization of the Writing Assistant in the upcoming years.
- Provide additional resources for fish-eye cameras to support virtual involvement of students, faculty, and field instructors.
- Ensure that informational sessions and other important events (e.g., Career Forward, Scholarships, Field Processes, presentations) are video recorded and easily accessible to students unable to attend in person.
- Utilize online course development funds to buy more online textbooks to decrease costs to students.

Eugene Option

Overall, the Eugene Option students did not view the student support options included in the Exit Survey as either “not very useful” or “not at all useful.” However, there are at least three areas where the MSW Program could improve outreach about available resources: (1) Student Inclusion Coordinator; (2) writing assistance; and (3) scholarship informational sessions.

- Not all students require assistance from the Student Inclusion Coordinator. However, over the years, the MSW Program has found that the Student Inclusion Coordinator was essential to several students’ successes. The Eugene Option responses indicated that a significant number, 80%, were not aware of or did not access this resource. It is imperative that the Program specifically advertise to the Eugene Option students the services offered by the Student Inclusion Coordinator and encourage students to access as needed. The Student Inclusion Coordinator will reach out via email to Online students at the beginning of each term to inform students of the services they

provide.

- Similar the Student Inclusion Coordinator resource, not all students require assistance from the Writing Assistant. However, 73% of all Eugene Option students were either unaware of the resource or aware but did not access the resource. During the 2017–18 academic year, the Writing Assistant’s FTE for Eugene was increased to accommodate student need. The Program expects to see an increase in utilization of the Writing Assistant in the upcoming years.
- Of the Eugene students who participated in the Exit Survey, 80% indicated that they either were “not aware of” or “did not use” the scholarship informational sessions. The Program will re-examine how scholarship information is shared with Eugene MSW students to ensure scholarship information is accessible. The MSW Program Director, Eugene Distance Coordinator, and Director of Student Affairs will determine how best to message informational sessions and make sure they are accessible for Eugene students.

The Eugene Option will also provide the following resources in an effort to improve upon resource accessibility and quality:

- As the data show, the Program was aware that the Eugene students were not utilizing the PSU Career Center. As a result, at the beginning of the 2017–18 academic year, resume writing and interview preparation became a part of the curriculum for all specializations.
- Work with the SSW Associate Director of Development to increase scholarship opportunities specifically for students practicing in Oregon’s more southern regions.
- Increase scholarships to help decrease student loan debt upon graduation.
- Provide additional resources for fish-eye cameras to support virtual involvement of students, faculty, and field instructors.
- Increase scholarships to help ally increased student loan debt.
- Ensure that informational sessions and other important events (e.g., Career Forward, Scholarships, Field Processes, presentations) are video recorded and easily accessible to students unable to attend in person.
- Utilize online course development funds to buy more online textbooks to decrease costs to students.

Salem Option

Approximately 32% of Salem Option students responded to the 2017 Exit Survey, which is not considered robust enough to draw definitive conclusions on the extent to which resources were sufficient for the majority of the Salem Option 2017 graduating class. However, based on the feedback from the students who did respond to the survey, overall most did not indicate that the Salem Option resources were either “not very useful” or “not

useful at all.” The one area that requires more attention is access and utility of the Writing Assistant.

- Of the four students who responded to writing assistance question, not one students indicated that the service was either “extremely useful” or “useful.” The MSW Program Director and Salem Distance Option Coordinator were aware of student dissatisfaction with the 2016–17 Writing Assistant and made a change in personnel and increased their FTE to better meet the needs of the students. The Program expects to see an increase in utilization and satisfaction in the quality of the Writing Assistant in the upcoming years.

Based on formal and information feedback received from students since the survey was administered, it was determined that the following changes are necessary to increase accessibility and quality of resources:

- As the data show, the Program was aware that the Salem students were not utilizing the PSU Career Center. As a result, at the beginning of the 2017–18 academic year, resume writing and interview preparation became a part of the curriculum for all specializations.
- Work with the SSW Associate Director of Development to increase scholarship opportunities for Salem students to help address student loan debt upon graduation.
- Ensure that informational sessions and other important events (e.g., Career Forward, Scholarships, Field Processes, presentations) are video recorded and easily accessible to students unable to attend in person.
- Utilize online course development funds to buy more online textbooks to decrease costs to students.

Online Option

While few Online Option students indicated that the resources were either “not very useful” or “not at all useful,” there were at least three areas where the MSW Program could improve quality and outreach about available resources: (1) Student Inclusion Coordinator; (2) writing assistance; and (3) scholarship informational sessions.

- Not all students require assistance from the Student Inclusion Coordinator. However, over the years, the MSW Program has found that the Student Inclusion Coordinator was essential to several students’ successes. The Online Option responses indicated that a significant number, 86%, were not aware of or did not access this resource. It is imperative that the Program specifically advertise to the Online Option students the services offered by the Student Inclusion Coordinator and encourage students to access as needed. The Student Inclusion Coordinator will reach out via email to Online students at the beginning of each term to inform students of the services they provide.

- Similar the Student Inclusion Coordinator resource, not all students require assistance from the Writing Assistant. The data show 75% of graduating Online Option students were either unaware of the resource or aware but did not access the resource. During the 2017–18 academic year, the Writing Assistant’s FTE for Online was increased to accommodate student need. The Program expects to see an increase in utilization of the Writing Assistant in the upcoming years.
- The Program will re-evaluate the ways in which scholarship information is provided and adjust the methods for which scholarship workshops are advertised in order to ensure scholarship informational sessions are better advertised. The MSW Program Director, Online Coordinator, and Director of Student Affairs will determine how best to message informational sessions and make sure they are accessible for Online students.

The Online Option will also provide the following resources in an effort to improve upon resource accessibility and quality:

- As the data show, the Program was aware that the Online Option students were not utilizing the PSU Career Center. As a result, at the beginning of the 2017–18 academic year resume writing and interview preparation became a part of the curriculum for all specializations.
- Work with the SSW Associate Director of Development to increase scholarship opportunities to help ally student loan debt.
- Provide additional resources for fish-eye cameras to support virtual involvement of students, faculty, and field instructors.
- Ensure that informational sessions and other important events (e.g., Career Forward, Scholarships, Field Processes, presentations) are video recorded and easily accessible to students unable to attend in person.
- Utilize online course development funds to buy more online textbooks to decrease costs to students.

Generalist Assessment Survey 2018

Start of Block: Default Question Block

1 Identify your primary campus

- Ashland
 - Bend
 - Eugene
 - Portland
 - Salem
 - Online
-

2 Are you a

- Full-time student
 - Part-time student (3 year program)
 - Part-time student (4 year program)
-

3 In this section, you will identify your instructors for your Foundation year of the MSW program.

4 SW 511 Field Place and Seminar (all 3 terms)

- Monica Parmley
- Katherine Kneupper
- Lisa Cordova
- Lakindra Mitchell-Dove
- Lisa Race
- Susie Snyder
- Gary Smith
- DeeAnna Garcia Dennis
- Shauna Adams
- Pam Miller
- Michele Martinez-Thompson
- Sarah Bradley
- Matt Chorpenning
- Michael Hulshof-Schmidt
- Pam Miller
- Other _____

5 SW 515 Skills for the Helping Process-Groups

- Greg Pugh
- Dan Harold
- Christiana Bratitotis
- Daniel Garcia
- Keva Miller
- Susie Barrios
- Dawn Williamson
- Sara Bradley/Kaig Lightner
- Lucie Tillson
- Sarita Trawick
- Other _____



6 SW 520 Social Welfare History and Policy

- Ted Donlan
 - Peg Sandeen
 - Peg Sandeen/Kevin Cherry
 - Ryan Bender
 - Meg Panichelli
 - Kevin Cherry
 - Beckie Child
 - Other _____
-

7 SW 530 Skills for the Helping Process--Individuals and Families

- DeShawn Williams
 - Simone Nagel
 - Daniel Garcia
 - Kate Davis
 - Meg Panichelli
 - Dawn Williamson
 - Sarah Bradley
 - Susanne Klawetter
 - Laurie Heather
 - Other _____
-

8 SW 532 Advocacy and Empowerment

Matt Chorpensing

Kaig Lightner

Malika Eden

Mollie Janssen

Dawn Williamson

Sandy Leotti

Ann Curry-Stevens

Katherine McGuiness

Bowen McBeath

Kat Kelley

Other _____



9 SW 539 Social Justice in Social Work

- Analucia Lopezrevoredo
 - Lisa Race
 - Shauna Adams
 - Rebecca Parker
 - Andre Pruitt
 - Alma Trinidad
 - Beckie Child
 - Stephanie Wahab
 - Michael Hulshof-Schmidt
 - Malika Eden
 - Eddie May
 - Click to write Choice 13
 - Matt Chorpenning
 - Other _____
-

