

2016

SELF-STUDY REPORT TO THE  
COMMISSION ON ACCREDITATION OF  
THE COUNCIL ON SOCIAL WORK EDUCATION  
DOMINICAN UNIVERSITY  
GRADUATE SCHOOL OF SOCIAL WORK

VOLUME I: MSW ACCREDITATION STANDARDS

# TABLE OF CONTENTS

<b>Educational Policy 1.0—Program Mission and Goals</b> .....	<b>3</b>
Accreditation Standard 1.0—Mission and Goals.....	3
<i>Mission of Dominican University</i> .....	3
<i>Mission of the Graduate School of Social Work Program</i> .....	6
<i>Profession’s Mission Reflected in Purpose, Values and Context</i> .....	6
<i>Links between Program Mission, Program Goals</i> .....	10
<b>Educational Policy 2.0—The Social Work Curriculum and Professional Practice</b> .....	<b>13</b>
Accreditation Standard M2.0—Curriculum.....	13
<i>GSSW MSW Program Concentrations</i> .....	13
<i>GSSW MSW Certificate Programs</i> .....	15
<i>GSSW MSW Dual Degree Programs</i> .....	17
<i>Foundational Values and Theoretical Frameworks</i> .....	37
<i>Rationale for Formal Course Design</i> .....	39
<i>Course Descriptions</i> .....	44
<i>Course Sequencing</i> .....	53
<b>Educational Policy 2.1—Field Education</b> .....	<b>91</b>
Accreditation Standard 2.1.....	91
<b>Educational Policy 3.0—Implicit Curriculum: The Learning Environment</b> .....	<b>102</b>
Accreditation Standard 3.1 – Diversity.....	102
Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation.....	106
Accreditation Standard 3.3—Faculty.....	118
Accreditation Standard 3.4—Administrative Structure.....	134
Accreditation Standard 3.5—Resources.....	142
<b>Educational Policy 4.0—Assessment</b> .....	<b>155</b>
Accreditation Standard 4.0—Assessment.....	155
<i>Evaluation Plan: An Overview</i> .....	159
<i>Description of Outcome Measures</i> .....	160
<i>Students’ Self-Efficacy Ratings</i> .....	175
<i>Field Education Evaluations</i> .....	176
<i>Combined Measures</i> .....	177
<i>Globally-Focused, Family-Centered Concentration Competencies</i> .....	177
<i>Military Social Work Concentration</i> .....	178
<i>Students’ Self Efficacy Ratings for the Military Social Work Concentration</i> .....	186
<i>Field Evaluations (Volume III, Appendix D)</i> .....	186
<i>Combined Measures</i> .....	186
<i>Military Social Work Competencies</i> .....	186
<i>Team-Based Learning</i> .....	187
<i>Alumni Professional Development</i> .....	187
<i>Mid Semester Practice Behavior Evaluation</i> .....	188
<i>Implications of the Summative Measures for Program Renewal</i> .....	188

## Educational Policy 1.0—Program Mission and Goals

### **Accreditation Standard 1.0—Mission and Goals**

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

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

Dominican University was founded as a women's college in 1901 at St. Clara College in Sinsinawa, Wisconsin, which is the home of the Sinsinawa Dominican sisters. The university's foundational values of rigorous education, diversity of thought, and a commitment to social justice, continue to guide the university's present course. These values are reinforced through close and dynamic mentoring relationships with students, which enables them to make a positive difference in the world.

In 1922 the college moved to River Forest, Illinois and became known as Rosary College. The college enrollment and programs grew rapidly over the next several decades. Graduate programs were added and the school became co-educational in 1930. The school was re-named Dominican University in 1997 to reflect its stature as a respected, comprehensive and modern Catholic Dominican heritage university. Dominican University remains committed to giving compassionate service and contributing to the creation of a more just and humane world, living out the ideals of the founding Sinsinawa Dominican sisters: Sisters Clara Conway, Ignatia Fitzpatrick, Josephine Cahill, and Rachel Conway, and founding father, Father Samuel Mazzuchelli.

Dominican University's commitment to preparing global citizens through globally focused education is reflected in its early commitment to study abroad programs initiated in 1925. Dominican University has continued to increase its study abroad programs throughout the decades with 18 educational programs on four continents, including in countries such as Italy, London, France, Spain, Ireland, China, Argentina, Ghana, and South Africa. The addition of the MSW program in 2001 increased Dominican University's global focus with its globally focused, family-centered concentration. This includes a commitment to student field placements to locations in all parts of the world including South America, Central America, Mexico, India, Africa, and Europe and short term study abroad courses to Guatemala, El Salvador, and Ecuador.

#### **Mission of Dominican University**

As a Sinsinawa Dominican-sponsored institution, Dominican University prepares students to pursue truth, to give compassionate service and to participate in the creation of a more just and humane world.

The university's mission and the relationship to the university's academic goals is reflected in its most recent 2010 - 2017 Strategic Plan (Volume III, Appendix H) which highlights thematic priorities established in order to achieve academic distinction across all schools and programs of the university, with the ultimate goal of extending Dominican University's local and global reach:

1. Interdisciplinary/Integrative Studies - We will continue to develop learning pathways that help students recognize the interconnectedness of knowledge. We will model our acknowledgment of that interconnectedness by collaborating across intellectual borders in our own work with students and colleagues.
2. Global Citizenship - We will examine issues that affect multiple areas of the world simultaneously. We will encourage some period of time spent studying outside the borders of the United States. We will seek to prepare students to be comfortable in and to play an active and positive role in a multicultural world.
3. Civic Engagement - We seek to encourage students to see themselves as agents in the world and not merely its inhabitants. To this end, we will design programs and partnerships both across campus and with external constituencies that develop opportunities for our students to practice the part of our mission statement that exhorts us to "...give compassionate service and to participate in the creation of a more just and humane world."
4. Research and Scholarship - We will provide avenues for students and faculty to undertake individual and team research, and will encourage collaborative research between faculty and students. We will promote and support the sharing of research and knowledge by faculty and students.

The following figure illustrates the university's graduate professional initiatives designed to increase its statewide, regional and national reputation, and the initiatives' relationship with the university's mission, vision and priorities.

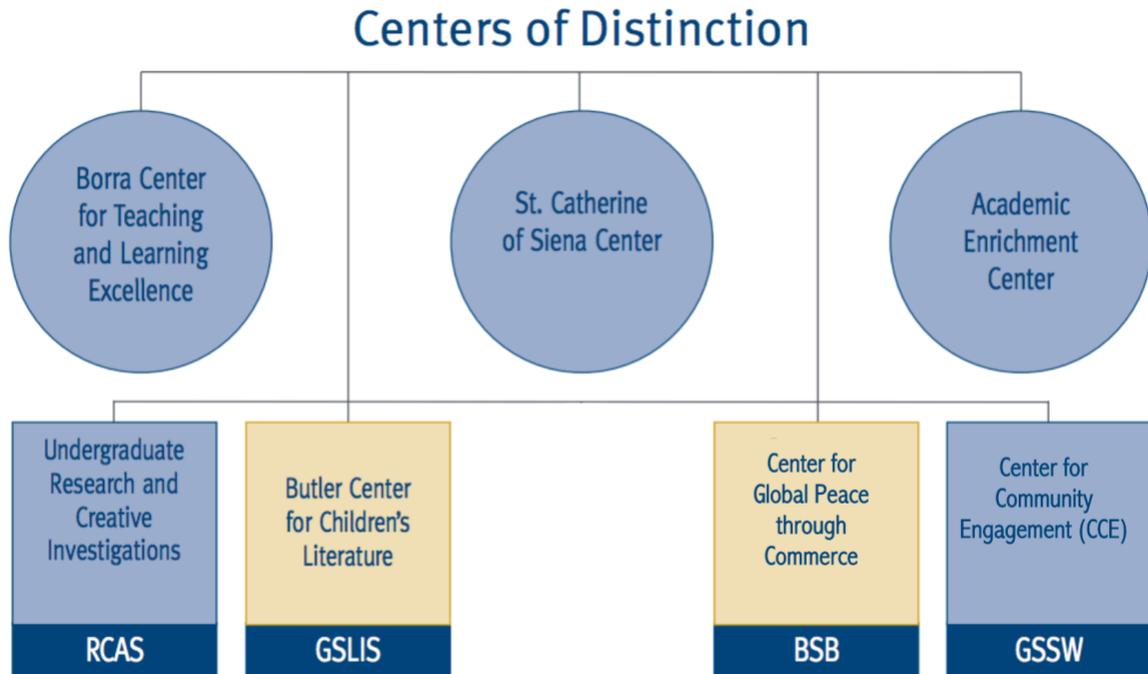
**Figure 1.1 Graduate Professional Initiatives**



**Centers of Distinction**

One way the university achieves academic distinction and extends its reach is through the development of school-based Centers of Distinction that facilitate the creation of linkages between knowledge and real-world engagement. The graphic below illustrates each Center of Distinction and their relationship to the broader university. The GSSW’s center of distinction, the *Center for Community Engagement (CCE)* addresses a pair of needs that concerned faculty and staff have raised in several parallel conversations in recent years, namely, the need to multiply and deepen students' opportunities for experience-driven civic engagement and the need to build sustainable, mutually beneficial relationships with community partners on Chicago's Greater West Side. The CCE will multiply and deepen those student engagement opportunities by lending expertise and resources to faculty and students who wish to engage in new community-based research or social inquiry projects. It will lend depth and substance to the University's local engagement by providing agencies, organizations, and movements for change on Chicago's Greater West Side with a relational platform where they can engage common concerns, identify shared needs and build sustainable projects with one another and the larger DU community

Figure 1.2 Centers of Distinction



### Mission of the Graduate School of Social Work Program

*The Graduate School of Social Work is centered in the Sinsinawa Dominican tradition, which is committed to truth and compassionate service. We prepare professional social workers for globally-focused, family-centered practice to advocate for human rights, and social and economic justice for all persons, including socially excluded populations, that promotes human and community well being.*

The GSSW's mission, solidly rooted in the university mission and Sinsinawa Dominican tradition, is based upon a vision to "be an innovative global leader in social work through inquiry-based education, ethical engagement and commitment to positive social transformation."

### Profession's Mission Reflected in Purpose, Values and Context

According to the CSWE, the purpose of the social work profession is to "promote human and community well-being...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." Further, the social work profession is "guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry." The vision and mission of Dominican University and the GSSW closely mirror the purpose of the social work profession, including a commitment to providing a globally-focused education grounded in a commitment to social and economic justice. The vision and mission of the broader university and the GSSW also reflect a deep and

historic commitment to the enhancement of “the quality of life for all persons” through the advocacy of human rights and the promotion of human and community well-being.

The NASW Code of Ethics (2008) cites the foundational values of the social work profession, which include service, social justice, dignity and worth of the person, the importance of human relationships, integrity, human rights, scientific inquiry, and competence. The International Federation of Social Workers (2012) Statement of Ethical Principles stresses principles of human rights and social justice, defining social work as a profession committed to “social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being.”

The mission of the GSSW’s MSW program reflects these values which are implemented throughout the program through its grounding in the ecological perspective, which posits that individuals are best understood when evaluated within the context of his or her broader social environment; and the strengths-based approach, which recognizes that individuals are by nature social beings, who are resilient and have the potential to grow, self-actualize, and heal, even in the face of crises, and who have a right to their own unique perceptions of themselves and their challenges. These theoretical foundations provide a solid basis upon which the MSW program is based, and serves to inform the program which seeks to educate future practitioners serving the diverse communities within Chicago and its collar counties, as well as practitioners practicing around the globe.

Dominican University’s GSSW is well situated geographically to accomplish this goal with its close proximity to Chicago, a vibrant and diverse city with multiple opportunities for student engagement in different types of communities. Chicago is also a city that experiences challenges common to all major metropolitan areas, such as significant income inequality, racial segregation and deeply-rooted and historic social problems that impact communities, creating deep fissures and fractures within community and family structures. While violent crime in Chicago has declined steadily since 2011, the rate of gang-related gun violence has continued to increase, particularly among its youth population (Pew Research Center, 2014). Staggering violence, often borne out of historic racial, social and economic injustices, coupled with across-the-board cuts in human services and public school budgets has created a situation where social work programs, such as Dominican University’s GSSW are increasingly relied upon to engage with local community agencies for partnership and collaboration on macro and micro levels. Further, Chicago is an immigrant gateway community and is home to thousands of incoming immigrants and refugees on an annual basis. The ongoing impact of globalization has resulted in both the revitalization of local communities through immigration and increased opportunities for cross-border collaboration and partnerships, but the importing of global social problems to the local community has also created challenges for community members attempting to respond to novel and rapidly changing dynamics.

The GSSW has attempted to meet these challenges and embrace these opportunities by strengthening its globally focused and family-centered concentration, where family is defined in its broadest sense, focusing on the nature of families in terms of culture, community, the life cycle and the components and dynamics of family systems. The GSSW curriculum is infused with globally focused content, and these knowledge bases are augmented in the field through the development of reciprocal partnerships with several organizations, on local, national and

international levels. These partnerships involve multi-stranded projects, including research, policy and practice (field), on a local, national, and international level. These partnerships are designed to create linkages between the program (and broader university), faculty, and GSSW students, and community members in order to better serve the local community as well as communities that extend far beyond Chicago, but increasingly impact local realities.

Recent demographic shifts have also influenced the trajectory of the GSSW MSW program as it strives to live its vision of being “an innovative global leader in social work through inquiry-based education, ethical engagement and commitment to positive social transformation.”

According to the 2014 U.S. Census, as of 2013 Illinois had a population of 12,890,552, and Chicago had a population of 2,718,782. The demographic breakdown in Chicago with regard to race reflects high racial diversity compared to the state of Illinois as a whole. For instance, the percentage of Illinois residents who identified themselves as ‘white’ is 71.5%, compared to 45% in Chicago. Those within the state who identified themselves as ‘black’ is 14.5%, compared to 33% in Chicago, and those within the state who identified themselves as ‘Hispanic or Latino’ is 15.8%, compared to 29% in Chicago.

**Table 1.1: State vs. City Demographic Comparison**

	<b>Illinois</b>	<b>Chicago</b>
White	71.5%	45%
Black	14.5%	33%
Hispanic	15.8%	29%

Further, according to a recent report on Illinois, the demographic make-up is changing significantly in Chicago. For instance, while the population of those identifying themselves as ‘white’ experienced a slight decline in Chicago, ‘Hispanic and Latino’ populations grew by 38%, marking the first time in Illinois history when the Latinos rank as the largest ethnic minority group in the state. The ‘black’ population in Chicago is still the largest ethnic group at 32.4% of the population, but it has experienced a significant decrease of over 17% in recent years. And while the Latino population remains the second largest ethnic group in the city, its recent increase has placed it a close second to the black community, at 30% of the population, altering the racial demographics in the city. The growth in the Latino population has occurred in Chicago’s collar counties as well (IGPA, 2014).

As a Hispanic-serving institution (HSI), Dominican University, and the GSSW has responded to these demographic shifts, particularly the sharp increase in the Latino population, in a variety of ways, including increasing its commitment to the Spanish speaking community through a number of collaborative projects. For instance, the GSSW has engaged in a multi-year collaborative, community based research project with Taller de Jose, a social service agency serving the community of Little Village, a predominately Mexican American neighborhood in Southwest Chicago. This project was initiated in 2011 with the goal of conceptualizing the service of "accompaniment" provided by Taller de Jose. This project has led to a long term collaborative relationship between GSSW and Taller de Jose, to not only define the service of accompaniment, but to further link the "Taller de Jose model" of accompaniment to bio-psycho-social outcomes among their Latino clients. This relationship has expanded to include a larger collaborative effort between GSSW, the University of Chicago’s Medical School, and University of Illinois’ School of Public Health. This collaboration has led to continued refinement of the model and future plans to continue to document outcomes of the model. Another example of

how the GSSW's commitment to the Hispanic learning community is its collaboration with the Universidad Anthonoma de Aguascalientes, Mexico, which offers opportunities for faculty and student exchange as well a collaborative research project on the 100 years of migration from Aguascalientes to Chicago.

Other demographic shifts in Chicago and its collar counties include increased poverty, particularly among children, increases in the at-risk veteran population, with noted increases in a range of serious combat-related psychosocial problems, and significant increases in the older adult population, commonly referred to as the *Graying of Chicago*. Information about GSSW concentrations and certifications will be explored more extensively in the subsequent section on explicit curriculum, but it is important to note in this section GSSW's commitment to live out its mission in a meaningful way by meeting the advocacy and service needs of these often excluded and at-risk populations through the consistent monitoring of community dynamics and the responsive and innovative development of new certification programs, such as the post-master's *Certificate in Working with the Military and their Families* (CWMF), and the continued support and development of existing certification programs such as the *Gerontology Graduate Certificate in Aging Care*, and the *Professional Educator License Endorsed in School Social Work Program*. Other program components that continue to develop in response to growing need include the international field placement program.

## References

Dominican University Strategic Plan (2010–2017) (Volume III, Appendix H). Pathways to distinction.

International Federation of Social Workers [IFSW]. (2012). Statement of ethical principles. Available online: <http://ifsw.org/policies/statement-of-ethical-principles/>

Institute of Government and Public Affairs (IGPA). Population change during trying times: Illinois' new demographic reality.

National Association of Social Workers [NASW]. (2008). Code of ethics.

Pew Research Center (2014). Available online: <http://www.pewresearch.org/fact-tank/2014/07/14/despite-recent-shootings-chicago-nowhere-near-u-s-murder-capital/>.

U.S. Census Bureau: State and County Quick Facts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, County Business Patterns, Economic Census, Survey of Business Owners, Building Permits, Census of Governments. Available online: <http://www.census.gov/quickfacts/table/PST045215/00>

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

### **Links between Program Mission, Program Goals**

In 2012 the GSSW faculty made the decision to re-evaluate the MSW program with the 2008 CSWE Educational Policy and Accreditation Standards (EPAS) in mind. Reflecting on CSWE's evolution toward an integrated curriculum design and a competency-based educational approach involving the integration and application of foundational learning and competency practice behaviors, a decision was made to utilize Dee Fink's model of integrated course design to reshape the MSW program. After faculty and key staff members read Dee Fink's book *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*, Dee Fink was invited to the GSSW for an all-day working meeting to assist faculty in developing implicit and explicit curriculum based upon Dee Fink's integrative learning model. This event served as the launching point for the reconceptualization and redesign of the MSW program in accordance with the CSWE reaffirmation process.

While the way in which the Dee Fink model was used to develop the MSW program's explicit curriculum will be explored in the subsequent section, this section explores how this model was utilized to develop program goals derived from the program's mission. The Dee Fink model of integrative learning conceptualizes learning in a contextualized and holistic manner by identifying six significant learning types: 1) foundational learning, 2) application, 3) integration, 4) human dimension, 5) caring, 6) learning how to learn. According to the Dee Fink model, *foundational knowledge* includes all of the content, ideas, and information that an instructor wants students to know at the end of the semester; *application* encompasses critical, creative, and practical thinking, as well as additional skill sets that may be beneficial to students; *integration* includes connecting different ideas that might appear in various disciplines or across the lifespan; the *human dimension* stresses the human factor and gives human significance to learning; *caring* provides the motivation and energy for learning by developing new interests, feelings, and values associated with the course material, and *learning how to learn* provides the ability for long-term learning by teaching students to become self-directed learners.

The table below reflects the GSSW's MSW program goals organized and expressed in relation to Dee Fink's six significant learning types to ensure that the goals are integrated into the program in meaningful ways, as well as how they are derived from the program's mission. The program goals are connected to the program's mission in several key ways. First, several program goals encompass the program's mission to prepare social workers' for professional practice by maintaining a commitment to truth and compassionate service by developing a diverse knowledge-base, while making connections to professional practice. Several program goals also encompass the program's mission to serve excluded populations, particularly "marginalized and disenfranchised persons and communities." The course goals were also developed with the learning types in mind, demonstrating consistency of philosophy in the overall course design. Finally, several program goals emphasize the program's mission to advocate for human rights, and social and economic justice in order to empower clients and client systems, which also relates to the program's mission to promote human and community well-being.

**Table 1.2: Links between Program Mission, Program Goals and Significant Learning Types**

<b>GSSW Program Mission</b>		
<p>The Graduate School of Social Work is centered in the Sinsinawa Dominican tradition, which is committed to truth and compassionate service. We prepare professional social workers for globally-focused, family-centered practice to advocate for human rights, and social and economic justice for all persons including socially excluded populations that promotes human and community well being.</p>		
<b>Link to Mission</b>	<b>MSW Program Goal</b>	<b>Significant Learning Type</b>
... committed to truth and compassionate service.	1. To develop social work practitioners who understand social work knowledge, values, and skills to enhance all levels of client systems.	Foundational Knowledge
... advocate for human rights, and social and economic justice for all persons including socially excluded populations...	2. To prepare professional social work practitioners to engage in culturally sensitive practice that encourages active community participation in advancing social and economic justice.	Application
...prepare professional social workers for globally-focused, family-centered practice...	3. To prepare social work practitioners to integrate multidisciplinary bodies of knowledge and skills into their practice in order to empower clients.	Integration
.... promote human and community well being.	4. To develop social work practitioners who incorporate reflective practices to enhance understanding of self and others within their diverse context.	Human Dimension

### GSSW Program Mission

The Graduate School of Social Work is centered in the Sinsinawa Dominican tradition, which is committed to truth and compassionate service. We prepare professional social workers for globally-focused, family-centered practice to advocate for human rights, and social and economic justice for all persons including socially excluded populations that promotes human and community well being.

Link to Mission	MSW Program Goal	Significant Learning Type
<p>...prepare professional social workers ... for all persons including socially excluded populations...</p>	<p>5. Prepare social work practitioners who embrace core social work values and ethics in service of all people with particular attention to marginalized and disenfranchised persons and communities.</p>	<p>Caring</p>
<p>We prepare professional social workers for globally-focused, family-centered practice to advocate for human rights, and social and economic justice for all persons including socially excluded populations that promotes human and community well being.</p>	<p>6. To prepare social workers that are life long learners committed to the growth of their own professional knowledge base, ongoing professional development, and self-growth.</p>	<p>Learning How to Learn</p>

## Educational Policy 2.0—The Social Work Curriculum and Professional Practice

### Accreditation Standard M2.0—Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration.

#### *M2.0.1: The program identifies its concentrations*

The GSSW offers two concentrations: *Globally-Focused/Family-Centered*, and *Military Social Work*; two certificates: *Gerontology* and *Social Work in Schools*; and two dual degree programs: MSW/Master of Business Administration, and MSW/Master of Library and Information Science.

#### **GSSW MSW Program Concentrations**

***Globally-Focused/Family Centered-Concentration:*** The GSSW primary concentration is globally-focused and family-centered, which offers the students an opportunity to become better prepared to be change agents in an increasingly globalized world, where the family, inclusively defined, serves as a basic unit of society and thus warrants special attention. Today’s social workers must develop knowledge, values and skills appropriate to relevant multicultural practice in large part due to challenges and opportunities associated with globalization, which include changing patterns in global conflict and migration patterns, increasingly unstable economic markets, and other dynamics that have increased vulnerability for many, but particularly among historically disenfranchised and marginalized groups (Eberly, 2013). Social workers in the 21<sup>st</sup> century must be prepared to become effective leaders in confronting social problems on a micro, mezzo and macro level. It is clear that social problems increasingly transgress social, cultural and political borders, blurring the line between ‘domestic’ and ‘international’ social work. Social workers who remain in their local communities need to be prepared to address the local realities of global dynamics, also called glocalization (the globalization of local issues) (Hong & Song, 2010).

The GSSW has responded to this need for increased global competence among social workers by being one of the first MSW programs in the nation to develop field placements in local, national and overseas locations that focus on global dynamics, as well as infuse globalized content across the curriculum. While the global content is continuously updated to reflect changing global dynamics and the social work disciplines understanding of these dynamics, generally the GSSW’s approach to the infusion of global and globalization into the social work curriculum and selected field work is consistent with the consensus of the literature on “global mindedness” (Healy, 2002; Rotabi, Gammonley, Gamble & Weil, 2007, p. 179). Additionally, the curriculum and selected field experiences reflect global connectedness (Healy, 2002), including the nature and impact of “multiple and interacting world systems,” and an increased understanding of the “complexities and human costs and benefits of a globalized and interdependent world with

rapidly changing social, technological, and economic systems” (Rotabi, Gammonley, Gamble & Weil, 2007, p. 167).

The family-centered component of this concentration reflects relatively recent recognition within the international community of the essential role played by all families’ unit in the effective functioning of society, including the range of socio-political and economic stressors increasingly impacting families worldwide, particularly those families that have been marginalized through various political and social structures (UN, 2014; Williamson, 2011). Complex and interactive forces, such as the globalization of economic markets and communication technologies, have had a disproportionate effect on families, influenced by range demographic and regional variables. Social workers are on the front lines helping to strengthen families in overcoming poverty, balancing work-family responsibilities, and strengthening intergenerational bonds (Kaplinsky, 2013; United Nations, 2014). The recognition of the importance of international family bonds is also reflected in the GSSW’s commitment to gero-infusion throughout the curriculum.

The intersection between “globally-focused” and “family-centered” is centered in the international community’s growing awareness of the role families in all segments of society play in the development of civil society and other forms of development (United Nations, 2014). The GSSW defines “family” broadly and inclusively, in a manner consistent with the United Nation’s conceptualization of *family* as small social units that “express the diversity of individual preferences and societal conditions” (United Nations, 2014). This concentration reflects the GSSW’s commitment to training social workers to work effectively with individuals, families and communities, particularly those reflecting a range of diversities. Thus, in addition to including specific courses, within the required curriculum, that focus on practice, policy, human behavior and the social environment, and research, the GSSW curriculum is infused with content reflecting a commitment to the family within a community context, on a local and global level. This focus is particularly important, even if GSSW graduates do not work abroad, in light of Chicago’s global nature as both a historic and contemporary gateway community.

***Concentration in Working with the Military and their Families (WMF):*** There has been a dramatic increase in mental health disorders among the 21.2 million veterans, and 3.6 million active duty and reserves military personnel in the United States, including depressive disorders, anxiety and post-traumatic stress disorder (PTSD) (Schoenbaum et al, 2014). Suicide rates among military personnel who had deployed to Iraq and Afghanistan doubled between 2004 through 2009, and nearly tripled among military personnel who were not deployed (Schoenbaum et al, 2014). In fact, in 2012 the number of military suicides outpaced the number of soldiers killed in combat (Briggs, 2013). Parallel to this increase in suicides and suicidal behaviors (suicide attempts and suicidal ideation has been an increase in correlated mental health problems, such as alcohol abuse and drug addiction (Ressler & Schoemaker, 2014).

Military social workers engage with a wide range of individuals and families associated with the armed forces, including members of the armed forces (combat and noncombat) and their family members, veterans, and members of federal disaster relief efforts and humanitarian missions (CSWE, 2010). The GSSW is responding to the need for military social workers by training social workers to work in direct practice providing psychosocial support and intervention with military personnel and their family members coping with trauma, suicide, unemployment,

homelessness, reintegration, interfamily violence, traumatic brain injury and/or physical disabilities. Students are also prepared to work with armed services and veteran's organizations in administration, community practice, policy practice and advocacy.

This concentration is unique in that it offers intense, personalized training with convenient, online course work—all taught by qualified faculty and military experts. The curriculum meets the standards as set forth in the NASW's *Standards for Social Work Practice with Service Members, Veterans and their Families*, through an initial experiential face-to-face three-day educationally-based 'boot camp,' focusing on military culture and a curriculum that includes a unique dual instruction format facilitated by faculty members specializing in military social work, as well as faculty who are military community members. The competency-based curriculum also includes four, 8-week online courses that introduce students to a range of innovative therapeutic practices used within the military population. Students are also provided with advocacy and networking opportunities with veteran organizations. The concentration culminates with a four week blended course combining military knowledge with a creation of an employment plan or program development options and a three-day integrated intensive colloquium integrating knowledge and skills.

### **GSSW MSW Certificate Programs**

***Gerontology Graduate Certificate in Aging Care:*** Currently there are approximately 45 million people over the age of 65 living in the United States, but that number is expected to double by the year 2050, growing to more than 88 million older adults 65-years and older (Ortman & Velkoff, 2014). Additionally, the 2014 U.S. Census Bureau projects that the population of those aged 85 and older will increase from 5.8 million in 2009 to approximately 20 million by the year 2050 (Ortman & Velkoff, 2014). To place this expanded growth of the U.S. older adult population into historical context, in 1900 the over-65 population in the United States was approximately 3 million. By 2050 this population is expected to reach almost 90 million, experiencing a 3000% increase. This dramatic increase in the older adult population will bring unprecedented demand for social workers to be trained in working with an aging population that is increasingly racially and ethnically diverse. The projected growth of the older adult population in the Chicago metropolitan area is similar to the rest of the country, but the demographic make-up of the older adult population in the metropolitan and suburban areas demonstrates the increasing diversity of this vulnerable population.

Gerontology is the inter-disciplinary study of the biological, physical, psychological, sociological, spiritual and economic aspects of aging. The Gerontology Graduate Certificate in Aging Care program at Dominican University addresses the need for professionally trained social workers to meet the demands of the older adult population. This option is offered to current MSW students at the concentration level concurrently with the globally focused family centered concentration. If a student already has an MSW, they may be admitted to the program as an extern to the Gerontology Graduate Certificate Program.

The GSSW trains social workers to become skilled clinicians and advocates engaging in practice on micro, mezzo, and macro levels to bring about positive and lasting change that will improve the quality of life for older adults. Dominican University's Graduate School of Social Work is

among the first social work programs to infuse its foundational curriculum with gerontology content, to implement a rotation model in field for students with an internship in aging and is one of 16 accredited social work programs in the United States to be awarded a gerontology specialization grant by the Council of Social Work Education (CSWE) to implement the gerontology certificate program to prepare professionals needed to address the concerns, challenges and complex needs of aging adults.

The GSSW meets the educational standards set forth by the CSWE Gero-Ed Center by ensuring that all GSSW students develop gerontological competencies at the generalist level through the intentional infusion of gero-content in the seven foundational courses (not including field practicum courses). Students pursuing a certificate in gerontology develop competencies in specialized gerontological practice behaviors at the advanced level.

***Professional Educator License Endorsed in School Social Work Certificate:*** School social workers serve an important function within the public school system, particularly in urban school environments. The Chicago metropolitan area student population reflects diverse characteristics that influence learning. Characteristics such as ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, as well as differences with regard to experiences, viewpoints, backgrounds and life experiences can enrich school environments, but can also create barriers to optimal social and academic functioning. School social workers can assist students and school personnel by providing much-needed psychosocial services designed to meet the complex needs of students at risk of experiencing academic challenges. Chicago has experienced significant fiscal challenges in the last several years, impacting social service agencies providing mental health services to school-aged children and their families, increasing the importance of school-based social work services, since for many students, public schools are the only organizations providing assistance to students and families in need.

Consistent with the mission of Dominican University, the graduate level social work program pursues to educate students for service to individuals, families, groups, communities and the profession. Dominican's GSSW offers a certification program for Professional Educators Endorsed in School Social Work, which is designed to not only prepare students but also challenge them to reach their full potential as school social workers. This certification is intended to assist qualified individuals to receive the endorsement needed for social work positions in Illinois public schools K-12. This program prepares prospective social workers to respond to the dynamics of school social work and meet the needs of the schools, students and communities being served. The structure of our program accepts applicants that are either currently enrolled in the MSW program or have already earned an MSW from another accredited CSWE program. The MSW degree currently requires students to complete 60 semester hours of course work. The Professional Educator's License Endorsed in School Social Work requires passing the Test of Academic Proficiency (TAP), two specific electives, and two field practicums, with the concentration year practicum in a public school setting, supervised by a Professional Educator License Endorsed in Social Work.

***Certificate in Working with the Military and their Families (CWMF):*** is a post-master's certificate available to any professional with an advanced degree in the fields of mental or

medical health. The program offers intense, personalized training with convenient, online course work—all taught by top faculty and military experts.

The certificate entails a 2-day intensive "boot camp" near Great Lakes Naval Base, where students are introduced to military culture, customs and issues. The program concludes with a final 3-day colloquium integrating knowledge and skills.

The Military Certificate Curriculum Provides:

- An introduction with an experiential 2-day 'boot camp' of military culture (Located near Great Lakes Naval Base)
- Each course includes a unique dual instruction format from faculty members specializing in military social work and military community members
- Four, 9-week, online courses integrating innovative therapeutic practices with military population
- Advocacy and networking opportunities with veteran organizations
- Ending with a four week blended course combining military knowledge with a creation of an employment plan or program development options and a 3-day integrated intensive with graduation

On completion, students will identify as professionals capable of working with the military, with critical competencies and skills:

- Apply knowledge of human behavior and the social environment to service members, veterans and families
- Advocate for social and economic equanimity, well-being and appropriate service delivery for members of the military
- Have the skills to engage, assess, intervene and evaluate individuals, groups, families, communities and organizations that work with members of the military and families
- Be prepared to deliver military-competent services, develop military programming for your agency and open your career to access new employment opportunities with military members or veterans.

### **GSSW MSW Dual Degree Programs**

#### ***Master of Social Work (MSW)/Master of Business Administration (MBA) Degree Program:***

Dominican University recognizes that an individual who possesses the skills and knowledge of both a social worker and a business professional is exceptionally well prepared to lead an organization, whether a non-profit, for-profit or governmental organization. To accommodate students who want to attain this level of professional preparation, the GSSW and the Brennan School of Business have developed a dual degree program that allows students to complete both an MSW and MBA in a shortened period of time. The program consists of 93 credit hours and typically takes three years of full time study to complete.

**Master of Social Work (MSW)/Master of Science of Library and Information Science (MLIS) Degree Program:** The GSSW and Graduate School of Library and Information Science offer a combined program leading to two degrees, the Master of Social Work (MSW) and the Master of Library and Information Science (MLIS). This program provides strong training for those interested in exploring the growing convergence of information management in social services or the expanding role of libraries in providing social services. There are a total of 78 semester hours required for these two degrees (a minimum of 48 semester hours in the School of Social Work and a minimum of 30 semester hours in the Graduate School of Library and Information Science).

**Bachelor of Arts (BA)/Master of Social Work (MSW) Degree Program:** Dominican University's BA/MSW is an accelerated educational option to earn an undergraduate degree in sociology, criminology or psychology and a Master of Social Work GSSW developed this program in partnership with faculty and staff from Rosary College of Arts and Sciences in order to provide accelerated pathways into the social work profession for Dominican University's diverse undergraduate student population

Sociology, criminology or psychology undergraduates interested in becoming a social worker have the option of applying for the combined Dominican BA/MSW program to complete both degrees in five years. Interested students apply for admission during their sophomore year of study and receive a conditional admittance to the Graduate School of social work. Sociology/criminology/psychology majors take classes in the Graduate School of Social Work during their junior year (SWK 513 SWK 514, SWK 553) and their senior year (SWK510/550, SWK511/551, and SWK 640). Students also receive credit for SWK 512 through their undergraduate research course. These courses count toward the major and toward the 124 hours needed for the undergraduate degree, and are applied to the master's degree in social work. In their senior year, students "re-apply" to the MSW program and are fully accepted as advanced standing students.

## References

Briggs, B. (2013). Military suicide rate hit record high in 2012. NBC News.

Council on Social Work Education [CSWE]. CSWE Releases Advanced Military Social Work Practice Guidelines [Press Release]. Available online <http://www.cswe.org/News/PressRoom/PressReleaseArchives/42459.aspx>.