10 SW 540 Human Development thru the Lifespan

- Sandy Leotti
 - Stephanie Sundborg
 - Pauline Jivangee
 - Leah Brookner
 - Vicki Cotrell
 - Margaret Moore
 - Ryan Bender
 - Jill Hoffman
 - Rhen Miles
 - Other _____
-

11 SW 541 Societal, Community, and Organizational Structures and Processes

- Ted Donlan
 - Lisa Hawash
 - Kevin Cherry
 - Beckie Child
 - Billy Boyd
 - Rhen Miles
 - Matt Chorpenning
 - Melissa Bird
 - Click to write Choice 10
 - Other _____
-

12 SW 550 Research and Evaluation I

- Mathew Uretsky
- Christina Nicolaidis
- Jill Hoffman
- Jolanta Piatakowski
- Bowen McBeath
- Martha McCormack
- Junghee Lee
- Katie Winters
- Ericka Kimball
- Rhen Miles
- Jessica Schmidt
- Other _____



13 SW 551 Research and Evaluation II

- Tom Keller
- Mathew Uretsky
- Jill Hoffman
- Emily Lott
- Martha McCormack
- Junghee Lee
- Katie Winters
- Ericka Kimball
- Jolanta Piatkowska
- Jessica Schmidt
- Click to write Choice 12
- Maria Talbott
- Jeffrey Asprocolas
- Other _____

End of Block: Default Question Block

Start of Block: Comp 1



14 Self-determination means: (Comp 1 Ethics—Knowledge & Values)

- The client's decision takes precedence in all situations
- The social worker is responsible for making decisions for the client
- The client's decision takes precedence, unless the social worker disagrees
- The client's decision takes precedence, unless there is imminent risk to themselves or others



15 A social worker is at a party where a neighbor asks them about a client and wants to know if the client is making progress in dealing with alcohol abuse. The social worker is not treating the client for alcohol abuse. The social worker should: (Comp 1 Ethics—Knowledge, Values, Cognitive & Affective Processes)

- Explain that it is inappropriate to discuss anything about any client and the social worker cannot confirm if they are a client
- Explain that the client is doing well with treatment and encourage the neighbor to continue to support the client
- Explain that the client is not being treated for alcohol abuse and ask for more information about the client's alcohol problem to discuss in a future session
- Pretend they did not hear the question and walk away



16 When a social worker documents services, which of the following is NOT expected: (Comp 1 Ethics—Knowledge)

- Documentation is done as soon as possible after services are provided
- The client will have access to their records and the documentation
- Documentation will clearly identify services provided
- All information shared by the client should be included in the documentation

17 A social worker who is a member of an interdisciplinary team should do which of the following: (Comp 1 Ethics—Values and Cognitive & Affective Processes)

- Fully participate in the treatment planning and decision making for the client, including sharing relevant client information
- Raise ethical concerns when the team decision conflicts with social work ethics
- Advocate for client well-being even if that conflicts with the team decision
- All of the above should be done by a social worker on an interdisciplinary team

End of Block: Comp 1

Start of Block: Comp 2



18

The difference between discrimination and oppression include the following EXCEPT: (Comp 2 Diversity-Knowledge and Cognitive & Affective Processes)

- oppression is always negative
 - oppression is not necessarily far reaching in scope
 - oppression is always far-reaching in scope
 - oppression is exercised by a dominant group of people over a less powerful group
-

19 Privilege refers to unearned access to resources. (Comp 2 Diversity—Knowledge)

- True
 - False
-



20 To be White and Gay or Trans is to have a different relationship to Whiteness than to be Straight and Cis and White, and we have to address Whiteness as complicated by our identities. The above statement is an example of (Comp 2 Diversity Knowledge and Cognitive & Affective Processes)

- Competing systems of oppression
 - Intersectionality theory
 - Privilege
 - Racism
-



21 Which of the following are elements/characteristics of oppression? (Comp 2 Diversity—Knowledge)

- Pervasive
- Restrictive
- Hierarchical
- Internalized
- All of the above

End of Block: Comp 2

Start of Block: Comp 3



22 Which of the following statements is accurate? (Comp 3 Human Rights—Knowledge)

- The neo-liberal paradigm views our current political economic system as fundamentally sound, but asserts that some fine tuning is required to address the social disorganization inherent in a modern capitalist society and globalized economy
- The neo-liberal paradigm views our current political economic systems as fundamentally flawed and in need of a major redistribution of wealth and resources
- The democratic socialist paradigm views competition as as natural, healthy, and necessary for the survival of our political economic system
- The democratic socialist paradigm advocates for a free market economy with as little regulation as possible



23 Which of the following is the MOST important benefit of community participation in social work practice? (Comp 3 Human Rights—Values)

- It puts the decision-making power partly or wholly with community members.
 - It shows the media that individuals want to get involved when there is a good cause
 - It informs community members about the work that needs to be done to make change
 - It divides the workload so that it can be distributed across a larger group
-



24 Which of the following is NOT true of a structural or progressive social work perspective on the cause of social problems? (Comp 3 Human Rights—Knowledge)

- Social problems occur mainly when socialization fails and respect for institutions and laws are not learned
 - In our society with its structural inequality, social institutions often serve private not public interests
 - Institutions prevail in our society because of control and coercion, not because of authentic agreement or consensus among members
 - Focusing on the individual as the sole cause of social problems is blaming the victim, as these problems are built into the structures and processes of our society
-



25 Social workers in the U.S. began to utilize the concept of Environmental Justice to address which of the following (Comp 3 Human Rights—Knowledge)

- Communities of color and people living in poverty were disproportionately suffering the effects of environmental degradation, pollution, and toxicity
- Urban growth boundaries were contributing to a growing crisis of a lack of affordable housing in major urban centers
- Inadequate public spending on developing more and wider highways and streets to address urban congestion
- Ranchers and farmers were increasingly being denied grazing rights on federally owned public lands

End of Block: Comp 3

Start of Block: Comp 4

26 Your supervisor is asking you to implement an evidence-based intervention to reduce problem behaviors of the children you are working with. You are in an agency primarily serving Latinx families. You want to make sure that the intervention is appropriate for this population. What questions would you ask in order to decide than an intervention is appropriate? (Comp 4 Research—Knowledge and Cognitive & Affective Processes)

- Was the intervention found to be effective in a randomized control trial.
- Was the intervention tested with Latinx families?
- Were the measures used tested for reliability and validity?
- All of the above

27 2. Francis and Abel examined therapeutic outcomes for noncompleting drug court clients. They wrote the following about how they analyzed the qualitative data: Content analysis was performed using three coders. Before coding all the interviews, each coder examined and coded the same three interviews, which were randomly selected. Afterward, the individuals came together and reviewed the content coded, the variables identified, and what the results meant to each person. The coders were given the following codes to use for themes: self-awareness, motivation to change, self-efficacy, substance use, employment or pursuing education, family reunification, and recovery or faith-based connections. Discussion and iterative coding

uncovered some confusion about identifying self-awareness and motivation. Examples of participant reports of these variables were discussed to help discriminate between the two indicators. Afterward, the remaining 27 interviews were ... (coded), and the coders completed the content analysis exclusively on their own”

What can you say about this qualitative data analysis? (Comp 4 Research—Skills and Cognitive & Affective Processes)

- A strength is that the coders did work independently on the final 27 interviews.
- A strength is that they didn't have to come up with their own codes.
- A weakness is that they recoded some variables after discussing what participants said.
- None of the above.

28 Young studied an intervention to reduce the effects of self-stigma (internalized stigma of mental illness related to oneself) for young adults with serious mental illness. There was a treatment group that participated in the intervention, and a control group who did not participate in the intervention. The scale used to measure self-stigma ranged from 1 to 4, with higher scores indicating more self-stigma, and lower scores indicating less self-stigma. These are their findings: (Comp 4 Research—Knowledge and Skills)

Self-stigma scores of Intervention Group		Mean	t (p-
value)	Pretest	2.62	-3.69 (p= .0001)
Post test	2.3	Self-stigma scores of Control Group	Mean
(p-value)	Pretest	2.52	.14 (p = .997)
Post test	2.45	What do these findings mean?	t

- There is a significant reduction in self-stigma scores for the control group.
- There is a significant reduction in self-stigma scores in the intervention group.
- Neither group showed a significant change in self-stigma.
- Both groups showed a significant reduction in self-stigma.



29 Yvonne works at a substance abuse treatment program. She has been asked to conduct an evaluation to determine the effectiveness of the treatment model. She is trying to identify the most important outcome variable.

Which of the following options would be the most appropriate outcome variable? (Comp 4 Research—Knowledge and Skills)

- Client satisfaction
- Level of depression
- Time since last substance use
- Employment

End of Block: Comp 4

Start of Block: Comp 5



30 Which of the following is NOT an example of a social worker engaging in political advocacy for service users? (Comp 5 Policy—Knowledge)

- Providing community members with a listing of service agencies that might assist them in meeting their needs
- Working with legislators to craft a bill that would fill a service gap
- Speaking to an agency board of directors as part of an effort to change a policy that negatively impacts clients
- Writing a press release for a local paper about a growing community need that requires a government response



31 Progressive taxation _____. (Comp 5 Policy—Knowledge)

- collects a larger share of income from people with high incomes than from people with low incomes in the form of taxes
 - was a temporary experiment with the flat tax during the 1930s that has since been discontinued
 - has been supported by traditional conservatives since the colonial period in America
 - was a campaign pledge by Reagan that helped him win the presidency in 1980
-



32 Which of the following is the BEST example of a social worker working in a direct services context bringing a policy practice lens into their work? (Comp 5 Policy—Knowledge)

- A school social worker supports a student who lacks legal immigration status to participate in a legislative lobby day to pass legislation that would allow undocumented high school graduates to pay in-state tuition at public universities
 - A clinical social worker tells their client to vote in the upcoming election
 - When a person of color reports feeling they have been unfairly targeted by local law enforcement, their therapist responds that this is unrelated to their treatment plan and should not be discussed
 - When a youth that is about to transition out of foster care asks their caseworker about their opinion on a pending legislative bill that could provide funding for transitional housing for foster care youth, the caseworker responds that they cannot answer due to professional obligation to remain politically neutral
-



33 In regards to political activity by social workers, which of the following statements MOST ACCURATELY reflects the standards articulated in the NASW Code of Ethics? (Comp 5 Policy—Knowledge)

- Social workers should engage in political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities necessary to meet their basic human needs and develop fully
- Social work is an apolitical field and, as such, social workers should strive for political neutrality as much as possible in their work
- Social workers should recognize the impact of the political arena upon the communities they serve, but should not engage in direct political action
- The extent to which social workers engage in political action should be determined by their supervisors and boards of directors at the individual organizations where they work

End of Block: Comp 5

Start of Block: Comp 6



34 You are the school social worker and a 17 year old student comes to you and says, “I really don’t know what to do! My parents are pushing me to give up the baby, my boyfriend says have an abortion, and my friends say I should keep it. It’s really confusing and nobody seems to know the right answer” Which is the BEST initial response to further engage this student? (Comp 6 Engagement—Skills)

- That sounds really overwhelming. I really appreciate you coming and sharing this with me. Would you like to come in and talk about it?
 - Congratulations. Would you like to come in and talk about it?
 - That sounds really overwhelming, a lot of people have ideas about what you should do. What are you going to do about it?
 - That sounds really overwhelming, I am really glad you came in today. How are you feeling about this baby?
 - That sounds really overwhelming. You are so young to be having a baby. We can talk about different resources that are available to you.
-



35 You are a social worker from an aging services program making an initial home visit with an elderly woman. She is refusing to leave her home to go to the hospital for medical tests that her doctor ordered. According to the referral, she lives alone, has difficulty walking and is incontinent. She says “I am not going anywhere, there is nothing wrong with me. People just want to get rid of me and if I go to the hospital I will never come home” What is the BEST response to further the engagement process? (Comp 6 Engagement—Skills)

- It sounds like it is important for you to stay in your home. Can you tell me more about your concerns about the hospital?
 - It sounds like this is very scary for you, why does your doctor want you to go to the hospital?
 - We want to respect your decision to stay in your home, so let's discuss getting supports in place so you can remain in your home for as long as possible.
 - I understand your concerns, would you mind if I go with you to the doctors appointment, and bring you back home?
-



36 You are a social worker from an aging services program making an initial home visit with an elderly woman. She is refusing to leave her home to go to the hospital for medical tests that her doctor ordered. According to the referral, she lives alone, has difficulty walking, and is incontinent. Prior to going to the home you tune into some of the issues that may impact your engagement with this women. Which of the following is the LEAST important factor to consider in terms of the engagement phase. (Comp 6 Engagement-Cognitive & Affective Processes)

- What kind of test the doctor ordered?
 - My sociocultural identity?
 - Her level of cognition?
 - Her prior history with social workers?
 - My personal beliefs about clients' rights to self determination?
-



37 You have just taken a position in a hospital setting for young children (approximately 2-7 years of age.) You want guidance on how to engage these children in an age appropriate conversation about their illness and needed medical procedures. Which of the following would provide you with a theoretically based approach to do this most effectively? (Comp 6 Engagement—Knowledge and Cognitive & Affective Processes)

Theories of cognitive development

Attachment theory

Crisis theory

Systems theory

Psychosocial theory

Behavior Theories

End of Block: Comp 6

Start of Block: Comp 7



38 Social work assessments of individuals and families look at the individual, the family in the context of the larger community and societal structures. This represents what theoretical perspective? (Comp 7 Assessment—Knowledge)

Resiliency

Strengths

Empowerment

Ecomap

Ecological systems



39 Assessing an individual's readiness for change is critical to developing an intervention plan. Which of these is in the correct sequential order for the stages of change? (Comp 7 Assessment—Knowledge)

- Contemplation, determination, precontemplation, action, and maintenance
 - Precontemplation, determination, contemplation, action, and maintenance
 - Determination, precontemplation, contemplation, action, and maintenance
 - Precontemplation, contemplation, action, determination, and maintenance
 - Precontemplation, contemplation, determination, action, and maintenance
-



40 When assessing an individual who is experiencing a crisis, which of the following is NOT essential to the initial assessment. (Comp 7 Assessment—Knowledge)

- Nature of the crisis
 - Individual's past history of trauma
 - Individual's current level of emotional stability
 - Individual's coping strategies and support systems
 - Individual's current level of danger to self or others
-



41 In completing a biopsychosocial assessment with a 10-year old child, a social worker might also want to expand their understanding of the interaction between the child, the parents and siblings. What theoretical knowledge might be most helpful in supporting this part of the assessment? (Comp 7 Assessment—Knowledge)

- Family systems theory
- Theories of cognitive development
- Attachment theory
- Psychodynamic theory
- Social learning theory

End of Block: Comp 7

Start of Block: Comp 8



42 Regarding empowerment practices to build consumer voice in an organization, which one of these activities is LEAST likely to be an intervention that would expand consumer voice? (Comp 8 Engagement—Skills)

- Staff who run a parenting class ask participants to give them feedback about things they liked about the series of classes, and those elements they recommend improving.
- The Board of Directors of an organization creates a consumer advisory panel to provide advice when asked.
- Before a program starts, staff ask clients they serve to complete a survey about the topics they want covered in a parenting class.
- The evaluator at an organization conducts a pre- and post-assessment of parenting skills to identify the outcomes of the program on clients and their children.



43 Which description BEST describes the skills of one-to one (case) advocacy practice? (Comp 8 Intervention—Skills)

- Identify and educate the client about the structural barriers facing them, advocate on behalf of the client when they are unable to self advocate, coach the client to self advocate, client empowerment to address larger systems of oppression
 - Identify and educate the client about the structural barriers facing them and advocate on behalf of the client.
 - Coach the client to self advocate and client empowerment to address larger systems of oppression
 - Build a strategy to address larger systems of oppression that interfere with the client's quality of life, taking the focus "upstream" to the policy and institutional barriers that create distress.
-

44 In order to be aware of ways in which personal and professional beliefs, values, and social work intervention practices reinforce systems of oppression, social workers are advised to do which of the following: (Comp 8 Intervention—Cognitive & Affective Processes)

- Be critically self-reflective about how power operates in one's own practice and in the organization
 - Build skills to bring these power issues to the attention of the organization
 - Develop capacity to persuade others about the importance of social justice issues
 - All of the above
-



45 You are working with a 1st grade teacher who has been having a difficult time with one of her students. Jill is a 6 year old child who resides in foster care after experiencing neglect as an infant. She is very active, talks without being called on, has a difficult time sitting still, and is easily distractible. The social worker recommends that Jill sit in the front of the room and that the teacher give her frequent positive feedback when she sits quietly and does her work. This is an example of: (Comp 8 Intervention—Skills)

- Cognitive restructuring
- Behavioral reinforcement
- Trauma informed care
- Crisis intervention
- Empathic reflection

End of Block: Comp 8

Start of Block: Comp 9



46 Which of the following would be the BEST way to measure the effectiveness of a treatment group? (Comp 9 Evaluation—Skills)

- Pre- and Post- test to measure change in member symptoms
- Group members say their needs have been met
- Group has completed the assigned curriculum
- Survey at the end of the group to measure client satisfaction



47 Both treatment and task group progress requires ongoing evaluation: (Comp 9 Evaluation—Knowledge)

True

False



48 A social worker is interested in evaluating client satisfaction with a new relapse prevention program. Which of the following would NOT be a method of measuring client satisfaction. (Comp 9 Evaluation—Cognitive & Affective Processes)

Focus group of recent graduates

Client satisfaction survey

Focus group of clients who dropped out of the program

Analysis of the percentage of clients who successfully graduated from the program



49 You are evaluating the effects of family-development services on families' ability to reduce their reliance on the TANF program. What is the most appropriate outcome variable? (Comp 9—Cognitive & Affective Processes)

completion of family preservation training

number of dollars of family support provided in the last month of the program

number of children

number of years in TANF program

End of Block: Comp 9

Clinical Assessment Survey 2018

Start of Block: Student Information

1 Are you a

- Full-time student
 - Part-time student (3 year program)
 - Part-time student (4 year program)
-

2 Identify your primary campus

- Ashland
- Eugene
- Portland

End of Block: Student Information

Start of Block: Set 1

3 You are a social worker in a community-based mental health outpatient program. You are working with an 18 year old youth who reports today they have suicidal thoughts and asks you not to tell anybody.