Ortolan, J.M., Velkoff, V.A. & Hogan, H. (2014, May). An Aging Nation: The Older Population in the United States Population Estimates and Projections Current Population Reports. 2014 U.S. Census. Report P25-1140. <http://www.census.gov/prod/2014pubs/p25-1140.pdf>.

Eberly, D. (2013). *The rise of global civil society: Building communities and nations from the bottom up*. Encounter Books.

Hong, P. Y. P., & Song, I. H. (2010). Glocalization of social work practice: Global and local responses to globalization. *International Social Work*, 53(5), 656-670.

- Kaplinsky, R. (2013). *Globalization, poverty and inequality: between a rock and a hard place*. John Wiley & Sons.
- Passel, J.S. & Cohn, D. U.S. Population Projections: 2005–2050. *Pew Research Center: Social & Demographic Trends*.
- Ressler, K. J., & Schoomaker, E. B. (2014). Commentary on “The Army Study to Assess Risk and Resilience in Service members (Army STARRS)”: Army STARRS: A Framingham-Like Study of Psychological Health Risk Factors in Soldiers. *Psychiatry*, 77(2), 120-129.
- Smith Rotabi, K., Gammonley, D., Gamble, D. N., & Weil, M. O. (2007). Integrating globalization into the social work curriculum. *J. Soc. & Soc. Welfare*, 34, 165.
- Schoenbaum, M., Kessler, R. C., Gilman, S. E., Colpe, L. J., Heeringa, S. G., Stein, M. B., ... & Cox, K. L. (2014). Predictors of Suicide and Accident Death in the Army Study to Assess Risk and Resilience in Service members (Army STARRS): Results from the Army Study to Assess Risk and Resilience in Service members (Army STARRS). *JAMA psychiatry*.
- United Nations. (2014). Twentieth anniversary of the international year of the family. Family Social Policy and Development Division. Available online at <http://undesadspd.org/Family/InternationalObservances/TwentiethAnniversaryofIYF2014.aspx>.
- Department of Veterans Affairs, U.S., (2014). Veterans population: National Center for Veterans Analysis and Statistics. Available online [http://www.va.gov/vetdata/Veteran\\_Population.asp](http://www.va.gov/vetdata/Veteran_Population.asp).
- Williamson, J. G. (2011). *Trade and poverty: when the Third World fell behind*. Cambridge, MA: Mit Press.

***M2.0.2: The program discusses how its mission and goals are consistent with advanced practice***

The MSW program mission and goals are consistent with advanced practice, (which builds upon the foundational practice behaviors), the EPAS competencies, and the advanced practice behaviors adopted for each concentration and certificate. The alignment between the mission and goals and advanced practice is presented in the table contained in section M2.03.

GSSW adopted a unique approach to program and curriculum design based on the contention that it was highly congruent and complementary with the mission and goals of the program, as well as the advanced practice behaviors, due to the integrative nature of programmatic and course design, and the material being presented in ways that would create significant learning experiences (see M2.0.5 for further exploration of the connection between the program's mission and goals, course learning goals, and course structure and teaching strategies, with the advanced practice behaviors).

### ***M2.0.3: The program identifies its program competencies***

The GSSW has adopted the core competencies developed by CSWE in the 2008 EPAS. These competencies provide a solid foundation for the preparation of MSW students at the foundation and advanced levels of practice, with additional advanced practice behaviors

The table below highlights the connection between the GSSW MSW program goals and the 2008 EPAS core competencies. The GSSW program goals were carefully crafted to reflect Dee Fink’s significant learning types. The program goals were also developed in a way that purposefully and proactively reflects the integration of the core competencies across several program goals to ensure that they are reinforced in a range of ways.

**Table 2.1: GSSW MSW Program Goals and the 2008 EPAS Core Competencies**

GSSW Program Goal	EPAS Competencies
<p><i>Foundational Knowledge</i> MSW Program Goal 1: To develop social work practitioners who understand social work knowledge, values, and skills to enhance all levels of client systems</p>	<p>EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly</p> <p>EP 2.1.2 Apply social work ethical principles to guide professional practice.</p> <p>EP 2.1.9 Respond to contexts that shape practice</p>
<p><i>Application</i> MSW Program Goal 2: To prepare professional social work practitioners to engage in culturally sensitive practice that encourages active community participation in advancing social and economic justice</p>	<p>EP 2.1.4 Engage diversity and difference in practice</p> <p>EP 2.1.5 Advance human rights and social and economic justice</p> <p>EP 2.1.6 Engage in research-informed practice and practice informed research</p> <p>EP 2.1.7 Apply knowledge of human behavior and the social environment</p> <p>EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</p>
<p><i>Integration</i> MSW Program Goal 3: To prepare social work practitioners to integrate multidisciplinary bodies of knowledge and skills into their practice in order to empower clients</p>	<p>EP 2.1.6 Engage in research-informed practice and practice informed research</p> <p>EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</p> <p>EP 2.1.10 (a)-(d) Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities</p>

GSSW Program Goal	EPAS Competencies
<p><i>Human Dimension</i>  MSW Program Goal 4: To develop social work practitioners who incorporate reflective practices to enhance understanding of self and others within their diverse context</p>	<p>EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly</p> <p>EP 2.1.3 Apply critical thinking to inform and communicate professional judgments</p> <p>EP 2.1.6 Engage in research-informed practice and practice informed research</p>
<p><i>Caring</i>  MSW Program Goal 5: Prepare social work practitioners who embrace core social work values and ethics in service of all people with particular attention to marginalized and disenfranchised persons and communities</p>	<p>EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly</p> <p>EP 2.1.2 Apply social work ethical principles to guide professional practice.</p> <p>EP 2.1.4 Engage diversity and difference in practice</p>
<p><i>Learning How to Learn</i>  MSW Program Goal 6: To prepare social workers who are life long learners committed to the growth of their own professional knowledge base, ongoing professional development, and self-growth</p>	<p>EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly</p> <p>EP 2.1.3 Apply critical thinking to inform and communicate professional judgments</p> <p>EP 2.1.9 Respond to contexts that shape practice</p>

***M2.0.4: The program provides an operational definition for each of the competencies used in its curriculum design and its assessment***

The operational definitions of the ten core competencies for the foundation MSW courses are the practice behaviors identified in the 2008 EPAS. GSSW faculty curriculum committees developed the advanced practice behaviors associated with the Globally Focused and Family-Centered concentration. For the *Gerontology Graduate Certificate in Aging Care*, the GSSW has adopted CSWE's Advanced Gero Social Work Knowledge and Practice Behaviors. For the Military concentration, the GSSW has adopted the CSWE's Advanced Military Practice Behaviors.

There are two outcome measures associated with each practice behavior: students' self-efficacy ratings and instructor rating of students' field performance. Additionally, each practice behavior is measured multiple times across the curriculum through a variety of assignments or field evaluations (Volume III, Appendix D) in selected courses. The linkages between competencies, practice behaviors, courses and measures are reflected in Table AS2.2 and are fully explored in section M2.0.6.

**Table 2.2: MSW Competencies and Practice Behaviors**

<p><b>Competency 2.1.1—Identify as a professional social worker and conduct one self accordingly.</b></p> <p>Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.</p>			
<p><b>Practice Behaviors 2.1.1</b></p>			
<p><b>Foundation Curriculum Practice Behaviors</b></p>	<p><b>Advanced Curriculum</b></p>		
	<p><b>Globally-Focused and Family-Centered Advanced Practice Behaviors</b></p>	<p><b>Military Concentration Advanced Practice Behaviors</b></p>	<p><b>Gerontology Graduate Certificate in Aging Care</b></p>
<p>a. Advocate for client access to needed resources</p> <p>b. Practice self-reflection to make changes that assure continual professional development</p> <p>c. Attend to professional roles, responsibilities, relationships, and boundaries</p> <p>d. Demonstrate respect for clients and colleagues through appropriate professional behavior, appearance, and communication</p> <p>e. Identify resources for engaging in career-long learning</p> <p>f. Use supervision and consultation</p>	<p>a. Critiques and analyzes interventions, program implementation, and policy formulation processes to ensure that individual and community voices most often missing will be heard</p> <p>b. Collaborates with other professionals and disciplines in developing problem solving strategies consistent with the mission and values of social work</p>	<p>a. Demonstrate a professional demeanor that reflects awareness of and respect for military and veteran cultures; and</p> <p>b. Recognize boundary and integration issues between military and veteran cultures and social work values and ethics</p>	<p>a. Assess and address values and biases regarding aging and</p> <p>b. Understand the perspective and values of social work in relation to working effectively with other disciplines in geriatric interdisciplinary practice</p>

**Competency 2.1.2 —Apply social work ethical principles to guide professional practice.**

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

**Practice Behaviors 2.1.2**

<b>Foundation Curriculum Practice Behaviors</b>	<b>Advanced Curriculum</b>		
	<b>Globally-Focused and Family-Centered Advanced Practice Behaviors</b>	<b>Military Concentration Advanced Practice Behaviors</b>	<b>Gerontology Graduate Certificate in Aging Care Practice Behaviors</b>
<ul style="list-style-type: none"> <li>a. Recognize and manage personal values in a way that allows professional values to guide practice;</li> <li>b. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;</li> <li>c. Tolerate ambiguity in resolving ethical conflicts;</li> <li>d. Apply strategies of ethical reasoning to arrive at principled decisions</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrate an advanced understanding of ethical principles and incorporates them into action to advance human rights, social justice and well-being</li> <li>b. Integrate current research and evolving standards into ethical professional practice in decision-making</li> </ul>	<ul style="list-style-type: none"> <li>a. Employ strategies of ethical reasoning in an environment that may have policy and value conflicts with social work service delivery, personal values, and professional ethics;</li> <li>b. Identify the military culture’s emphasis on mission readiness, support of service, honor, and cohesion and how these influence social work service delivery at the micro, mezzo, and macro levels;</li> <li>c. Recognize and manage appropriate professional boundaries within the military and veteran context</li> </ul>	<ul style="list-style-type: none"> <li>a. Apply ethical principles to decisions on behalf of all older clients with special attention to those who have limited decisional capacity</li> <li>b. Assess “self in relation” to motivate themselves and others toward mutual, meaningful achievement of a focused goal or committed standard of practice</li> </ul>

**Competency 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

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

**Practice Behaviors 2.1.3**

<b>Foundation Curriculum Practice Behaviors</b>	<b>Advanced Curriculum</b>		
	<b>Globally-Focused and Family-Centered Advanced Practice Behaviors</b>	<b>Military Concentration Advanced Practice Behaviors</b>	<b>Gerontology Graduate Certificate in Aging Care</b>
<ul style="list-style-type: none"> <li>a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom, and clients’ lived experience</li> <li>b. Analyze models of assessment, prevention, intervention, and evaluation</li> <li>c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</li> </ul>	<ul style="list-style-type: none"> <li>a. Critically evaluates the strengths and limitations of multiple practice perspectives, theories, and models as they apply to practice with individuals, families, and communities in a global context.</li> <li>b. Differentially selects and implement strategies for engagement, assessment and intervention utilizing evidence based processes and principles with an awareness social, historical and cultural context</li> </ul>	<ul style="list-style-type: none"> <li>a. Analyze the unique relationships among the client, the family, the military, and various veterans’ organizations;</li> <li>b. Use professional judgment to meet the needs of all involved clients;</li> <li>c. Analyze appropriate models of assessment, prevention, intervention, and evaluation within the context of military social work;</li> <li>d. Use appropriate practice models with service members, veterans, their families, and their communities;</li> <li>e. Demonstrate effective oral and written communication using established DoD/VA professional standards and practices</li> </ul>	<ul style="list-style-type: none"> <li>a. Relate concepts and theories of aging to social work practice (e.g., cohorts, normal aging, and life course perspective)</li> <li>b. Communicate to public audiences and policy makers through multiple media, including writing synthesis reports and legislative statements and orally presenting the mission and outcomes of the services of an organization or for diverse client groups</li> </ul>

**Competency 2.1.4—Engage diversity and difference in practice.**

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

**Practice Behaviors 2.1.4**

<b>Foundation Curriculum Practice Behaviors</b>	<b>Advanced Curriculum</b>		
	<b>Globally-Focused and Family-Centered Advanced Practice Behaviors</b>	<b>Military Concentration Advanced Practice Behaviors</b>	<b>Gerontology Graduate Certificate in Aging Care Practice Behaviors</b>
<p>e. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p> <p>f. Gain self-awareness to minimize the influence of personal biases and values in working with diverse groups</p> <p>g. Recognize and communicate their understanding of the importance of difference and intersectionality in shaping life experiences</p> <p>h. View themselves as learners and engage those with whom they work as resources for information</p>	<p>a. Utilize social work practice that is grounded in principles of inclusion, collaboration, and participation and is reflective of diversity and difference.</p> <p>b. Continue to learn about, recognize, understand, communicate, and work to change the structural and social injustice that impacts the realities for different people, families and communities with whom they work as informants and partners</p>	<p>a. Manage potential conflicts between diverse identities within and among individuals and the military and veterans’ organizations;</p> <p>b. Manage potential conflicts between personal feelings/expression and collective/institutional responsibility;</p> <p>c. Recognize the potential risk and protective factors among diverse populations and communities that may be the result of military service;</p> <p>d. Communicate with a culturally responsive approach that includes service members with varying statuses such as active duty/retired, guard/reserves, and combat/garrison</p>	<p>a. Respect diversity among older adult clients, families, and professionals (e.g., class, race, ethnicity, gender, and sexual orientation)</p> <p>b. Address the cultural, spiritual, and ethnic values and beliefs of older adults and families</p>

**Competency 2.1.5—Advance human rights and social and economic justice.**

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

**Practice Behaviors 2.1.5**

<b>Foundation Curriculum Practice Behaviors</b>	<b>Advanced Curriculum</b>		
	<b>Globally-Focused and Family-Centered Advanced Practice Behaviors</b>	<b>Military Concentration Advanced Practice Behaviors</b>	<b>Gerontology Graduate Certificate in Aging Care Practice Behaviors</b>
<ul style="list-style-type: none"> <li>a. Understand the forms and mechanisms of oppression and discrimination</li> <li>b. Advocate for human rights and social and economic justice; and</li> <li>c. Engage in practices that advance social and economic justice</li> </ul>	<ul style="list-style-type: none"> <li>a. Apply a human rights framework in understanding the effect of poverty, marginalization and oppression on, individual, family, and community well-being</li> <li>b. Understand how the effects of local and global institutional and economic power and policies reinforce systemic oppression and works to change and advocates in partnership with families and communities</li> </ul>	<ul style="list-style-type: none"> <li>a. Identify and analyze conflictual responses and potential consequences to conflicts between basic human rights and military life and duty experience;</li> <li>b. Advocate at multiple levels for service parity and reduction of service disparities for the diverse service member populations;</li> <li>c. Identify the needs of military and veteran individuals, families, and communities to civilian providers and workplace management;</li> <li>d. Teach skills to promote self-sufficiency, self-advocacy, and empowerment within the context of practice and culture</li> </ul>	<ul style="list-style-type: none"> <li>a. Respect and promote older adult clients’ right to dignity and self-determination and assess and</li> <li>b. Address any negative impacts of social and health care policies on practice with historically disadvantaged populations</li> </ul>

**Competency 2.1.6—Engage in research-informed practice and practice-informed research.**

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

**Practice Behavior 2.1.6**

<b>Foundation Competencies and Practice Behaviors</b>	<b>Advanced Curriculum</b>		
	<b>Globally-Focused and Family-Centered Advanced Competencies and Practice Behaviors</b>	<b>Military Concentration Advanced Practice Behaviors</b>	<b>Gerontology Graduate Certificate in Aging Care Practice Behaviors</b>
<ul style="list-style-type: none"> <li>a. Use practice experience to inform scientific inquiry;</li> <li>b. Use research evidence to inform practice</li> </ul>	<ul style="list-style-type: none"> <li>a. Apply quantitative, qualitative, and mixed method research methodologies to evaluate practice effectiveness and/or outcomes.</li> <li>b. Utilize principles of community based participatory research to engage and collaborate with families, organizations and communities locally and globally</li> </ul>	<ul style="list-style-type: none"> <li>a. Locate, evaluate, and analyze current research literature related to military social work;</li> <li>b. Evaluate research to practice with service members, veterans, families, and their communities;</li> <li>c. Analyze models of assessment, prevention, intervention, and evaluation within the context of military social work;</li> <li>d. Apply different literature and evidence-informed and evidence-based practices in the provision of services across the DoD/VA continuum of care and services</li> </ul>	<ul style="list-style-type: none"> <li>a. Evaluate the effectiveness of practice and programs in achieving intended outcomes for older adults</li> <li>b. Promote the use of research (including evidence-based practice) to evaluate and enhance the effectiveness of social work practice and aging related service</li> </ul>

**Competency 2.1.7—Apply knowledge of human behavior and the social environment.**

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

**Practice Behaviors 2.1.7**

<b>Foundation Practice Behaviors</b>	<b>Advanced Curriculum</b>		
	<b>Globally-Focused and Family-Centered Advanced Practice Behaviors</b>	<b>Military Concentration Advanced Practice Behaviors</b>	<b>Gerontology Graduate Certificate in Aging Care Practice Behaviors</b>
<p>a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;</p> <p>b. Critique and apply knowledge to understand person and environment</p>	<p>a. Assess and identify strengths and challenges and develops globally informed interventions to increase community capacity to support individual and family function and well-being.</p> <p>b. Apply assessment, understanding, and integration of different theoretical approaches based on biopsychosocial influences with diverse populations</p>	<p>a. Recognize and assess social support systems and socioeconomic resources specific to service members, veterans, their families, and their communities;</p> <p>b. Recognize the impact of military transitions and stressful life events throughout the family’s life course;</p> <p>c. Identify issues related to losses, stressors, changes, and transitions over their life cycle in designing interventions;</p> <p>d. Demonstrate the ability to critically appraise the impact of the social environment on the overall well-being of service members, veterans, their families, and their communities</p>	<p>a. Relate social work perspectives and related theories to practice with older adults</p> <p>b. Identify issues related to losses, changes, and transitions over their life cycle in designing interventions</p>

<p><b>Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b></p> <p>Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</p>			
<p><b>Practice Behaviors 2.1.8</b></p>			
<p><b>Foundation Competencies and Practice Behaviors</b></p>	<p><b>Advanced Curriculum</b></p>		
	<p><b>Globally-Focused and Family-Centered Advanced Competencies and Practice Behaviors</b></p>	<p><b>Military Concentration Advanced Practice Behaviors</b></p>	<p><b>Gerontology Graduate Certificate in Aging Care Practice Behaviors</b></p>
<p>a. Analyze, formulate, and advocate for policies that advance social wellbeing; b. Collaborate with colleagues and clients for effective policy action</p>	<p>a. Engage in education, negotiation, and mediation to influence policies that support the social and economic equity of individuals, families, and communities. b. Analyze research as it relates to policy and inequities within social systems and collaborates with individuals, families and communities to affect policy change</p>	<p>a. Communicate effectively with various veterans’ service organizations to provide effective social work services and accurate benefits, entitlements, and services information to clients, their family members, and their communities; b. Apply knowledge of the Uniform Code of Military Justice; c. Use social policy analysis as a basis for action and advocacy with the chain of command and within federal agencies; d. Respond to civilian and governmental inquiries (e.g., congressional inquiry)</p>	<p>a. Adapt organizational policies, procedures, and resources to facilitate the provision of services to diverse older adults and their family caregivers b. Manage individual (personal) and multi-stakeholder (interpersonal) processes at the community, interagency, and intra-agency levels to inspire and leverage power and resources to optimize services for older adults</p>

**Competency 2.1.9—Respond to contexts that shape practice.**

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

**Practice Behaviors 2.1.9**

<b>Foundation Competencies and Practice Behaviors</b>	<b>Advanced Curriculum</b>		
	<b>Globally-Focused and Family-Centered Advanced Competencies and Practice Behaviors</b>	<b>Military Concentration Advanced Practice Behaviors</b>	<b>Gerontology Graduate Certificate in Aging Care Practice Behaviors</b>
<p>a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;</p> <p>b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</p>	<p>a. Change identified oppressive elements of gender, racial, and economic bias to improve social, economic, political, and environmental well-being</p> <p>b. Work with a dynamic understanding of the culture of organizations, communities, and societies and how the context impacts service delivery</p>	<p>a. Assess service systems’ history, trends, and innovations in social work practice with service members, veterans, their families, and/or their communities;</p> <p>b. Apply knowledge of practice within the military context to the development of evaluations, prevention plans, and treatment strategies;</p> <p>c. Use information technologies and organizational analysis techniques for outreach, planning multiyear projections, for service delivery to service members and the veteran populations as well as to their families and their communities</p>	<p>a. Create a shared organizational mission, vision, values, and policies responding to ever-changing service systems to promote coordinated optimal services for older persons</p> <p>b. Advocate and organize with service providers, community organizations, policy makers, and the public to meet the needs of a growing aging population</p>

**Competency 2.1.10 (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

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

<b>Practice Behaviors 2.1.10 (a-d)</b>			
<b>Foundation Competencies and Practice Behaviors</b>	<b>Advanced Curriculum</b>		
	<b>Globally-Focused and Family-Centered Advanced Competencies and Practice Behaviors</b>	<b>Military Concentration Advanced Practice Behaviors</b>	<b>Gerontology Graduate Certificate in Aging Care Practice Behaviors</b>
<b>Engage with individuals, families, groups, organizations, and communities</b>			
<ul style="list-style-type: none"> <li>a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</li> <li>b. Use empathy and other interpersonal skills</li> <li>c. Develop a mutually agreed-on focus of work and desired outcomes</li> </ul>	<ul style="list-style-type: none"> <li>a. Continue professional development to engage individual, families, and communities in strengths-based, relational, and collaborative practice in an adaptive and responsive way</li> </ul>	<ul style="list-style-type: none"> <li>a. Recognize the unique issues and culture presented by the service member, veteran, and/or family member client;</li> <li>b. Establish a culturally responsive therapeutic relationship that addresses the unique issues associated with confidentiality and reporting requirements within a military context;</li> <li>c. Explain the nature, limits, rights, and responsibilities of the client who seeks services;</li> <li>d. Explain the stigma, risks, and benefits of seeking or not seeking services;</li> <li>e. Engage with military leadership, the unit, veteran service organizations, and/or family members;</li> </ul>	<ul style="list-style-type: none"> <li>a. Use empathy and sensitive interviewing skills to engage older clients in identifying their strengths and problems</li> <li>b. establish rapport and maintain effective working relationships with older adults and family members</li> </ul>

<b>Practice Behaviors 2.1.10 (a-d)</b>			
<b>Foundation Competencies and Practice Behaviors</b>	<b>Advanced Curriculum</b>		
	<b>Globally-Focused and Family-Centered Advanced Competencies and Practice Behaviors</b>	<b>Military Concentration Advanced Practice Behaviors</b>	<b>Gerontology Graduate Certificate in Aging Care Practice Behaviors</b>
		<ul style="list-style-type: none"> <li>f. Demonstrate a knowledge base related to risk and protective factors associated with deployment, military service, and other aspects of life and role transitions that service members and veterans experience;</li> <li>g. Demonstrate knowledge related to health and mental health illnesses, injuries, and outcomes for service members, veterans, their families, and their communities</li> </ul>	
<b>Assess with individuals, families, groups, organizations, and communities</b>			
<ul style="list-style-type: none"> <li>a. Collect, organize, and interpret pertinent information at multiple system levels</li> <li>b. Assess client strengths and challenges</li> <li>c. Develop mutually agreed-on intervention goals and objectives</li> <li>d. Select appropriate intervention strategies with individuals, families, groups, organizations, and communities</li> </ul>	<ul style="list-style-type: none"> <li>a. Collaborates with individuals, families and community to assess factors that may include political, economic, and cultural influences and embedded racial and gender intolerance to better interpret existing structural barriers and supports when planning strategies to solve problems</li> <li>b. Assesses the impact of spirituality and faith traditions as a historical and cultural influence for individuals, families, groups, and</li> </ul>	<ul style="list-style-type: none"> <li>a. Select and modify appropriate multisystemic intervention strategies based on continuous clinical assessment of military or veteran issues;</li> <li>b. Use differential and multiaxial diagnoses that take into consideration signature injuries as well as other military related illnesses and injuries;</li> <li>c. Use empathy, cultural responsiveness, and other interpersonal skills in completing an assessment;</li> </ul>	<ul style="list-style-type: none"> <li>a. Conduct a comprehensive geriatric assessment (biopsychosocial evaluation)</li> <li>b. Administer and interpret standardized assessment and diagnostic tools that</li> </ul>

<b>Practice Behaviors 2.1.10 (a-d)</b>			
<b>Foundation Competencies and Practice Behaviors</b>	<b>Advanced Curriculum</b>		
	<b>Globally-Focused and Family-Centered Advanced Competencies and Practice Behaviors</b>	<b>Military Concentration Advanced Practice Behaviors</b>	<b>Gerontology Graduate Certificate in Aging Care Practice Behaviors</b>
	communities' well-being	d. Assess coping strategies to reinforce and improve adaptation to life situations and transitions while also emphasizing ways of coping with readjustment from military to civilian life	
<b>Intervene with individuals, families, groups, organizations, and communities</b>			
<ul style="list-style-type: none"> <li>a. Initiate actions to achieve organizational goals while attending to professional values and ethics</li> <li>b. Implement prevention interventions that enhance client capacities</li> <li>c. Partner with clients in the process of finding solutions</li> <li>d. Negotiate, mediate, and advocate for clients from empowerment perspectives.</li> <li>e. Facilitate transitions and endings</li> </ul>	<ul style="list-style-type: none"> <li>a. Negotiates, mediates and advocates in partnership with families while promoting cultural awareness and sensitivity.</li> <li>b. Determines and implements various sources of evidence and knowledge, such as evidence-based practice, theoretical knowledge, client values and preferences, organizational practice, cultural understanding and professional expertise, to best meet individual, family, community identified needs</li> </ul>	<p>Advanced Social Work Practice in Military Social Work</p> <ul style="list-style-type: none"> <li>a. Use a range of appropriate clinical and preventive interventions for various injuries, diagnoses, and psychosocial concerns identified in the assessment, including crisis intervention and advocacy strategies as needed;</li> <li>b. Engage clients in ongoing monitoring and evaluation of practice processes and outcomes;</li> <li>c. Demonstrate the capacity to reflect on one's own responses (i.e., affect and world views) that influence the progress in and the completion of treatment</li> </ul>	<p>Advanced practitioners in gero</p> <ul style="list-style-type: none"> <li>a. Use group interventions with older adults and their families (e.g., bereavement groups, reminiscence groups)</li> <li>b. Provide social work case management to link elders and their families to resources and services</li> </ul>

<b>Practice Behaviors 2.1.10 (a-d)</b>			
<b>Foundation Competencies and Practice Behaviors</b>	<b>Advanced Curriculum</b>		
	<b>Globally-Focused and Family-Centered Advanced Competencies and Practice Behaviors</b>	<b>Military Concentration Advanced Practice Behaviors</b>	<b>Gerontology Graduate Certificate in Aging Care Practice Behaviors</b>
<b>Evaluate with individuals, families, groups, organizations, and communities</b>			
a. Critically analyze, monitor, and evaluate interventions in partnership with clients	a. Critically analyzes evaluation data and make conclusions about engagement, assessment and intervention plans. b. Communicates evaluation results to clients and agencies to inform program changes and interventions	a. Use clinical and program evaluation of the process and/or outcomes to develop best practice interventions and programs for a range of biopsychosocial spiritual conditions b. Evaluate their own practice to determine the effectiveness of the applied intervention on military/veteran issues	a. Develop clear, timely, and appropriate service plans with measurable objectives for older adults b. Reevaluate and adjust service plans for older adults on a continuing basis

***M2.0.5: The program provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field***

**Foundational Values and Theoretical Frameworks**

The GSSW offers a two-year full-time program, a three-year part-time program, a one-year advanced standing program, and a two-year advanced standing program on two campuses — our main campus in River Forest, Illinois, a near west suburb of Chicago, and our satellite campus at the University Center of Lake County, in Grayslake, Illinois, a far northeastern county of Illinois.

The theoretical underpinnings of the GSSW reflect the program’s mission, vision and program goals, as well as the foundational values of the social work profession, of service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence. The curriculum design is also driven by the demand for social workers in the Chicagoland and surrounding areas, to serve the unique needs of an increasingly diverse population. The foundation and advanced curriculum are organized into the following content areas: practice, HBSE, policy, research, and field education, the latter of which serves as the signature pedagogy.

The primary theories that the GSSW program is based on include the *Strengths Perspective*, *Ecological Systems Theory*, the *Cultural Competence Perspective*, and the *Empowerment Approach*. The foundation curriculum focuses more on foundational theories and concepts, and the advanced (concentration) curriculum focuses more on the application of theory and concepts to practice situations.

Each of these theories, while distinct, are overlapping in the sense that each uses an empowerment lens when evaluating systemic forces within society that often create barriers to optimal functioning for certain segments of the population. Such barriers are often experienced on an intergenerational basis by historically disenfranchised and marginalized populations, and result in a range of social problems, including poverty; violence; oppression; and prejudice and discrimination based on race, age, gender, sexual orientation and gender expression, religion, nationality, ableism and other forms of “other-ness.” For instance, the *Strengths Perspective* assumes that all clients (individuals, groups, families, organizations and communities), regardless of their level of functioning have strengths and when these strengths are identified and supported (rather than over-focusing on deficits), clients will be able to more effectively overcome challenges and barriers (Saleeby, 2002). *Ecological Systems Theory* conceptualizes client and client systems (individuals, groups, families, organizations and communities) as systems with dynamically interactive subsystems that are mutually influential and reciprocal. By viewing and evaluating clients within the context of their environments, social workers can recognize and identify a wide range of influencing factors, as well as better understand the transactional relationship between clients and the environments within which they operate. This approach helps social workers avoid pathologizing clients, blaming them solely for their struggles, when often social forces are either directly causing barriers to optimal functioning (e.g., racial oppression), or are powerful influences contributing to a client’s maladaptive functioning (Bronfenbrenner, 2009; Meyer, 1988).

The *Cultural Competence Perspective* (also referred to as cultural awareness, ethnic-awareness and more recently as transnational competence) recognizes the importance of social workers' ongoing and evolving awareness of the range of cultural expression with regard to beliefs, values, traditions, norms and social mores, as well as the historic and contemporary disparate treatment of those from cultures other than Americans from European descent. Culturally competent social work practice recognizes and values cultural distinctions and differences (Lum, 1999). Initially, the focus of cultural competence was on ethnic culture — including the range of ways that racial oppression and discrimination manifest within society (and within targeted populations), but in recent years, the focus of cultural competent practice has expanded to include other forms of difference that have also been subject to dominance, oppression and various forms of injustice within society. This broadened definition is captured in the NASW (2001) definition of cultural competence:

The process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, *and other diversity factors* in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each [emphasis added] (p. 11).

The *Empowerment Approach* recognizes the importance of empowering oppressed clients, advocating for their increased power within society, as well as acknowledging the importance of social workers assisting clients and client systems to develop skills so they can proactively engage in self-advocacy thus leading to increased empowerment within all aspects of their lives (Gutierrez, Parsons, & Cox, 1998; Lee, 2013).

The GSSW program curriculum is situated within these theoretical frameworks reflecting the high value placed on educating social workers to recognize and support the inherent strengths within all clients and client systems, the dynamic and reciprocal nature of social systems, the value of a range of human expressions, and the importance of empowering clients to become more proactive in their lives and positions in society. This is important not only because these theoretical frameworks are foundational to the social work profession, but also because of the cultural make-up of the geographical region where the GSSW is located. Chicago is a metropolitan area known for its history of cultural diversity, as well as diversity with regard to race and ethnicity, migration status and national origin, age, sexual orientation and gender expression, religious affiliation and faith expression, and socio-economic status. Chicago is an international city and a migration gateway community, having served as a receiving city for much of its history, for immigrants from all over the world. But Chicago is also known for its history of exploitation, oppression, racial divisiveness and segregation, violence, and poverty. Thus, it is vitally important that the GSSW train its student population to serve a diverse population with diverse experiences and diverse human expressions in a manner that reflects social work's commitment to cultural awareness, humility, and sensitivity.

Awareness of oppression and social injustice is a significant aspect of Dominican University's emphasis on global citizenship and the creation of a just and humane world. Furthermore, as social workers, it is necessary to understand how experiences of racial oppression and privilege shape the human experience as well as our political and social institutions. At the GSSW, students will experience curriculum content on the range of human diversity integrated into

nearly every course. In addition, students must take one or more courses from a list of approved advanced diversity electives. Because racial stratification is a significant feature of society, the GSSW requires that students take advanced courses in diversity emphasizing race and ethnicity. However, because human beings form identities based on multiple group memberships, these course will advance the concept of intersectionality—specifically, how gender, sexual orientation, ability status, immigration status, and social class shape the experience of race. The diversity content infused across the curriculum is intended to provide students with an analytical framework and historical context to understand human behavior and political processes.

## **Rationale for Formal Course Design**

### ***Dee Fink's Integrative Course Design and Team-Based Learning***

The 2008 EPAS provided the GSSW with an opportunity to comprehensively and holistically evaluate the MSW program. The 2008 EPAS reflects a shift toward competency-based education — an outcome performance approach to curriculum design with the goal of demonstrating the integration and application of the CSWE competencies and practice behaviors with individuals, families, groups, organizations and communities. In response to this shift in paradigm, the GSSW faculty and staff embarked on an extended journey to explore novel and creative ways to situate and present our curriculum. We reached out to several curriculum experts who came to our university and provided workshops for our faculty, expanding our horizons and allowing us to think creatively about the way in which our program and curriculum were theoretically situated and presented.

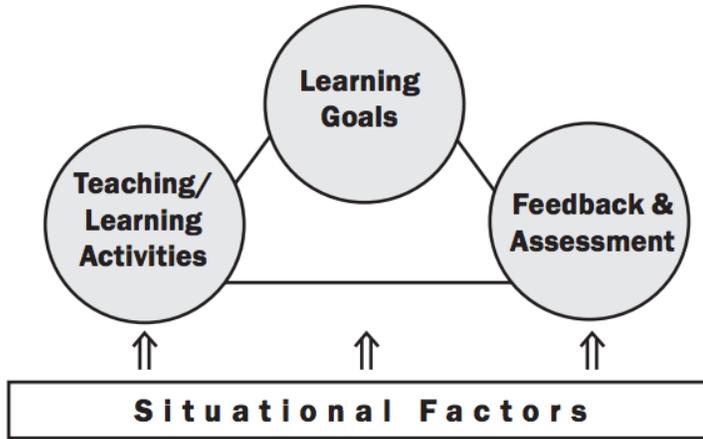
As a part of this exploratory journey, the GSSW's CSWE committee members determined that a desired underlying theory of our foundational and advanced curriculum redesign would be based on the integrative learning model, which is highly complementary to the 2008 EPAS' outcome-based approach. Integrative learning models facilitate better understanding of concepts and issues contextually by providing opportunities to connect skills and knowledge from multiple sources and experiences through the application of theory to practice in various settings, using diverse (and at times even contradictory) points of view.

Ultimately, the GSSW adopted Dee Fink's integrated course design as the model for the redesigning of the required foundation and advanced courses (with the exception of the military concentration, since at the time this program was offered solely online). Fink's model is based on the contention that in order for learning to occur, learners must change in some manner. Fink posits that students learn best and have the greatest likelihood of experiencing lasting change when new information becomes meaningful to them, which is best accomplished when material is contextualized and presented in a way that creates what Fink refers to as *significant learning experiences*.