4 What is the first thing you do in response to this information? (Comp 6 Engagement-Skills)

- Call your supervisor
- Call 911 or the local emergency crisis response team
- Conduct a suicide risk assessment
- Ask the client if there is somebody they can go home with when the meeting is over



5 Based on this scenario which parts of the Code of Ethics may be in conflict (Comp 1 Ethics-Knowledge)

- Client right to self determination vs. Informed Consent
- Client right to self determination vs. Client records
- Privacy and confidentiality vs. Competence
- Client right to self determination vs. Imminent risk to self

End of Block: Set 1

Start of Block: Set 2

6 You are facilitating a group for women who struggle with anxiety disorders. All the women identify as white, except Mary, who identifies as Asian. After the group Mary approaches you and mentions that she is having problems dealing with stress at work and asks for a referral for individual therapy.



7 What is the BEST response to this interaction? (Comp 8 Intervention-Skills)

- Suggest that she find out if her company has an employee assistance program that might support her with the work place stress
- Suggest she bring the topic up in the group next week
- Agree to get some referral information for her.
- Explain to her that since she is in group therapy it is inappropriate for her to seek individual therapy.



8 What issues need to be considered as you reflect on this interaction? (Comp 2 Diversity-Cognitive and Affective Processes)

- Are there ways in which the current group dynamics are marginalizing her?
- How are issues of identity impacting her relationship with you and the group?
- Are there ways in which the group norms and expectations are inconsistent with her cultural beliefs and values?
- All of the above

End of Block: Set 2

Start of Block: Set 3

9 You are completing an intake assessment with Mary a 63yo African American single woman with a diagnosis of chronic schizophrenia, characterized by periods of delusional thinking. Mary was last hospitalized 2 years ago and she has been managing her symptoms well without medication or treatment. She is returning to the clinic asking for help, saying she is anxious, worried and having a hard time concentrating. During this meeting she tells you about the difficulties she is having at work. Her department is being reorganized and she feels like she is being asked to do more work than other people in the department. She says her boss is “demanding and critical” and she feels publicly humiliated by this woman. When asked to elaborate she says the woman is white and “she doesn’t like people like me.”



10 In the engagement phase with Mary, how might you respond to her statement about her boss? (Comp 6 Engagement—Skills)

- “That sounds like an incredibly painful experience, can you talk more about the idea that “she doesn’t like people like me”?”
 - “I wonder if you have thought about other explanations for why she might be treating you this way?”
 - “In addition, to what is going on at work what else is going on in your life?”
 - “I wonder if these feelings are related to your past mental health diagnosis”
-

11 Which aspect/s of oppression and marginalization should you consider as you reflect on her story? (Comp 2 Diversity-Cognitive and Affective Processes)

- Stigma around mental illness
- Racism
- Your identity
- All of the above



12 In addition to her diagnosis of schizophrenia what other diagnoses should you consider as you listen to her story. (Comp 7 Assessment-Knowledge)

- Attention Deficit Disorder
- Trauma and Stressor Related Disorder
- Dissociative Disorder
- Bipolar Disorder

End of Block: Set 3

Start of Block: Set 4

13 You are a social worker who provides an evidence based group treatment in a community mental health organization. You worry that some clients may not fully understand the standard treatment group worksheets.

14 What social work value/s are central to your responsibility to address this? (Comp 3 Human Rights—Values)

- Commitment to address health disparities
- Commitment to equity
- Commitment to address barriers to care
- All of the above



15 Which of the following would be the BEST way to evaluate this concern? (Comp 9 Evaluation-Skills)

- Ask clients in the group setting if they understand the worksheets
- There is no need to evaluate the worksheets since it is an evidence based practice the materials cannot be modified
- Review the worksheets with stakeholders within the community
- Talk to other clinicians in your organization to see what they think about this concern



16 If you decide you can modify the group treatment handouts which of these would be the BEST way to evaluate the impact of these changes? (Comp 9 Evaluation—Skills)

- Focus group of clients who have recently completed the treatment
- Ask other clinicians if they think their clients understand the modified handouts
- Check the completion rates for clients who are enrolled in the group treatment
- Wait and see if you get feedback from clients that they don't understand the handouts

End of Block: Set 4

Start of Block: Set 5



17 According to the NASW Code of Ethics, social workers who provide therapy to families, couples, and groups have the following ethical responsibility around privacy and confidentiality. (Comp 1 Ethics—Knowledge)

- Seek agreement with all parties about each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others
- Explain to all parties that all information will be shared and there is no confidentiality
- Guarantee confidentiality for all individuals
- There is not a separate ethical responsibility around privacy and confidentiality when working with families, couples, or groups



18 You are leaving an agency to work for another local agency. In order to address this situation ethically, you should (Comp 1 Ethics—Skills)

- Not inform your clients in order to avoid causing them stress
- Inform your clients that you are leaving and advise them it would be best for them to transfer their treatment to the new agency so there is no interruption in treatment.
- Inform your clients that you are leaving and explain that you can't tell them where you are going as they have to remain at the current agency
- Inform your clients that you are leaving and explain the differing options for ongoing services and the risks and benefits of the options.

End of Block: Set 5

Start of Block: Set 6

19 You are asked by the clinic psychiatrist asking you to meet with a Vietnamese family whose 20 year old son has recently been diagnosed with schizophrenia. The psychiatrist says the mother is discouraging her son from taking the prescribed medications and he wants you to intervene. The parents speak Vietnamese and their son is bilingual.



20 What TWO ANSWERS would you take initially to respond to this request? Select two answers. (Comp 6 Engagement—Skills)

- Request to meet with the client
 - Recommend that the psychiatrist meet with the client and his mother
 - Request to meet with the client and his family with an interpreter
 - Consult with a person knowledgeable about this community about the meaning of schizophrenia and the use of psychiatric medications
-

21 How does your positionality influence your thinking about this situation? (Comp 2 Diversity-Cognitive and Affective Processes)

- Your social work training about the role of psychopharmacology in mental health treatment
- Your beliefs and values around mental health treatment
- Your relationship with the psychiatrist
- All of the above

End of Block: Set 6

Start of Block: Set 7



22 In order to address mental health disparities social workers need to modify evidence based practices to meet the needs of culturally diverse clients. Which of the following is NOT part of this process? (Comp 3 Human Rights—Skills)

- Solicit input from the community that is being served
 - Evaluate different evidence based practices for their alignment with the values and beliefs of the community
 - Implement an evidence based practice and ask clients whether the practice is culturally relevant
 - Identify cultural factors that may impact mental services
-

23 Which of the following is a major barrier to mental health care access? (Comp 3 Human Rights—Knowledge)

- Lack of mental health providers
- Affordability
- Stigma
- All of the above

End of Block: Set 7

Start of Block: Set 8



24 What is one of the core tenets of evidenced based social work practice? (Comp 4 Research—Knowledge)

- All interventions should be supported by randomized controlled research studies
- Matching the intervention to the client needs and perspective
- All interventions should be supported by the literature in the field
- Any intervention that has theoretical support



25 Evidence-based social work practice can BEST be defined as interventions that are based on (Comp 4 Research—Knowledge)

- What a social worker has been trained in delivering
- What has most cost-effective outcomes
- The professional literature
- The use of research knowledge, clinical expertise, professional values, and client wishes



26 When using an evidence based intervention that is informed by research studies, which of the following is important to consider? (Comp 4 Research—Cognitive and Affective Processes)

- How similar is the research study sample population to the clients you are serving.
- Whether your supervisor has experience with the intervention
- Whether the intervention is billable
- Whether the study participants were paid to participate

End of Block: Set 8

Start of Block: Set 9



27 Which of the following is NOT an example of policy advocacy? (Comp 5 Policy—Knowledge)

- Legislative testimony
 - Agency memo identifying a needed policy change
 - Explaining to a client how they can get around a policy that is a barrier to service
 - Picketing outside the City Council to protest a new policy
-

28 Which Oregon State policy/policies impact social workers working in mental health agencies? (Comp 5 Policy—Knowledge)

- Trauma Informed Services
 - Evidence Based Practices
 - Mandatory Reporting
 - All of the above
-

29 Which law/s are relevant to social workers practicing in mental health and addictions agencies? (Comp 5 Policy—Knowledge)

- American with Disabilities Act
- Alcohol and Drug Abuse Patient Records Privacy Act
- Health Insurance Portability and Accountability Act
- All of the above

End of Block: Set 9

Start of Block: Set 10



30 Which of the following is a dimension to be assessed if using a structural family theory lens? (Comp 7 Assessment—Knowledge)

- Individuation of individuals in the family
 - Subsystems and boundaries
 - Motivation for change
 - The meaning of the problem to the family
-



31 What is the most common professional barrier to optimal functioning of an interdisciplinary team? (Comp 7 Assessment—Knowledge)

- Not enough time to collaborate effectively
- Salary inequities
- Conflicts between the values of different professions
- There aren't any professional barriers to optimum functioning of interdisciplinary teams because all members of the team receive training on interprofessional collaboration

End of Block: Set 10

Start of Block: Set 11



32 Cognitive-behavioral therapy would be the BEST intervention for which of the following:
(Comp 8 Intervention—Knowledge)

- A client who comes to treatment complaining of relationship problems and wants some insight into how their early experiences are impacting their current relationships
 - A client who comes to treatment asking for parenting help and wants to know how to implement a positive reward system so their children will do their chores
 - A client who is in recovery and wants help in identifying thinking errors that contribute to their use of substances
 - A client who comes to treatment complaining of auditory hallucinations
-



33 You are working with a client who has a trauma history and is experiencing severe anxiety and flashbacks in your office. Which of the following would NOT be considered part of a grounding technique? (Comp 8 Intervention—Skills)

- Ask the client to close their eyes and describe the flashback
- Ask the client to open their eyes, look around the room and describe what they see
- Ask the client to put their feet on the ground and their hands on their chair and describe what they feel
- Ask the client to listen to and name the noises they can hear

End of Block: Set 11

Start of Block: Set 12



34 A social worker is interested in evaluating client satisfaction with a new relapse prevention program. Which of the following would NOT be a method of measuring client satisfaction. (Comp 9 Evaluation—Skills)

- Focus group of recent graduates
- Client satisfaction survey
- Focus group of clients who dropped out of the program
- Analysis of the percentage of clients who successfully graduated from the program

End of Block: Set 12

Health Across the Lifespan Assessment Survey 2018

Start of Block: Block 13

1 Are you a

- Full-time student
- Part-time student (3 year program)
- Part-time student (4 year program)

End of Block: Block 13

Start of Block: Default Question Block

2 You are a social worker in a community-based primary care outpatient clinic. You are working with an 18-year-old youth who reports today that they have suicidal thoughts and asks that you not tell anybody.



3 What is the FIRST thing you do in response to this information? (Comp 6 Engagement—Skills)

- Call your supervisor
 - Call 911 or the local emergency crisis response team
 - Conduct a suicide risk assessment
 - Ask the client if there is somebody they can go home with when the meeting is over
-



4 Based on this scenario which parts of the Code of Ethics may be in conflict (Comp 1 Ethics—Knowledge)

- Client right to self determination vs. Informed Consent
- Client right to self determination vs. Client records
- Privacy and confidentiality vs. Competence
- Client right to self determination vs. Imminent risk to self

End of Block: Default Question Block

Start of Block: Block 1

5 You are facilitating a group for women who are struggling with anxiety disorders. All the women identify as white, except Mary, who is Asian. After the group Mary approaches you and mentions that she is having problems dealing with stress at work and asks for a referral for individual therapy.



6 What is the BEST response to this interaction? (Comp 8 Intervention—Skills)

- Suggest that she find out if her company has an employee assistance program that might support her with the work place stress
 - Suggest she bring the topic up in the group next week
 - Agree to get some referral information for her
 - Explain to her that since she is in group therapy it is inappropriate for her to seek individual therapy.
-

7 What is a key factor/s to consider as you reflect on this interaction? (Comp 2 Diversity—Cognitive & Affective Processes)

- Are there ways in which the current group dynamics are marginalizing her?
- How are issues of identity impacting her relationship with you and the group?
- Are there ways in which the group norms and expectations are inconsistent with her cultural beliefs and values?
- All of the above

End of Block: Block 1

Start of Block: Block 2

8 You are a social worker in a health/medical setting and you notice that some clients may not fully understand the instructions given to them when they leave your clinic or are discharged from the hospital.

9 **What social work value/s are central to your responsibility to address this?** (Comp 3 Human Rights—Knowledge)

- Commitment to address health disparities
 - Commitment to equity
 - Commitment to address barriers to care
 - All of the above
-

10 What are some examples of what you could do as a social worker in your health system to evaluate your instruction/discharge materials? (Comp 9 Evaluation—Skills)

- Track data on patients and families that you know struggle with discharge instructions and share aggregate data with supervisors
- Critically review pamphlets and educational materials that are utilized and share them with community members for feedback
- Utilize software to gauge the materials used by your system to see if they meet standards for health literacy
- All of the above



11 If you decide to modify your discharge materials, what methods could be used to evaluate the impact of these changes? (Comp 9 Evaluation-Skills)

- Focus group of patients who have recently been discharged
- Ask the physicians if they think their clients better understand the discharge instructions
- Check the readmission/return rates for recently discharged patients
- Wait and see if you get feedback from patients that they don't understand the discharge materials

End of Block: Block 2

Start of Block: Block 3

12 Mr. and Mrs. Smith live in a rural county. Mr. Smith has been experiencing progressive dementia and has been diagnosed with Alzheimer's disease. Mrs. Smith recently visited the clinic where you are the social worker and her primary care doctor found numerous bruising on her arms and chest. Mrs. Smith states that her husband is confused and has been hitting her but she says he doesn't know what he is doing. The primary care doctor wants Mr. Smith placed in a nursing home. Their daughter Amy lives close by and their two sons, John and Jerry, live with their families in Wyoming. In consulting with the three children, Amy agrees with the doctor, and the two sons state that this situation is exaggerated and that their mother never really understood their father anyway. After

further conversation, Mrs. Smith acknowledges that his behavior may not be related to Mr. Smith's disease.



13 You decide to conduct a family meeting in order to plan the goals of care for both Mr. and Mrs. Smith. Who would you want at this meeting: (Comp 6 Engagement—Knowledge)

- The daughter Amy who lives close by and her parents
 - All family members except Mr. Smith
 - All family members
 - Mr. and Mrs. Smith
-



14 What developmental stages of family life are pertinent in this case: (Comp 7 Assessment—Knowledge)

- Couple in later life
 - Adult children with aging parents
 - Adults raising children
 - All of the above
-

15 **What biases and gendered assumptions may be playing out in this family?** (Comp 2 Diversity—Cognitive & Affective Processes)

- Domestic violence does not happen in the elderly
- Female Mrs. Smith's unwillingness to identify this as domestic violence
- Sons' idea that their mother never understood their father
- All of the above

End of Block: Block 3

Start of Block: Competency 1-Professional and Ethical Behavior



16 **A newly identified process called moral distress has been identified in those who work in medical settings. What statement DOES NOT describe moral distress:** (Comp 1 Ethics—Knowledge)

- It is another form of burnout
 - It is often about the dying, not the death
 - The provider has a sense of the best course of action for the patient but must honor patient decision-making
 - Is endemic to those who work in end of life and palliative care with all age groups
-



17 According to the NASW Code of Ethics, social workers who provide therapy to families, couples, and groups have the following ethical responsibility around privacy and confidentiality: (Comp 1 Ethics—Knowledge)

- Seek agreement with all parties about each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others
- Explain to all parties that all information will be shared and there is no confidentiality
- Guarantee confidentiality for all individuals
- There is not a separate ethical responsibility around privacy and confidentiality when working with families, couples, or groups

End of Block: Competency 1-Professional and Ethical Behavior

Start of Block: Competency 2: Engage Diversity and Difference in Practice

18 You get a referral from the oncology team that a patient refuses radiation treatment for head and neck cancer, a decision that confuses and concerns the team. Mrs. Xiong speaks Vietnamese and is a widow with no children. You know an interpreter has been involved in conveying information about the medical treatment.