Fink recommends beginning the process of course and curriculum design with a situational analysis, identifying factors that may impact (and limit) the learning process (e.g., nature of the subject, context of the learning situation, characteristics of the learners and teachers). With the identified situational factors in mind, educators then determine what it is they want students to learn (learning goals), how feedback and assessments will be structured and facilitated, and what

educators and students need to do in order to achieve the learning goals. These key components are then integrated in a way that facilitates significant learning experiences (see Figure AS2.1).

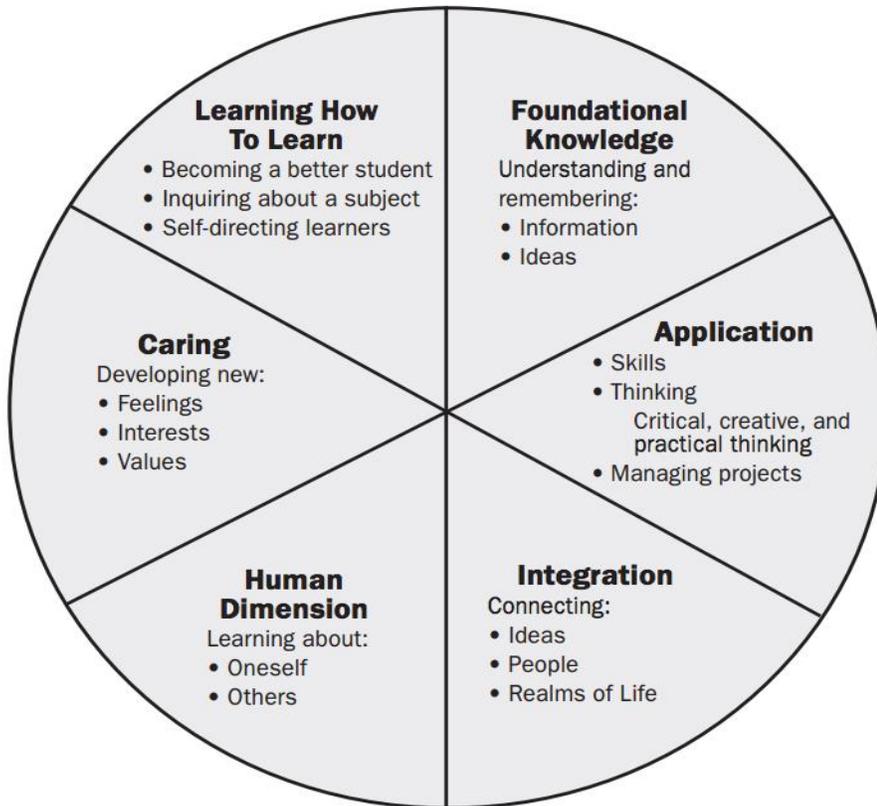
**Figure 2.1: A Model of Interactive Course Design**



©Copyright 2003 by John Wiley & Sons, Inc. Adapted with permission from John Wiley & Sons from *Creating Significant Learning Experiences* by L. Dee Fink.

Fink's model illustrates the nature of significant learning in a new *Taxonomy of Significant Learning* (an alternative to Bloom's taxonomy), which includes six kinds of significant learning: 1) *Foundational Knowledge*, 2) *Application*, 3) *Integration*, 4) *Human Dimension*, 5) *Caring*, and 6) *Learning How to Learn*. *Foundational Knowledge* refers to the learning of basic knowledge, such as concepts and theories (content knowledge); *Application* refers to the ability to apply foundational learning in a variety of ways; *Integration* involves the process of making new connections with and among the learned material; *Human Dimension* refers to students' recognition of the personal and/or social implications of what they have learned; *Caring* refers to changes that occur within the learner, which leads to new feelings and passions, which in turn results in increased energy to learn more. *Learning How to Learn* involves students learning more about the learning process, which increases their learning effectiveness in the future (see Figure AS2.2).

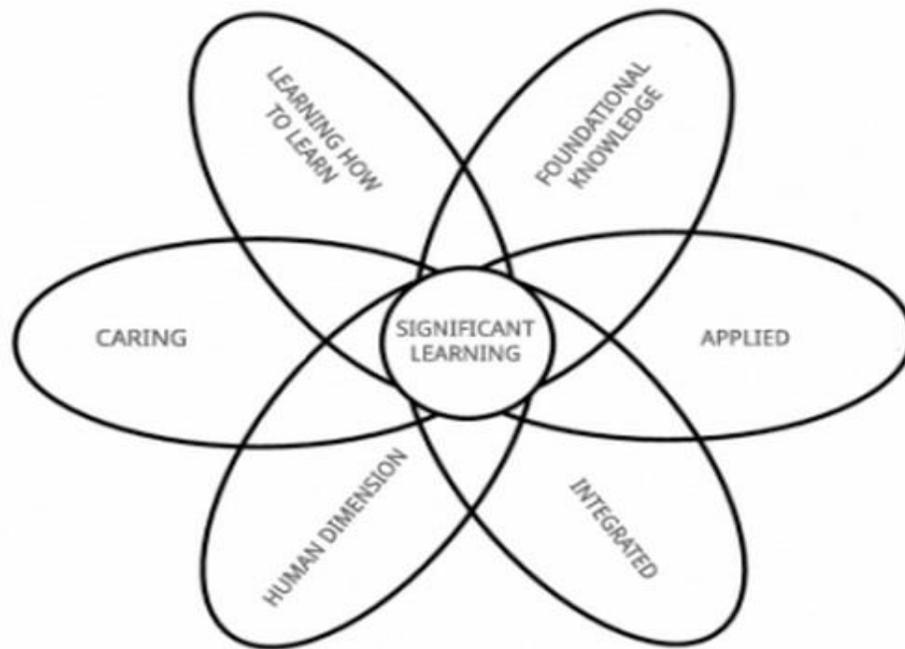
**Figure AS2.2: Taxonomy of Significant Learning**



©2003 by John Wiley & Sons, Inc. Adapted with permission from John Wiley & Sons from *Creating Significant Learning Experiences* by L. Dee Fink.

Fink's Taxonomy of Significant Learning is not hierarchical, but relational and interactive since each type of significant learning is connected to the others. When curriculum is designed in a manner that recognizes the overlapping and integrative nature of significant learning experiences, each type of learning enhances the other. For instance, when students develop a passion for a particular topic (Caring), they are far more likely to learn basic concepts (Foundational Knowledge), (see Figure AS2.3).

**Figure 2.3: The Interactive Nature of Learning**



Fink's model utilizes backward curriculum design where students are responsible for learning basic concepts outside of the classroom, and work in teams during class time to engage in a range of learning activities, with the instructor reinforcing basic concepts and their application in the classroom. Fink uses an adapted form of team-based learning (TBL) as the vehicle to facilitate significant learning experiences. According to Fink (2004), TBL is not a teaching technique, but rather an:

...instructional strategy that is designed to (a) support the development of high performance learning teams and (b) provide opportunities for these teams to engage in significant learning tasks (p. 8).

When used in a social work educational program, TBL facilitates student learning of social work knowledge, values and skills through the integration and application of the competencies in practice by enabling students to work in teams to learn, integrate and apply the material in order to master the practice behaviors associated with the particular course.

The holistic review of the GSSW program occurred through a lengthy committee process involving faculty and key staff members. Committees began by asking the overarching question: what do we want our MSW students to learn? This led to a dynamic and extended discussion of how such learning would occur within the context of the GSSW program and broader university goals. Committees then proceeded with a course-by-course evaluation beginning with the

mapping of each course to the 2008 EPAS, identifying content gaps and unintentional and unnecessary overlap.

Course design began by identifying what practice behaviors would be associated with each course, as well as operationally defining each type of significant learning within each course. Foundation courses tend to emphasize basic knowledge (e.g. basic concepts and theories), while advanced courses emphasize theoretical and conceptual application. All courses link to field in a way that creates integration and consistency in how student learning occurs within their field experiences. Using Fink's model, classroom activities and learning exercises were developed using the TBL strategies, which involved the adaptation of existing assignments and the development of new ones in order to address both associated practice behaviors and each significant learning style.

Key faculty members were then identified to attend TBL training, and faculty (including adjuncts) were then trained on Dee Fink's integrative course design and TBL classroom strategies. Key courses were identified to pilot the new course structure and TBL strategy, and feedback was sought from students and faculty, which was then used to further adjust and adapt courses to this new model. This process will be ongoing in order to keep courses fresh, relevant and dynamic, reflecting the dynamic nature of the social work discipline and profession.

## References

- Bronfenbrenner, U., & Bronfenbrenner, U. (2009). *The ecology of human development: Experiments by nature and design*. Harvard university press.
- Gutierrez, L. M., Parsons, R. J., & Cox, E. O. (1998). *Empowerment in Social Work Practice*. A Sourcebook. Brooks/Cole Publishing Co., 511 Forest Lodge Rd., Pacific Grove, CA 93950; Web: [www.brookscole.com](http://www.brookscole.com).
- Lee, J. A. (2013). *The empowerment approach to social work practice*. Columbia University Press.
- Lum, D. (1999). *Culturally competent practice: A framework for growth and action*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Meyer, C. H. (1988). The eco-systems perspective. In R. A. Dorfman (Ed.), *Paradigms of clinical social work* (pp. 275—294). New York: Brunner/Mazel.
- National Association of Social Workers. (June 23, 2001). *NASW standards for cultural competence in social work practice*. Washington, DC: NASW National Committee on Racial and Ethnic Diversity, Approved by the NASW Board of Directors.
- Saleebey (2002). *The Strengths Perspective in Social Work Practice*, 3rd Ed. Toronto: Allyn and Bacon.

## **Course Descriptions**

(Volume II, Master Syllabi)

### **Foundation Courses**

#### **SWK 510 Social Work Practice with Individuals and Families**

This introductory gero-infused practice course focuses on the practice theories and skills that are needed in the helping process. Various interviewing techniques, assessment tools and intervention strategies are taught within the strengths based perspective. The course includes the following practice models: problem solving, solution focused, motivational interviewing, and crisis intervention. Issues of human rights related to social and economic justice are integrated throughout the course.

#### **SWK 511 Field Practicum I**

This course is the first part of a year-long class required of all MSW students completing their foundation level field internship. The course combines guided discussion, personal reflection and peer feedback in a small group format as a means for students to integrate social work theory, practice, social welfare policy, human behavior and the social environment, and research in real world experiences. This course begins the student's journey to becoming a professional social worker by developing competencies through the use of reflection and feedback. The course uses ethics as a framework for developing practice behavior skills in a globally focused, family-centered concentration.

#### **SWK 512 Social Work Research Methods**

This basic research course introduces social work research with a gerontology-infused focus. Research principles and paradigms are explored to prepare students to use research in their practice, and to be critical consumers of research. Ethical standards of scientific inquiry will also be introduced framing how social and political forces shape research agendas, questions, and designs.

#### **SWK 513 Human Behavior and the Social Environment (HBSE I)**

This foundation course is the first of two courses that review various theories about human development and human behavior. A life course perspective is used that views development as lifelong, multidimensional, and multidirectional and examines the biophysical, psychological and social domains' influences on human behavior, using the person-and-environment perspective with a particular focus on the elderly. Major developmental theories will be examined and analyzed as they relate to individuals and families with diverse life experiences. The course stresses the importance of attending to the interrelatedness of contextual factors in the study of human behavior. The course is designed to provide an introduction to the globally-focused, family-centered approach to a social work oriented understanding of human development across the life course.

#### **SWK 514 History of Social Work and Social Welfare**

This course examines the social problem of poverty in the United States and the policy response to it. Students will learn the basics of social welfare policy provision in the US, the history of the US response to poverty, the basics of social welfare policy in at least four areas (aging, health

care, family policy, and incarceration), and an understanding how ideological values, politics, and power shape the racialized and gendered social construction of social problems.

### **SWK 550 Social Work Practice with Groups**

This gero-infused course focuses on social work practice with groups, building on knowledge and skills learned in SWK 510. Social work practice with groups describes the history of group work, and concepts and theories of group process. Special attention will be given to human rights, social and economic justice, diversity, multicultural and global issues related to social work practice with groups.

### **SWK 551 Field Practicum II**

This course is the second part of a year-long seminar required of all MSW students completing their foundation level field internship. The course combines guided discussion, and personal reflection in a small group format as a means for students to integrate social work theory and course material on practice, social welfare policy, human behavior and the social environment, and research in real world practice experience. This course continues the student's journey to becoming a professional social worker through skill development and use of self-examination and reflection as means to explore the practical and ethical skills needed for social work practice in a globally focused, family-centered framework.

### **SWK 553 Human Behavior and the Social Environment II**

This course is the second in a series of two and examines issues of diversity in the person and environment context. Theoretical formulations of how dominant societies and their members interact with persons and families belonging to non-dominant racial, ethnic, sexual orientation and religious groups; women; children; persons who are poor; the elderly; immigrants; and persons with disabilities will be presented. This course focuses on self-reflection as the student considers his/her membership of the dominant culture or non-dominant culture as they come to understand their social identity. Violence as a means to maintain oppression of non-dominant groups will be presented. White privilege as a major underlying force in maintaining the above groups in positions of lower status is also explored.

## **Concentration Courses**

### **SWK 610 Advanced Social Work Practice with Families - Global**

Building on the value of family centered focus begun in foundation courses, the students learn to be leaders in working with families in the global context. The course identifies elements that families universally share while simultaneously taking into account differences. Student identifies how to create appropriate interventions with families in all fields of practice. Students learn to apply solution focused, family systems, structural family, and narrative therapy. Non-dominant family theories will also be explored. This course explores issues of diversity, social and economic justice and considers intersectionality as it applies to the multiple roles and convergent stresses placed on families.

### **SWK 611 Field Practicum III**

This course is required for advanced-standing students and those in the concentration year of the MSW program who are in field placement. This course builds on the previous foundation level

field courses (SWK 511 & 551). The course focuses on aiding the development of advanced practice skills in conjunction with the student's field placement with clients, supervisors, colleagues, agency climate, community groups and constituents. A particular emphasis is placed on globally-focused, family-centered interventions used with vulnerable and oppressed populations at each stage of the practice helping process whether at the micro, mezzo, or macro levels. Students will demonstrate advanced critical thinking skill in examining issues of social justice and human rights as it relates to the field placement. In addition, students will have an increasing expectation to analyze examine how macro level issues impact service delivery. The course will emphasize ethical issues in practice throughout the semester.

### **SWK 612 Practice Evaluation**

This course focuses on the development of knowledge and research skills that are required for ongoing evaluation of practice with individuals, groups, and/or communities within a global context. Building upon foundation research curriculum, this course uses single systems design and multi-measurement approaches to examine outcomes in clinical and/or organizational practice. The course provides students the practice behaviors to use single-case evaluation principles to assess, intervene, and evaluate their work with client systems. The goals of the course are to demonstrate the impact of research on practice and practice on research and to use primary and secondary data to guide decision-making, inform practice, and policy development. The emphasis of the course would be the use of analytical research principles and the utilization of a strengths-based, empowerment approach in addressing client's problems within the context of personal strengths, social work values, and social welfare services and policies.

### **SWK 614 Family Centered Policy in Global Perspective**

This course explores public policy in a global context with regard to global social problems, and the affect on families and family systems, defined in the broadest sense. Using a human rights framework this course explores conceptual frameworks that can be used to identify and understand some of the influences of globalization on public policy needs and choices. Specifically, this course addresses how these policies affect transnational families and other families of diverse structures, socio-economic statuses, political ideologies and racial and ethnic backgrounds, and their impact on global social problems such as enduring and absolute poverty, food insecurity, human rights violations against vulnerable populations, and civil conflict, with a particular focus on developing and least developed nation states.

### **SWK 620 Empowerment Practice with Latinos: Identity, Social Context, and Implications for Practice**

This course provides a framework for culturally relevant social work services designed to meet the needs of the Latino/a community. Through the use of creative literature, film, and social science theory, students will acquire a core understanding of issues of identity, racialization of Latinos, cultural history, and the political and social realities of Latinos. The inter- and intra-group differences will be highlighted. Special attention will be given to the growing phenomena of transnationalism. Students will acquire core principles grounded in an understanding of social justice, privilege and oppression. These principles will be applied to special topics in clinical practice, community empowerment and the development of a public policy agenda.

### **SWK 621 Human Rights, Gender and Globalization – El Salvador**

Human Rights, Gender and Globalization is a three-credit graduate level course, which fulfills the advanced diversity requirement. This course seeks to expand your understanding of how all of our lives are shaped by social structures and the historical contexts in which we live. This course explores themes of social and economic development, globalization, gender and social justice within the Latin American context. Specific objectives include: to encourage cultural understanding, to become aware of and respect Salvadoran norms and values, to learn of the lived economic reality of the Salvadorans and to promote social justice.

### **SWK 622 Negotiating Social, Cultural, and Psychological Borders: Social Work with Immigrant and Refugee Families and Communities**

Historically a multi-ethnic and multi-racial country, the United States is becoming increasingly diverse as a consequence of global immigration. Students will learn demographic trends related to immigration and address the experience of immigrant groups by understanding how the reception by the host society, racialization, class, gender and characteristics of the ethnic community impact the adaptation of immigrant/refugee groups. Grounded in this contextual understanding, students address specific issues for immigrant and refugee families such as inter-generational issues, language and cultural maintenance, family separations and histories of trauma and political torture.

### **SWK 623 Race and Ethnicity in U.S. Social Policy**

Conceptions of race and ethnicity have played a pivotal role in American political discourse and in the formation of social policy. Through the use of social science literature on group identity formation, race, ethnicity and immigration as well as fiction, film and autobiographical accounts, this course exams social constructions of race and ethnicity and the intersections with gender, citizenship, and class as an analytical tool for understanding the development and implementation of social policies. This course will address policy issues such as the role of privatization, affirmative action, immigration, etc. and their impact on communities of color. Contemporary questions and challenges raised by an increasingly multicultural society for social policy and practice are explored.

### **SWK 624 A Feminist Approach to Clinical Practice with Individual and Families**

In this course, students will gain an understanding of feminist, multicultural, and social identity theories and how they can be used to understand the impact of social and cultural forces; specifically, status and power differences, oppression, social norms and role expectations in the development of behavior, identity, health problems and solutions. Drawing from a strengths perspective approach in a global environment, students will develop the ability to articulate, analyze, implement, and evaluate a practice framework from human rights, advocacy and social justice perspective. Through a womanist/feminist lens, we will explore themes such as gay and lesbian couples, issues of race difference within a family, transracial adoption, resiliency of families and family separations as a result of immigration and immigration policies, and other issues as they related to contemporary families. The seminar format offers students an arena in which to critically analyze with growing sophistication the theoretical base underlying their work and the interplay of their own personal value frameworks with core social work ethics and values.

### **SWK 625 Race, Gender, and Human Rights in the Guatemalan Context**

This course seeks to expand your understanding of how all of our lives are shaped by social structures and the historical contexts in which we live. This course explores themes of race and racism, social and economic development, globalization, gender and social justice within the Guatemalan context. Specific objectives include: to encourage cultural understanding, to become aware of and respect Guatemalan norms and values, to learn of the lived economic reality of the Guatemalans and to promote social justice. In so doing, a human rights approach will be taken in the study of the impact of colonialism, the role of culture, poverty, violence, and violations of human rights found in inadequate prosecution of violence against women and children as well as the recent events regarding the genocide of indigenous peoples. This course will emphasize the role of women as human rights defenders within Guatemala.

### **SWK 640 Mental Health: History, Theories, and Treatment**

This course presents mental health through a distinctly social work perspective. The course introduces students to biological, developmental and environmental sources of mental illness and to empirically recognized risks, mediating and protective factors that influence these sources. The course emphasizes assessment, including the use of DSM-5, with approaches to evaluate human behavior and functioning throughout the lifespan, and advanced clinical skills to treat clients with special attention given to vulnerable and diverse populations. The person is not defined by diagnosis or condition. Mental illness is seen through different theoretical orientations including strengths perspective and also within a social context. Persons are viewed holistically, as participating members of their families and communities. The course will also address the economic structures of the mental health system and the impacts of managed care and welfare reform on mentally ill adults, adolescents and children.

### **SWK 641 Community-Based Participatory Research**

The course focuses on the use of practice evaluative approaches to examine outcomes of organizational and community practice. Principles of program evaluation, participatory action research, community needs analysis as well as evaluative methodologies that informs agency and community practice will be explored. Building on the advanced evaluation methods course, this course provides students with the skills to enhance their program evaluation abilities and their understanding of community data to enhance decision-making in program development and community outreach. The special emphasis on community based participatory research provides a framework consistent with social work values and ethics and the importance in assisting communities in defining their own needs.

### **SWK 651 Field Practicum IV**

This course is required for advanced-standing students and those who are in their second field placement in the MSW program. It focuses on advanced skills and particular globally focused, family-centered techniques used with vulnerable and oppressed populations at each stage of the direct practice helping process and with difficult practice situations, such as resistant and involuntary clients, broken families, child abuse, neglect and other serious social problems affecting individuals, client groups, dyads and family systems. Case examples representing complex client situations are drawn from the populations served by students in their fieldwork placements with a specific emphasis placed on working from a social justice and human rights perspective in the field.

### **SWK 655 Community Practice**

This course examines the theories, approaches and analytical tools that social workers utilize in community organizing, planning and development practice for the purpose of achieving neighborhood, community and wider social change. The course considers approaches, concepts, and definitions of community and the roles of organizations in change efforts, especially those in diverse and low-income urban communities. A primary course objective is to explore how community practice attempts to intervene to shape the environmental and structural conditions that affect individual and family functioning. The course also examines the theoretical bases of these interventions, and the implementation strategies through which they play out in daily practice. The course includes discussion of both historic and current examples of community action practice in Chicago and nationally. Throughout, the course emphasizes political and economic conditions and events that shape, constrain and enable community action and social change.

### **Electives**

#### **SWK606 Social Work Supervision**

This course focuses on the role and function of the social work supervisor in human service agencies. Social workers in supervisory positions are increasingly accountable for the clinical practices of their subordinates and, in addition, have responsibility for effective and efficient function of the administrative components of their units, departments or groups of employees. Topics include the supervisory relationship and learning styles.

#### **SWK 613 Violence Across the Lifespan**

Violence across the Lifespan is designed to provide an overview of violence and trauma, its causes and consequences on the developmental course of individuals, families, communities, organizations and nations. The course explores alternatives to, prevention of, and healing from violence that supports empowerment on micro, meso, and macro levels to address the causes and consequences of violence.

#### **SWK 642 The Resilient Social Worker: Practices for Lifelong Balance and Professional Satisfaction**

This course will help students develop their capacity to maintain balance and connection in the face of the many demands required within the social work profession. Students will observe their current ways of responding to their environments in the context of stress, resilience, and mindfulness research, learn to support their current strengths and resources, expand on these, and build new skills. Areas of focus include: identifying the sources of your resilience and support, establishing separate nourishing spaces and practices, incorporating mindfulness into every day life, identifying and affecting your stress response, developing supportive connections, setting personal and interpersonal boundaries, setting clear and realistic goals, and taking time to replenish and celebrate successes. Students will create a personalized, flexible self-care plan to be used throughout the semester and which can be used and adjusted throughout their professional career.

### **SWK644 Child Welfare I**

This course will cover the areas needed by a new child welfare worker to adequately provide services to children and youth in Illinois. It will examine professional and ethical behavior in child welfare, as well as cultural competence in working with clients. Focus will be on the engagement process, assessment, planning, intervention and evaluation of children needing services and their families. Students will also learn trauma-informed practice and how to implement it with children and youth whose care has been compromised. Students will become familiar with the Illinois State Policies and Procedures, which guide child welfare, practice in Illinois. This course will prepare students to take the Child Welfare Employee Licensure Exam and the Child Endangerment and Risk Assessment Protocol Test, both of which are needed for students to be able to work with youth receiving Illinois Department of Children and Family Services interventions. These two exams will be offered as part of the course.

### **SWK646 Social Work Practice with Lesbian, Gay, Bisexual and Transgender Clients**

This course seeks to expand the student's understanding of how to employ affirmative models of social work practice with LGBT individuals and families. The ecological and strengths based approaches will provide a theoretical frame for this course. These constitute two of several theoretical lenses which will examine the destructive person: environment relationships that exist between LGBT individuals living in a predominantly heterocentric environment and how they cope with these stressors. Course content will be organized within the following five domains: (1) postmodern perspectives on gender; (2) developmental models for acquiring gay and lesbian identity; (3) social work practice with lesbian, gay, bisexual and transgendered persons. (4) race and ethnicity, families, youth, and aging; and (5) specific challenges facing the LGBT communities such as homelessness, domestic violence, substance abuse, HIV/AIDS.

### **SWK 659 Master's Research Project**

This course is designed to assist students who take the research project option to fulfill their graduation requirement. The course is organized as an individual study, in which the student meets with a faculty member who becomes the research project advisor. The format allows the student to explore existing research literature on a chosen topic, explore the state of current knowledge, the practice implications of a selected topic and formulate a proposal, which conforms to prevailing standards of scientific inquiry, professional requirements from social work and the structure and requirements of Dominican University.

### **SWK 660 Substance Abuse: Treatment and Prevention**

This course will familiarize students with the history and pharmacology of alcohol and other drugs (AOD); the etiology of AOD abuse and dependence; approaches to assessment and treatment of AOD abuse and dependence; the importance of relevant social systems (e.g., family, work, community/society) in addiction and recovery; and the role of the social worker in a multi-disciplinary approach to AOD abuse prevention and treatment. Behavioral addictions are also considered. The emphasis in the course will be on the etiology and treatment of AOD abuse and dependence, however, behavioral addictions are also covered. Implications for social work interventions, service provision and community supports with an urban population are also considered.

### **SWK 663 Global and Practice Perspectives in Aging**

This course promotes an approach to social work practice that advances the empowerment and well-being of older adults at the foundation level of knowledge for social work practice with older adults. Global and Practice Perspectives in Aging Care builds on generalist practice, human behavior and the social environment, policy and research courses mastered in the foundation year of the program. Substantive knowledge includes: (1) implications of the biological, psychological and social process of aging for practice; (2) results of recent research in gerontology which impacts interventions with older clients; (3) specific federal/state/local policies and programs; (4) issues in practice with diverse groups of older adults and families, and (5) an awareness of issues concerning the aging within across-cultural/global dimension.

### **SWK 664 School Social Work**

This course examines the design and delivery of school social work interventions and supporting the child's social and emotional learning. Federal and state educational policies related to children with disabilities, such as the Individuals with Disabilities Education Act (IDEA) will be explored as well as a review of current topics in education as they impact the role of the school social worker. Additionally, the following topics will be highlighted: the historical role of social work in the schools; collaboration within an educational setting; professional values and ethics; special education evaluations and documentation; crisis intervention and violence prevention; cultural competence; reading in the content area including methods of reading; special topics exceptional child development including methods of instruction such as modifications and accommodations, and addressing the needs of English Language Learners. Content will be presented pertaining to social workers critically examining needs of children and families, intervening effectively in order to meet those needs, and evaluating the outcomes of service delivery. Particular focus will be paid to data-driven, evidence-based practices.

### **SWK 665 Seminar in International Social Work**

This course is designed to broaden student's exposure to world problems and to the existence of alternative solutions to social problems through an economic and social justice approach. The interrelationship between domestic and international social welfare issues will be highlighted and the functions and contributions of social work internationally will be examined. The course will also make students aware of the opportunities for international collegial exchange through participation in international social work organizations.

### **SWK 669 Crisis Intervention**

This course prepares students to understand and provide crisis intervention in a variety of settings including medical and mental health facilities, schools, emergency response departments, community centers, and neighborhoods. Crises will be defined and specific models for assessment and intervention will be described and applied to case examples. A special focus of the course will be the prevention of and response to suicide as well as debriefing for groups affected by large-scale disasters. Models and interventions will also be examined for their inclusion of strength and resiliency perspective, and their efficacy with at-risk populations as influenced by gender, sexual orientation, spirituality, ethnicity, and poverty and other environmental factors.

### **SWK 670 Human Trafficking**

This course examines the global phenomenon of human trafficking. Issues for discussion will include how human trafficking occurs in a global context and in the U.S. Topics will include recruitment, enslavement, rescue and restore. These psychological impact on men, women and children who are victims of traffickers and the impact on countries, communities, and families. Selected readings, videos and speakers in class will support the discussions.

### **SWK 673 Play Therapy with Children and Families for the Social Worker**

This course is designed to provide introductory training on play and other expressive therapy techniques designed for various populations including children, adolescents and families. This course focuses on encouraging the unique development and emotional growth of children through the process of counseling using expressive therapies. The content of the course introduces a distinct group of interventions including play and other skills as integral components of the therapeutic process. A major focus of the course involves instructional and experiential opportunities for the student to develop skills that provide children with appropriate developmental materials and facilitate a safe relationship for the child to express models that can be applied to children of various ages.

### **SWK 686 Advanced Social Work Practice with Older Adults**

This course will examine the advanced study of clinical treatment of older adults. Focus will include different mental health issues presented by older adults, such as, depression, Alzheimer's disease, adjustment disorders due to relocation or loss of loved ones and chronic illness. Successful treatment models with older adults will be presented framed in the life course perspective.

## **Working with Military and Their Families (Concentration)**

### **SWK 710 Boot Camp**

This introductory course is intended to establish a baseline knowledge regarding military culture, history, tradition, structure, and customs for social workers interested in learning about the military community. Students are also introduced to current military issues and given the tools necessary to integrate them into their professional practice.

### **SWK711 Military Culture, Customs, Traditions**

This course focuses on the development of knowledge and skills that are required for ongoing evaluation of practice with military, veterans, and their families. The course provides students the beginning foundation to working with members of the military by becoming familiar with the history, culture, customs, and traditions.

### **SWK712 Mental Health Issues Assessment & Diagnosis**

Students will have a working understanding of behavioral and mental health issues that affect Service Members, Veterans, and Families (SMVF) to include assessment, diagnosis, and treatment. The effects of deployment on the individual and family are explored. The following issues and diagnostic categories are examined: Trauma Disorders, Traumatic Brain Injury (TBI), Post Traumatic Stress Disorder (PTSD), Alcohol/Substance abuse, Suicide,

Employment, and Homelessness. A brief introduction of the theories and interventions used to address these issues is explored. In addition, students will learn the basics of diagnosing. Ethics and ethical issues as they relate to diagnosis and treatment are discussed.

### **SWK713 Practice with Military, Veterans and their Families**

In this class issues surrounding parenting, relationships and families are studied. How communication differs between the military versus civilian life and the consequent effects on the individual and family are explored. Communication skills, obstacles to communication and solutions are reviewed. Lifespan development, family stress and resilience, and domestic violence are researched, as well as the impact they have on individuals and families. The changing needs of older and aging veterans, their families and retirement are explored. Related ethics and ethical issues are enumerated.

### **SWK714 Theory, Treatment Planning and Intervention**

In this class issues surrounding treatment planning and intervention are studied. It will start by reviewing assessment and psychosocial history and treatment planning. Various theories and their applications will be discussed. The course will include an in depth study of military sexual trauma and domestic violence. It will also address issues particular to older/aging veterans. Related communication patterns and techniques are examined.

### **SWK715 Intensives**

The student's knowledge and skills are tested in this 3-day, onsite course. Workshops on diagnosis, treatment, theory and application review and summarize prior learning. Issues surrounding diversity, accessing resources, staying current and continuing one's education as it relates to helping military, veterans and their families are discussed. Students will conduct a comprehensive psychosocial assessment with a service member, veteran, or family member. This will include a mini mental status exam, including diagnosis. Based on this assessment, students will develop a comprehensive treatment plan. Students are graded based on the above and their ability to engage the "client".

### **Course Sequencing**

The GSSW offers a range of study plans in an attempt to meet the needs of our diverse student body, many of which are working full-time and require creative and efficient ways of approaching their educational studies without compromising their educational experiences. As such, the GSSW offers a traditional full-time two-year program offered on the main campus and satellite campus, UCLC; a part-time three-year program with courses offered on the main campus and UCLC; advanced standing programs for students with a BSW from a CSWE-accredited program, including a one-year program offered on the main campus, and a two-year program offered on the UCLC campus; and a three-year part-time program offered on both campuses. The Military Concentration is offered as a full-time two-year option, a full-time one-year advanced standing option, and a part-time three-year option.

<b>Fall Admission Full-Time Program (60 credits)</b>		
<b>Fall</b>	<b>1st Year – Foundation Level</b>	<b>Credits</b>
<b>SWK 510</b>	Social Work Practice with Individuals and Families	3
<b>SWK 511</b>	Field Practicum I	3
<b>SWK 512</b>	Social Work Research Methods	3
<b>SWK 513</b>	Human Behavior and the Social Environment (HBSE I)	3
<b>SWK 514</b>	History of Social Welfare & Policy Analysis	3
	<b>Semester Total</b>	<b>15</b>
<b>Spring</b>	<b>1st Year – Foundation Level</b>	<b>Credits</b>
<b>SWK 550</b>	Social Work Practice with Groups (prereq: 510)	3
<b>SWK 551</b>	Field Practicum II (prereq: 511)	3
<b>SWK 553</b>	Human Behavior and the Social Environment (HBSE II) (prereq: 513)	3
<b>SWK 640</b>	Mental Health: History, Theories, and Treatment	3
<b>Elective</b>		3
	<b>Semester Total</b>	<b>15</b>
<b>Fall</b>	<b>2nd Year - Concentration Level</b>	<b>Credits</b>
<b>SWK 610</b>	Advanced Social Work Practice with Families-Global (prereq: 510,550)	3
<b>SWK 611</b>	Field Practicum III (prereq: 511,551)	3
<b>SWK 612</b>	Practice Evaluation (prereq: 512)	3
<b>SWK</b>	Advanced Diversity (one of the following sequence required)	3
	SWK 620: Empowerment Practice with Latinos: Identity, Social Context, and Implications for Practice	
	SWK 621: Human Rights, Gender and Globalization – El Salvador	
	SWK 622: Negotiating Social, Cultural, and Psychological Borders: Social Work with Immigrant and Refugee Families and Communities	
	SWK 623: Race and Ethnicity in U.S. Social Policy	
	SWK 624: A Feminist Approach to Clinical Practice with Individual and Families	
	SWK 625: Race, Gender, and Human Rights in the Guatemalan Context	
<b>Elective</b>		3
	<b>Semester Total</b>	<b>15</b>

<b>Fall Admission Full-Time Program (60 credits)</b>		
<b>Spring</b>	<b>2nd Year - Concentration Level</b>	<b>Credits</b>
<b>SWK 655</b>	Community Practice (prereq: 510,550,610)	3
<b>SWK 651</b>	Field Practicum IV (prereq: 511,551,611)	3
<b>SWK 614</b>	Family Centered Policy in a Global Context (prereq: 514)	3
<b>SWK 641</b>	Community-Based Participatory Research (prereq: 512, 612)	3
<b>Elective</b>		3
	<b>Semester Total</b>	<b>15</b>
<b>Total Credits</b>		<b>60</b>

<b>Fall Admission - Part Time 3-year Program (60 credits)</b>		
<b>Fall</b>	<b>1st Year Foundation Level</b>	<b>Credits</b>
<b>SWK 513</b>	Human Behavior and the Social Environment I (HBSE I)	3
<b>SWK 514</b>	History of Social Work & Social Welfare	3
	<b>Semester Total</b>	<b>6</b>
<b>Spring</b>	<b>1st Year Foundation Level</b>	<b>Credits</b>
<b>SWK 512</b>	Social Work Research Methods	3
<b>SWK 553</b>	Human Behavior and the Social Environment II (HBSE II) (prereq: 513)	3
	<b>Semester Total</b>	<b>6</b>
<b>Summer I</b>	<b>1st Year Foundation Level</b>	<b>Credits</b>
<b>SWK</b>	Advanced Diversity (one of the following sequence required)	3
	SWK 620: Empowerment Practice with Latinos: Identity, Social Context, and Implications for Practice	
	SWK 621: Human Rights, Gender and Globalization – El Salvador	
	SWK 622: Negotiating Social, Cultural, and Psychological Borders: Social Work with Immigrant and Refugee Families and Communities	
	SWK 623: Race and Ethnicity in U.S. Social Policy	
	SWK 624: A Feminist Approach to Clinical Practice with Individual and Families	
	SWK 625: Race, Gender, and Human Rights in the Guatemalan Context	
<b>Summer II</b>		
<b>SWK 614</b>	Family-Centered Policy in a Global Context (prereq: 514)	3
	<b>Semester Total</b>	<b>6</b>
<b>Fall</b>	<b>2nd Year Foundation Level</b>	<b>Credits</b>
<b>SWK 510</b>	Social Work Practice with Individuals and Families	3
<b>SWK 511</b>	Field Practicum I	3
<b>Elective</b>		3
	<b>Semester Total</b>	<b>9</b>

<b>Fall Admission - Part Time 3-year Program (60 credits)</b>		
<b>Spring</b>	<b>2nd Year Foundation Level</b>	<b>Credits</b>
<b>SWK 550</b>	Social Work Practice with Groups (prereq: 510)	3
<b>SWK 551</b>	Field Practicum II (prereq: 511)	3
<b>SWK 640</b>	Mental Health: History, Theories, and Treatment	3
	<b>Semester Total</b>	<b>9</b>
<b>Summer I</b>	<b>2nd Year Foundation Level</b>	<b>Credits</b>
<b>Elective</b>		3
<b>Summer II</b>		
<b>Elective</b>		3
	<b>Semester Total</b>	<b>6</b>
<b>Fall</b>	<b>3rd Year Concentration Level</b>	<b>Credits</b>
<b>SWK 610</b>	Advanced Social Work Practice with Families-Global (prereq: 510,550)	3
<b>SWK 611</b>	Field Practicum III (prereq: 511,551)	3
<b>SWK 612</b>	Practice Evaluation (prereq: 512)	3
	<b>Semester Total</b>	<b>9</b>
<b>Spring</b>	<b>3rd Year Concentration Level</b>	<b>Credits</b>
<b>SWK 655</b>	Community Practice (prereq: 510,550,610)	3
<b>SWK 651</b>	Field Practicum IV (prereq: 511,551,611)	3
<b>SWK 641</b>	Community-Based Participatory Research (prereq: 512, 612)	3
	<b>Semester Total</b>	<b>9</b>
<b>Total Credits</b>		<b>60</b>

	<b>Fall Admission-Advanced Standing Full Time Program (30 credits)</b> <i>Student must possess a BSW to qualify for this program</i>	
<b>Fall</b>	<b>1st Year Concentration Level</b>	<b>Credits</b>
<b>SWK 610</b>	Advanced Social Work Practice with Families-Global (prereq: 510,550)	3
<b>SWK 611</b>	Field Practicum III (prereq: 511,551)	3
<b>SWK 612</b>	Practice Evaluation (prereq: 512)	3
<b>SWK</b>	Advanced Diversity (one of the following sequence required)	3
	SWK 620: Empowerment Practice with Latinos: Identity, Social Context, and Implications for Practice	
	SWK 621: Human Rights, Gender and Globalization – El Salvador	
	SWK 622: Negotiating Social, Cultural, and Psychological Borders: Social Work with Immigrant and Refugee Families and Communities	
	SWK 623: Race and Ethnicity in U.S. Social Policy	
	SWK 624: A Feminist Approach to Clinical Practice with Individual and Families	
	SWK 625: Race, Gender, and Human Rights in the Guatemalan Context	
<b>Elective</b>		3
	<b>Semester Total</b>	<b>15</b>
<b>Spring</b>	<b>1st Year Concentration Level</b>	<b>Credits</b>
<b>SWK 655</b>	Community Practice (prereq: 510,550,610)	3
<b>SWK 651</b>	Field Practicum IV (prereq: 511,551,611)	3
<b>SWK 614</b>	Family Centered Policy in a Global Context (prereq: 514)	3
<b>SWK 641</b>	Community-Based Participatory Research (prereq: 512, 612)	3
<b>Elective</b>	Students are encouraged to take SWK640 Mental Health: History, Theories, and Treatment ( <i>except for Gerontology &amp; School Social Work Certificates</i> )	3
	<b>Semester Total</b>	<b>15</b>
<b>Total Credits</b>		<b>30</b>

<b>Fall Admission - Advanced Standing Part Time Program (30 credits)</b> <i>Student must possess a BSW to qualify for this program</i>		
<b>Fall</b>	<b>1st Year Concentration Level</b>	<b>Credits</b>
<b>SWK 612</b>	Practice Evaluation (prereq: 512)	3
<b>SWK</b>	Advanced Diversity (one of the following sequence required)	3
	SWK 620: Empowerment Practice with Latinos: Identity, Social Context, and Implications for Practice	
	SWK 621: Human Rights, Gender and Globalization – El Salvador	
	SWK 622: Negotiating Social, Cultural, and Psychological Borders: Social Work with Immigrant and Refugee Families and Communities	
	SWK 623: Race and Ethnicity in U.S. Social Policy	
	SWK 624: A Feminist Approach to Clinical Practice with Individual and Families	
	SWK 625: Race, Gender, and Human Rights in the Guatemalan Context	
	<b>Semester Total</b>	<b>6</b>
<b>Spring</b>	<b>1st Year Concentration Level</b>	<b>Credits</b>
<b>SWK 614</b>	Family Centered Policy in a Global Context (prereq: 514)	3
<b>Elective</b>	Students are encouraged to take SWK640 Mental Health: History, Theories, and Treatment (except for Gerontology & School Social Work Certificates)	3
	<b>Semester Total</b>	<b>6</b>
<b>Fall</b>	<b>2nd Year - Concentration Level</b>	<b>Credits</b>
<b>SWK 610</b>	Advanced Social Work Practice with Families-Global (prereq: 510,550)	3
<b>SWK 611</b>	Field Practicum III (prereq: 511,551)	3
<b>Elective</b>		3
	<b>Semester Total</b>	<b>9</b>
<b>Spring</b>	<b>2nd Year - Concentration Level</b>	<b>Credits</b>
<b>SWK 655</b>	Community Practice (prereq: 510,550,610)	3
<b>SWK 651</b>	Field Practicum IV (prereq: 511,551,611)	3
<b>SWK 641</b>	Community-Based Participatory Research (prereq: 512, 612)	3
	<b>Semester Total</b>	<b>9</b>
<b>Total Credits</b>		<b>30</b>

<b>Fall Admission Military Concentration Full Time Program (60 Credits)</b>		
<b>Fall</b>	<b>1st Year - Foundation Level</b>	<b>Credits</b>
SWK 510	Social Work Practice with Individuals and Families	3
SWK 511	Field Practicum I	3
SWK 512	Social Work Research Methods	3
SWK 513	Human Behavior and the Social Environment (HBSE I)	3
SWK 514	History of Social Welfare & Policy Analysis	3
	<b>Semester Total</b>	<b>15</b>
<b>Spring</b>	<b>1st Year - Foundation Level</b>	<b>Credits</b>
SWK 550	Social Work Practice with Groups (prereq: 510)	3
SWK 551	Field Practicum II (prereq: 511)	3
SWK 553	Human Behavior and the Social Environment (HBSE II) (prereq: 513)	3
SWK 640	Mental Health: History, Theories, and Treatment	3
	<b>Semester Total</b>	<b>12</b>
<b>Summer I</b>	<b>1st Year - Foundation Level</b>	<b>Credits</b>
SWK 612	Practice Evaluation (prereq: 512)	3
<b>Summer II</b>		
Elective		3
	<b>Semester Total</b>	<b>6</b>
<b>Fall</b>	<b>2nd Year - Concentration Level</b>	<b>Credits</b>
SWK 712	Mental Health Issues, Assessment & Diagnosis (prereq: 510,550)	3
SWK 611	Field Practicum III (prereq: 511; 551)	3
SWK 710	Boot Camp	1.5
SWK 711	Military Culture, Customs, Traditions	3
Elective	Students are encouraged to take SWK640 Mental Health: History, Theories, and Treatment ( <i>except for Gerontology &amp; School Social Work Certificates</i> )	3
	<b>Semester Total</b>	<b>13.5</b>

<b>Fall Admission Military Concentration Full Time Program (60 Credits)</b>		
<b>Spring</b>	<b>2nd Year - Concentration Level</b>	<b>Credits</b>
SWK 713	Practice with Military, Veterans & Families (prereq: 510,550, 610)	3
SWK 651	Field Practicum IV (prereq: 511,551,611)	3
SWK 641	Community-Based Participatory Research (prereq: 512, 612)	3
SWK 714	Theory Treatment Planning and Intervention	3
SWK 715	Intensives	1.5
	<b>Semester Total</b>	<b>13.5</b>
<b>Total Credits</b>		<b>60</b>

<b>Fall Admission Military Concentration Part Time 3-year Program (60 Credits)</b>		
<b>Fall</b>	<b>1st Year Foundation Level</b>	<b>Credits</b>
<b>SWK 513</b>	Human Behavior and the Social Environment I (HBSE I)	3
<b>SWK 514</b>	History of Social Work & Social Welfare	3
	<b>Semester Total</b>	<b>6</b>
<b>Spring</b>	<b>1st Year Foundation Level</b>	<b>Credits</b>
<b>SWK 512</b>	Social Work Research Methods	3
<b>SWK 553</b>	Human Behavior and the Social Environment II (HBSE II) (prereq: 513)	3
	<b>Semester Total</b>	<b>6</b>
<b>Summer</b>	<b>NO REQUIRED COURSES</b>	
<b>Fall</b>	<b>2nd Year Foundation Level</b>	
<b>SWK 510</b>	Social Work Practice with Individuals and Families	3
<b>SWK 511</b>	Field Practicum I	3
<b>Elective</b>		3
	<b>Semester Total</b>	<b>9</b>
<b>Spring</b>	<b>2nd Year Foundation Level</b>	<b>Credits</b>
<b>SWK 550</b>	Social Work Practice with Groups (prereq: 510)	3
<b>SWK 551</b>	Field Practicum II (prereq: 511)	3
<b>SWK 640</b>	Mental Health: History, Theories, and Treatment	3
	<b>Semester Total</b>	<b>9</b>
<b>Summer I</b>	<b>2nd Year Foundation Level</b>	
<b>Elective</b>		3
<b>Summer II</b>		
<b>SWK 612</b>	Practice Evaluation (prereq: 512)	3
	<b>Semester Total</b>	<b>6</b>

<b>Fall Admission Military Concentration Part Time 3-year Program (60 Credits)</b>		
<b>Fall</b>	<b>3rd Year Concentration Level</b>	<b>Credits</b>
<b>SWK 712</b>	Mental Health Issues, Assessment & Diagnosis (prereq: 510,550)	3
<b>SWK 611</b>	Field Practicum III (prereq: 511,551)	3
<b>SWK 710</b>	Boot Camp	1.5
<b>SWK 711</b>	Military Culture, Customs, Traditions	3
	<b>Semester Total</b>	<b>10.5</b>
<b>Spring</b>	<b>3rd Year Concentration Level</b>	<b>Credits</b>
<b>SWK 713</b>	Practice with Military, Veterans & Families (prereq: 510,550, 610)	3
<b>SWK 651</b>	Field Practicum IV (prereq: 511,551,611)	3
<b>SWK 641</b>	Community-Based Participatory Research (prereq: 512, 612)	3
<b>SWK 714</b>	Theory Treatment Planning and Intervention	3
<b>SWK 715</b>	Intensives	1.5
	<b>Semester Total</b>	<b>13.5</b>
<b>Total Credits</b>		<b>60</b>

***M2.0.6 The program describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies***

As explored in M2.0.5, Dominican University's GSSW social work competency-based curriculum was developed and organized based on a theoretical framework that integrates the following conceptual models: Strengths Perspective, Ecological Systems Theory, the Cultural Competence Perspective, and the Empowerment Approach. These theoretical/conceptual models embody the mission of the GSSW and the core values, as well as those of the social work profession which is based on a commitment to: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These theories and core values are integrated throughout the program, including within curriculum content, relevant readings, lectures, and assignments.

Foundation and concentration courses were designed by linking content and assignments to practice behaviors, with relevant assignments providing measurable evidence that students have achieved competence in the practice behavior associated with the respective courses. Each course syllabus includes a competency matrix that illustrates the practice behaviors that are addressed in the course and how they are measured. Competencies and practice behaviors are included across the MSW curriculum, rather than within any specific course, with several courses focusing on overlapping practice behaviors. This approach ensures that the knowledge, values, and skills related to the competencies and practice behaviors are explored from a range of perspectives. The GSSW utilizes a master syllabi (Volume II, Master Syllabi) system in order to ensure consistency in teaching across all required courses in the program. Since courses in the foundation and Globally-Focused/Family Centered concentration use TBL pedagogy, theories and conceptual frameworks, values and skills are explored individually and within group settings. A summary of this information is included in Table AS 2.3 below.

**Table 2.3: Curriculum Connection to Competencies**

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
EP2.1.1 Identify as a Professional Social Worker	a. Advocate for client access to the services of social work;	510	2, 3, 5	Sessions 1–4	Role Plays
		514	2, 3, 5	Sessions 2–13	Policy Brief
		Field: 511, 551, 611, 651	2, 3, 5	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	b. Practice personal reflection and self-correction to assure continual professional development;	510	5, 6	Sessions 3, 8, 10, 14	Case Studies Role Plays
		Field: 511, 551, 611, 651	4, 5, 6	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	c. Attend to professional roles and boundaries;	510	1, 2, 3, 4	Sessions 1–5, 8, 9, 14	Role Plays
		550	4	Sessions 5, 8, 10, 12	PRACSIS

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
		Field: 511, 551, 611, 651		Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	d. Demonstrate professional demeanor in behavior, appearance, and communication	513	1, 4	Sessions 3, 6, 10	Person-in-Community Interview (Assignment 3)
		Field: 511, 551, 611, 651		Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	e. Engage in career-long learning;	513	6	Sessions 3, 4, 6, 7, 8, 10, 12	Person-in-Community Interview (Assignment 3)
		Field: 511, 551, 611, 651	5, 6	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	f. Use supervision and consultation	Field: 511, 551, 611, 651	2, 3, 5	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
	g. Critiques and analyzes interventions, program implementation, and policy formulation processes to ensure that individual and community voices most often missing will be heard (ADV)	610, 614	2, 3, 4, 5 3, 4, 5	2–13 2,7,9  1–15	Exploration of Personal Family Paper  Family Unit Relationship Role-play and Assessment Paper  Policy Brief on Global Issue
		Field 611, 651	2, 3, 5, 6	Sessions 1–15	Journals, Consultancies
	h. Collaborates with other professionals and disciplines in developing problem solving strategies consistent with the mission and values of social work (ADV)	Field 611, 651	2, 3, 5, 6	Sessions 1–15	Field Journals, Consultancies
EP 2.1.2 Apply Social Work Ethical Principles	a. Recognize and manage personal values in a way that allows professional values to guide practice;	513	2, 4,	Sessions 5, 9, 13	Reflective Papers (Assignment 4)
		Field: 511, 551, 611, 651		Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	b. Make ethical decisions by applying	510	1, 4, 5	Session 2	Quizzes Role Play

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
	standards of the NASW Code of Ethics and, as applicable, of the IFSW/IASSW Ethics in Social Work, Statement of Principles;	550	1, 2	Session 8	Group Proposal
		Field: 511, 551, 611, 651		Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	c. Tolerate ambiguity in resolving ethical conflicts;	550	2	Session 5, 8, 10, 12	PRACISIS (Changing Perceptions)
		Field: 511, 551, 611, 651	2, 3	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	d. Apply strategies of ethical reasoning to arrive at principled decisions.	550	3	Session 13	Final Paper (Ethical Considerations)
		Field: 511, 551, 611, 651		Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
	e. Demonstrate an advanced understanding of ethical principles and incorporates them into action to advance human rights, social justice and well-being (ADV)	610	2, 3	Sessions 2, 3, 9	Family and Ethics case Study
	f. Integrates current research and evolving standards into ethical professional practice in decision-making (ADV)	612	2, 3, 4, 5	Sessions 1–8	Method Paper (Ethical Issues/Best Practice)
EP 2.1.3 Apply Critical Thinking	a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;	512	1, 3, 6	Sessions 1–3	Literature Review (Research Problem)
		Field: 511, 551, 611, 651	1, 3, 6	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
	b. Analyze models of assessment, prevention, intervention, and evaluation;	510	1, 3, 6	Session 5	Comparative Assessment Paper
		Field: 511, 551, 611, 651	3	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	514	3, 5, 6	Sessions 14–15	Policy Brief Presentation
		Field: 511, 551, 611, 651	3, 5	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	d. Critically evaluates the strengths and limitations of multiple practice perspectives, theories, and models as they apply to practice with individuals, families, and communities in a global context (ADV)	610	1, 2, 3	Sessions 2–14	Comparative Assessment of Family Theories Paper  Family Unit Relationship Role-play and Assessment Paper  Intervention Case Study  Quizzes

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
		655	3, 4, 5, 6	Sessions 2-3	Intervention Type Exercise Campaign Plan Guide the International Development Worker
		611, 651	2, 3, 5, 6	Sessions 1–15	Journals, Consultancies
	e. Differentially selects and implement strategies for engagement, assessment and intervention utilizing evidence based processes and principles with an awareness social, historical and cultural context ( <b>ADV</b> )	655	3, 4, 5, 6	Sessions 1, 5, 6, 7	Asset Mapping and/or SWOT Analysis  Campaign Plan  Neighborhood Analysis Design
	Field: 611, 651	2, 3, 5, 6	Sessions 1–15	Journals, Consultancies	
EP 2.1.4 Engage Diversity and Difference in Practice	a. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;	510	1, 5	Session 9	Older Adult DSM 5 Diagnosis
		553	2, 4, 5, 6	Sessions 2–13	Diversity Experience Paper  Globally Positioned Social Worker- Self-evaluation of White Privilege

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
		620-25	620: 1 622: 1 623: 1	620: Session 2  622: Sessions 1-2, 4 623: Sessions 2, 5, 7, 9, 11 624: Sessions 3, 4, 6, 8	620: Assignment 4 - Contemporary Issue Presentation  622: Reaction Papers  623: Reaction Papers  624: Reaction Papers
		Field: 511, 551, 611, 651		Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;	510	4, 5	Session 8	Eco-map and General Systems paper
		553	3, 4, 5	Session 2	Globally Positioned Social Worker- Self-evaluation of White Privilege
		620-25	620: 4, 5 622: 4, 5 623: 3, 4 624: 3, 4	620: Session 3 622: Sessions 5, 9, 15 623: Sessions 3, 4, 5, 12, 14 624: Sessions 6	620: Contemporary Issue Presentation 622: Final Paper - Policy Brief 623: Final Paper - Policy Brief 624: Final Paper - Policy Brief

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
		Field: 511, 551, 611, 651		Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	c. Recognize and communicate their understanding of the importance of difference in shaping life experiences;	550	4	Sessions 5, 8, 10, 12	PRACISIS (Perception of self)
		553	1, 2, 5	Sessions 3–13	Holocaust Museum Visit  Contemporary Issue Paper
		Field: 511, 551, 611, 651		Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	d. View themselves as learners and engage those	550	4	Session 5, 8, 10 & 12	PRACISIS (Self and Other Perception)

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
	with whom they work as informants.	Field: 511, 551, 611, 651	2, 3, 6	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	e. Utilize social work practice that is grounded in principles of inclusion, collaboration, and participation and is reflective of diversity and difference (ADV)	610	2, 4, 5	2, 3, 9	Families and Ethics Case Study
		Field: 611, 651	2, 3, 5, 6	Sessions 1–15	Journals, Consultancies
	f. Continue to learn about, recognize, understand, communicate, and work to change the structural and social injustice that impacts the realities for different people, families and communities with whom they work as informants and partners (ADV)	610	3, 4, 5	2–14	Diverse Population Interviews and Reflection Paper (in-class)
		Field: 611, 651	2, 3, 5, 6	Sessions 1–15	Journals, Consultancies

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
EP 2.1.5 Advance Human Rights and Social and Economic Justice	a. Understand the forms and mechanisms of oppression and discrimination;	553	2, 3, 5, 6	Sessions 4, 5	Advocacy Day
		Field: 511, 551, 611, 651	2, 3, 5, 6	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	b. Advocate for human rights and social and economic justice;	514	2, 3, 4, 5	Sessions 1–13	Policy Brief Paper Advocacy Day
		550	2	Session 8	Group Proposal (Advocate for needed group in agency)
		Field: 511, 551, 611, 651	3	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	c. Engage in practices that advance social and economic justice.	550	2	Session 8	Group Proposal (Practice Social and Economic Justice Group)
		514	3, 4, 5	Sessions 2, 3	Mock Congressional Hearing

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
		Field: 511, 551, 611, 651	3, 4, 5	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	d. Applies a human rights framework in understanding the effect of poverty, marginalization and oppression on, individual, family, and community well-being (ADV)	614	3, 4, 5	Sessions 4,5,6	Research Paper (Evaluate and Critique Policy from Human Rights Perspective)
		Field: 611, 651	3, 4, 5	Sessions 1–15	Field: Journals, Consultancies
	e. Understands how the effects of local and global institutional and economic power and policies reinforce systemic oppression and works to change and advocates in partnership with families and communities (ADV)	614	3, 4, 5, 6	Sessions 1–14	Policy Brief on a Global Issue
		Field: 611, 651	4, 6	Sessions 1–15	Journals, Consultancies
EP 2.1.6 Engage in Research-Informed	a. Use practice experience to inform scientific inquiry	512	4, 6	Sessions 1-3	Journal Reflection (4)

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
Practice and Practice-Informed Research.		Field: 511, 551, 611, 651	4, 6	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	b. Use research evidence to inform practice.	512	2, 3, 5, 6	Sessions 4-14	Research Proposal (Practice Implications)
		Field: 511, 551, 611, 651	2, 3, 5, 6	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	c. Applies quantitative, qualitative, and mixed method research methodologies to evaluate practice effectiveness and/or outcomes (ADV)	612	1, 4, 5, 6	Sessions 1-14	The Final Research Project (Mixed Methodology)
		Field: 611, 651	1, 4, 5, 6	Sessions 1–15	Journals, Consultancies
	d. Analyzes research as it relates to policy and inequities within social systems and collaborates with individuals, families and communities to affect policy change (ADV)	641	2, 3, 6	Sessions 1–14	CBPR Experience Journaling
		Field: 611, 651	2, 3, 6	Session 1–15	Journals, Consultancies

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
EP 2.1.7 Apply Knowledge of Human behavior and the social environment	a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	510	2, 3, 6	Session 14	Case Study 2 (Integrate Theoretical Orientation Assessment)
		Field: 511, 551, 611, 651	2, 3, 6	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
		513	1, 3, 4, 6	Sessions 2, 5, 9, 12-15	Knowledge Assessment (Individual basis.  Knowledge Assessment (Team)  Team Project (Developing a Framework for Understanding HBSE)
		Field: 511, 551, 611, 651	1, 3, 4	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	b. Critique and apply knowledge to understand person and environment.	510	2	Sessions 2, 3, 14	Client Eco-map

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
		513	1, 3, 4	Sessions 4, 8, 11, 15	Team Projects (Assignment 3)
		553	1, 2, 3	Sessions 1–14	Diversity Paper Globally Positioned paper (Person and Environment) Team Facilitation (Mechanisms of oppression & Discrimination)
		Field: 511, 551, 611, 651	2, 3, 4	Sessions 2-12	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	c. Analyze, formulate, and advocate for policies that advance social well-being;	514	4, 5, 6	Sessions 2, 3, 14	Policy Brief (Social Problem)
		Field: 511, 551, 611, 651	3, 4	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	d. Assesses and identify strengths and challenges and develops	614	4, 5, 6	Session 8, 9, 10	Research Paper (Evaluate and Critique Policy)

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
	globally informed interventions to increase community capacity to support individual and family function well-being (ADV)	Field: 611, 651	3, 4	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
EP 2.1.8 Engage in Policy Practice	a. Analyze, formulate, and advocate for policies that advance social well-being;	514	4, 5, 6	Sessions 2, 3, 14	Social Problem Analysis Paper
	b. Collaborate with colleagues and clients for effective policy action.	514	3, 4	Sessions 2, 5	Policy Brief (Social Problem)  Advocacy Day
		Field: 511, 551, 611, 651	3, 4	Session 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	c. Engages in education, negotiation, and mediation to	614	3, 4, 5	Sessions 8, 9, 10	Policy Brief on Global Issue

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
	influence policies that support the social and economic equity of individuals, families, and communities (ADV)	655	3, 4, 5	Sessions 8–11	Campaign Plan Power Mapping
		Field: 611, 651	2, 3, 5, 6	Sessions 1–15	Journals, Consultancies
	d. Analyzes research as it relates to policy and inequities within social systems and collaborates with individuals, families and communities to affect policy change (ADV)	641	2, 3	Ongoing Weekly	CBPR Experience Journaling
		Field: 611, 651	2, 3, 5, 6	Sessions 1–15	Journals, Consultancies
EP 2.1.9 Respond to Contexts that Shape Practice	a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;	513	4, 5	Sessions 3, 6 10	Interview (Assignment 3)
		Field: 511, 551, 611, 651	4, 5	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	b. Provide leadership in promoting sustainable changes	514	3, 4, 5	Sessions 4–13	Policy Brief Presentation

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
	in service delivery and practice to improve the quality of social services	Field: 511, 551, 611, 651	3, 4, 5	Session 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	c. Works with a dynamic understanding of the culture of organizations, communities, and societies and how the context impacts service delivery (ADV)	641	4	Sessions 1–15	Program Evaluation Paper CBPR Experience Journaling CBPR Reflection Paper
		Field: 611, 651	2, 3, 5, 6	Sessions 1–15	Journals, Consultancies
EP 2.1.10(a) Engagement	a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;	550	3, 4, 5	Sessions 6, 9, 11	Quiz 2 & 3 (Group Models) Group Proposal (Group Model Logistics) Role Play (Group Leadership Skills)
	b. Use empathy and other	550	2, 3, 4, 6	Session 8 - 11	Role Play

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
	interpersonal skills;	Field: 511, 551, 611, 651	2, 3, 4, 5	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	c. Develop a mutually agreed-on focus of work and desired outcomes.	550	3, 4, 5	Session 8, 15	Peer evaluation
		Field: 511, 551, 611, 651	3, 4, 5	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	d. Collect, organize, and interpret client data;	510	3	Session 9, 14	Case Study 1 & 2 Observation and DSM 5 Diagnoses
		Field: 511, 551, 611, 651	3, 4, 5	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
EP 2.1.10(b) Assessment	Assess client strengths and limitations;	510	3, 4, 5	Session 9, 14	Observation and DSM 5 Diagnoses  Comparative assessment paper of older adults and another vulnerable population

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
	a. Assess client strengths and limitations; b. Develop mutually agreed-on intervention goals and objectives;	Field: 511, 551, 611, 651	3, 4, 5	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
		640	3, 4, 5	Sessions 2, 3	Individual Assessment Paper  A Way Out of Madness Reflection Paper
		510	3, 4, 5	Session 13	Case Study 2 (Intervention Goals and Objectives)
	c. Develop mutually agreed-on intervention goals and objectives; d. Select appropriate	Field: 511, 551, 611, 651	3, 4, 5	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
	intervention strategies.	610	1, 2, 3	Session 7 - 10 Session 13	Role Play Case Study 2
	e. Select appropriate intervention strategies. f. Collaborates with individuals, families and community to assess factors that may include political, economic, and cultural influences and embedded racial and gender intolerance to better interpret existing structural barriers and supports when planning strategies to solve problems (ADV)	Field: 511, 551, 611, 651	1, 2, 3	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
		610	2, 4, 6	2, 3, 9	Family Unit Relationship Role-play and Assessment Paper Exploration of Personal Family Paper
	g. Collaborates with individuals, families and community to assess factors that may include political, economic, and cultural	Field: 611, 651	2, 3, 5, 6	Sessions 1–15	Journals, Consultancies

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
	influences and embedded racial and gender intolerance to better interpret existing structural barriers and supports when planning strategies to solve problems (ADV)	655	5,6,7	Sessions 8–10	Campaign Plan Self-reflection Essays Neighborhood Analysis Design
	h. Assesses the impact of spirituality and faith traditions as a historical and cultural influence for individuals, families, groups, and communities' well-being (ADV)	610	3, 4, 5	Sessions 2–5	Diverse Population Interviews and Reflection Paper (in-class)
	i. Assesses the impact of spirituality and faith traditions as a historical and cultural influence for individuals, families, groups, and communities' well-being (ADV)	Field: 611, 651	2, 3, 5, 6	Sessions 1–15	Journals, Consultancies
	j. Implement prevention interventions that enhance client capacities;	510	3	Session 15	Final Exam

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
EP 2.1.10 (c) Intervention	a. Implement prevention interventions that enhance client capacities; b. Help clients resolve problems;	610	1, 2, 3	Sessions 2, 3, 9	Family Unit Relationship Role-play and Assessment Paper  Exploration of Personal Family Paper
		640	4, 5	Session 1–14	Individual Assessment Paper  Quizzes
		Field: 511, 551, 611, 651	2, 3, 4, 5	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
		655	2, 3, 4	Sessions 8–11	Asset Mapping/SWOT Analysis  Power Mapping  Campaign Plan
		510	3, 4, 5	Sessions 2, 3, 4	Case Studies
	c. Help clients resolve problems;	Field: 511, 551, 611, 651	3, 4, 5	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
	d. Negotiate, mediate, and advocate for clients;				Journals, Consultancies
		Field: 511, 551, 611, 651	3, 4, 5, 6	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
	e. Facilitate transitions and endings	510	3, 4, 5	Session 10, 11	Role Play (Termination phase)
	f. Facilitate transitions and endings g. Critically analyze, monitor, and evaluate interventions. h.	Field: 511, 551, 611, 651	2, 3, 5, 6	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
		512	2, 3, 5, 6	Sessions 4-14	Research Proposal
	i. Critically analyze, monitor, and evaluate interventions. j. Negotiates, mediates and advocates in partnership with families while promoting cultural awareness and	Field: 511, 551, 611, 651	2, 3, 5, 6	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
		Field: 611, 651	2, 3, 5, 6	Sessions 1–15	Journals, Consultancies

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
	sensitivity (ADV)				
	Determines and implements various sources of evidence and knowledge, such as evidence-based practice, theoretical knowledge, client values and preferences, organizational practice, cultural understanding and professional expertise, to best meet individual, family, community identified needs (ADV)	655	2,3,5,6	Session 13	Integrative Essay
	k. Determines and implements various sources of evidence and knowledge, such as evidence-based practice, theoretical knowledge, client values and preferences, organizational practice, cultural understanding and professional	Field: 611, 651	2, 3, 5, 6	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
		512	2, 3, 5, 6	Sessions 4-14	Research Proposal

Competency	Practice Behavior and Course Content	Courses	Program Goals	Course Unit/Week Covered	Assignments (Measures)
	<p>expertise, to best meet individual, family, community identified needs <b>(ADV)</b></p> <p>1) Critically analyze, monitor, and evaluate interventions.</p> <p>1.</p>				
EP 2.1.10(d) Evaluation	2) Critically analyze, monitor, and evaluate interventions. Communicates evaluation results to clients and agencies to inform program changes and interventions <b>(ADV)</b>	Field: 511, 551, 611, 651	2, 3, 5, 6	Sessions 1–15	Field: IFSW Code of Ethics Adjustment to Field Review Journals, Consultancies
		641	1, 4, 5	Sessions 10-13	Program Evaluation Paper CBPR Experience CBPR Reflection Paper
	3) Communicates evaluation results to clients and agencies to inform program changes and interventions <b>(ADV)</b>	Field: 611, 651	2, 3, 5, 6	Sessions 1–15	Journals, Consultancies

## Educational Policy 2.1—Field Education

### Accreditation Standard 2.1

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

Field education in the Graduate School of Social Work (GSSW) at Dominican University is an essential and integral part of the learning experience in Social Work. In fact, the Council on Social Work Education (CSWE) considers field education ‘the signature pedagogy’ of Social Work Education. Field education is the process by which students begin to integrate academic knowledge, social work values, and the skills from foundation and concentration courses in globally focused, family-centered social work practice or military social work practice. Field education is also where students demonstrate their growing competency as social workers. The learning objectives of the foundation and concentration year practicum courses reflect the overall goals and objectives of the GSSW. Through placements in multiple social service agencies with experienced agency field instructors, students develop and demonstrate their emerging competencies and practice behaviors of social work practice.

Students are enrolled in a weekly field seminar course in both the foundation year (SWK 511, SWK 551) and concentration year (SWK 611, SWK 651), while they are engaged in their placements. Field seminar courses are taken concurrently with practice courses on both the foundation level (SWK 510, SWK 550) and concentration level (SWK 610, SWK 655). Students in their foundation year focus on basic skills marking the beginning of the student’s journey to becoming a professional social worker through skill development and use of self-examination and reflection as means to explore the practical and ethical skills needed for social work practice in a globally focused, family-centered framework. The field seminar courses offer students opportunities to make connections between what they’re learning in the classroom and what they are experiencing in the field. The weekly field seminar courses combine readings, discussions, ethical consultations, and personal reflection as a means for students to critically analyze and evaluate practice theories and concepts. Students also have an opportunity to apply theories and concepts from their practice courses to their work in the field engaging in a range of activities with clients and client systems, to develop and ultimately master the competencies and associated practice behaviors.

For instance, content and assignments in the field seminar courses are linked with the associated practice course content allowing students to explore the application of theoretical concepts and evidence-informed intervention strategies within the context of their field placements. This approach ensures that connections between theory and practice are developed in a manner that is beyond the superficial, enabling students to better understand the nuanced and in-depth application of a range of theoretical and conceptual frameworks, with a broad range of clients and practice settings.

Connections between theory and practice are reinforced through class discussions, personal reflection journals and weekly critical reflective analyses with field faculty focusing on better understanding and application of theoretical and conceptual components associated with the social work discipline, increasing students' professional identity as a social worker and self-awareness, as well as developing and maintaining professional and ethical values consistent with the NASW Code of Ethics.

The four foundational theories - the *Strengths Perspective*, *Ecological Systems Theory*, the *Cultural Competence Perspective*, and the *Empowerment Approach* - are also integrated throughout the field education program, through readings, guided journals and personal reflection exercises, seminar presentations and class discussions.

Students are evaluated on their ability to master the core competencies and 41 associated practice behaviors through the development of a learning agreement created collaboratively with their agency field instructor and field faculty. Learning agreements include various tasks and assignments designed to both develop and illustrate competency of practice behaviors through practical and concrete engagement in a range of professional activities in the field. Foundation year field placements focus on the development of strengthening client engagement, and the assessment and intervention processes. The concentration year placement focuses on higher-level integration and application of theoretical foundations and concepts, with increased focus on macro practice, including community work.