19 What steps might you take to respond to the team's concerns? (Comp 2 Diversity—Skills)

- Ask for a meeting with Mrs. Xiong and the interpreter
- Tell the team that Mrs. Xiong is capable of making her own decision concerning treatment
- Consult with a member of Mrs. Xiong's community about the meaning of radiation without revealing information about the patient
- Both a and c

End of Block: Competency 2: Engage Diversity and Difference in Practice

Start of Block: Competency 3 - Advance Human Rights



20 In order to address health disparities social workers need to modify evidence based practices to meet the needs of culturally diverse clients. Which of the following is NOT part of this process? (Comp 3 Human Rights—Skills)

- Solicit input from the community that is being served
 - Evaluate different evidence based practices for their alignment with the values and beliefs of the community
 - Implement an evidence based practice and ask clients whether the practice is culturally relevant
 - Identify cultural factors that may impact mental health services
-



21 You are a social worker in a community-based health agency and staff congregate in the staff room and often use derogatory language to refer to clients. The social worker should initially address this situation in the following manner (Comp 3 Human Rights—Skills)

- Avoid the staff room
- Discuss the situation with individual staff members
- Complain to administration and ask them to do something about the situation
- Leave the agency since it is does not align with the values of the profession

End of Block: Competency 3 - Advance Human Rights

Start of Block: Competency 4: Practice and Research



22 What is one of the core tenets of evidenced based practice? (Comp 4 Research—Knowledge)

- All interventions should be supported by randomized controlled research studies
 - Matching the intervention to the client needs and perspective
 - All interventions should be supported by the literature in the field
 - Any intervention that has theoretical support
-



23 Evidence-based social work practice can BEST be defined as interventions that are based on (Comp 4 Research—Knowledge)

- What a social worker has been trained in delivering
 - What has most cost-effective outcomes
 - The professional literature
 - The use of research knowledge, clinical expertise, professional values, and client wishes
-

24 You are a social worker in a health system that has many clinical trials operating in different phases. If you want to advocate for access to treatments in these clinical trials, which of these would be something to consider: (Comp 4 Research-Cognitive & Affective Processes)

- Develop a collaborative relationship with the health care teams that offer the clinical trials
- Help patients make fully informed decisions about entering a clinical trial by engaging in an assessment of the possible risks and benefits
- Discuss the role of the patient's caretaker if they pursue a clinical trial
- None of the above

End of Block: Competency 4: Practice and Research

Start of Block: Competency 5: Policy Practice



25 Which statement best represents how the POLST form and an advance directive operate? (Comp 5 Policy—Knowledge)

- A POLST form is for everyone over 65 and an advance directive is for those 18-65.
- A POLST form is signed by a physician and an advanced directive is not
- A POLST form is only for the frail elderly and an advanced directive is for any age.
- Both POLST and advance directives are honored by the emergency medical system.



26 All of the below are tenets of Oregon's Death with Dignity Act except: (Comp 5 Policy—Knowledge)

- Must be 18 years of age or older
- Person must be enrolled in hospice
- Two physicians confirm terminal diagnosis
- Person must have capacity



27 Medicare and Medicaid are the two largest public health insurance programs in the United States. Which statement below is NOT true about these two programs: (Comp 5 Policy—Knowledge)

- Medicare is a social insurance and almost everyone pays into it and then receives benefits when eligible
- Medicaid costs are shared by each state and the federal government
- You can become eligible for Medicare right away if you have kidney failure or ALS (amyotrophic lateral sclerosis)
- You cannot be eligible for both Medicare and Medicaid at the same time

End of Block: Competency 5: Policy Practice

Start of Block: Competency 6: Engagement

28 You are a social worker from an aging services program. You have been asked to do a home visit with an elderly woman who is refusing to leave her home to go to the hospital for medical tests recommended by her physician. According to the referral, she lives alone, has difficulty walking, is incontinent, has a history of high blood pressure, and often cannot get to the kitchen to eat. She tells you as you arrive, "I'm not going anywhere, there is nothing wrong with me. People just want to get rid of me and if I go to the hospital, I'll never come back home."



29 **What is the best response to her:** (Comp 6 Engagement—Skills)

- We want to respect your decision to stay in your home, so let's discuss getting supports put into place so that you can stay at home
- I understand your concerns. I can take you to the doctor's office and bring you back home
- This sounds scary for you. Why does your doctor want you to go to the hospital?
- It sounds like it is important for you to stay in your home. Can you tell me more about what might happen if you go to the hospital?

End of Block: Competency 6: Engagement

Start of Block: Competency 7 - Assessment



30 **What is the most common professional barrier to optimal functioning of an interdisciplinary team?** (Comp 7 Assessment—Knowledge)

- Not enough time to collaborate effectively
 - Salary inequities
 - Conflicts between the values of different professions
 - There aren't any barriers to effective functioning of interdisciplinary teams because all members of the team receive training on interprofessional collaboration
-

31 What is the major difference between the medical model and the biopsychosocial model? (Comp 7 Assessment—Knowledge)

- The biopsychosocial is a holistic assessment of the client and the medical model is an assessment that focuses on disease
- The biopsychosocial is developed by social workers and the medical model is developed by physicians
- The biopsychosocial is used only in mental health settings and the medical model is used in medical settings
- All of the above

End of Block: Competency 7 - Assessment

Start of Block: Competency 8 - Intervention



32 The term “non-compliant” is often used for clients who do not follow through with medical directives from a physician. What would be helpful in initially assessing this situation in a health setting: (Comp 8 Intervention—Skills)

- Explore with the patient feelings and emotions around their health condition and the medical directives.
- Tell the patient they may be dismissed from medical care if they do not do what is expected
- Tell the physician the patient has the right to self determination
- Find resources for the patient



33 Ms. P is a 45-year-old woman who has undergone surgery, chemotherapy, and radiation for metastatic cancer and now is paraplegic due to metastases. There are no further treatments available for the cancer or cord compression. When you ask her what the doctors told her about what the future holds, she says, “I hoped that God would take the cancer away. No matter how I prayed the cancer kept growing and now I’m hoping for a miracle.” How would you respond to this? (Comp 8 Intervention—Skill)

- Miracles don’t happen often, that’s why they’re called miracles
- Ask the patient if she thought praying more might help
- Ask what miracle she is hoping for.
- You don’t seem to trust doctors

End of Block: Competency 8 - Intervention

Start of Block: Competency 9 - Evaluation



34 As a social worker in a primary health clinic, you are interested in evaluating client satisfaction with a new relapse prevention program. Which of the following would NOT be a method of measuring client satisfaction. (Comp 9 Evaluation—Skills)

- Focus group of recent graduates
- Client satisfaction survey
- Focus group of clients who dropped out of the program
- Analysis of the percentage of clients who successfully graduated from the program

End of Block: Competency 9 - Evaluation

CYF Assessment Survey 2018

Start of Block: Default Question Block

1 You are facilitating a group for young women who struggle with anxiety disorders. All the women identify as white, except Mary, who is Asian. After the group Mary approaches you and mentions that she is having problems dealing with stress in her relationship with her parents and asks for a referral for individual therapy because “the group doesn’t seem to be helping.” What issues need to be considered as you reflect on this interaction? (Comp 2—Critical Thinking)

- Are there ways in which the current group dynamics are marginalizing her?
- How are issues of identity impacting her relationship with you and the group?
- Are there ways in which the group norms and expectations are inconsistent with her cultural beliefs and values?
- All of the above



2 You are completing an intake assessment with a child and his grandmother Mary, a 63yo African American with a diagnosis of chronic schizophrenia, characterized by periods of delusional thinking. Mary was last hospitalized 2 years ago and she has been managing her symptoms well without medication or treatment. During your meeting to discuss her grandson, Mary tells you about the difficulties she is having at work. Her department is being reorganized and she feels like she is being asked to do more work than other people in the department. She says her boss is “demanding and critical” and she feels publically humiliated. When asked to elaborate, she says the boss is white and “she doesn’t like people like me.” In the engagement phase with Mary, how might you respond to her statement about her boss? (Comp 2 Diversity)

- “That sounds like a painful experience, I’m wondering if you would like to talk more about the idea that your boss ‘doesn’t like people like me?’”
 - “I wonder if you have thought about other explanations for why your boss might be treating you this way?”
 - “I’m sorry to hear about your struggles at work but it would be best if we could focus on your grandson’s needs during this meeting.”
 - “I’m curious if these feelings are related to your past mental health diagnosis.”
-

3 Which aspect/s of oppression and marginalization should you consider as you reflect on her story? (Comp 2 Diversity—Cognitive & Affective Processes)

- Stigma around mental illness
- Racism
- Your identity
- All of the above

End of Block: Default Question Block

Start of Block: Block 1



4 You get a referral from the psychiatrist asking you to meet with a Vietnamese family whose 20 year old son has recently been diagnosed with bipolar disorder. The psychiatrist says the mother is discouraging her son from taking the prescribed medications. The parents speak

Vietnamese and their son is bilingual.

What is the first step might you take to respond to the psychiatrist's concerns? (Comp 6 Engagement—Skills)

- Meet individually with the client to better understand his experience
 - Meet with the client, his family, and an interpreter to discuss the conflict.
 - Tell the team that the client is capable of making his own decisions about medications.
 - Tell the psychiatrist to learn more about the Vietnamese community to better understand their views on mental health and medication.
-



5 You are a social worker who provides an evidence based group treatment in a community mental health organization. You notice that some clients may not fully understand the standard treatment group worksheets.