***M2.1.2: The program discusses how its field education program provides advanced practice opportunities for students to demonstrate the program's competencies.***

The GSSW encourages concentration year students to have a focus area for their advanced field placement. Students select from various disciplines including medical social work, child welfare, veteran's affairs, and school social work in order to practice concentration year social work competencies and practice behaviors. Students in their concentration year focus on the development of advanced practice skills with clients, supervisors, and colleagues within their respective field placements. There is a particular emphasis in the concentration level on globally-focused, family centered interventions used with vulnerable and oppressed populations at each stage of the helping process, on a micro, mezzo and macro level. Advanced critical thinking skills in examining issues of social injustice and human rights are also stressed. Concentration-level students also have increased expectations to analyze and examine how macro level issues impact service delivery. While ethical practice is explored in both foundation and concentration levels, higher-level analyses and integration of distinctly ethical values in practice are greatly emphasized in the concentration-level field seminar courses. Additionally, certain placements that require a more sophisticated set of skills are reserved solely for concentration-level students, such as school social work placements, placements in military social work, and international placements.

Students who declare school social work as a certification are required to take Characteristics of Exceptional Children (SPED 522), Social Work Practice in the Public School (SWK 664), and Advanced Social Work Practice with Families – School Social Work Focus (SWK 610), and then complete a field practicum in a public school setting (K-12) supervised by a Professional Educator License Endorsed School Social Worker with clinical licensing by State of Illinois.

Students who declare the military concentration must complete several specialized courses, and then complete a field practicum in an approved military setting, such as a Veteran's Affairs or other military-focused agency.

Students who declare the international emphasis engage in a collaborative application process of selecting an approved international placement site. Once a placement site is selected and approved, the student completes 10 of 30 total weeks in placement at their international site supported by an online field seminar course supported by Skype and other online classroom platforms. Prior to being approved for an international field placement (International Field Manual, Volume III, Appendix E), students must have completed 45 credits (advance standing students must complete 15 credits), 300 hours of advanced field instruction in Fall term, must have a GPA of a 3.0 average or higher, must illustrate adequate financial resources to complete the placement. All international field placements occur in the Spring semester. Students must complete SWK 665, International Social Work Practice in the preceding fall semester, as well as attending orientation and planning meetings on a bi-monthly basis, which focuses on cultural competence, ethics and safety issues.

***2.1.3: The program discusses how its field education program provides a minimum of 480 hours of field education for baccalaureate programs and 600 hours for master's programs.***

Students in their foundation year complete a minimum of 480 hours over the course of 30 weeks during the academic year, or 240 hours for each 15-week semester. Students are enrolled in field practicum courses I (SWK 511) and II (SWK 551), each of which are 75 minutes. In addition, students are required to take concurrent practice courses with their field practicum (SWK 510 and SWK 550). Concentration year and advanced standing students must complete a minimum of 600 hours over the course of 30 weeks during their academic year, or 300 hours for each fifteen-week semester. Students are enrolled in field practicum courses III (SWK 611) and IV (SWK 651). In addition, students are required to take concurrent practice courses with their field practicum (SWK 610 and SWK 650) (Field Manual, pp. 8-9, Volume III, Appendix E).

Students engaged in the international field placement program complete a minimum of 600 hours, 300 in 15-week Fall term and 300 hours over a 10-week period in Spring term, and students in the school social work tract complete 600 hours in their field placement in a public school setting, through the end of the public school's academic year (International Field Manual pp. 10-12, Volume III, Appendix E).

In response to an increasing number of students who must maintain employment raising concerns about meeting the weekly requirement for field hours, the GSSW developed a path toward field practicum hours accrual for students with demonstrated need and extenuating circumstances, including those students who must maintain employment. Accommodations include alternative start dates and/or end dates for their foundation and/or concentration year field placements. Foundation year students needing accommodation can begin their field placement with their cohort at the end of August, and continue for eight additional weeks during the following summer at fifteen hours per week (accumulating 480 hours over 38 weeks). In this way, students may reduce their weekly internship hours from 16 to 12 hours during the academic year. Concentration year students can begin their field placements eight weeks prior to their cohort at 16 hours per week (accumulating 120 hours), and may reduce their internship hours from 20 to 16 hours/week during the academic year.

During the summer months, students are required to attend at least three field meetings with assigned summer field faculty, and regularly complete journals relating to student learning in the field. The summer field faculty provide documentation of student progress to academic year field faculty, who consider the student's progress in providing the final grade. A 'Field Extension' application must be submitted to the Field Education Department for consideration, no later than one week prior to the semester in which the extension period begins. The field extension application must include a proposed schedule for placement completion agreed upon by the student and prospective agency field instructor. The Director of Field Education reviews extension applications and although acceptance is not guaranteed, the field education staff work diligently to work with students in order to ensure student success (Field Manual, p 7, Volume III Appendix E).

Students are required to make up any missed days due to illness or other reasons during the semester, according to the needs of the agency. If there are circumstances outside of the student's control, which interfere with completing the required hours for a semester, the student is instructed to consult with their agency field instructor and field faculty, who then consults with the field office. Students who are unable to complete the required hours in a given semester may be advised to request an Incomplete from the Field faculty in order to complete the hours after the semester ends. Granting an Incomplete is up to the discretion of the Field faculty and it carries no penalty. However, students cannot enter their concentration year field placement with an incomplete in their foundation year placement, nor can they graduate with an Incomplete.

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

Dominican University's Graduate School of Social Work sets specific expectations for students prior to entering the field placement. A student must have a GPA of 3.0 or better prior to entering his or her Field Practicum. Students must achieve at least a 'B' in their Final Field Practicum Evaluation and their Practice class (510, 550, 610, 650) in order to advance to the next Field Practicum experience. No student may advance to the next Field Practicum semester/experience with an incomplete or a failure in his or her Field Practicum (unless the student is approved for the extension program). If the student receives a "B-" or less in the final field evaluation (Volume III, Appendix D), the student is automatically referred to the Student Support Committee for deliberation and may be subject to repeating their Field Practicum or dismissal from GSSW.

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

The field education program is facilitated in a manner that reflects a commitment to high standards, commitment to learning and effectiveness in management, and as such a set of fair and equitable policies have been developed to ensure that the program reflects both the program's mission and values, as well ensuring that the program prepares students to master its core competencies and associated practice behaviors.

Students who are deemed eligible to begin their field practicums by their academic advisor must follow the process of obtaining a field placement site outlined in the Field Practicum Self-Service Online Portal, which stipulates the following:

1. Work collaboratively with the field team to prepare resumes for submission to potential field placement sites
2. Complete the online field application process
3. Engage in a collaborative search for a field placement site
4. Meet and regularly communicate with the Director/Assistant Director of Field Education throughout the application and selection process
5. Contact appropriate agencies for interviews, in coordination with the field team
6. Interview with and accept placement at an approved field placement site
7. Sign and upload formal contract to the Field Practicum Self-Service Online Portal

Students, who are unable to secure a field placement by the second week of the fall semester, are asked to postpone their placement until the following year.

Prior to beginning their field placements, students are instructed to discuss the field education schedule with their agency field instructors in order to determine individual practicum schedule requirements. Students must also negotiate with their agency field instructors the length of time spent in their internship. Time may not be reflective of Dominican's academic year and may be longer based on the organization/agency's needs (i.e. schools or programs based in schools). When holidays occur, the student will follow the holiday schedule of the agency rather than of the University. When students wish to request a university holiday from their internship, they are instructed to clear the request with their agency field instructor in advance. Students are instructed to negotiate time off with their agency field instructor.

Approved agencies are established social service agencies or non-governmental organizations with demonstrable community support. Examples of approved agencies are those eligible for membership in relevant standard-setting bodies, when appropriate, such as the Family Service Association of America, the Child Welfare League, the American Public Welfare Association, as well as in the local planning groups, such as the United Way of Metropolitan Chicago or an internationally recognized organization such as the United Nations Member Organization or Agencies. Other requirements include having a staff of sufficient size to maintain and develop agency function without overreliance on students, to provide a variety of training opportunities

for interns exposing them to a diverse range of client populations, and the ability to provide sufficient and effective MSW supervision.

Field faculty members conduct field seminar courses and are responsible for monitoring student learning and progress in their placements. The field faculty work closely with the student and the agency field instructor in resolving issues and concerns in consultation with the Director/Assistant Director of Field Education, as needed. The field faculty meets weekly with students for a group discussion of events that have occurred in the student's field placement. Students are instructed that under no circumstances are they to discontinue their field placement without consultation and approval from agency field instructor, field faculty, and field office. Any discontinuation of a field placement can only occur after the student consults with the field faculty and the field office. Final approval of a discontinuation of a field placement can only come from the Director of Field Education.

The field faculty is responsible for early and on-going communication with the agency field instructor. During these communications, the field faculty is responsible for ensuring that the field instructor and student are addressing all of the practice behaviors in the evaluation form. In addition, field faculty provide support to the field instructor and the student in resolving problems and concerns that may arise. The field faculty is responsible for providing the final grade, which will include the "Adjustment to Field" visit outcome and the "Evaluation of Field Education" from the agency field instructor. The "Evaluation of Field Education" includes evidence of objective completion, ratings, cumulative assessment of student performance, written comments from the agency field instructor, and evidence of the student's mastery of the core competencies and associated practice behaviors.

Students, field faculty and field instructors work together to create a comprehensive system to evaluate the student's learning and growth. The creation of learning goals, agency visits, weekly supervision, and weekly seminar offer ongoing opportunities to evaluate and monitor the student's performance in their field placements, ensuring that the student is effectively developing mastery of the core competencies and associated practice behaviors. The collaboration between student, field instructor and field faculty are meant to ensure that there is ongoing communication between all parties, that the field setting is meeting the needs of the student and that the evaluation by the Field Instructor reflects the student's experience. This method of collaboration creates a sense of equality and fairness in evaluating student's performance where all parties come to an agreement about the student's progress in placement. Student evaluation of field setting and program are necessary to improve the experience that students will have during the placement experience. Students also have opportunities to reflect on their successful mastery of core competences and associated practice behaviors. Field staff review student evaluations of their placements, which is used when placing future students.

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

Agency field instructors must have an MSW from a CSWE-accredited program. Agency field instructors must have a minimum of two years post-master's social work experience.

In the event that a student is placed in an agency without an MSW, accommodations are made, whenever possible, to provide the student with off-site MSW supervision coordinated through the GSSW Field Education office (for more detailed information on the roles and responsibilities of each party, the Field Manual, pp. 22-24, Volume III, Appendix E). Field instructors must meet the following criteria:

- Educational Background: GSSW's basic criteria for eligible agency field instructors are that they must possess an advanced professional degree from a CSWE-accredited master level school of social work (MSW).
- The agency field instructor must have a minimum of two years post-master's experience as a social worker.
- The agency field instructor must provide a minimum of one-hour weekly instruction to the student in accordance with the affiliation agreement between the school and the agency, unless adjusted and approved by the university's Director of Field.
- The agency field instructor has an understanding and is in support of social work education.
- The agency field instructor has a commitment to the mission, values and clients of the field agency and is able to interpret the agency's purpose, function, policies, and programs.
- The agency field instructor is able to use the resources of the agency in a way that promotes the student's learning experience.
- The agency field instructor must participate in field education orientation, and follow-up field education programs, as well as become familiar with the GSSW's mission, goals and objectives.
- The agency field instructor has enthusiasm for experiential education and an interest in working with students of diverse backgrounds.

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

The program provides orientation to field Instructors and field faculty on an annual basis prior to the beginning of the academic year. This one-day orientation provides information regarding the GSSW's field education structure defines and explains the roles and responsibilities of the field team. The field staff works with agencies to develop a clear understanding of the field experience and the expectations of the field instructor and student.

The field faculty member meets with the student and agency field instructor at the agency site, at least once per semester, and remains in regular contact by phone and/or email throughout the student's placement. The purpose of the first semester visit is to ascertain the student's adjustment to the field placement, and develop corrective plans if needed. The field faculty is the primary contact person for the student and the agency field instructor in case of concerns arise about the placement.

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

Employment-based field placement(s) can often help a student effectively meet the field placement requirements for a Master's of Social Work (MSW), especially when the student is an experienced social service worker and/or holds a Bachelor's of Social Work (BSW). The school will consider placing students in agencies where they are employed provided certain safeguards can be established to insure the educational quality of the experience. The Council on Social Work Education standard 2.1.8 requires that '*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*'.

Students wishing to use an employment-based placement as their field placement site are required to complete the form entitled "Request for Employment-Based Placement" in consultation with their employment supervisor. In the "Proposed Field Placement Information" section of the application, the student addresses how the field placement meets the following requirements:

1. The agency and agency field instructor must meet the basic requirements for all field placements outlined in this Manual's 'CRITERIA FOR SELECTION' section (Field Manual, pp. 22-35, Volume III, Appendix E).
2. The student must have successfully passed their probationary period at their place of employment.
3. The student must be assigned to field placement duties different than those performed as a regular employee.
4. The employment work hours and internship hours must be clearly differentiated and can be completed within the student's regular employment hours
5. The student must be assigned to a different supervisor who will serve as the agency field instructor.
6. The learning agreement must offer the student opportunities for new learning and growth
7. Field placement hours can be within a student's regular workweek or as negotiated with employer. Arrangements for any wages received by the student for the hours of field placement are strictly between the student and the employer.

## Educational Policy 3.0—Implicit Curriculum: The Learning Environment

### Accreditation Standard 3.1 – Diversity

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

Issues of diversity in global context are integrated throughout both foundation and concentration level curriculum. GSSW mission, values and program goals, foundational theories, and commitment to global infusion throughout the curriculum, reflect the program’s commitment to providing a learning environment that is welcoming of all persons and promotes understanding of diversity and difference. The GSSW promotes a welcoming environment through the establishment of clear policies regarding respect and understanding for diversity and difference in our Student Handbook (Volume III, Appendix I) and Field Manual (Volume III, Appendix E), which reads in part:

Social work is based on humanitarian ideals, which are designed to carry out a commitment to improving the general welfare, promoting respect for individual difference and demonstrating a belief in the dignity of all human beings. In keeping with these expectations of the profession, it is expected that students will integrate and demonstrate these fundamental values. Unacceptable performance in the area of humanistic attitudes, beliefs, and values are grounds for non-academic dismissal, especially when another’s right to self-determination and dignity are infringed upon, which would include, but are not limited to the following:

- Inability to tolerate different points of view to such a degree that it negatively affects classroom or practicum performance of the student or others.
- Intolerance toward others on the basis of race, culture, ethnicity, age, physical or mental abilities, gender (including the roles of males and females), sexual orientation, religion or other human diversities to such an extent that it affects classroom or practicum performance or impinges on the rights of others.
- Unwillingness or inability to allow clients the opportunity to make their own choices and experience the consequences of such choices (appropriate exceptions noted regarding minors or when severity of consequence is unacceptable such as in the case of suicidal and homicidal behavior).

These policies are emphasized and supported in the GSSW annual New Student Orientation each August as well as specific pedagogical methods and course content within the curriculum. In a deliberate effort to increase GSSW students’ ability to participate in and help create a welcoming environment, the faculty has adopted team-based learning (TBL) as its critical pedagogy in the

core curriculum of the 17 required courses in the MSW program. Students are systematically placed in diverse teams that work together over the course of the semester to accomplish a range of learning goals, each of which have elements of diversity and respect for difference across a broad spectrum. This deliberate, and strategic model of team building allows students to experience varied kinds of diversity, including age, gender, race and ethnicity, socioeconomic status, sexual orientation and gender expression. Additionally, all courses integrate issues of diversity and difference with a particular emphasis on diversity issues related to social injustice, oppression and the marginalization of certain populations in courses within the human behavior and social environment (SWK 553), and the advanced diversity course (SWK 620-9).

In the Fall of 2014, Dominican University established a cabinet level position of Chief Diversity Officer (CDO) and appointed an interim CDO while conducting a national search. The Office of Diversity, Equity and Inclusion was established with the hiring of a permanent CDO in July of 2015. One of the key responsibilities of this office is to assist colleges; schools and departments establish policies and procedures to address issues of diversity, equity and inclusion. In the Fall of 2015, the GSSW faculty and staff began process of establishing a school-level committee on diversity. One of its first events will be the establishment of facilitated focus groups with various diverse groups of students exploring their experiences within GSSW related to diversity. Focus groups will be initiated in the Spring of 2016.

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

Dominican University has had a Diversity Strategic Plan (Volume III, Appendix A) since 2009 with the purpose of articulating “specific goals and objectives that translate our vision for diversity at Dominican into measurable and transformational institutional practices.” The 6th core guiding principle of the current Strategic Plan (Volume III, Appendix H) specifically addresses the importance of establishing and maintaining an affirming and respectful learning environment:

An inclusive and diverse educational community welcomes multiple perspectives, differences of belief and opinion, and rigorous critical debate, while simultaneously establishing clear guidelines governing freedom of expression, civility, conflict resolution, and the consequences for incivility, harassment, discrimination, or offensive, hurtful behaviors.

The *Diversity Goals* define four dimensions:

1. Access and Success,
2. Education and Scholarship,
3. Campus Climate and Intergroup Relations, and
4. Institutional Viability and Vitality

These goals collectively address the critical areas of focused work that will ensure the GSSW’s intentionally creates an environment that affirms its belief in a shared humanity, and defines the GSSW’s commitment to excellence through its commitment to diversity.

One of the critical initiatives of the Interim Chief Diversity Officer and two of the Academic Council committees (Committee on Diversity & Committee on Climate, Equity and Inclusion) was the development and implementation of the *Handbook on Best Practice for Diverse Hiring*. This handbook provides key strategies for recruiting a diverse pool of candidates for administrative, faculty and staff positions at the university, including the GSSW. These key strategies were utilized by GSSW hiring committees when conducting several recent searches, which increased the number of diverse candidates and ultimately the faculty and staff. Table 3.1 reflects the current demographics of GSSW faculty and staff, with regard to race, age and gender:

**Table 3.1 Diversity of Faculty and Staff**

Ethnicity	#		Age	#		Gender	
						M	F
African/American	1		25-30	1			
Latino	2		31-35	2		4	10
Caucasian	8		36-40	3			
Asian	3		41-45	2			
Other	0		46-50	2			
			51-55	2			
			55+	2			

Another strength of the GSSW is the consistent and successful efforts to recruit a diverse student body. As reflected in Table 3.2, the current group of students is the most diverse in the history of the program.

**Table 3.2 Diversity of Students**

Ethnicity	N	%		Age	N	%
Asian	4	1.6%		25-29	83	33.7%
Black/African-American	52	21.1%		30-34	28	11.4%
Hispanic	55	22.4%		35-39	19	7.7%
Hawaiian/Pacific Islander	2	0.8%		40-49	41	16.7%
Non-Resident Alien	4	1.6%		50-64	12	4.9%
Two or More Races	0	0.0%		65+	2	0.8%
White	109	44.3%		<b>Total</b>	<b>246</b>	<b>100.0%</b>
Unknown	19	7.7%		<i>Avg. Age = 32.0</i>		
<b>Total</b>	<b>246</b>	<b>100.0%</b>				
Enrollment Status	N	%		Gender	N	%
Full-Time	135	54.9%		Female	212	86.2%
Part-Time	111	45.1%		Male	34	13.8%
<b>Total</b>	<b>246</b>	<b>100%</b>		<b>Total</b>	<b>246</b>	<b>100%</b>

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

Dominican University has made a significant commitment over the past three years to improve the climate on campus related to issues of equity and diversity. One example includes the realignment of the *Campus Climate Committee* into two committees: the *Committee on Diversity* and the *Committee on Climate, Equity and Inclusion*. These two committees have been jointly involved in a review and revision of the University's policies on discrimination, including:

- Bias-Motivated Offensive Conduct, Discrimination, and Hate Crimes;
- Gender-based and Sexual Misconduct Policy; and
- Reasonable Accommodations for Disabilities.

These committees in collaboration with other members of the university community developed and implemented a *One Process: Procedures for Ensuring a Just and Humane Campus* (One Process). The *One Process* is an online system for the reporting of complaints involving incidences of discrimination of federally protected groups, by any member of the university community. *One Process* involves detailed procedures for the investigation and resolution of submitted complaints.

Additionally, the two aforementioned committees in collaboration with human resources, and administration, developed and implemented university policies that ensured respect for diversity in hiring processes. Further, in the Fall of 2015, Dominican University was selected by the American Association of Colleges and Universities (AACU) to participate in a project entitled *Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success*. As a result of attending the AACU Equity Academy, steps were taken to improve Dominican University's recruitment and retention of undergraduate African American students was submitted to AACU.

Rebranded GSSW marketing and advertising strategies are designed to engage a diverse student body. Additionally, GSSW faculty and staff engage in ongoing collaborative efforts with the *Office of Diversity, Equity and Inclusion* to further develop efforts to address the needs and challenges of our diverse student population, faculty and staff.

<b>Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation</b>
--

***M3.2.1: The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.***

Admission to the MSW program requires prospective students to complete an online application through the GSSW website. Applicants must have a conferred bachelor’s degree from a regionally accredited college or university and a minimum 2.75 grade point average for general admission, and a 3.0 grade point average for advanced standing students. The priority admission deadline for full-time students is March 1 and June 1 for part-time students, for admittance to the following summer II or fall semester.

Application materials required for consideration of admission include: a) Completed online application (Students applying for advanced standing (bachelor’s in social work required) must complete the advanced standing application and the general admissions application, b) Personal Narrative Statement, c) Resume, d) An official transcript documenting a baccalaureate degree from a regionally accredited college or university, e) Two letters of recommendation (at least one letter from an academic reference and one from professional reference), and f) A non-refundable application fee of \$25 (may be waived for economically disadvantaged students). More details about these application materials are outlined on the GSSW website.

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

Applications are submitted via an online portal to the university’s Graduate Admissions Department, which was centralized 18 months ago to strategically and collectively focus on recruitment at the graduate level. The Graduate Admissions department consists of a Director and four recruiters, one of who is assigned to the GSSW.

Applications are reviewed once all required documents are received. The Director of Graduate Admissions and the Assistant Dean of the MSW program review all applications in tandem, ensuring that each applicant has met all the admission criteria. Once an application is reviewed the Dean notifies candidates via letter and email of their admission status. Students admitted on a provisional status (see criteria below) must complete all conditions outlined in their acceptance letter by the end of the first semester (failure to meet these requirements may lead to the student being withdrawn from the program).

The following table illustrates the procedures applicants follow for admission into the Dominican University MSW program.

**Admissions Review Timeline**

	<b>Task &amp; Procedure</b>	<b>Timeline</b>
1.	Applicant submits the online Graduate School of Social Work application	Prior to the admissions deadline
2.	Admission Operations uploads all documents to the GSSW SharePoint site for review	Upon application completion
3.	Admission Operations assigns applicant files to the Assistant Dean and the Director of Graduate Admissions for review	Decisions from the committee are made within 72 hours of receipt
4.	Admission Operations sends email and notification via U.S. mail on behalf of the GSSW	Letter sent within two days of committee decision, notifying applicant of acceptance or denial

**Categories of Admittance**

*Non-Degree-Seeking Students:* Students who are interested in taking courses in the GSSW without yet making a commitment to full admission are permitted to take courses as a Student-at-Large status, prior to making a decision about their application. Students considered to be non-degree-seeking are limited to six (6) credit hours of coursework per semester.

*Conditional Admittance:* In certain situations, the graduate admissions committee may recommend to the Dean of the GSSW that an applicant who does not meet the minimum admissions requirements be admitted conditionally with academic support. When an applicant is conditionally admitted the graduate admissions committee, in consultation with the Dean and Assistant Dean of the Graduate School of Social Work stipulates certain requirements, such as utilizing academic support services, and maintaining a GPA of 3.0. Each semester the Assistant Dean reviews the student’s conditional status to ensure appropriate progress. If the student completes all requirements the student is granted full admission. However, if the student has not satisfied the conditions of admission within the specified time limit, the Dean of the GSSW, based on the recommendation by the Assistant Dean, may prohibit the student from further enrollment in MSW courses and initiate formal procedures leading to termination of admission into the MSW program.

*Full Admittance:* All admission standards have been met, and the student is admitted on either a full or part-time basis.

*International Students:* The GSSW welcomes international students to our Chicago-area campus. International students are from countries such as China, Turkey, Nigeria, Trinidad and Saudi Arabia. In addition to meeting the general admission requirements, applicants who received their undergraduate education outside of the United States and/or students requiring an international student visa must meet the following additional requirements:

- Demonstrate English language proficiency if English is not the applicant's primary language by scoring 83 or better on the Internet-based TOEFL (Test of English as a

Foreign Language; Dominican's code for submitting scores is 1667), or 7.0 or higher on the IELTS (International English Language Testing System), or the completion of ELS Level 112. There is an English Language Service Center on campus.

- Have official credential evaluations completed by ECE (Educational Credential Evaluators, Inc.) or other approved agency at the applicant's expense.
- Pay an additional \$25 processing fee in addition to the regular \$25 application fee (total = \$50). This can be paid securely online.

Dominican University provides assistance to international students with their visa applications. Dominican University is authorized by the U.S. Bureau of Citizenship and Immigration Services to issue SEVIS I-20s and DS 2019s for students living abroad or those wishing to transfer their SEVIS records. International students requiring an I-20/student visa must show evidence of sufficient funds to cover a full year of tuition, fees and living expenses including:

- Housing costs, whether room and board in university residence halls or off-campus housing;
- Medical insurance (international students are automatically enrolled in the Student Health Insurance Plan via the Dominican University Wellness Center unless they can document existing coverage that is equal to or better than the student plan offered);
- Books and personal items;
- Support during such times when the university is not in session.

***M3.2.3: BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.***

One of the essential criteria for admission into the GSSW MSW program is that the applicant has earned a baccalaureate degree prior to entry into the program. Applicants may be conditionally accepted into the program pending graduation with the baccalaureate degree, but in no case is a prospective student permitted to enroll in the MSW program prior to receiving a baccalaureate degree.

Students who have earned a Bachelor of Social Work (BSW) from a CSWE-accredited program may be eligible for advanced standing. Applicants seeking admission to the advanced standing program must meet all standard admissions criteria, as well as meeting two additional criteria:

1. A minimum of 3.0 GPA in all undergraduate social work courses;
2. The BSW must have been completed in the BSW no more than eight years prior to beginning the advanced standing MSW program.

International applicants seeking admittance into the advanced standing program, who have completed a baccalaureate degree abroad in a program that is comparable to a CSWE-accredited BSW program may be considered for admittance under certain circumstances, through the collaborative consultation and review of the Assistant Dean of the GSSW and the university Registrar. If situations requiring further inquiry, the student's credentials may be sent to an accredited 'credentials evaluation service.' International students must also show a proficiency of the English language demonstrated by a TOEFL score of greater than 83 or 7.0 or higher on the IELTS (International English Language Testing System), or the completion of ELS Level 112.

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

GSSW policy provides that a maximum of six (6) semester credit hours earned at another regionally accredited graduate institution may be accepted as transfer credit hours. Such hours may be applied toward the MSW degree when, in the judgment of the Dean of the GSSW, faculty, and the student's advisor, the credit hours contribute to the planned program of the student. Transfer credits must meet the time limit regulations governing all academic work at Dominican University in that they must have been completed no more than eight (8) years prior to the completion of the MSW degree. A minimum grade of B is required for transfer credit. Transfer credit requests are subject to review and approval by the Dean of the GSSW and should be submitted prior to admission to the program.

No transfer credit will be awarded until the university Office of the Registrar receives an official transcript of the transfer credit. The student may also be asked to provide a course syllabus and catalog description of the course(s).

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

The GSSW does not grant credit for prior work or life experience. Prior work experience cannot be used to replace any portion of the field practicum program nor any other component requirement of the MSW program. This is communicated through our website.

***3.2.6: The program describes its academic and professional advising policies and procedures. Social work program faculty, staff, or both provide professional advising.***

All full time faculty are required to provide academic and professional advisement to students with the exception of new faculty who do no advising the first year of their appointment. The full-time faculty maintains regular office hours of at least three hours per week. Faculty availability is communicated to students in a variety of ways, including via notices on office doors, syllabi, and in classrooms.

Advisor training is provided for faculty one to two times per year or on an as needed basis, facilitated by the Associate Director of Teaching and Learning Technologies and the GSSW Assistant Dean. Advisor training consists of ‘hands on’ computer training on the university’s advising database system and a review of the course sequencing and plans of study for each admissions category, primary campus location, and concentration.

Academic advisors have full-time faculty status and provide academic guidance, mentoring, and consultation to assist in the student’s academic success in the MSW program. New students are notified of their assigned academic advisor in their admissions letter, and are instructed to contact their advisor to schedule a meeting to discuss their plan of study, registration, career interest, and other relevant information. Whenever feasible, student-faculty assignments are made on the basis of mutual professional interest, student interests, and faculty areas of expertise (e.g., school social work, gerontology, military). Students wishing to request a change of advisor under circumstances where a conflict exists and a consensus cannot be achieved, the Assistant Dean of the GSSW may render a decision.

All students meet with their assigned advisor during ‘advising week’ as well as at other times throughout the semester, as deemed necessary by the student and the advisor. Student academic progress, including completed courses and grades received can be accessed by the student and advisor through Dominican University’s online portal called ‘[MyDU](#)’ located on the university’s website.

Should a student experience academic difficulty and be placed on academic probation, their appropriate advisor is immediately notified so that they can discuss the nature of difficulties the student is experiencing as well consideration for the options available to the student to improve his or her performance. Academic advisors are also notified as a courtesy if one of their advisees is experiencing any difficulty in the program, including with grades, in their field placement, or some other type of challenge or conflict, so that appropriate support and guidance can be offered.

Professional advising also occurs in an unofficial capacity, with faculty providing professional mentoring and guidance as needed throughout a student’s enrollment in the program. Unofficial professional advising may occur in the classroom, during program-sponsored events (e.g., Social Work Advocacy Day), and in the process of engaging in extracurricular activities, such as student clubs and student-led projects.

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

#### **Evaluating Academic Performance**

*Grading Policy:* The criteria for academic performance is outlined in the university graduate catalog, Student Handbook (Volume III, Appendix I), Dominican University website, as well as within each course syllabi. In addition, grading policies are reviewed during the mandatory student orientation for all newly admitted MSW students. All students must earn a 3.0

cumulative GPA per semester in order to remain in good academic standing. Students must complete all the course work with a cumulative 3.0 GPA for degree completion.

A student must have a GPA of 3.0 or better prior to entering his or her Field Practicum. Students must achieve at least a ‘B’ or better in their Final Field Practicum Evaluation and their Practice class (510, 550, 610, 655) in order to advance to the next Field Practicum experience. No student may advance to the next Field Practicum semester/experience with an incomplete or a failure in his or her Field Practicum (unless the student is approved for the extension program). If the student receives a “B-” or less in the final field evaluation (Volume III, Appendix D) the student is automatically referred to the Student Support Services Committee for deliberation and may be subject to repeating their Field Practicum or dismissal from GSSW. A student cannot be dismissed without a hearing from the Student Support Services Committee (please refer to the ‘Student Support Services Committee’ section in the Student Handbook.

Grading is based on the Dominican University Graduate School of Social Work grading system with percentage marks associated with corresponding letter grades.

<b>Grade</b>	<b>Grade Point Value</b>	<b>Description</b>
A	4.0 (96-100%)	Excellent
A-	3.67 (92-95%)	
B+	3.5 (88-91%)	
B	3.0 (84-87%)	Standard
B-	2.67 (80-83%)	
C+	2.5 (76-79%)	
C	2.0 (72-75%)	
C-	1.67 (68-71%)	
F	0 (below 68%)	

*Grade Appeals:* The GSSW Student Manual articulates how students can appeal a course grade or action taken by the school that affects their academic standing. To appeal a course grade, students must complete a “Grade Appeal Petition” stating the reasons for the appeal. Students are asked to meet with the faculty member in question and attempt to resolve any conflict prior to formally appealing the grade. If an agreement cannot be reached, the grade appeal petition is forwarded to the Assistant Dean for review. The Assistant Dean, working with the faculty member may either accept or reject the appeal petition. If the Assistant Dean rejects the appeal petition, the student may appeal to the Dean.

*Incomplete Policies:* An 'Incomplete' may be granted to students who meet the following criteria:

1. The student has been making satisfactory progress throughout the course and completed 75% of course work,
2. The student is unable to complete all course work due to unusual circumstances that are beyond personal control,
3. The student presents these reasons prior to the time that the final grade is due, and
4. The instructor deems the basis of the request acceptable.

An Incomplete Request Form (IRF) must be requested from the Registrar and completed by the instructor and submitted to the Assistant Dean for tracking purposes. The IRF serves as a contract between the instructor and student establishing a deadline by which all work must be submitted. Once all requirements have been completed satisfactorily, the Incomplete is converted to a letter grade. Incompletes awarded at the end of the fall semester must be completed by the end of the subsequent spring semester; incompletes granted at the end of the spring semester must be completed by the end of the subsequent fall semester; Incompletes granted at the end of the summer semester, must be completed by the end of the subsequent fall semester.

If the student has not completed the required assignment(s) within the timeframe established on the IRF, the instructor is responsible for converting the incomplete grade to 'F' submitting the appropriate Grade Report Form for Incomplete/In-Progress Grade form to the Office of the Registrar within 10 days after the subsequent semester.

No student will be allowed to register for an advanced course if they received an 'Incomplete' in a prerequisite course. Additionally, students receiving an Incomplete in practice courses or field seminar courses will not be allowed to register for subsequent practice and field courses.

*Academic Probation:* Students are required to maintain a cumulative GPA of 3.0 while in the program, and are placed on academic probation if their cumulative GPA falls below a 3.0 after earning nine semester hours of credit. If, after being placed on probation, students do not raise their cumulative GPA to at least 3.0 after earning another nine semester hours of credit or after two semesters, (whichever occurs first); the student is subject to dismissal from the MSW program. Students may repeat a course and have only the new grade computed in the GPA with written approval from the instructor and their advisor. Students are not permitted to repeat more than three courses throughout their graduate studies.

Whenever a student's GPA falls below a 3.0, the Assistant Dean of the GSSW notifies the student and their academic advisor in writing. The academic advisor then meets with the student to develop a plan of action for the student's future academic success, which includes all pertinent information about how the student can be removed from academic probation, such as steps needed to achieve non-probation status. The Student Support Services Committee reviews all student situations involving academic probation for appropriate action, including recommendations and necessary follow-up.

## **Evaluating Professional Performance**

Students are expected to understand and adhere to the [NASW Code of Ethics](#) and the GSSW Ethical Conduct Policy. Students are expected to exhibit civil and professional behavior in the classroom, on campus, in their field practicum settings, and in the community at large. Professional conduct reflects the values and ethics of the social work profession.

Social work is based on humanitarian ideals, which are designed to reflect a commitment to improving the general welfare of society, promoting respect for individual difference and demonstrating a belief in the dignity and worth of all human beings. In keeping with these expectations of the profession, it is expected that students will demonstrate these fundamental values in their professional, academic and personal interactions with others. Unacceptable behavior in the areas of attitudes, beliefs, and values are grounds for non-academic dismissal, especially when another's right to self-determination and dignity are infringed upon. Examples of inappropriate and unacceptable behavior include, but are not limited to, the following:

- Inability to tolerate different points of view to such a degree that it negatively affects classroom or practicum performance of the student or others.
- Intolerance toward others on the basis of race, culture, ethnicity, age, physical or mental abilities, gender (including the roles of males and females), sexual orientation, religion or other human diversities to such an extent that it affects classroom or practicum performance or impinges on the rights of others.
- Unwillingness or inability to allow clients the opportunity to make their own choices and experience the consequences of such choices (appropriate exceptions noted regarding minors or when severity of consequence is unacceptable such as in the case of suicidal and homicidal behavior).