If you decide to modify the group treatment handouts which of these would be the BEST way to evaluate the impact of these changes? (Comp 9 Evaluation—Skills)

- Focus group of clients who have recently completed the treatment
- Ask other clinicians if they think their clients understand the modified handouts
- Create a poster in the waiting room notifying clients of the changes and provide contact information should they wish to give you feedback
- Wait and see if you get feedback from clients that they don't understand the new handouts

End of Block: Block 1

Start of Block: Block 3



6 You are leaving an agency to work for another local agency. In order to address this situation ethically, you should: (Comp 1 Ethics—Skills)

- Not inform the clients in advance in order to avoid causing them stress.
- Inform your clients that you are leaving and advise them it would be best for them to transfer their treatment to your new agency so there is no interruption in treatment.
- Inform your clients that you are leaving and explain that you can't tell them where you are going as they have to remain at the current agency.
- Inform your clients that you are leaving and explain the differing options for ongoing services and the risks and benefits of the options.



7 During an intake, a client uses derogatory language to refer to individuals from a particular socioeconomic group. This language causes the social worker to become angry. In order to deal with this situation, the social worker should: (Comp 1 Ethics—Skills)

- Explain to the client in a professional manner that this language is inappropriate and upsets the social worker.
- Suggest the client see another therapist at the agency, without explaining the situation.
- Recognize the anger and discuss it later in supervision.
- Explain to the client in a professional manner that this language is unacceptable and ask whether the client wants to see another therapist who might have less opposition to this language being used in treatment.

End of Block: Block 3

Start of Block: Block 4



8 In order to address mental health disparities, social workers need to modify evidence based practices to meet the needs of culturally diverse clients. Which of the following is NOT part of this process? (Comp 3 Human Rights—Skills)

- Solicit input from stakeholders in the community that is being served
 - Evaluate different evidence based practices for their alignment with the values and beliefs of the community
 - Implement an evidence based practice and ask clients to provide you with direct feedback about whether the practice is culturally relevant
 - Identify cultural factors that may impact mental health services and accessibility
-



9 You are a social worker in a community mental health agency and staff congregate in the staff room and often use derogatory language to refer to clients. The social worker should initially address this situation in the following manner (Comp 3 Human Rights—Skills)

- Avoid the staff room
 - Discuss the situation with individual staff members
 - Complain to administration and ask them to do something about the situation
 - Leave the agency since it is does not align with the values of the profession
-

10 Which of the following is a major barrier to mental health care access? (Comp 3 Human Rights—Knowledge)

- Lack of mental health providers
- Affordability
- Stigma
- All of the above

End of Block: Block 4

Start of Block: Block 5



11 Evidence-based social work practice can BEST be defined as interventions that are based on: (Comp 4 Research—Knowledge)

- What a social worker has been trained in delivering
- What has most cost-effective outcomes
- The professional literature
- The use of research knowledge, clinical expertise, professional values, and client wishes



12 When using an evidence based intervention that is informed by research studies, which of the following is important to consider? (Comp 4 Research—Cognitive & Affective Processes)

- How similar is the research study sample population to the clients you are serving
- Whether your supervisor has experience with the intervention
- Whether the intervention is billable
- Whether the study participants were paid to participate

End of Block: Block 5

Start of Block: Block 7

13 Which law/s are relevant to social workers practicing in mental health and addictions agencies? (Comp 5 Policy—Knowledge)

- American with Disabilities Act (ADA)
 - Alcohol and Drug Abuse Patient Records Privacy Act
 - Health Insurance Portability and Accountability Act (HIPAA)
 - All of the above
-



14 Which of the following is NOT an example of policy advocacy? (Comp 5 Policy—Knowledge)

- Legislative testimony
 - Agency memo identifying a needed policy change
 - Explaining to a client how they can get around a policy that is a barrier to service
 - Picketing outside the City Council to protest a new policy
-

15 Which Oregon State policy/policies impact social workers working in mental health agencies? (Comp 5 Policy—Knowledge)

- Trauma Informed Services
- Evidence Based Practices
- Mandatory Reporting
- All of the above

End of Block: Block 7

Start of Block: Block 8

16 Which of the following has been shown to positively impact psychotherapy outcomes, regardless of the therapeutic model ? (Comp 6 Engagement—Knowledge)

- Therapeutic relationship
 - Length of treatment
 - Clear and consistent boundaries
 - All of the above
-



17 When writing a clinical formulation or clinical assessment: (Comp 7 Assessment—Knowledge)

- Cultural influences, such as religion, are not included
 - Presenting problems should be clearly stated and supported with evidence or quotes from the client
 - Former diagnoses are not relevant
 - Strengths and protective factors are included in a separate section and are not part of the formulation
-



18 Which of the following is an example of counter-transference? (Comp 7 Assessment—Values)

- Your client accidentally calls you their “best friend”
- The mother of your client asks you on a date after a particularly emotional family therapy session
- You are continually frustrated with your client for always making you feel like a child.
- You find yourself thinking about your client outside of work hours

End of Block: Block 8

Start of Block: Block 9



19 Cognitive-behavioral therapy would be the BEST intervention for which of the following:
(Comp 8 Intervention—Knowledge)

- A client who comes to treatment complaining of relationship problems and wants some insight into how their early childhood are impacting their current relationships
 - A client who comes to treatment asking for parenting help and wants to know how to implement a positive reward system so their children will do their chores
 - A client who is in recovery and wants help in identifying thinking errors that contribute to their use of substances
 - A client who comes to treatment complaining of auditory hallucinations and is seeking medication
-



20 You are working with a client who has a trauma history and is experiencing severe anxiety and flashbacks in your office. Which of the following would NOT be considered part of a grounding technique? (Comp 8 Intervention—Skills)

- Ask the client to close their eyes and describe the flashback
- Ask the client to open their eyes, look around the room and describe what they see
- Ask the client to put their feet on the ground and their hands on their chair and describe what they feel
- Ask the client to listen to and name the noises they can hear

End of Block: Block 9

Start of Block: Block 10



21 A social worker is interested in evaluating client satisfaction with a new relapse prevention program. Which of the following would NOT be a method of measuring client satisfaction? (Comp 9 Evaluation—Skills)

- Focus group of recent graduates
- Client satisfaction survey
- Focus group of clients who dropped out of the program
- Analysis of the percentage of clients who successfully graduated from the program



22 Which of the following is NOT one of the common factors that has been shown to positively impact psychotherapy outcomes? (Comp 9 Evaluation—Knowledge)

- Detail of case documentation
- Empathy
- Client's previous treatment history
- Therapist confidence

End of Block: Block 10

Start of Block: Block 11

23 You are a social worker at an elementary school and you discover that a child with whom you are working has been moved into a foster home in your neighborhood. You have noticed that the home appears, from the outside, dirty and possibly unsafe (piles of garbage and car parts strewn across the lawn). You haven't had any direct contact with the foster family but have noticed people of varying ages coming into and out of the home, including young men who may or may not live there. You have personal contacts who work for Child Protective Services as well as good friends who are foster parents in a neighboring town.



24 Given your relationship with this child and your concerns about the foster home, what is the first step you should take as a professional social worker? (Comp 1 Ethics-Skills)

- Continue to monitor the foster home by driving by and observing activity to gain more information about what may be going on inside.
 - Contact your friends in the neighboring town and encourage them to open their foster home to this child to ensure that she is safe and protected.
 - After supporting the child during your regular counseling sessions, invite the foster parent in for a family session with the child present.
 - Reach out to your professional contacts at CPS to ask about former allegations or any history of substantiated reports on the foster parents.
-



25 You would like to learn more about the foster family, who else lives there, and their ability to support this child (your client). You know very little about them personally, other than the appearance of their home. What is the BEST way to attempt to form a relationship with the foster family? (Comp 6 Engagement—Skills)

- Send a letter to the home asking for one or both of the parents to meet you at a certain date and time at the school.
 - Ask the child about her perception of her new foster parents, how she feels in their home, and learn about them from her before deciding on an engagement strategy.
 - Call the home and introduce yourself and your role. Provide your work cell phone number and encourage them to reach out at their convenience. Follow up a week later with another call.
 - Offer to drive the child home one day and knock on the door when you drop her off in an effort to have an in person conversation.
-

26 In order to accurately assess the child in her current context, which has changed recently, you need to partner with the natural supports/people that are available to her (for example: caseworker, foster parents, teachers or family friends) (Comp 7 Assessment—Skills)

True

False

End of Block: Block 11

Start of Block: Block 12



27 You are an outpatient mental health therapist providing intensive attachment-focused community based services to children and families. One of your clients, a 6-year-old boy, experienced neglect as an infant, multiple placements during his first three years and was adopted at age 5. At home he is fairly stable with his father but explosive and disorganized with his mother. The family is in the process of adopting a second child but worries about their son's volatility and increased aggression. In order to help improve functioning at home, you recommend the following: (Comp 8 Intervention—Skills)

All meals be cooked and served by the father at the same time each day so that the home environment becomes more predictable.

A psychiatric evaluation be completed to assess for undiagnosed ADHD or oppositional behavior.

The mother engage in "floor time" exercises twice daily for the next month to support increased attachment and activate the pre-frontal cortex.

A sticker chart to positively reinforce good behaviors where the child gets to pick out a toy after 10 stickers are earned.



28 When seeking to understand the internal functioning of an organization, and the strengths and limitations of services provided, it's most important to evaluate: (Comp 4 Research-Knowledge)

- What outside community partners think about the organization.
- The ways that funding and policies shape the organization's values and practices, both directly and indirectly.
- What competing organizations exist in the immediate community.
- How former clients are able to access their clinical records.

End of Block: Block 12

Practice and Leadership with Communities and Organizations Assessment Survey 2018

Start of Block: Default Question Block

1 Are you a

- Full-time student
 - Part-time student (3 year program)
 - Part-time student (4 year program)
-

2 Identify your primary campus

- Online
- Portland

End of Block: Default Question Block

Start of Block: Block 1

3 You are a social worker in a non-profit advocacy organization. It's a member based coalition of other advocacy organizations across multiple states. The work of this organization is informed by the coalition and the communities they collaborate with. A common issue that keeps coming up is access to hygiene (e.g. showers, laundry, bathrooms, etc). In response to community challenges, legislation was created to address a homeless bill of rights. Unfortunately, the legislation failed and legislators asked the supporting organizations for evidence of community requests for hygiene stations. The community coalitions want to draft new legislation with a request for hygiene stations.



4 What is the best way to obtain broad input from the community in an effort to understand their hygiene needs? (Comp 2 Diversity, Comp 3 Human Rights, Comp 4 Research –Knowledge and Cognitive & Affective Processes)

- Survey folks in their community
 - Invite people to a town hall style meeting.
 - Hold a focus group with a few community members.
 - Post a link to an electronic survey in local organizations
-



5 What might be the first step in engaging the community in data gathering? (Comp 2 Diversity, Comp 3 Human Rights, and Comp 6 Engagement—Knowledge)

- Develop a survey and pilot test them with your work team.
- Work with the community to develop questions
- Work with the coalition to develop questions
- Work with the leadership team within the organization to develop the questions

End of Block: Block 1

Start of Block: Block 2

6 Four staff are administering the survey that has been developed. Two of the staff are sitting with folks while asking them the survey questions, while two are huddling together and seem hesitant to approach folks.



7 Identify ways to thoughtfully administer the survey. (Comp 2 Diversity, Comp 5 Policy, and Comp 6 Engagement—Skills and Cognitive & Affective Processes)

Partner staff with community members to engage in outreach and surveys in the community

Pass out paper surveys with pencils and direct people to complete and drop them in a box

Call people over and require them to complete the survey after handing them the clipboard

Offer community members a variety of different ways to engage with the survey that fits their interests and learning needs

8 Prior to completion of the survey, community members should be provided with informed consent documents and give written or verbal consent to complete the survey. (Comp 1 Ethics—Knowledge)

True

False



9 As their supervisor, how might you approach the staff to discuss how their personal values and beliefs impact their practice and engagement with the community members. (Comp 1 Ethics, Comp 5 Policy, and Comp 6 Engagement—Skills and Cognitive & Affective Processes)

Encourage conversation and reflection around thoughtful and intentional engagement.

Confront the staff about their behavior and its impact on the community

Rearrange the four staff



10 After completing survey in the community, what would next step? (Comp 4 Research—Knowledge)

- Analysis of the survey data
- File the surveys away for future reference
- Write up the report
- Send a press release

End of Block: Block 2

Start of Block: Block 3

11 An excerpt from the Hygiene Report (Hawash, et al., 2016): Through in-depth conversations with community members they voiced what is needed as experts in their own lives and experience – here is what they said is needed in a hygiene center: · Open seven days per week, at least 12-14 hours per day (47%, n=260); · Accessible showers and supplies (50%, n=260); · Accessible bathrooms (51%, n=283); · Washer/dryer laundry facilities (82%, n=453); · Storage/locker space (47%, n=255)



12 The excerpt above is an example of: (Comp 2 Diversity, Comp 4 Research—Knowledge) (Select all that apply)

- Increasing the voice, visibility, and influence of community members.
- Using research to inform practice and policy
- Skewing data to fit a need
- Proper evaluation



13 What kind of statistics are used in the above example to share community member needs?
(Comp 4 Research—Knowledge)

- Descriptive
 - Inferential
 - Regression
 - Logic model
-

14 How might you use the free media to share your information and advance your policy initiative? (Comp 5 Policy, Comp 8 Intervention—Knowledge)

- Issue a press release
- Write a letter to the editor
- Monthly newsletter and e-newsletter
- All of the above

End of Block: Block 3

Start of Block: Block 4



15 The first step in completing any type of organizational, community or equity assessment is to:
(Comp 6 Engagement, Comp 7 Assessment—Values and Cognitive & Affective Processes)

- Define need through conversation with various constituents within the organization and/or community
 - Complete Walk About/Environmental Scan tool
 - Survey employees about their job satisfaction
 - Interview the Executive Director about their diversity action plan
-

16 Translating an assessment tool from English to Spanish does not inherently make it culturally relevant. (Comp 3 Human Rights, Comp 7 Assessment—Knowledge)

True

False

17 Including staff who identify as community members engage in and inform the assessment process is an example of striving for cultural relevance (Comp 3 Human Rights, Comp 7 Assessment—Knowledge)

True

False



18 The purpose of an organizational, community or equity assessment is (Select all that apply) (Comp 7 Assessment, Comp 8 Intervention—Values)

To potentially alter programmatic and/or organizational practice(s)

Obtain additional grant funding

To report to the board of directors the successes of the programs

To strive to respond to meet the needs of community members in the best way possible

19 The purpose of program evaluation is (Comp 8 Intervention, Comp 9 Evaluation—Values and Knowledge)

- To potentially alter programmatic and/or organizational practice(s)
- To obtain new or increased funding
- To report to the board of directors the successes of the programs
- All of the above

End of Block: Block 4

Start of Block: Block 5

20 Fiscal scenario: You are in a leadership position at a community based organization focused on the eradication of poverty and strives to practice its mission and philosophy in its daily practice. Through an exploration of the organization's finances, it has been determined that the pay differential between those in leadership positions and front line workers is vast. Front line workers tend to be members of the community the organization serves. The organization has a six month operating reserve; three months is standard practice in the nonprofit industry.



21 To address the disparity in pay differential the leadership team in collaboration with front line workers want to develop an organizational policy to improve transparency and create a equity in compensation. Given the organization's mission and philosophy, choose the most sustainable option below (Comp 1 Ethics, Comp 3 Human Rights, Comp 5 Policy—Values and Cognitive & Affective Processes)

- Reduce compression of wages by increasing the lowest paid workers at a higher percentage and hold steady the wages of the highest paid workers.
 - Develop a plan that will support equity in pay and ultimately increase the lowest paid workers wages across a period of time
 - In order to increase wages the organization may need to reduce program funding and cut services
 - The fund development program should add staff capacity in an effort to increase the organization's revenue
-

22 Last year, the organization received a 12-month \$50,000 grant to provide culturally specific services. Now leadership is moving to eliminate these services due to funding not being renewed and the cost of the services not being incorporated into the annual budget. The staff providing these culturally specific services are going to have their hours reduced. Given the organization's mission and philosophy, select the most appropriate option(s) below: (Comp 1 Ethics, Comp 2 Diversity, and Comp 5 Policy—Knowledge and Skills)

- Draft a request to the board of directors to draw from the organization's operating reserve fund to continue this program for another year and submit a request to the fund development program and organizational leadership to absorb the cost of these services into the annual budget in subsequent years
- Develop a policy to guide ethical considerations around seeking and receipt of grant funding for sustainable programming
- Develop a policy to guide consideration of racial and cultural equity and practices to guide the implementation of services within the organization.
- All of the above

End of Block: Block 5

Start of Block: Block 6

23 What are key reasons to utilize logic models? (Comp 8 Intervention, Comp 9 Evaluation—Knowledge)

- Program development
- Program implementation
- Program evaluation
- All of the above



24 When developing a logic model, you should (Comp 9 Knowledge)

- Focus on the most important activities and outcomes of the program
- Provide full details of all inputs, activities, outputs, activities, and outcomes.
- Connect only one activity to each outcome

25 A logic model can help to control “program drift” to ensure that the services are consistent with the intended purpose. (Comp 8 Intervention—Knowledge)

- True
- False

26 A comprehensive program evaluation includes feedback from community members and staff to ensure that interventions are responsive, respectful and effective. (Comp 9 Evaluation—Value)

- True
- False

End of Block: Block 6