Nothing in these standards shall abridge the standards concerning child abuse and neglect or threats to self or others according to the specified local, state and federal statutes. Students are required to sign a Code of Ethics pledge as a condition of graduation from the program.

## **Policy and Procedures for Student Concerns and Support**

*Basic Procedure for Problem Solving and Student Support:* Every attempt will be made to assist students who are performing poorly academically, in their field practicum, and/or demonstrate a disposition, behaviors, values, or attitudes inconsistent to the practice of social work; in the academic area these efforts are usually the responsibility of the faculty and the student's academic advisor. The Assistant Dean and the Director of Field Work provides support and consultation as needed. The faculty member will begin the process by assisting the student as follows:

1. The faculty member who identifies a problem meets with a student, and provides assistance for purpose of resolution.
2. If either the faculty member or the student is not satisfied with the resolution, the student's academic advisor will assist them.

3. If the faculty member initiating the effort to assist the student is the student's advisor, another faculty member may assist.
4. The student's academic advisor or replacement takes the lead in documenting the progress made in resolving the problem, the situation, the process, and tries to mediate the situation.
5. If the resolution is found to be unacceptable to either one or if the situation is of significant magnitude, it is then referred to the Student Support Services Committee for review and further action to determine whether a formal process is needed.

*The Student Support Services Committee:* The Student Support Services Committee is composed of faculty and administration and meets regularly to review all students of concern whether it is academic, non-academic (disposition and behavior of student) in the classroom, and/or in the field placement. The committee provides recommendations to the student, consultation to faculty, academic advisor, field instructor, Director of Field Work, Assistant Dean, and the Dean of the GSSW. The Student Support Services Committee can be convened at any time at the request of faculty, academic advisor, field instructor, Director of Field Education, Assistant Dean, or the Dean to review a student of concern and in need of support, and make recommendations for remediation, resolution. The process for initiating a formal hearing by the Student Support Services Committee is as follows:

1. The Dean appoints a faculty member as chair of the committee. The chair cannot be the faculty member referring the student, or the student's academic advisor. The Dean may also appoint the Assistant Dean, as chairperson for the hearing, as well as a student representative, if that is deemed appropriate.
2. The formal hearing date provides an opportunity for all relevant parties, including the student to meet and discuss the issues involved.
3. If the identified problems are resolved, the chairperson will provide the student and the faculty member who initiated the hearing a written notification of the resolution with contingencies, if needed. In the event that the identified problems involved behavioral issues, and if the Committee deemed those behavioral issues inappropriate, the contingencies will reflect the GSSW's zero tolerance of any further unacceptable behavior with the possibility of immediate dismissal, if the identified offending behaviors continue.
4. If the identified problem is not resolved, as decided by the Student Support Services Committee within the planned time limit, the chairperson will inform the student in writing of one of the following recommendations to the Dean:
  - a. That the student take an extension that includes a remediation plan and for the committee to review at a designated date.
  - b. That the student take a leave of absence of up to one academic year, and be evaluated at the end of this required length of time for readmission into the program (it is expected that the student take this time for focusing on an appropriate resolution).
  - c. That the student be dismissed from the program and not be allowed evaluation for readmission for two academic years.

A student may appeal any recommendation to the Dean of the GSSW.

*Student Grievance and Appeal Process:* Students have the opportunity to seek resolution to problems relating to classroom conduct, grades for courses, issues with faculty and evaluation of student work in any area.

1. The student(s) who has an issue will go to the relevant faculty member to express the nature of the issue and to initiate a process for resolution.
2. If the student(s) is dissatisfied with the results or feels he or she cannot approach the faculty member alone, the student(s) may request assistance from their academic advisor or Assistant Dean who will meet with the student(s) and the faculty member. If the issue is with the academic advisor the Assistant Dean may assist. The student's academic advisor or the Assistant Dean takes the lead in mediating and documenting the progress made in resolving the problem.
3. If the student(s) is dissatisfied, the student(s) has the right to request a formal hearing with a Student Grievance Committee. The student(s) may also request a formal hearing through the office of the Dean/Assistant Dean who may meet with the student and faculty for review and further action to determine whether a formal process is needed that includes faculty and the student(s). The Dean will be apprised of situations moving toward a formal grievance process.
4. The Student Grievance Process is outlined below:
  - The Dean/Assistant Dean appoints faculty members to serve on the committee that will hear the grievance, which may include a student. The Assistant Dean serves as chairperson for the hearing.
  - The Assistant Dean will convene a formal hearing of all parties involved.
  - The committee's written recommendations are forwarded to the Dean for review.
  - Dean may accept the committee's recommendations and forward them in writing to all parties involved.
  - Dean may make limited alterations to the committee's recommendations and forward them in writing to all parties involved.
  - Dean may refer the recommendations back to the committee with suggestions for revision. In this case, the chairperson will reconvene the committee for review of the Dean's suggestions and provide revised recommendations in writing to the Dean
  - The student or the faculty member may appeal to the Dean of the GSSW
  - A student may appeal to the Graduate Study Committee after appealing to the Dean (guidance will be provided)

The program outlines its policies in relation to academic standing, grievances, and the academic support process in the Student Handbook (Volume III, Appendix I)  
<http://dushare.dom.edu/gssw/students/SitePages/Home.aspx>.

Students have both internal processes related to the program and external processes related to the university to seek support, protection and to file grievances.

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

There are a number of policies relevant to a student's standing in the program. The material in section 3.2.7 outlines the majority of these policies. The major policy involves students maintaining a GPA of 3.0, which is required for graduation from the university. Students who fail to maintain this GPA or who enter the program provisionally and fail to achieve this GPA are eventually dismissed from the program. The program also follows all university policy on dismissal of the student for non-academic reasons.

In general, the program attempts to work with students and to help them successfully navigate the challenges that often lead to dismissal. However, if a student is unable to follow the support offered by the program, dismissal becomes the only option. Students maintain the right to both appeal decisions of the program and to reapply to the program should they be dismissed.

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

There are several ways in which students can participate in formulating and modifying policies affecting academic and student affairs. For instance, in 2014 MSW students served on the Sexual Assault/Sexual Harassment Policy Committee focused on increasing awareness and developing and implementing policies regarding matters relating to allegations of sexual assault and sexual harassment. Additionally, students advocated for the Field Extension Program over the summer for students working full-time who needed to spread their internship hours out over a longer period of time. Students also coordinated directly with the Field Director and field office to make those changes.

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

The Student Association creates opportunities for socialization and networking between students and fosters open communication between the GSSW and the student body in order to express needs, concerns, suggestions, and share opportunities with each other that will promote professional growth for all. The past three years have been a time of formalizing the student association roles, processes, and activities. Elections have been formalized, using a blind online survey. Students have developed bylaws for the student association and have worked to formalize their activities. With regard to Student Association activities, students have raised funds for international HIV/AIDS orphans, supported students in advocacy day, funded annual food collections and clothes collection for holidays, and engaged in community gardening in the Austin Community on the Westside of Chicago.

Students engaging in travel abroad programs are provided opportunities to engage in the communities they visited in a range of ways. For instance, students who participate in the Guatemala course have organized fundraisers, involving the sharing of their experiences in the various communities they visited. One fundraiser resulted in the raising of approximately \$500 to support advocacy efforts against mega projects (mining and hydroelectric dams) that could have devastating environmental, health, and economic, and cultural impacts.

Another example of students organizing around their interests involved student participation in NASW-IL Advocacy Day to advocate for underserved populations. Students are directly involved in all activities related to Advocacy Day, including: 1) Preparing and educating students on various issues facing Illinois social services benefits, 2) advertising the event, 3) collecting funds and coordinating with faculty transportation to and from Springfield, IL, 4) engaging in planned advocacy events on issues important to the students. As a part of the preparation for this event, faculty have invited the Chicago Coalition for the Homeless to train students on how to advocate for social service programs with State legislators.

The GSSW uses social media to encourage dialogue among students, alumni and other interested groups and individuals around issues that pertain to the social work discipline. To further engage students at the Grayslake satellite campus, a faculty member initiated a blog to address issues students were having balancing full-time employment with course work and field placement requirements.

## Accreditation Standard 3.3—Faculty

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

The GSSW has nine full-time faculty members, not counting the Dean who is a tenured associate professor. Among the nine full-time faculty members, two are tenured at the Associate and Assistant Professor level; five faculty members have tenure-track track status, with two faculty members being eligible for tenure in AY15-16. The GSSW also has two full-time lecturers. All tenured and tenure track faculty have both an MSW and PhD from CSWE accredited programs. Both Lecturers have an MSW from CSWE-accredited programs. All full-time faculty who teach practice and field courses have the requisite two years of social work practice experience. The GSSW employs 23 adjunct faculty members who regularly teach across the curriculum. The adjuncts bring a wealth of practice, teaching and administrative experience to our program.

### **Full-time Faculty with Courses Taught**

(Faculty Data Sheets Volume III, Appendix B)

#### Charlie Stoops, PhD, LCSW

Position: Dean and Associate Professor

Degrees: PhD, MSW, BA, University of Illinois at Chicago

Courses: History of Social Work and Social Welfare, Social Welfare Policy Analysis, Field Practicum III and IV, Violence Across the Lifespan, Advanced Practice with Families.

Research: Characteristics and Typologies of Men Who Batter Their Intimate Female Partners, and Evaluation and Effectiveness of Batterer Intervention Programs and Systems

#### Julie Bach, PhD, LCSW, MS

Position: Tenured Assistant Professor

Degrees: PhD, MSW, University of Illinois at Chicago  
MS, Gerontology, University of Southern California  
BSW, University of Illinois at Urbana-Champaign

Courses: Social Work Practice with Individuals; Social Work Practice III; Human behavior and the social environment; Social Work and Older Adults; Biology and Health of Aging; Social Work Assessment and Intervention with Older Adults and their Families, Successful Aging

Research: Caregiving and Alzheimer's Disease; Social Engagement and Cognitive Functioning; Women and Aging; Changing Health Care Behaviors

Adrian Kok, PhD, MSS

Position: Tenured Associate Professor  
Degrees: PhD, University of Illinois Urbana-Champaign  
MSS, BA, BSS, National University of Singapore

Courses: Social Work Research Methods, Community & Evaluation Practice, Single Subject  
Research: Integrated Learning Seminar, Human Behavior and the Social Environment I and II

Research: Information Technology, Older Adults Use Of Computers and Internet, Lifelong Learning Among Older Adults, Interdisciplinary Collaboration, Community Technology Issues, Autism, Populations At Risk

Jacob Lesniewski, PhD, AM

Position: Assistant Professor  
Degrees: PhD, AM (social work), University of Chicago  
BA, Wheaton College

Courses: Social Welfare Policy Analysis, Community and Evaluation Practice, Field

Research: Organizing and social movements among low-wage workers and immigrants, community and labor organizing, geography of urban labor markets, immigration policy and integration, urban development, suburban poverty and integration

Kafi Moragne-Patterson, PhD, MSW

Position: Assistant Professor  
Degrees: PhD, University of Chicago  
MSW, University of Illinois Urbana-Champaign  
BA Vassar College

Courses: Human Behavior and the Social Environment I & II, Diversity & Oppression, Social Work in Schools, Feminist Approaches to Work with Individuals and Groups

Research: Racial and Academic Identity Formation; Comparative Race and Ethnic Relations; Barriers to College Match; Economic and Racial Stratification in Education; Educational Policy; Urban Adolescents; International Social Work

James Scherrer, PhD, LCSW

Position: Assistant Professor  
Degrees: PhD; MSW University of Illinois at Chicago

Courses: Social Work with Groups, Social Work Practice with Individuals and Families, Social Work Research Methods, Social Work Field Practicum I

Research: Child Welfare (out-of-home care) and the United Nations Convention on the Rights of the Child

Joyce Shim, PhD, MSW

Position: Assistant Professor  
Degrees: PhD, MSW/MA, Columbia University  
BA, Rutgers University

Courses: Global Family Centered Policies; International Social Work Seminar; Race and Ethnicity in U.S. Social Policy

Research: Cross-national effects of family policy in OECD countries; Land productivity and infant mortality in Africa; Migration Mexico-US; and Refugee crisis and human rights

Leticia Villarreal Sosa, PhD, LCSW, CADC, Type 73

Position: Associate Professor  
Degrees: PhD, AM (social work), University of Chicago  
BSW, University of Illinois

Courses: Field Practicum, School Social Work, Advanced Family Practice, Integrated Learning Seminar, Empowerment Practice with Latinos, and Global Studies

Research: Latino Education, Social Identity, Adolescents, Immigrant Adaptation, Gender and Migration, Effects of Gang Violence, School Social Work

Ellen Belluomini, LCSW

Position: Lecturer; Coordinator of Military Social Work Program  
Degrees: PhD (ABD), Human Services, Walden University  
MSW, University of Illinois at Chicago  
BSW, University of Wisconsin, La Crosse

Courses: Social Work Practice with Individuals, Social Work with Groups, Military Culture, Customs and Traditions, Mental Health Issues, Assessment and Diagnosis, Practice with Military, Veterans & their Families, Theory, Treatment Planning & Intervention

Research: Technological Inequities in Political, Economic, and Social Arenas, Digital Divide, Evidence-Based Apps for Social Work Practice, Digital Literacy with Vulnerable and Marginalized Populations, Effects of Internet Micro-aggressions on LGBT Youth

Melissa Thompson, LCSW, OSW-C

Position: Lecturer  
Degrees: MSW, Aurora University  
BA, Human and Organizational Development, DePaul University

Courses: Social Work Practice with Individuals and Groups, Advanced Family Practice, Field Practicum, Research Methods, Social Work Practice with Diverse and Vulnerable Populations, Human behavior and the social environment

Research: The Psychological Impact of Cancer on Survivors, The Impact of Divorce on Children, Self-Care in the Helping Profession, Poverty and Oppression, Clinical Competency with LGBTQ Clients

**Adjunct Faculty**

(Volume III, Appendix B)

Irv Ashford, MSW

Degrees: MA University of Chicago Social Services Administration

Courses taught: Practice, HBSE

Sandra Bankston, MSW, LCSW

Degrees: MSW, Loyola University

Courses taught: History of Social Work, Violence Across the Life Span

Carol Best, MSW, LCSW

Degrees: MSW, Jane Addams College of Social Work, University of Illinois at Chicago; Type73

School Social Worker; Type 75 Principal Certificate

Courses taught: Practice

Kristin Bodiford, PhD, MBA

Degrees: PhD, Social Sciences, Tiburg University; MBA, University of California; BS, University of Wisconsin

Courses taught: Violence Across the Lifespan, Research Methods, Conflict Resolution

Sandra Braine, MSW, LCSW

Degrees: MSW, Dominican University

Courses taught: Field, Diversity

Charlotte Burns, MSW, LCSW

Degrees: MSW, Dominican University

Courses taught: Practice, Research

Evelyn Coker, MSW, LCSW

Degrees: MSW, University of Illinois Urbana-Champaign

Courses taught: Practice and Field

Kenneth Cronk, MA

Degrees: MA Human Resources Development, Webster University

Courses taught: Military

Jack Flight, MSW, LCSW

Degrees: MSW, Dominican University

Courses taught: Field Practicum I and II, Play Therapy, Psychopathology

Aruna Jha, PhD, MSW, LCSW

Degrees: PhD and MSW, University of Illinois, Jane Addams School of Social Work  
Courses taught: Military

Courtney Kidd, MSW, LMSW

Degrees: MSW, Stony Brook University  
Courses taught: Military

Stephanie Kutzen, PhD, AM, MSW, LCSW

Degrees: PhD, University of Illinois at Chicago; AM (Social Work), University of Chicago  
Courses taught: Field Practicum III and IV, Substance Abuse

Andrea Doherty Lissuzzo, PhD, AM

Degrees: PhD, University of Illinois at Chicago; AM (Social Work), University of Chicago  
Courses taught: Field III and IV

Misa Lopez, MSW, LCSW

Degrees: MSW, Dominican University  
Courses taught: Practice and Field Practicum I and II

Fred I. Oskin, MSW, LSW

Degrees: MSW, Tulane University; LNHA, ACSW  
Courses taught: History of Social Work and Social Welfare, Human Behavior and the Social Environment I and Field Practicum I

Tabitha Pederson, AM, LCSW

Degrees: AM (Social Work), University of Chicago  
Courses taught: Field

Jessica Pinder, MSW, LCSW

Degrees: MSW, Loyola University, Chicago  
Courses taught: Military

Kathleen Rettinger, MSW, LCSW

Degrees: MSW, George Williams College at Aurora University  
Courses taught: Military

Mary Roberson, EdD

Degrees: Doctorate of Education (EdD), Counseling Psychology, Argosy University; MA, Human Services, National Louis University  
Courses taught: Military

LaTia Russell, MSW, LCSW

Degrees: MSW, Loyola University  
Courses taught: Military

Claire Seryak, PhD, MSW

Degrees: PhD, University of Illinois at Chicago; MSW, University of Michigan

Courses taught: Policy and Research

Anuradha Spain, MSW, LCSW

Degrees: MSW/Women's Studies, Loyola University

Courses taught: Practice and Field Practicum III and IV

Joseph Barr Topinka, JD

Degrees: Juris Doctor (JD) Northern Illinois University; Master of Laws, Loyola University;

Master of Health Administration, Chapman University; Master of Laws, Military Law, Judge

Advocate General's School

Courses taught: Military

Shira Vardi, MSW, LCSW

Degrees: BA, MSW, University of Wisconsin at Madison

Courses taught: Practice and Self-Care

**Council on Social Work Education**  
**Commission on Accreditation (COA)**  
**Faculty Summary-Part I**

**Form F2\_2008**-Duplicate and expand as needed. Provide table(s) to support self-study narrative addressing *Accreditation Standards* below.

---

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standards* stated below.

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

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

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

**M3.3.3** *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*

Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year*.

---

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
					Previous Positions**		Current Position**			
			BSW	MSW	BSW	MSW	BSW	MSW	BSW	MSW
Stoops, Charlie	8/2003	European-American	0	8	0	0	0	13	0	100%
Bach, Julie	8/2011	European-American	0	32	4	4	0	5	0	100%
Kok, Adrian	8/2003	Asian	4	0	0	5	0	13	0	100%
Lesniewski, Jacob	8/2013	European-American	0	5	0	0	0	3	0	100%
Moragne-Patterson, Kafi	8/2015	African American	0	6	0	0	0	2	0	100%
Scherrer, James	1/2009	European-American	0	31	1	16	0	7	0	100%
Shim, Joyce	8/2014	Asian	0	0	0	0	0	2	0	100%
Villarreal Sosa, Leticia	8/2010	Latino	2	17	0	0	0	6	0	100%
Belluomini, Ellen	8/2014	European-American	5	21	7	7	0	2	0	100%
Thompson, Melissa	8/2015	European-American	0	8	0	0	0	6 mo.	0	100%
Ashford, Irvin	9/2006	African American	14	35	0	5	0	35	0	34%
Bankston, Sandra	1/2010	African American	0	19	0	0	0	19	0	17%

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
					Previous Positions**		Current Position**			
			BSW	MSW	BSW	MSW	BSW	MSW	BSW	MSW
Best, Carol	8/2015	European-American	1	14	0	0	0	0	0	17%
Bodiford, Kristin	8/2013	European-American	0	0	0	0	0	0	0	34%
Braine, Sandra	8/2012	African American	0	11	0	0	0	0	0	17%
Burns, Charlotte	1/2014	African American	0	5	0	0	0	0	0	34%
Coker, Evelyn	8/2013	African American	0	9	0	0	0	0	0	17%
Cronk, Kenneth	8/2014	European-American	0	10	0	0	0	0	0	17%
Flight, John	8/2005	European-American	0	12	0	0	0	0	0	34%
Jha, Aruna	1/2014	European-American	0	20	2	1	0	0	0	17%
Kidd, Courtney	8/2015	European-American	0	3	0	0	0	0	0	17%
Kutzen, Stephanie	8/2011	European-American	11	17	0	0	0	21	0	34%
Lissuzzo, Andrea	8/2006	European-American	0	21	0	0	0	0	0	17%
Lopez, Misa	8/2012	Latino	0	5	0	0	0	0	0	17%

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
					Previous Positions**		Current Position**			
			BSW	MSW	BSW	MSW	BSW	MSW	BSW	MSW
Oskin, Fred	1/2004	European-American	0	51	0	0	0	0	0	34%
Pederson, Tabitha	8/2015	European-American	0	6	0	0	0	0	0	17%
Pinder, Jessica	8/2014	European-American	3	10	0	0	0	0	0	34%
Rettinger, Kathleen	8/2014	European-American	0	23	0	0	0	0	0	34%
Roberson, Mary	8/2014	African American	0	13	0	0	0	0	0	17%
Russell, LaTia	1/2014	African American	0	8	0	0	0	0	0	17%
Seryak, Claire	8/2015	European-American	0	15	0	3	0	0	0	17%
Spain, Anu	1/2014	Asian	0	8	0	0	0	0	0	34%
Topinka, Joseph	8/2014	European-American	0	0	0	0	0	0	0	17%
Vardi, Shira	8/2011	European-American	0	5	0	0	0	0	0	17%

**3.3.2: The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.**

**Number and type of curricular offerings:** The MSW degree requires a total of 60 credit hours for students entering the GSSW program without a BSW. For those students who qualify for Advanced Standing, 30 concentration-year credit hours are required. The GSSW offers two concentrations: the globally-focused, family-centered concentration, and a concentration in Military Social Work. Students can also complete a certificate in Gerontology or School Social Work. Included in the credit hour totals are 12 credit hours for field education, which includes a weekly field seminar course.

**Class size limits:** The GSSW faculty has established caps on classes so as to optimize the learning experience of students. Classes within the foundation year in the globally-focused, family-centered concentration, including the Policy (2 classes) and HBSE (3 classes) sequences are capped at 25 students. Classes in the Research (3 classes) and Practice (4 classes) sequences are capped at 20 students, and classes in our Field Practicum (4 classes) sequence are capped at 15 students. All electives are currently capped at 25 students. Within our Military Social Work Concentration, all the courses are capped at 15 students since at the present time military courses are taught asynchronously online. The average class size across all courses offered during the Academic Year of 2014-15 was 13.9 students.

**Number of students:** As of Fall 2015 term, the GSSW had 135 full-time and 111 part-time students for a total of 246 MSW students. Our full-time equivalents (FTE) in the fall 2015 were 172 students (36 students attend at the Grayslake location). The current FTE for faculty is 15 and the current Faculty/Student Ratio is 11:1.

**M3.3.3: The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.**

The educational process in the MSW program is built around the activities of full-time, knowledgeable, experienced faculty members. The core faculty is comprised of individuals who have earned MSWs from CSWE-accredited programs, post-graduate professional practice experience, and previous university-level teaching experience. It is the practice of the GSSW to emphasize recruitment of faculty who possess CSWE-accredited master's degrees and who have post-graduate professional practice experience. Collectively this faculty teaches over 80% of all courses offered by the School. These individuals chair all school standing committees as well.

**Council on Social Work Education  
Commission on Accreditation (COA)  
Faculty Summary—Part 2**

**Form F2\_2008**-Duplicate and expand as needed. Provide table(s) to support self-study narrative addressing *Accreditation Standards* below.

This form is used to assist the COA in the evaluation of the program’s compliance with *Accreditation Standards* stated below.

**3.3.2** *The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.*

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

**M3.3.3** *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.*

Provide the information requested below for all faculty. Provide the information requested below for all faculty employed in full-time and part-time positions *within the past academic year*. List from highest to lowest in rank.

Initials and Surname of Faculty Member	Current Rank or Title	(✓ One)		Tenure-Track (✓ One)		Tenure (✓ One)			Gender (✓ One)	
		Part-Time	Full-Time	Yes	No	Yes	No	NA	M	F
Stoops, Charlie	Dean & Associate Professor		✓			✓			✓	
Kok, Adrian	Associate Professor		✓			✓			✓	
Bach, Julie	Assistant Professor		✓			✓				✓
Lesniewski, Jacob	Assistant Professor		✓	✓					✓	
Moragne-Patterson, Kafi	Assistant Professor		✓	✓						✓

Initials and Surname of Faculty Member	Current Rank or Title	(✓ One)		Tenure-Track (✓ One)		Tenure (✓ One)			Gender (✓ One)	
		Part-Time	Full-Time	Yes	No	Yes	No	NA	M	F
Scherrer, James	Assistant Professor		✓	✓					✓	
Shim, Joyce	Assistant Professor		✓	✓						✓
Villarreal Sosa, Leticia	Associate Professor		✓	✓						✓
Belluomini, Ellen	Lecturer; Coordinator of Military Social Work Program		✓							✓
Thompson, Melissa	Lecturer		✓							✓
Ashford, Irvin	Adjunct Professor	✓							✓	
Bankston, Sandra	Adjunct Professor	✓								✓
Best, Carol	Adjunct Professor	✓								✓
Bodiford, Kristin	Adjunct Professor	✓								✓
Braine, Sandra	Adjunct Professor	✓								✓
Burns, Charlotte	Adjunct Professor	✓								✓
Coker, Evelyn	Adjunct Professor	✓								✓
Cronk, Kenneth	Adjunct Professor	✓							✓	
Flight, John	Adjunct Professor	✓							✓	
Jha, Aruna	Adjunct Professor	✓								✓
Kidd, Courtney	Adjunct Professor	✓								✓
Kutzen, Stephanie	Adjunct Professor	✓								✓
Lissuzzo, Andrea	Adjunct Professor	✓								✓

Initials and Surname of Faculty Member	Current Rank or Title	(✓ One)		Tenure-Track (✓ One)		Tenure (✓ One)			Gender (✓ One)	
		Part-Time	Full-Time	Yes	No	Yes	No	NA	M	F
Lopez, Misa	Adjunct Professor	✓								✓
Oskin, Fred	Adjunct Professor	✓							✓	
Pederson, Tabitha	Adjunct Professor	✓								✓
Pinder, Jessica	Adjunct Professor	✓								✓
Rettinger, Kathleen	Adjunct Professor	✓								✓
Roberson, Mary	Adjunct Professor	✓								✓
Russell, LaTia	Adjunct Professor	✓								✓
Seryak, Claire	Adjunct Professor	✓								✓
Spain, Anu	Adjunct Professor	✓								✓
Topinka, Joseph	Adjunct Professor	✓							✓	
Vardi, Shira	Adjunct Professor	✓								✓

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

#### **Faculty Teaching, Scholarly, Service Responsibilities**

GSSW full-time tenure track faculty have a required 3-3 teaching load. Currently, two of our faculty members have a 1-course reduction for either administrative duties or to support their research agendas. The university has changed the teaching load for lecturers to 4-4 beginning Spring 2016. One lecturer will move to a 4-course load in Spring 2016 while one will remain teaching 3 due to administrative duties in the Military Social Work program. Currently, our tenure-track faculty are required to publish a total of two peer reviewed publications to meet the scholarly requirements for promotion and one peer reviewed article for tenure. This means that a faculty member can be a tenured assistant professor. Faculty scholarship at Dominican is four-fold. The University recognizes that today the academy views scholarship through a variety of lenses, with each being appropriate for different purposes but equally suitable to the scholar/faculty role. The first is the traditional scholarship of original research and publication called the scholarship of discovery. This includes original creative work, particularly in the visual, performing and other arts. The second is the integration and synthesis of knowledge and called the scholarship of integration. The third is the application of a faculty member's expertise to a problem external to the University called the scholarship of application or engagement. The fourth is the scholarship of teaching and learning.

Unique to our university, faculty can apply for promotion after during their fourth year if they have met the required peer reviewed publications requirement and meet the teaching and service requirements. To support their ability to meet the scholarship requirements, faculty can request a one course reduction for a semester during their probationary period. Additionally, they are expected too regularly attended and present their scholarship at academic and professional conferences. Our tenured and tenure-track faculty are required to serve on one university academic council committee after their first year and two departmental committees thereafter. Currently, the majority of our faculty members are meeting their required service with most also serving on additional academic council or departmental committees. Some also serve on time-limited task forces or working groups, as needed.

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

The faculty demonstrates ongoing professional development through their continued progress in meeting the requirements for renewal, promotion and tenure. Dominican University's standards for each faculty rank include continued development as a teacher and activities of research and scholarship. As a teaching focused university, the faculty's ability to engage students in significant learning is critical to advancement. Our faculty members engage in continuous training on the team-based learning pedagogy and attend additional trainings provided by

Dominican University's Borra Center for Teaching and Learning.

A continuous record of research and scholarship is required for promotion and tenure for all tenure-track faculty. The faculty have consistently met and in most cases exceeded the standards. Each of our faculty has a defined research agenda that has received both internal and external funding support. They have projects at local, national and international levels and many of these involve students as either research assistants or as part of research classes. Many of our faculty are involved in research with collaborating community-based social work providers that address critical needs of the agency and their communities.

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

Our faculty have a demonstrated commitment to the values of the social work profession: Service, Social Justice, Dignity and Worth of the Person, Importance of Human Relationships, Integrity and Competence (NASW Code of Ethics). All of our faculty provide service to the university, school and community that demonstrates to our students the importance of being an engaged member of the community. One of the critical service roles is as Academic Advisor to students. Faculty have defined this role to be one of mentoring students both academically and professionally. At minimum, students meet with their faculty advisor twice a year to review their progress and plan for the next step in their academic and professional lives.

Our schools mission and vision highlight our faculty's commitment to social justice as a hallmark of social work education, which is carried out in within the classroom, our school, and our university and in the wider-community (local, national and international). The faculty serve on university committees and community-based boards whose purpose is the promotion of social justice for those marginalized.

Our faculty uphold the dignity and worth of the person within our educational environment, which includes our partnering field sites (Volume III, Appendix F) by modeling care and respect for the students, the staff and their colleagues.

The importance of human relationships is at the heart of the Sinsinawa Dominican education and is recognized as critical to learning and the establishment of a community that can be supportive of and meet the needs of its members. Our faculty carry this relationship-centered perspective into their daily interactions with their students and colleagues.

Our faculty emphasize to our students the importance of integrity in their academic work, in their professional training in the field, and beyond into their professional lives. From the beginning of the educational experience, our students are presented with ethical dilemmas to develop their ability to resolve these challenges with a sense of integrity and professionalism.

The value of competence is modeled by our faculty's commitment to continuing education related to their teaching and research and where relevant in their professional practice of social work. The faculty attend both education and research based conferences on a regular basis. Those with professional clinical licensing must complete 15 Continuing Education Units each year to maintain their licensing within Illinois.

## Accreditation Standard 3.4—Administrative Structure

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

Dominican University is divided into one college and 5 schools (in order of establishment):

- The Rosary College of Arts and Science
- The Graduate School of Library and Information Science
- The School of Education
- The Brennan School of Business
- The Graduate School of Social Work
- The School of Professional and Continuing Studies

The Graduate School of Social Work (GSSW) is one of the newest schools at Dominican University, having been initially accredited by CSWE in February 2004. From the school's inception, the GSSW has had sufficient autonomy to realize its mission and goals. The school operates similarly to the other graduate and undergraduate programs in that it is afforded financial and curricular autonomy and is positioned within the larger university structure as equal partners with the other college and schools. All graduate programs as well as the undergraduate college operate with independent deans. All deans report directly to the provost. The schools each have autonomy to design curriculum, schedule classes, evaluate curriculum, recruit faculty, promote and tenure faculty, develop and implement budgets, grant faculty request for conference leave time, recruit students, and other activities.

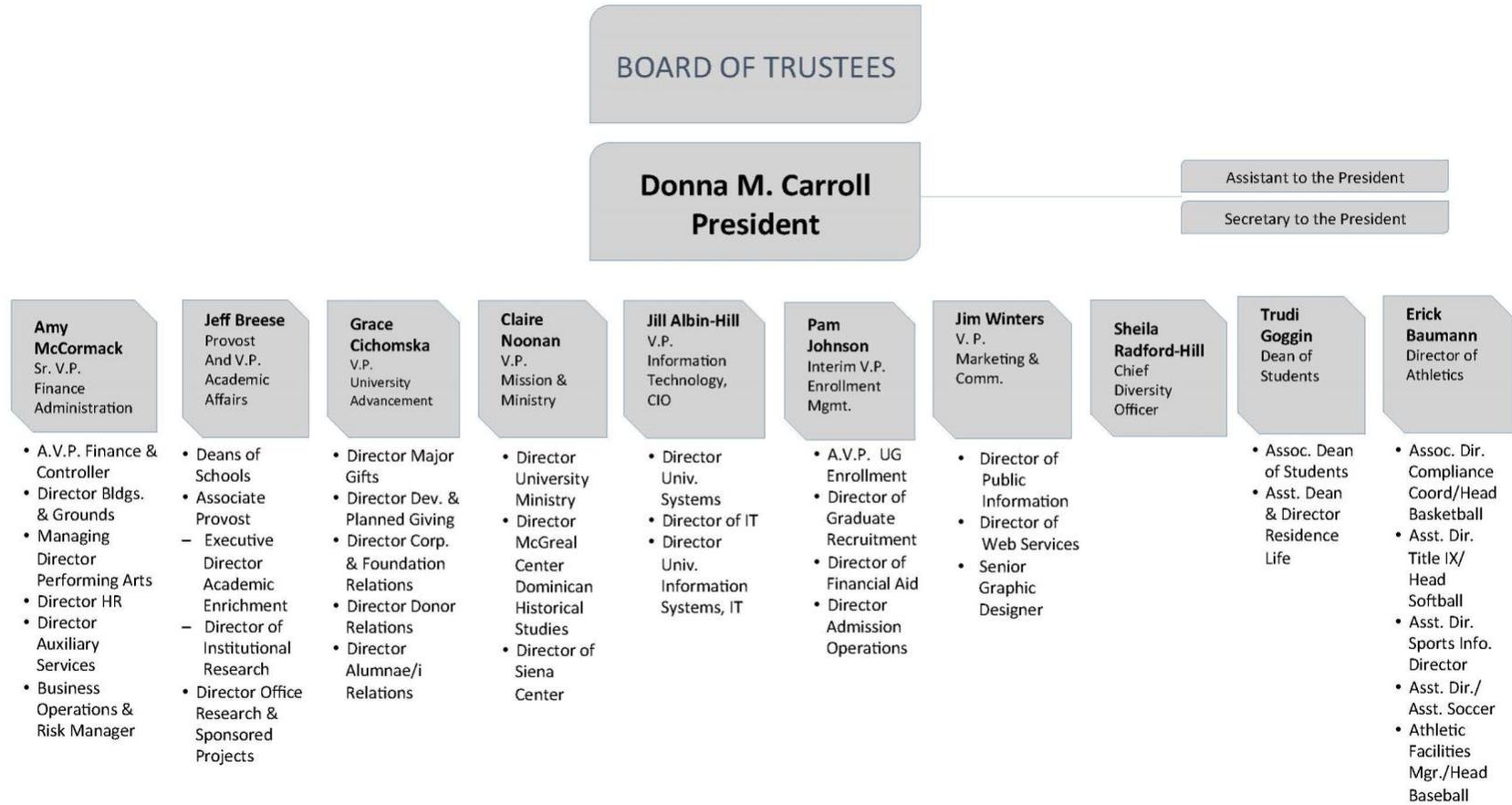
Social work faculty and administration have autonomy for curricular, budget and personnel actions within the school as well as through committee service in the larger institution. For example, social work faculty serve on a wide range of Academic Council Committees such as Committee on Faculty Appointments, the University-wide Curriculum Committee and the Institutional Review Board. The dean serves on the Deans Team (Provost Cabinet), University-wide Curriculum Committee, the University Planning Committee, the Emergency Response Team, and the University Budget Committee. At the GSSW level, social work faculty, working in conjunction with the dean, have authority and responsibility for decision-making regarding mission, vision, strategic planning, goal setting, curricular development, modification and evaluation, development and implementation of certifications, concentrations and specializations.

Dr. Stoops, as Dean works in consultation with the Provost, regarding new program initiatives, strategic planning for the school, faculty recruitment and retention, budget development and student recruitment. The dean is the budget manager of the school and administers the budget for the MSW program. Budget development and implementation is done on an individual school basis within the processes outlined by the Business Affairs Office. GSSW's budget is based upon forecast models, projected growth and new program initiatives with guidance from the provost, the Budget Committee, the comptroller, Enrollment Management Operations and Office of Marketing and Communications. The GSSW has its own corporate budget with reference to

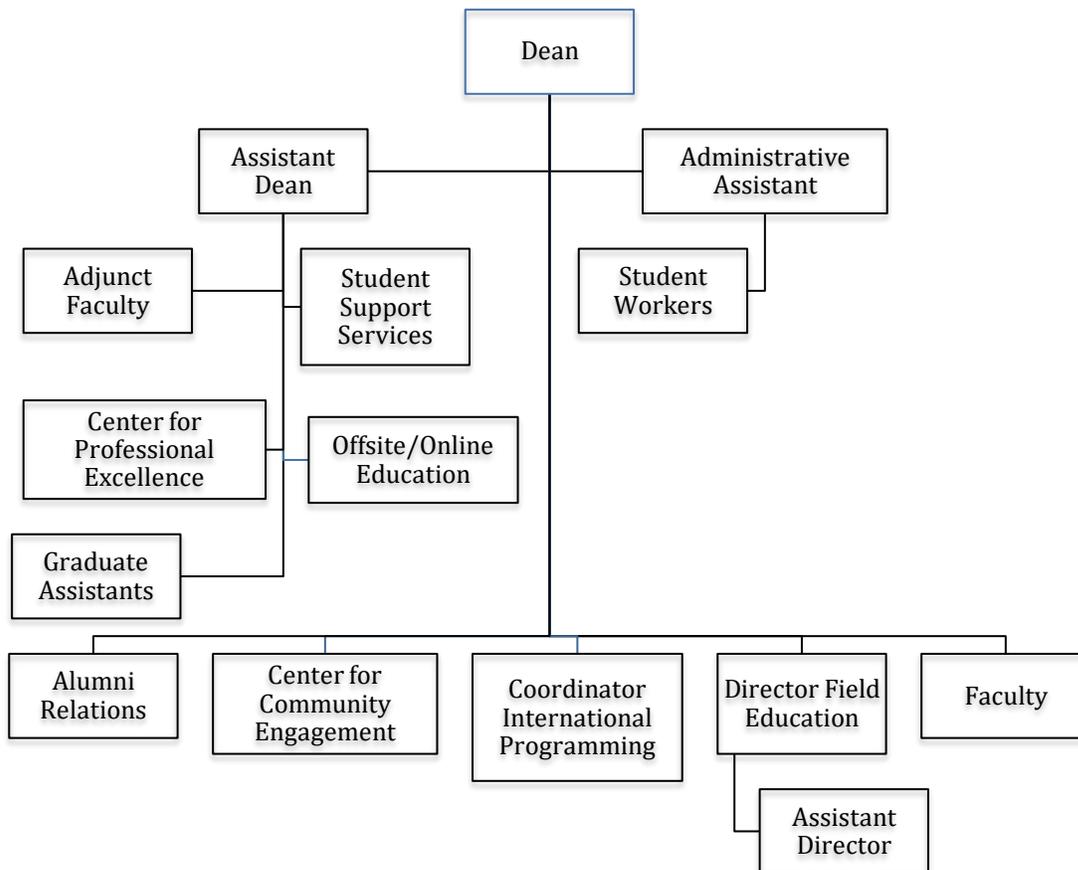
faculty, administrative and staff salaries, benefits, maintenance and operation, supplies, travel, scholarships, work study funding, books, films and videos, computer services and supplies, faculty development, library acquisitions, conference travel, postage, telephone, professional and organizational dues, printing, promotional and recruiting materials, advertising, interview and recruitment funds, field trips, special event services, and outside grant funding.

All academic deans of the university report to the provost, who is in charge of academic affairs. The Provost, in turn, reports to the president of the university. The Graduate School of Social Work is organized in both its structure and curriculum that is consistent with the general organizational structure for schools within the university.

# Dominican University Organizational Chart



## GSSW Organizational Chart



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

The MSW program at Dominican University GSSW is located at the Priory campus, which is a historic building located seven blocks from Dominican University's main campus. Most of the classes and all of the faculty, staff and administrative offices are located at the Priory campus.

The MSW program has its own curriculum, which is consistent with CSWE educational policy and accreditation standards. The curriculum was initially and continues to be developed in conjunction with the Educational Policy and Accreditation Standards (EPAS) as well as being consistent with local area constituents' needs. Annually, the GSSW faculty meets to discuss the effectiveness and focus of current curriculum, utilizing assessment data on our Competencies and Practice Behaviors. This same process was utilized as the program prepared for the self-study process. GSSW faculty, staff and administration are involved in February (for Fall term curriculum) and May (for Spring term curriculum) workshops focusing on improving, modifying and creating additions to curriculum. This is accomplished through three curriculum committees (Practice & Field Committee, Policy and Research Committee and HBSE/Diversity Committee)

that meet monthly throughout the entire school year to orient new faculty to the focus of the curriculum; to critique specific assignments and to determine modifications necessary to the curriculum. Finally, these three committees report progress and modifications to the entire school at the monthly GSSW meetings held throughout the academic year.

The GSSW is solely responsible for curriculum decisions that affect the MSW program. However, there is an institutional approval body known as the Graduate Studies Committee University-wide Curriculum Committee (UCC) whose purpose is to focus on the totality of Dominican's educational offerings, within the contexts of mission and identity, strategic planning, and academic priorities. Within this purpose the UCC is charged with reviewing proposals for new programs, degrees, or certificates from any of the five (5) academic units but not the content of courses within the academic offerings. The UCC receives these proposals once they have completed the proscribed approval process within each academic unit. The UCC's review is guided by requiring all proposals to contain a standard set of components and a set of eight (8) criteria established by Dominican University's Academic Council. Based on the UCC's review of a new academic offering, they may deny the request, require additional information or modifications before approval, or approve the new offering. Once the UCC has approved a new academic offering, the academic unit retains control of the specifics of and any changes to the courses in the curriculum within the new program, degree or certificate. The Dean and a tenure-track faculty member represent GSSW on the committee.

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

The Dean, faculty and staff participate in the development of recruitment and hiring policies and procedures of full-time tenure-track and non-tenure track faculty, adjunct faculty and administrative staff. We utilize the Faculty Handbook (Volume III, Appendix C) Section 3.4: *Guidelines for Search, Appointment, and Orientation of Faculty*, the Faculty and Academic Staff Search Protocol from the Office of Human Resources; the Staff Handbook (Volume III, Appendix G) Section 3.2: *Recruitment and Hiring Procedures and A Toolkit for Faculty and Academic Affairs Search Committees: Increasing Excellence and Inclusion* (Volume III, Appendix C). These policies and procedures are developed with input from the GSSW faculty through participation in the Academic Council Faculty Affairs Committee, Faculty Appointments Committee, Committee on Diversity, and Committee on Climate, Equity and Inclusion. The Dean participates in policy review for hiring practices and procedures of faculty and staff through participation on the Provost's Dean's Team.

The GSSW faculty participates in the Academic Council, which has authority to review, comment on and approve policies in the Dominican University Faculty Handbook (Volume III, Appendix C) Section 3: Faculty Appointments, Rank and Tenure Policies. A tenured member of GSSW's faculty also holds membership in the Faculty Appointments Committee (FAC) who reviews all tenure-track faculty and makes recommendations for renewal and tenure. Two of the key duties of the FAC are detailed in Section I.D.4.4 (2) of the Academic Council By-Laws (Volume III, Appendix C):

- c. The committee will bring to the Academic Council proposals concerning general policies relating to faculty employment at Dominican and policies on retention, promotion and tenure, before making final recommendations to the Provost and President.
- d. The committee designs and implements procedures to be followed in reaching its recommendations. These procedures are submitted to the Academic Council for ratification; they are then submitted to the Provost for publication in the Faculty Handbook (Volume III, Appendix C).

***M3.4.4: The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.***

The GSSW is a Master's only program. As a school in Dominican University's academic structure, Dean and Associate Professor Charlie Stoops, PhD, LCSW currently leads the program. Dean Stoops has been on faculty since Fall 2003, was promoted to Associate Professor in Fall 2008 and was granted tenure in Fall 2010. He began his appointment as Acting Dean in November 2011 and was appointed Dean in July 2012.

***M3.4.4 (a): The program describes the MSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director has a doctoral degree, preferably in social work.***

Dr. Charlie Stoops has his Ph.D. and MSW from the Jane Addams College of Social Work at the University of Illinois at Chicago. He has maintained a license as a clinical social worker in Illinois (LCSW) since 1997. Dean Stoops holds the rank of associate professor in the GSSW at Dominican University, having joined the school in 2003. Dean Stoops has created several new programs and collaborations during his tenure as Dean, including developing an innovative 5-year BA/MSW tracks for undergraduate sociology and psychology majors. He has also supported his faculty in creating the school's first online post-masters certificate in Working with Military and their Families (WMF) and its newest concentration in Military Social Work. Building on the school's international focus, Dean Stoops has fostered, with the faculty, collaborative agreements with the State University of Milagro, Ecuador, University of Aguascalientes, Mexico, and Addis Ababa University and University of Gondar in Ethiopia.

Other international collaborations in development include Kenya, South Africa, Uganda and India. Dean Stoops also challenged the faculty to create curriculum based on a "backward design" during our program's conversion to the Council on Social Work Education's revised standards of 2008. Using the Integrated Learning Model and team-based learning, the GSSW has both an evidence-based taxonomy of learning and a teaching pedagogy guiding the education and training of a new generation of social workers. He has been an innovator in the classroom utilizing community partners such as Chicago Coalition for the Homeless, Heartland Alliance, Sarah's Inn, and the State's Attorneys Office to provide students with hands-on experience in

real world program development and political advocacy. Dean Stoops' research focuses on domestic violence, with a particular focus on men who batter. He and his colleagues have published studies on program completion among court-ordered men who batter, types of men who batter, and class as predictor of program completion. Prior to joining the faculty at GSSW, he was co-founder of the Center for Advancing Domestic Peace, an evidence-based provider of Partner Abuse Intervention Services based in Chicago.

***M3.4.4 (b): The program provides documentation that the director has a full-time appointment to the social work program.***

The Dean, Dr. Charlie Stoops, has a full-time, 12-month appointment in the GSSW effective since July 1, 2012.

***M3.4.4(c): The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.***

The Dean's assigned time is 100% to the educational and administrative leadership of the program.

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

The Director of Field Education is Carina Santa Maria, MSW, LMSW. Carina received her MSW from Dominican University and when she assumed the position had more than two years post-MSW work experience.

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

Carina Santa Maria received her Bachelor of Arts in psychology and criminology from The University of Tampa in 2007. After graduating, she pursued a career at Little City Foundation as well as providing in-home ABA therapy for children on the autism spectrum. She then continued her education at Dominican University's Graduate School of Social Work and graduated in 2011. While enrolled in GSSW, Carina developed a passion for fighting against human trafficking and commercial sexual exploitation as well as international social work. In July 2011, Carina moved to Miami, FL and worked for Memorial Health Care Systems as a Community Youth Counselor and partnered with the Broward Sheriff's Office and their juvenile diversion program. While working in the juvenile diversion program, she was able to recognize that some of her clients were being sexually exploited, but were not seen as victims and that service providers did not understand the needs of this specific population. Carina then became the Vice President of Education and Outreach at the Broward Human Trafficking Coalition and provided various

trainings to professionals and held awareness events for parents and children.

In addition, Carina also volunteered with Kristi House - Project GOLD and worked on developing the policies and procedures for an emergency shelter for victims of commercial sexual exploitation. She also worked at Youth Villages in Memphis, TN as a residential counselor, providing trauma focused cognitive behavioral therapy for children with extensive histories of abuse and trauma. Carina also continues her work in the anti-human trafficking field and is the program director for *Traffick Free*, a volunteer driven organization that seeks to provide the greater metropolitan area of Chicago with tools and sustainable programs to combat human trafficking and transform the lives of victims, perpetrators and communities.

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

The Director of Field Education for Dominican University's MSW Social Work Program is Carina Homann Santa Maria, LMSW, and MSW. Carina earned her MSW from Dominican University in 2011. She has three years post-MSW practice experience as noted in her curriculum vitae (Volume III, Appendix B).

***M3.4.5(c): The program describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.***

The Field Director is a full-time staff member and teaches one field seminar class each semester thus 66% of her time is spent in administrative oversight for field education. The Director of Field Education is responsible for the planning, implementation, and coordination of the field instruction program. Such responsibilities include: a) maintaining an adequate complement of field agencies with varied service opportunities, b) orienting and providing ongoing educational resources for students and field agencies, c) provides oversight of all field education policies, d) organizes and participates in annual trainings of field faculty and instructors, e) negotiates all written and signed contracts with field agencies, and f) completes a final assessment of the field agency and field experience to determine suitability for future field placements. In addition to the Field Director, the program has a full-time Assistant Director of Field who also teaches one field seminar class each semester and co-coordinates all duties that are fulfilled by the Field Director.

## Accreditation Standard 3.5—Resources

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

The university manages its various resources through overarching planning processes. These processes are detailed in their approach and take a multi-year perspective. A forecasting model with an embedded current year budget guides fiscal resources. The model tracks historical revenue and expense activity and direct contribution margins by school and projects forward three fiscal years. Each annual operating budget is framed within the context of the forecasting model. Academic and administrative staffing decisions are guided by the availability of resources as presented in the model. The university monitors personnel resources through Institutional Research Faculty Staff Trends and percentage of courses taught by full-time faculty by school. Further, School grids are used to show optimal enrollment and faculty needs. Campus planning is guided by the Campus Master Plan, which identifies and prioritizes physical plans for the university footprint over a multi-year period. Ongoing plant maintenance and improvements are supported by a rolling five-year Renewal and Replacement Budget as reviewed and approved by the Board's Buildings & Grounds Committee. The R&R Budget is part of the Cash Flow Projections. Growth in technology needs for the university led to the development of a separate IT Technology Plan. To address potential gaps in the planning process, the university developed a business continuity plan and conducts ongoing risk assessment through a monitoring of 20 Risk Indicators.

The annual budgeting process tracks expense allocations by percentage to the primary service categories as well as direct contribution margins for each school. Low contribution margins represent a potential drain on university resources, while high margins could indicate a lack of resource commitment to a school. By tracking contribution margins over a number of years, the university has learned that an academic contribution margin in excess of 47% is desirable. In addition to direct contribution margins, the university has conducted a full Indirect Contribution Margin Analysis. Monitoring the indirect contribution margins assists in determining program pricing as well as resource allocation such as for new faculty hires. The university tracks student/faculty ratios and cost per student data for administrative functions. The university uses CIC ratios to monitor resource utilization against external benchmarks.

The university has a Budget Committee comprised of faculty, staff, and administration. The Committee follows a Budget Development Timeline throughout the academic year to identify priorities, review performance, and determine corrective action where appropriate. The annual process is guided by budget request form guidance. The Controller oversees the collection and input of data and works with the Budget Committee to finalize the budget. The annual Board-approved operating budget is developed in the context of the forecasting model and includes funding for new initiatives. Board approval of fees is supported by market analysis. The Finance Committee and Board of Trustees reviews and approves the operating budget with



***3.5.2: The program describes how it uses resources to continuously improve the program and address challenges in the program's context.***

Approximately 78% of the budget is for personnel costs, which has included raises ranging from 1.5% to 3.5% over the past three years. During 2014-15, the university was in the process of developing a multiyear plan for sustainable salary increases along with a review of the fringe benefits. The reduction in personnel costs for 2014-15 was due to the centralization of graduate recruitment, which resulted in the transfer of a 1.0 FTE employee to a new Office for Graduate Recruitment. The department has increased its full-time faculty from seven (7) to nine (9) with the increase being the addition of two tenure-track assistant professors.

The remaining operational expense portion of our budget has increased or remained flat over the three reported years. While the total budget appears to have decreased in 2014-15, we had additional expenses approved for the start up of our Post-Master's Certificate & Concentration in Working with Military and Their Families in 2013-14. In 2014-15, graduate professional programs were asked to hold budgets flat due to lower than expected enrollment. For budget 2015-16, we were granted additional budget in the areas of travel to support further development of our international collaborations and support of our Center for Professional Excellence continuing education offerings. Our core budget for student financial aid has increased \$10,000 each year beginning in 2013-14 from \$130,000 to \$150,000 in 2015-16. During 2013-14 & 2014-15, we were granted additional financial aid dollars post budget approvals in an effort to bolster enrollments.

The centralization of graduate recruitment in 2013-14 has been successful for the school. While enrollment goals were not met in the initial year, GSSW has enrolled its two largest classes in the subsequent two years, 115 and 136, respectively. Our total enrollment has grown from 175 in 2013-14 to 246 in 2015-16.

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

The GSSW has sufficient support staff to manage the business and academic affairs of the school. We have a 1.0 FTE Assistant Dean whose responsibilities encompass the business operations. We have a 1.0 FTE Administrative Assistant who manages the affairs of the Dean and provides supervision of our 3 part-time student workers. Both the Assistant Dean and Administrative Assistant are 12-month employees. The student workers average approximately 10 hours per week during the fall and Spring Terms. During the Summer Terms, we have 1 part-time worker at approximately 10 hours per week.

We have two 1.0 FTE salaried staff in our Office of Field Education who are 12-month employees. They are assisted during the academic year with a Graduate Assistant and a Student Employee at 10 hours per week.

Our program is provided sufficient Technological Resources to accomplish the critical job functions. All staff and faculty are provided with either a desktop or laptop computer. The Dean, Assistant Dean and Administrative Assistant are provided with both a desktop and laptop

computer. Each faculty and staff are able to request specialized software or are provided access to internal systems to facilitate their job functions. Our Information Technology department provides regular trainings on productivity software that is utilized by staff in performing their duties. Training on the use of internal automated systems are provided by personnel from the specific department (i.e. Business Office provides training on online budget module, Registrar's Office provides training on our student records management system).

#### ***3.5.4: The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals***

##### **Library Materials Relevant to Social Work and Usage Data**

The Rebecca Crown Library provides library services that support the academic and instructional needs of the students and faculty. As a governing member of the Consortium of Academic and Research Libraries of Illinois (CARLI) the library has access to and participates in I-Share, the integrated library system that serves 86 research and academic institutions statewide. I-Share also provides access to 24-hour delivery services among the 154 CARLI libraries and the state regional library systems. CARLI makes available over 200 databases through discounted subscriptions to the library. The GSSW has been allocated \$5,000 in the library budget for monographs. This amount has not changed since 2009, however, the Social Work faculty, staff, and students do have access to material in I-Share and via interlibrary loan outside of the CARLI network, should the library not own a particular item needed by the patron.

The Rebecca Crown Library is open approximately 110 hours a week during the academic year. Faculty librarians provide reference assistance via the reference desk, email, phone, chat, or face-to-face in-depth research sessions. Graduate students of the Graduate School of Library and Information Studies and undergraduate library assistants staff two other information desks within the library. These students are trained and supervised by the faculty librarians. The faculty librarians are embedded in the English 102 classes and also teach library instruction courses based on their library liaison work. Librarians may participate in the graduate school orientations, attend faculty meetings as the liaison for their subject area, or teach drop-in workshops. The library recently unveiled a newly updated library website. The Rebecca Crown Library has many research guides (LibGuides) that are available to students by course, subject areas, or major. Many of the research guides have online tutorial videos embedded within the guide. The library employs many student assistants, and library school students. These students are trained to provide assistance to our library patrons.

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

The Rebecca Crown Library has eight faculty librarians who participate in collection development and liaison responsibilities. As mentioned above, the library collection allocation for social work monographs is \$5,000 each fiscal year. At this moment, Ning Zou, Instruction Coordinator and Library Faculty member is the Social Work liaison.

Recent acquisitions for social work have included the ICPSR, Inter-University Consortium for Political and Social Search, a very extensive collection of large downloadable data sets. With the addition of the new nursing program, the social work faculty and students will have access to databases such as CINAHL, Cochrane Collection, and Proquest Nursing and Allied Health Source. These are broad-based databases where social work students and faculty may find appropriate material for their research. This is in addition to several ebook collections and print material.

**Table 3.2 Academic Databases, Social Work and Other Related Databases**

<b>Online Databases/ SW related</b>	<b>2012/2013</b>	<b>2013/2014</b>	<b>2014/2015</b>
Ageline	\$1,947.00	\$2,024.76	\$2,105.75
Child Development & Adolescent Studies	\$612.00	\$636.67	\$662.14
Dissertation Abstracts	\$5,804.00	\$6,035.91	\$6,343.74
DSM Premium	\$0.00	\$4,254.00	\$5,100.00
Encyclopedia of Social Work	\$0.00	\$796.00	\$995.00
ICPSR	\$4,550.00	\$6,825.00	\$6,825.00
JSTOR	\$8,750.00	\$8,750.00	\$8,750.00
Medline Full-Text	\$3,308.00	\$3,439.83	\$3,577.42
Proquest Criminal Justice Periodicals	\$1,370.00	\$1,425.00	\$1,500.00
Proquest Psych Journals	\$6,250.00	\$6,500.00	\$6,760.00
PsychArticles	\$1,110.00	\$1,154.07	\$1,211.77
PsychInfo	\$4,318.00	\$4,663.29	\$4,901.22
Sage Journals Online	\$20,909.00	\$23,502.00	\$24,771.00
Social Work Abstracts	\$1,779.00	\$1,868.42	\$1,961.84
SocIndex with Full text	\$5,117.00	\$5,321.73	\$5,534.60
Sociological Abstracts	\$3,818.00	\$3,970.24	\$4,172.72
Web of Science	\$17,332.00	\$18,372.00	\$19,474.32
<b>TOTAL Online Databases/ SW related</b>	<b>\$86,974.00</b>	<b>\$99,538.92</b>	<b>\$104,646.52</b>
Subsidized Databases or Open Access			
Academic Search Complete			
Counseling and Therapy in Video			
Social Science Research Network (SSRN)			
Ethnographic Video Online			
Health & Society in Video			
<b>TOTAL Online Databases</b>		<b>\$291,600.00</b>	<b>\$294,000.00</b>
Have access to 51993 journals through online databases			

The library strives to meet the need of the DU social work community by providing access to journal subscriptions either not yet available online, or with restrictive policies or embargoes. Listed below are the current social work journal subscriptions.

**Table 3.3 Periodical Subscriptions**

<b>Print paid direct Subscriptions SW/Psych/Sociology</b>	<b>2012/2013</b>	<b>2013/2014</b>	<b>2014/2015</b>
Administration in Social Work	\$970.00	\$970.00	\$1,075.00
American Quarterly	\$160.00	\$160.00	\$173.00
American Studies	\$62.00	\$62.00	\$62.00
Behavior Therapy	\$395.00	\$395.00	\$415.00
Catholic Worker	\$14.59	\$14.59	\$14.59
Child & Adolescent Social Work	\$999.00	\$999.00	\$1,049.00
Clinical Social Work	\$998.00	\$998.00	\$1,048.00
Clinical Supervisor	\$814.00	\$814.00	\$902.00
Community Development Journal	\$375.00	\$375.00	\$433.00
Contemporary Educational Psychology	\$745.00	\$775.00	\$775.00
Deviant Behavior	\$1,146.00	\$1,146.00	\$1,449.00
Education And Training IN Mental Retardation and Developmental Disabilities	\$175.00	\$175.00	\$205.00
Families in Society	\$315.00	\$315.00	\$315.00
Family Process	\$434.00	\$434.00	\$511.00
Gerontologist	\$337.00	\$337.00	\$339.00
Human Organization	\$95.00	\$95.00	\$112.00
Infant Behavior and Development	\$569.00	\$569.00	\$758.00
International Social Science Review	\$52.00	\$52.00	\$52.00
Journal of Applied Behavior Analysis	\$92.00	\$569.00	\$758.00
Journal of Autism &Developmental Disorders	\$1,682.00	\$1,682.00	\$1,934.00
Journal of Behavior Therapy and Experimental Psychiatry	\$1,012.00	\$1,012.00	\$1,176.00
Journal of Comparative Social Welfare	\$423.00	\$423.00	\$468.00
Journal of Crime and justice		\$259.00	\$286.00
Journal Of Ethnic & Cultural Diversity in Social Work	\$540.00	\$540.00	\$599.00
Journal of Evidence-Based SW	\$754.00	\$754.00	\$835.00
Journal of family social work	\$379.00	\$379.00	\$420.00
Journal of Latin American Studies	\$395.00	\$395.00	\$468.00
Journal of Memory and Language	\$1,218.00	\$1,218.00	\$1,218.00
Journal of School Psychology	\$572.00	\$572.00	\$572.00
Journal of Social Service Research	\$825.00	\$889.00	\$986.00
Journal of Sociology & Social Welfare	\$88.00	\$88.00	\$90.00
Journal Of the American Geriatrics Society	\$968.00	\$968.00	\$1,089.00

<b>Print paid direct Subscriptions SW/Psych/Sociology</b>	<b>2012/2013</b>	<b>2013/2014</b>	<b>2014/2015</b>
Journals Of Gerontology (series A and B)	\$1,036.00	\$1,036.00	\$1,164.00
Omega	\$560.00	\$560.00	\$637.00
Perceptual and Motor Skills	\$580.00	\$580.00	\$596.00
Science & Children/& Science Teacher come together	\$135.00	\$136.00	\$136.00
Sociological Quarterly	\$1,902.00	\$1,902.00	\$2,068.00
Women's Studies Quarterly	\$87.00	\$87.00	\$87.00
TOTAL Print Paid direct Subscriptions SW/Psych/Sociology	\$21,903.59	\$22,734.59	\$25,274.59
<b>TOTAL Periodicals</b>	<b>\$169,080.00</b>	<b>\$164,000.00</b>	<b>\$164,000.00</b>

Below is the list of social work monograph holdings by Library of Congress subject headings.

**Table 3.4 Social Work Monographs with holdings and circulation**

<b>LC Call#</b>	<b>LC Subject</b>	<b>Location</b>	<b>Holdings</b>	<b>Historical Charges</b>
HV1-HV9960	Social and public welfare/Criminology	Main	2356	8840
HN1-HN995	Social history and conditions/Social problems	Main	952	1525
RA1-RA1270	Public aspects of medicine	Main	276	866
RC31-RC1245	Internal Medicine	Main	654	3197
BF-BF990	Psychology	Main	2663	8755
HV1-HV9960	Social and public welfare/Criminology	Reference	75	
HN1-HN995	Social history and conditions/Social problems	Reference	20	
RA1-1270	Public aspects of medicine	Reference	10	
RC31-1245	Internal Medicine	Reference	26	
BF-BF990	Psychology	Reference	54	
HV1-HV9960	Social and public welfare/Criminology	Media Center	96	289
HN1-HN995	Social history and conditions/Social problems	Media Center	10	34
RA1-RA1270	Public aspects of medicine	Media Center	15	50
RC31-RC1245	Internal Medicine	Media Center	60	194
BF-BF990	Psychology	Media Center	39	124

LC Call#	LC Subject	Location	Holdings	Historical Charges
	Total print books titles in library		179244	
	Total film/video in library		2578	
The yearly budget allocated for SW has been \$5000 since 2009				

**Table 3.5 Materials Budget**

	FY2012-2013	FY2013-2014	FY2014-2015	FY2015-2016
SW Monographs	\$5,000	\$5,000	\$5,000	\$5,000
SW Periodicals	\$21,903.59	\$22,734.59	\$25,274.59	\$25,274.59 *increases unknown at this time
SW Databases	\$86,974.00	\$99,538.92	\$104,646.52	\$104,646.52 *increases unknown at this time

### Staffing

- Rebecca Crown Library Building
  - Summer Hours: Sunday - Thursday: 8 am-10 pm Friday - Saturday: 8 am-8 pm
  - Regular Semester Hours: Sunday - Thursday 8 am – 12 am Friday and Saturday 8 am – 8 pm
- Archives and Special Collections
  - Monday, Wednesday, Thursday: 9 a.m.-noon; 1-3 p.m.
  - Tuesday: 9-11 a.m.; 1-3 p.m.
  - Friday: Closed
- Media Center
  - Summer Hours: Monday - Friday: 8 am -4 pm
  - Regular Semester Hours: Monday – Thursday 8am – 7 pm Friday 8 am – 4 pm Saturday 10 am – 4 pm Sunday 10 am – 7 pm
- Noonan Reading Room (Quiet Study)
  - 24 hours a day, seven days a week.
- Reference Desk Hours
  - Monday - Thursday: 9 am-9 pm
  - Friday: 9 a.m.-5 p.m.
  - Saturday: 1-5 p.m.
  - Sunday: noon-9 p.m.
- Library users may also set up individual appointments with a reference librarian.

### ***Location of library/social work collection relative to classroom and other social work student services***

The Rebecca Crown Library is located on Dominican University's main campus located just 8 blocks west of the Priory campus, home to the GSSW. Library group study rooms, which can be reserved for use by students, are located on the second floor of the library. The Noonan Reading Room (open 24/7 for quiet study) is just down the hall from the main library.

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

There are six printers available in the Rebecca Crown Library including one color printer; a 3D printer located in Media Services along with four DVD viewers. There are approx. 75 computers available for student use.

### **Circulation Policies**

Dominican University students may check out books from the Rebecca Crown Library for 8 weeks. Dominican University faculty and staff have a loan period of sixteen weeks. Library material may be renewed online, or at the circulation desk, with a maximum of three renewals. The Media Center items circulate for two weeks. Reference materials, library journals and periodicals, government documents, and special collections material are non-circulating. Faculty may place items on reserve at the library or through their learning management system account.

Current Dominican University students, faculty and staff can access Resource Sharing Services and utilize I-Share to search the holdings and borrow materials from the approximately 86 Illinois academic libraries in the Consortium of Academic and Research Libraries (CARLI). For books and articles that are not available at Dominican University or in I-Share requests can be made through ILLiad from WorldCat libraries worldwide.

### **Staffing**

The library has eight faculty librarians; each has library liaison and collection development responsibilities. Currently, Ning Zou, Instruction Coordinator and Faculty Librarian, is the liaison for Social Work. Library liaisons keep departments up to date on new library acquisitions, handle faculty requests for new materials, and may be invited to participate in department meetings or activities. The faculty librarians are often asked to submit library statistics or data for program reaccreditation or program reviews. The liaison will often share a list of new titles acquired for that department, in addition to any new developments concerning databases and access. The liaison and the department usually determine how often, and how much information is shared.

Faculty is encouraged to submit requests for new library material via the library liaison. The Social Work collection has largely been built by input and suggestions of the Social Work

faculty. The liaison usually checks for recommended titles through CHOICE, the online collection development tool used by many academic libraries.

The liaison is aware of his/her budget line and whether or not there are sufficient funds to purchase such material. Big-ticket items will normally go through the faculty librarians, as a group, for decision making on whether or not the big-ticket item can be purchased. If there are not sufficient funds, the University Librarian will consult with the department as well as the Provost's office to see if some of the cost may be shared. The Coordinator of Technical Services will also check with CARLI to see if there is a better price that could be negotiated via the CARLI office.

### **Online/Distance Learning**

One of Dominican University's goals in the Strategic Plan (Volume III, Appendix H) was to create more online or hybrid classes to meet the needs of our distance learners. To that end, the library repurposed a faculty librarian position, now known as the Instruction and Online Learning Librarian. This librarian facilitates outreach to the online students, assists faculty by embedding library material and library instruction in the learning management system (currently using Canvas) and conduct "one shot" library instruction for the class, either online, or face-to-face.

### **Library Instruction**

The Rebecca Crown Library instruction program is robust and has recently been updated to include the new guidelines from the Association of College and Research Libraries (ACRL). Below is the library's new instruction and information literacy guide.

Information literacy, as defined by the Association of College and Research Libraries (ACRL), is "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." It is a key component of Dominican's *University-Wide Student Learning Goals*, particularly in *Goal 1 Knowledge: Depth and Breadth*, *Goal 2 Critical Thinking*, and *Goal 3 Research and Scholarship*. Students' use of libraries contributes to higher retention and graduation rates, and information literacy instruction's effect on retention is a growing area of research. Librarians in the Rebecca Crown Library Instruction Program teach students to retrieve, evaluate, and ethically and legally use information; give students confidence in their information seeking abilities; and help prepare students for success in future educational endeavors and in the workplace.

Instruction is available for any class offered through Dominican, including online classes and classes at Grayslake, Triton, and Harold Washington Library Center. ACRL's [Standards for Distance Learning Library Services](#) guide our practice of providing instruction to all students, regardless of location. We provide Research instruction embedded in the undergraduate curriculum, Specialized research instruction in courses in the majors, Library orientations and specialized research instruction in the graduate schools, and Open workshops on the latest research tools and trends.

#### **Table 3.6 Instruction and Research Guides**

2012-2013	14 sessions including summer 2013
2013-2014	11 sessions including summer 2014
2014-2015	15 sessions (includes only part of summer 2015)
	* decrease of face-to-face instruction is due to an increase of embedded online Canvas tutorials which provide on-demand instruction
	<b>Online tutorials</b>
Social Work General Guide	<a href="http://research.dom.edu/social_work">http://research.dom.edu/social_work</a>
SWK 512: Introduction to Research	<a href="http://research.dom.edu/swk512Ning">http://research.dom.edu/swk512Ning</a>
	<b>Embedded Canvas modules</b>
Accessing the library databases	<a href="https://www.youtube.com/watch?v=QmCrIcGPp5Y">https://www.youtube.com/watch?v=QmCrIcGPp5Y</a>
Introduction to Social Work Research	<a href="https://www.youtube.com/watch?v=DW5Pe6mPhAE">https://www.youtube.com/watch?v=DW5Pe6mPhAE</a>
General library tutorials	<a href="https://www.youtube.com/watch?v=DW5Pe6mPhAE">https://www.youtube.com/watch?v=DW5Pe6mPhAE</a>

### **Assessments/Evaluation Surveys**

The library has an email address where people are encouraged to submit suggestions, complaints, concerns, or comments. These are forwarded on to the University Librarian to address.

Approximately six years ago the library did a LibQual survey but has not done a campus-wide survey since then. Results from the Graduating Students' Survey and Student Satisfaction Inventory are forwarded to the University Librarian.

Social Work library instruction sessions do not have an evaluation or assessment tool because there is no assignment tied to the session. Social Work faculty provides input to the library liaison after the library instruction session is complete, however, this is an informal process. There is a rubric tool that is used for the English 102 classes because of the nature of the assignment and material.

### **Concerns for the Future**

As most libraries, we continually struggle with the rising cost of library materials. The library as a governing member of CARLI has enjoyed a robust collection of full-text databases and access to the many member libraries' collections within CARLI and I-Share. CARLI/I-Share is administered through the University of Illinois System Administration. Our greatest concern at this moment is the uncertainty of the Illinois State budget. The University Librarian is currently the Chair of the Board of Directors of CARLI and has worked closely with the CARLI staff as the budget issues arise.

The library liaison and library faculty continue to make improvements in our collections, services, and technology needs (with the help and funding of IT). I believe the librarians and

library staff maintain a strong relationship with all of the Dominican Faculty and if there is a need for assessment we will work with the Social Work faculty to make improvements.

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

Dominican University purchased the building that houses the GSSW as part of their commitment to establishing the school. The Priory Building has been the home of the school since its inception in 2001. The building was remodeled to provide sufficient office space for both staff and faculty of the GSSW. Currently, we share the academic space in the building with School of Professional & Continuing Studies, the Siena Center, and ELS Language Services. The Priory building has 10 classrooms with capacity ranging from 15 to 50 students. The registrar based on class enrollment and curricular needs assigns classrooms. In 2013-14, a classroom suite was renovated to provide 3 additional classrooms, a student lounge and computer lab. The three (3) classrooms were furnished with moveable tables to facilitate our programs use of Team-based Learning. Seven of the 10 classrooms have permanently installed computer and projecting equipment and have Internet access. The other 3 classrooms can be provided with the same teaching technology on an as needed basis.

Information Technology personnel staff the Priory Building computer lab daily from 8:30 AM until after the start of evening classes. They provide support for both student and faculty technology needs. There is a laptop cart that can be reserved by faculty for use in the classroom. In the computer lab, there are two worktables that provide a laptop connection and large screen for student or faculty group work.

At our satellite campus housed at the University Center in Lake County, Illinois, we have access to a wide range of classroom types and sizes to accommodate our curricular needs. All classrooms at the University Center are equipped with state of the art computer and projecting equipment as well as being enabled for distance learning. Dominican University pays an annual membership fee and the GSSW pays its portion of the rental fees for an office space and needed classrooms for our scheduled classes.

***3.5.6: The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).***

The Office of Disability Support Services (DSS) promotes and facilitates full access by empowering students with reasonable accommodations, training, collaboration, and innovative programming to create opportunities for diverse learning environments that are usable, equitable, inclusive, and sustainable and is an aspect of diversity that is essential to the larger mission of Dominican University. DSS provides specific tools & supportive training to help those students with learning differences such as Kurzweil 3000-*firefly*, which is text to speech software, which was originally designed to provide access to texts in audio and or e-text for students with learning challenges. It is an example of universal design and is available to all of our students. We currently have 370+ licenses distributed and only 59 are documented students with disabilities. The students also have access to web-based resources and tools that support the

learning needs of students with learning challenges. If a student with a documented disability needed access to Braille, large print and or books on tape/audio for their courses, the DSS office would work with their faculty to provide that access. If a faculty or staff using the Library and needing alternate format, they would work with the University Librarian. DSS also provides faculty with resources to assist with instructional design for inclusive classrooms and academic activities such as Access College & Faculty Ware.

## Educational Policy 4.0—Assessment

### Accreditation Standard 4.0—Assessment

Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

***4.0.1: The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).***

The Graduate School of Social Work (GSSW) at Dominican University transitioned to the new competency approach together with the adoption of the Team-Based Learning (TBL) model in 2012. Because this teaching model focuses on the accomplishment of specific outcomes, the faculty were able to align this model with the CSWE competencies and practice behaviors. Assessment is an integral component of competency-based education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance the attainment of program competencies. Over a span of three years, from 2012 to 2015, the quality assurance process within the GSSW was redesigned and incrementally implemented. The purpose was to provide a comprehensive assessment of the EPAS 2008 foundation and concentration competencies and other areas in the implicit and explicit curriculum. To this end, the infusion of gerontology competencies in the foundation curriculum, fidelity to the TBL model, and the quality of courses and instruction were assessed. To summarize, GSSW identified four different assessment areas:

**Curricular:** These referred to the specific CSWE competencies and practice behaviors, including gerontology competencies that were the focus of the foundation and concentration classes. The curricular assessment of outcomes began in Summer 2015.

**Pedagogy:** These assessments referred to the fidelity of the Team-Based Learning model by instructors and students, and its impact on the professional behaviors of social work interns. In 2014, the assessment of fidelity of the teaching model by faculty and students was implemented.

**Courses;** These assessments focused on the quality of teaching by GSSW faculty and adjuncts. The University typically administered these assessments at the end of every semester. However, GSSW added a mid-semester instructor evaluation that provided qualitative feedback to the instructors, and additional open-ended questions that focused on the use and application of social work experiences, theories, and examples used in the classroom. In 2013, the additional assessment of teaching quality was implemented, and faculty were also expected to identify up to three areas for course improvement every semester. At the end of Fall 2014, the additional assessment was implemented.

**Field:** These assessments referred to the students’ self-efficacy measures of the foundation and concentration practice behaviors and the field instructor’s evaluation of the students’ performance in the field. In the Fall of 2014, we redeveloped the instrument to align them with the 2008 EPAS focus on the prescribed foundational practice behaviors as well as practice behaviors from the globally-focused family-centered and military concentrations. We have identified the two outcome measures as the focus of the assessment section of the one-year data collected from the students and the field instructors.

**Exit & Alumni Survey:** The Office of Institutional Research administers these assessments every year to cohorts that have graduated three years ago.

**Licensing Exam Pass Rates:** These are monitored yearly and obtained from ASWB. The faculty engages in a discussion concerning the results and their implications.

Area of Assessment	Frequency of Administration	Who is Responsible	Data Source	Assessment Instrument	Outcome Measured
<b>Curricular</b>					
Foundational Curriculum	Ongoing and every semester	Instructors teaching required core classes	Students’ Performance on assignment	Course Assignments through Canvas Outcomes	CSWE Foundation & Concentration Practice behaviors
Concentration Curriculum					Gerontology Foundation Competencies
Geroinfusion					
<b>Teaching Pedagogy</b>					
Students Survey	Yearly in the Spring Semester	Team-Based Learning (TBL) Coordinator & Assessment Coordinator	Students, & Faculty & Instructors	TBL Survey through Qualtrics	How are the components of TBL implemented by Faculty? Do students believe the TBL model is implemented consistently in the classes?
Faculty Survey					Faculty Needs & TBL Support
<b>Field</b>					

Area of Assessment	Frequency of Administration	Who is Responsible	Data Source	Assessment Instrument	Outcome Measured
Students Self Efficacy	End of each semester	Field Director & Assistant Field Director	Students on Field placement at the foundation and concentration level	Students' Self Efficacy Online Survey	CSWE Foundation & Concentration Practice behaviors
Field Evaluations	End of each semester	Field Director & Assistant Field Director	Field Instructors	End of Semester Field Instructor Evaluation Form	Actual demonstration of CSWE practice behaviors
<b>Course Evaluations</b>					
Mid Semester	Middle of the semester	Director of Academic Assessment, Evaluation & Achievement	Students	GSSW Mid Semester Qualitative Course Evaluation	Instructor's effectiveness in engaging class
End of Semester	End of each semester	Director of Academic Assessment, Evaluation & Achievement	Students	DU End of Semester Course & Instructor Evaluation	Course & assignment assessment, teaching effectiveness
Identification of Areas for Curricular Change	End of each semester	GSSW Assessment Coordinator	Faculty	Course Changes Table on Google Docs	Areas in the courses that needs to be modified, further strengthened and/or kept

**Institutional Surveys**

<b>Area of Assessment</b>	<b>Frequency of Administration</b>	<b>Who is Responsible</b>	<b>Data Source</b>	<b>Assessment Instrument</b>	<b>Outcome Measured</b>
Alumni Survey	Yearly to alums who graduated 3 years ago	Director of Academic Assessment, Evaluation & Achievement	Alumni responses to survey	DU Alumni Survey	Usefulness of degree, needs analysis, program and curricular gaps
Exit Survey	Yearly to students who are graduating		Graduating cohort's responses to survey	DU Exit Survey	Experiences in the program, satisfaction level with program
<b>Licensing Exam Results</b>					
	Data obtained from ASWB at the end of each academic year	GSSW Assessment Coordinator	Alums	LSW & LCSW Exams	Passing rates of GSSW alumni

The respective constituent groups receive the results of the data collected in the different areas, and the obtained feedback is brought back to the respective committee or in our school's "data days" to modify or implement changes and to consolidate on the strengths. Our constituent groups include faculty, adjuncts, students, and school curriculum committees, including the school's advisory committee.

***4.0.1: The program presents its plan to assess the attainment of each of its competencies. The plan specifies procedures, multiple measures of each practice behavior, and benchmarks employed to assess the attainment of each of the program's competencies (AS B2.0.3; AS M2.0.4).***

### **Evaluation Plan: An Overview**

An evaluation plan was developed and implemented to assess students' attainment of the ten core competencies at the foundation and concentration levels. We used outcomes and benchmarks consistent with CSWE's 2008 Educational Policy Standards. At both the foundation and concentration levels, each core competency was operationalized by measurable practice behaviors. For the foundation curriculum, 41 practice behaviors measured the competencies at the foundation level. This represents the 41 practice behaviors provided by CSWE. For the advanced curriculum, 25 concentration practice behaviors were developed for the Globally-Focused Family Concentration and 50 concentration practice behaviors for the Military Concentration. The practice behaviors for the globally-focused family-centered concentration were developed based on the global emphasis and the family-centered approach of the program. All fifty-concentration practice behaviors of the Military Concentration are from CSWE's Advanced Social Work Practice in Military Social Work Manual (2010).

Two measures: students' actual internship performance on the practice behaviors as well as student self-efficacy ratings of the practice behaviors are used to assess the level of achievement across the ten competencies. Data on practice behaviors measuring students' attainment of the competencies were collected from two separate data sources: 1) field instructor evaluations of internship performance at the end of the foundation year and at the end of the concentration year; and 2) student self-assessment (also known as self-efficacy assessments) at the end of the foundation year and at the end of the concentration year. Field instructor evaluation is considered a direct measure that can effectively assess knowledge and skills attainment whereas indirect measures such as the students' self-efficacy measures students' learning experiences and confidence to demonstrate the outcomes.

Benchmarks were established for the attainment of each competency overall, as well as for the individual practice behaviors as measured from each data source. The overall benchmarks were met if at least 85% of students achieved each core competency, as indicated by meeting the benchmarks on the practice behaviors. On field evaluations, benchmarks were met if, for each practice behavior, at least 85% of students were rated by their field instructors as having a four or higher on a five-point scale. The scale that was used to assess each of the practice behaviors is as follows:

- 1 - The student has not met expectations in this area, and there is not much hope that the student will meet expectations in this area soon.
- 2 - The student has not as yet met the expectations in this area, but there is hope that the student will meet expectations in the future.
- 3 - Student has met the expectations in this area.
- 4 - The student is functioning above expectations in this area.
- 5 - The student has excelled in this area.

On student self-evaluations and field instructor evaluation, benchmarks were met if, for each practice behavior, at least 85% of students rated themselves four or higher. The practice behaviors within each competency were then averaged to arrive at a mean percentage for the competency. If the practice behaviors of each competency were averaged four or higher by 85% of the students, the benchmark would have been met. This benchmark was uniform for all the practice behaviors as well as the competencies at the foundation and concentration curriculum.

Descriptive statistics were used to analyze data obtained through the measures, recording the mean obtained from each of the practice behaviors to the benchmark expected level of achievement. The actual benchmark and the mean value was tabulated and compared to the benchmark. The results were presented to the faculty and constituent member groups for further discussion and action. In this manner, the program and each unit receive valuable information that serves to provide continuous feedback for improvement of the program.

### **Description of Outcome Measures**

***Field Practicum Evaluation.*** Field Practicum Evaluation forms are completed by field instructors at the end of each of the two required Fall and Spring semesters of field practicum to evaluate students' learning and demonstration of those practice behaviors in the field. Students are in field for two semesters during the foundation year and another two semesters during the concentration year. Because the final evaluation of the field instructor at the end of the spring semester provides a summative account and actual demonstration of the students' practice behaviors in the field, this particular direct measure was considered to be a valid assessment of the students' attainment of the core social work competencies at the foundation and advanced levels. Our field evaluation forms (Volume III, Appendix D) were modified incrementally over time after the publication of the 2008 EPAS; field evaluation forms were extensively revised to assess more clearly and directly student attainment of the core competencies by measuring the practice behaviors. By Fall 2014, the field evaluation forms for the foundation and concentration years were developed to be in line with the prescribed CSWE competencies and practice behaviors.

The administration of this form is initiated by the field office that requires field instructors who are supervising and working directly with the student intern, to complete an evaluation of the students' performance using the specific practice behaviors and other performance criteria as specified by the field instructor. The field director receives the completed copy of the field evaluation, which then submits them to the Assessment Coordinator, who enters the data for assessment and shares the results with the faculty and field directors. Field directors also share the results with the field instructors. The assessment coordinator also shares the data with the students and discusses the implications for program development. Because of issues relating to field instructor's use of technology, the print copies of assessment will transition into online assessment in the Fall of 2016. The outcomes for Spring 2015 will be the focus of discussion.

***Students' Self Evaluation.*** The second outcome measure is the students' self-efficacy measures of the practice behaviors. In the past decade, this indirect measure of learning in social work has been studied. The students' in placements are expected to provide a self-assessment of their

ability to demonstrate the practice behavior in the field at the end of the fall and spring semester. Research has demonstrated that students' perceptions of self-efficacy are related to task performance and perseverance (Holden, Nanastas, & IVleenghan, 2003, 2005; Holden, Barker, Rosenberg, & Onghena, 2008; Holden, Meenaghan, Anastas, & Metrey, 2002). Results from studies that test the psychometric properties of self-efficacy scales demonstrate that they are valid, reliable, and reasonably correlate with measures of actual performance especially concerning specific content areas (Holden et al., 2005). The students at GSSW complete an online assessment dispatched by the field office through Qualtrics, a survey platform subscribed by Dominican University. These responses are confidential. Therefore, students' field faculty or field supervisor does not view these responses. It also has no bearing on their performance at their internship.

### References

- Holden, G., Anastas, I., & Meenaghan, T. (2003). Determining attainment of the EPAS foundation program objectives: Evidence for the use of self-efficacy as an outcome. *Journal of Social Work Education, 39*, 425-440.
- Holden, G., Anastas, I., & Meenaghan, T. (2005). EPAS objectives and foundation practice self-efficacy: A replication. *Journal of Social Work Education, 41*, 559-570.
- Holden, G., Barker, K., Meenaghan, T., & Rosenberg, G. (1999). Research self-efficacy: A new possibility for educational outcomes assessment. *Journal of Social Work Education, 35*, 463-476.
- Holden, G., Barker, K., Rosenberg, G., & Onghena, P. (2008). The Evaluation Df Self-Efficacy Scale for assessing progress toward CSWE accreditation related objectives: A replication. *Research on Social Work Practice, 18*, 42—46.
- Holden, G., Meenaghan, T., Anastas, J., & Metrey, G. (2002). Outcomes of social work education: The case for social work self-efficacy. *Journal of Social Work Education, 38*, 115-133.

**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.**

**Response Rate**

Table 4.1 indicates the response rates for the foundation curriculum, globally-focused, family-centered concentration curriculum, and the military concentration curriculum. The response rate for the students appears to be higher than the field instructor evaluations because they were conducted online whereas the field instructor evaluation relied on the submission of a print report that was turned in by the student to the field faculty, who then turns these into the Field Director. The lower response rates for the completion were also due to many reasons: students had to put in more hours before the field evaluations were completed by the field instructors, internship coming to an end at a later period (e.g., school social work internships typically end in June), and the lack of timely submission by the field instructors.

**Table 4.1: Response Rates of the Students and Field Instructors**

<b>Curriculum</b>	<b>Population</b>	<b>Students' Self Efficacy Rating Response Rate</b>	<b>Field Instructor Evaluation Response Rate</b>
Foundation	63	100% (N=63)	88.9% (N=56)
Globally Family Centered Concentration	69	97.1% (N=67)	84.1% (N=58)
Military Concentration	2	100% (N=2)	100% (N=1*)

\* Student left the program before the instructor completed the evaluation

**Overview of Presentation**

The organization of the presentation of the data is according to three major sections: foundation, globally-focused, family-centered concentration, and the military social work concentration. For each of these sections, an analysis of each of the outcomes, student self-efficacy ratings and field instructor evaluations will be presented. Followed by an analysis of the benchmarks based on the combined measures and will conclude with the discussion of the competency benchmarks.

Tables 4.2, 4.3 and 4.4 summarize the outcome measures and the benchmarks for the specific practice behaviors and the competencies. The presented tables are, one for the foundation curriculum (Table 4.2), one for the globally- focused, family centered curriculum (Table 4.3), and one for the military concentration (Table 4.4). For each table, the competency and the benchmark for the competency are described on the left column. The second column on the left identifies the specific practice behavior associated with the competency. The third column provides the mean ratings of the students' self-efficacy ratings (SE) and the field evaluations (FE) by field instructors. The fourth column is the percentages of the students who obtained a rating of 4 or higher on the specific practice behavior. The fifth column averages the percentages

of the two measures while the composite benchmark provides the average percentages of all the practice behaviors associated with the competency. This result is then compared to determine whether the performance met the benchmark. At the end of each competency, a mean percentage is computed on the percentage of students who met the competency benchmark. The data of the foundation, globally focused, family centered, and military concentration curriculum is analyzed using this same process of analysis.

**Table 4.2: Overview of Foundation Curriculum Benchmarks**

<b>Competency &amp; Benchmark</b>	<b>Practice Behaviors</b>	<b>Mean for Practice Behavior</b>	<b>Measures (% of Students Achieving Benchmark)</b>	<b>Benchmark Findings</b>
<b>C1. Identify as a professional social worker and conduct oneself accordingly.</b>	1.1: Advocates for client access to social work services	SE: 4.44 FE: 4.5	SE: 89.3 FE: 92.6	90.95%
	1.2: Practices personal reflection and self-correction to assure continual professional development	SE: 4.55 FE: 4.53	SE: 90.9 FE: 92.5	91.70%
	1.3: Attends to professional roles and boundaries	SE: 4.58 FE: 4.65	SE: 92.4 FE: 96.3	94.35%
	1.4: Demonstrates professional demeanor in behavior, appearance, and communication	SE: 4.56 FE: 4.64	SE: 92.5 FE: 94.6	93.55%
	1.5: Engages in career-long learning and growth	SE: 4.52 FE: 4.54	SE: 90.9 FE: 92.0	91.45%
	1.6: Uses supervision and consultation	SE: 4.50 FE: 4.64	SE: 87.9 FE: 94.6	91.25%
		Composite Benchmark		92.21%
<b>C2. Apply social work ethical principles to guide professional practice.</b>	2.1: Recognizes and manages personal values in a way that allows professional values to guide practice	SE: 4.39 FE: 4.55	SE: 87.8 FE: 92.9	90.35%
	2.2: Makes ethical decisions by applying standards of the National Association of Social Workers/International Association of Schools of Social Work, Ethics of Social Work, Statement of Principles	SE: 4.42 FE: 4.46	SE: 87.9 FE: 90.7	89.30%

<b>Competency &amp; Benchmark</b>	<b>Practice Behaviors</b>	<b>Mean for Practice Behavior</b>	<b>Measures (% of Students Achieving Benchmark)</b>	<b>Benchmark Findings</b>
	2.3: Tolerates ambiguity in resolving ethical conflicts	SE: 4.30 FE: 4.47	SE: 83.3 FE: 90.6	86.95%
	2.4: Apply strategies of ethical reasoning to arrive at principled decisions	SE: 4.39 FE: 4.60	SE: 87.8 FE: 95.5	91.65%
		Composite Benchmark		89.56%
<b>C3. Apply critical thinking to inform and communicate professional judgments.</b>	3.1: Distinguish, appraise and integrate multiple sources of knowledge; including research-based knowledge and practice wisdom	SE: 4.41 FE: 4.51	SE: 87.8 FE: 94.3	91.05%
	3.2: Analyzes models of assessment, prevention, intervention and evaluation	SE: 4.32 FE: 4.38	SE: 83.3 FE: 90.6	86.95%
	3.3: Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	SE: 4.48 FE: 4.45	SE: 92.4 FE: 94.6	93.50%
		Composite Benchmark		90.50%
<b>C4. Engage diversity and difference in practice.</b>	4.1: Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	SE: 4.55 FE: 4.61	SE: 90.9 FE: 92.6	91.75%
	4.2: Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	SE: 4.45 FE: 4.46	SE: 89.4 FE: 87.5	88.45%
	4.3: Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences	SE: 4.52 FE: 4.52	SE: 87.9 FE: 92.6	90.25%

<b>Competency &amp; Benchmark</b>	<b>Practice Behaviors</b>	<b>Mean for Practice Behavior</b>	<b>Measures (% of Students Achieving Benchmark)</b>	<b>Benchmark Findings</b>
	4.4: Views herself or himself as a learner and engages those he or she works with as informants	SE: 4.56 FE: 4.69	SE: 89.4 FE: 96.3	92.85%
		Composite Benchmark		90.83%
<b>C5. Advance human rights and social and economic justice.</b>	5.1: Understands the forms and mechanisms of oppression and discrimination	SE: 4.42 FE: 4.63	SE: 89.4 FE: 92.4	90.90%
	5.2: Advocates for human rights and social and economic justice	SE: 4.35 FE: 4.47	SE: 83.3 FE: 90.9	87.10%
	5.3: Engages in practices that advance social and economic justice	SE: 4.29 FE: 4.46	SE: 80.3 FE: 86.5	83.40%
		Composite Benchmark		87.13%
<b>C6. Engage in research-informed practice and practice-informed research.</b>	6.1: Uses practice experience to inform research	SE: 4.23 FE: 4.33	SE: 81.8 FE: 84.3	83.05%
	6.2: Uses research evidence to inform practice	SE: 4.24 FE: 4.36	SE: 83.3 FE: 87.3	85.30%
		Composite Benchmark		84.18%
<b>C7. Apply knowledge of human behavior and the social environment.</b>	7.1: Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation	SE: 4.35 FE: 4.44	SE: 84.8 FE: 90.9	87.85%
	7.2: Critiques and applies knowledge to understand person and environment	SE: 4.52 FE: 4.5	SE: 87.9 FE: 87.5	87.70%
		Composite Benchmark		87.78%
<b>C8. Engage in policy practice to</b>	8.1: Analyzes, formulates, and advocates for policies that advance social well-being	SE: 4.15 FE: 4.29	SE: 75.8 FE: 79.6	77.70%

<b>Competency &amp; Benchmark</b>	<b>Practice Behaviors</b>	<b>Mean for Practice Behavior</b>	<b>Measures (% of Students Achieving Benchmark)</b>	<b>Benchmark Findings</b>
<b>advance social and economic well-being and to deliver effective social work services.</b>	8.2: Collaborates with colleagues and client for effective policy action	SE: 4.23 FE: 4.4	SE: 80.3 FE: 84.0	82.15%
		Composite Benchmark		79.93%
<b>C9. Respond to contexts that shape practice.</b>	9.1: Continuously discovers, appraises and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	SE: 4.36 FE: 4.43	SE: 87.9 FE: 88.7	88.30%
	9.2: Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	SE: 4.29 FE: 4.40	SE: 80.3 FE: 85.5	82.90%
		Composite Benchmark		85.60%
<b>C10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b>	<b>Engagement:</b> C10 (a).1: Substantively and effectively prepare for action with individuals, families, groups, organizations and communities.	SE: 4.41 FE: 4.57	SE: 83.3 FE: 94.5	88.90%
	C10 (a).2: Uses empathy and other interpersonal skills	SE: 4.65 FE: 4.73	SE: 92.4 FE: 96.4	94.40%
	C10 (a).3: Develops a mutually agreed-on focus of work and desired outcomes	SE: 4.50 FE: 4.66	SE: 87.8 FE: 94.3	91.05%
		Composite Benchmark		91.45%

Competency & Benchmark	Practice Behaviors	Mean for Practice Behavior	Measures (% of Students Achieving Benchmark)	Benchmark Findings
	<b>Assessment:</b> C10 (b).1: Collects, organizes, and interprets client data	SE: 4.26 FE: 4.48	SE: 78.8 FE: 87.0	82.90%
	C10(b).2: Implement prevention interventions that enhance client capacities	SE: 4.30 FE: 4.56	SE: 81.8 FE: 90.7	86.25%
	C10(b).3: Develops mutually agreed-on intervention goals and objectives	SE: 4.42 FE: 4.62	SE: 81.8 FE: 90.9	86.35%
	C10(b).4: Selects appropriate intervention strategies	SE: 4.35 FE: 4.54	SE: 83.3 FE: 88.9	86.10%
		Composite Benchmark		85.40%
	<b>Intervention:</b> C10 (c).1: Initiates actions to achieve organizational goals	SE: 4.36 FE: 4.44	SE: 81.9 FE: 85.2	83.55%
	C10(c).2: Implements prevention interventions that enhance client capacities	SE: 4.36 FE: 4.45	SE: 86.3 FE: 85.5	85.90%
	C10(c).3: Helps clients resolve problems	SE: 4.56 FE: 4.59	SE: 89.4 FE: 94.4	91.90%
	C10(c).4 Negotiates, mediates, and advocates for clients	SE: 4.48 FE: 4.53	SE: 84.9 FE: 90.6	87.75%
	C10(c).5: Facilitates transitions and endings	SE: 4.35 FE: 4.57	SE: 83.3 FE: 92.5	87.90%
		Composite Benchmark		87.40%
	<b>Evaluation:</b> C10 (d).1: Critically analyzes, monitors, and evaluates interventions	SE: 4.35 FE: 4.44	SE: 83.3 FE: 87.0	85.15%
		Composite Benchmark		85.15%

## Foundation Curriculum

Table 4.2 provides a summary of the means and respective benchmarks for the competencies. This section provides a description of the two outcome measures: student's self-efficacy ratings and the field instructor's field evaluations (Volume III, Appendix D) on the 41 foundation practice behaviors. The practice behaviors with the percentage of students achieving a rating of 4 or more are presented as well as those practice behaviors that do not meet the benchmark.

***I. Student Self-Efficacy Ratings:*** All the means of the practice behaviors were four and over for the foundational practice behaviors. The five practice behaviors with the highest percentage of student achieving the benchmarks of 4 or higher were as follows: 1.4: Demonstrates professional demeanor in behavior, appearance and communication 92.5% (Mean = 4.56), 1.3: Attends to professional roles and boundaries 92.4% (Mean=4.58), 3.3: Demonstrates effective oral and written communication in working with individuals, groups, families, organizations and communities 92.4% (Mean=4.48), 10(a).2: Uses empathy and other interpersonal skills 92.4% (Mean =4.65), 1.2: Practices personal reflection and self-correction to ensure continual professional development 90.9% (Mean=4.55), 1.5: Engages in career-long learning and growth 90.9% (Mean =4.52), 4.1: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power 90.9% (Mean=4.55). The majority of the practice behaviors with the highest benchmarks are those that relate to the student's identity as a professional social worker (Competency 1).

18 of the 41 foundation practice behaviors did not meet the 85% benchmark. They were: 8.1: Analyzes, formulates, and advocates for policies that advance social well-being 75.8% (Mean=4.15), 10(b).1: Collects, organizes and interprets client data 78.8% (Mean=4.26), 5.3: Engages in practices that advance social and economic justice 80.3% (Mean=4.29), 8.2: Collaborates with colleagues for effective policy action 80.3% (Mean=4.23), 9.2: Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services 80.3% (Mean=4.29), 6.1: Uses practice experience to inform research 81.8% (Mean=4.23), 10(b).3: Develops mutually agreed-on intervention goals and objectives 81.8% (Mean=4.42), 10(c).1: Initiates actions to achieve organizational goals 81.9% (Mean=4.36), 2.3: Tolerates ambiguity in resolving ethical conflicts 83.3% (Mean=4.30), 3.2: Analyzes models of assessment, prevention, intervention and evaluation 83.3% (Mean = 4.32), 5.2: Advocates for human rights and social and economic justice 83.3% (Mean=4.35), 6.2: Uses research evidence to inform practice 83.3% (Mean=4.24), 10(a).1: Substantively and effectively prepares for action with individuals, families, groups, organizations and communities 83.3% (Mean=4.41), 10(b).4: Selects appropriate intervention strategies 83.3% (Mean=4.35), 10(c).5: Facilitates transitions and endings 83.3% (Mean=4.35), 10(d).1: Critically analyzes, monitors, and evaluates interventions 83.3% (Mean=4.35), 7.1: Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation 84.8% (Mean=4.35), 10(c).4: Negotiates, mediates, and advocates for clients 84.9% (Mean=4.48). All the foundational practice behaviors in the research and policy competencies did not reach the benchmark. Two of the three practice behaviors in the competency "student advances human rights and social and economic justice" did not meet the benchmark either. Of the 13 practice behaviors within Competency 10, 8 did not reach the benchmark. With feedback from the faculty, field faculty, and field instructors, we believe there is a need to operationalize further the competencies and

provide examples to understand the nuances of the practice behaviors within each competency. To this end, we will be incorporating more assignments in the field classes that will help students and field faculty to focus on the different ways of identifying practice tasks that are completed in the field that are associated with each of the practice behaviors. More of the feedback will be discussed in the section on 4.0.3

**II. Field Instructor Evaluation:** All the means of the practice behaviors were 4 and higher for the assessment of foundation practice behaviors of their interns. More than 90% (N= 38) of the practice behaviors were rated higher by the field instructors compared to the self-efficacy ratings of the students. The five practice behaviors with the highest ratings consisted of those that relate to direct practice skills and professional demeanor. They were 10 (a).2: Uses empathy and other interpersonal skills 96.4% (Mean=4.73), 1.3: Attends to professional roles and boundaries 96.3% (Mean=4.65), 4.4: Views herself or himself as a learner and engages those he or she works with as informants 96.3% (Mean=4.69), 2.4: Apply strategies of ethical reasoning to arrive at principled decisions 95.5% (Mean=4.60), 1.4: Demonstrates professional demeanor in behavior, appearance, and communication 94.6% (Mean=4.64). There appeared to be some consistency with highly rated practice behaviors with the students' self-efficacy ratings in three of these five behaviors. They were 10 (a).2: Uses empathy and other interpersonal skills, 1.3: Attends to professional roles and boundaries, 1.4: Demonstrates professional demeanor in behavior, appearance, and communication.

Three practice behaviors that did not meet the benchmark were from the competencies related to policy and research practice. They were 8.1: analyzes, formulates, and advocates for policies that advance social well-being 79.6% (Mean=4.29), 8.2: Collaborates with colleagues and client for effective policy action 84% (Mean=4.4), and 6.1: Uses practice experience to inform research 84.3% (Mean=4.33). Two of these practice behaviors that did not to meet the benchmark 8.1: analyzes, formulates, and advocates for policies that advance the social well-being and 6.1: Uses practice experience to inform research were also those that did not meet benchmark with the students' self-efficacy ratings.

The considerably lower number of practice behaviors (3) not reaching benchmark for the field evaluations of instructors compared to the students' self-evaluations (18) indicates that field instructors provided higher ratings than students on the same practice behaviors. A discussion of these findings with the faculty and field directors demonstrated the need to help students further recognize their strengths and encourage field supervisors and students to identify further examples of these practice behaviors in practice. The implications of the data are further discussed in *Section 4.0.3*.

**III. Combined Measures for Foundation Curriculum:** This section will report the benchmark findings from the analysis of the two combined measures (students' self-efficacy and field instructor evaluations) as outcomes representing each of the specific foundation practice behaviors. Of the 41 practice behaviors, 34 (82.9%) met the benchmark of 85% or higher. Those that did not meet the benchmark were: 10(c).1. Initiates actions to achieve organizational goals (83.55%), 5.3 Engages in practices that advance social and economic justice (83.4%), 6.1 Uses practice experience to inform research (83.05%), 8.2 Collaborates with colleagues and client for effective policy action (82.15%), 9.2 Provides leadership in promoting sustainable changes in

service delivery and practice to improve the quality of social services (82.9%), 10(b).1. Collects, organizes, and interprets client data (82.9%), 8.1 Analyzes, formulates, and advocates for policies that advance social well-being (77.7%).

The five foundation practice behaviors with the highest benchmarks were: 10.(a).1. Uses empathy and other interpersonal skills (94.4%), 1.3 Attends to professional roles and boundaries (94.35%), 3.3 Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (93.5%), 1.4 Demonstrates professional demeanor in behavior, appearance, and communication (93.55%), 4.4 Views herself or himself as a learner and engages those he or she works with as informants (92.85%). These were the highest rated practice behaviors because these were the professional behaviors that are frequently expected, demonstrated and practiced in agency settings than the others. Furthermore, our foundational curriculum, particularly the field class, focuses on the development of interpersonal skills and professional skills as a social worker in the agency. The feedback from this data from our constituent groups demonstrated the need for field instructors to further support and provide more research and policy advocacy opportunities for their interns.

***IV. Foundation Competencies:*** Table 4.1 and Form AS4 summarizes the data from the foundation competencies. To calculate the benchmark composite measure, we averaged the overall benchmarks associated with the respective practice behaviors within each of the competencies. All competency benchmarks were met except for the policy (79.93%) and research (84.18%) competencies. The three competencies that had the highest benchmarks were C1. Identify as a professional social worker and conduct oneself accordingly (94.21%), C10.1 Engagement (91.45%), and C4 Engage diversity and difference in practice (90.5%).

### **Globally-Focused, Family-Centered Concentration**

Table 4.3 provides a summary of the means and benchmarks of the globally-focused, family concentration practice behaviors and the competencies. This section provides a detailed analysis of the two outcome measures: student's self-efficacy ratings and the field instructor's field evaluations on the 25 practice behaviors for the globally-focused, family-centered concentration. The practice behaviors with the percentage of students achieving a rating of 4 or more are presented as well as those practice behaviors that do not meet the benchmark. Followed by a discussion of the benchmarks of the two combined outcome measures and competency benchmarks.

**Table 4.3: Overview of Globally-Focused, Family-Centered Concentration Curriculum Benchmarks**

<b>Competency &amp; Benchmark</b>	<b>Practice Behaviors</b>	<b>Mean for Practice Behavior</b>	<b>Measures (% of Students Achieving Benchmark)</b>	<b>Benchmark Findings</b>
<b>C1. Identify as a professional social worker and conduct oneself accordingly.</b>  <b>Benchmark: 85% of the students will attain a score of 4 and above.</b>	1.1: Critiques and analyzes interventions, program implementation, and policy formulation processes to ensure that individual and community voices most often missing will be heard	SE: 4.61 FE: 4.59	SE: 95.6 FE: 94.8	95.20%
	1.2: Collaborates with other professionals and disciplines in developing problem solving strategies consistent with the mission and value of social work	SE: 4.70 FE: 4.68	SE: 98.5 FE: 98.3	98.40%
		Composite Benchmark		96.80%
<b>C2. Apply social work ethical principles to guide professional practice.</b>	2.1: Demonstrates an advanced understanding of ethical principles and incorporates them into action to advance human rights, social justice and well-being	SE: 4.69 FE: 4.61	SE: 98.5 FE: 93.2	95.85%
	2.2: Integrates current research and evolving standards into ethical professional practice in decision-making	SE: 4.40 FE: 4.44	SE: 92.5 FE: 90.9	91.70%
		Composite Benchmark		93.78%
<b>C3. Apply critical thinking to inform and communicate professional judgments.</b>	3.1: Critically evaluates the strengths and limitations of multiple practice perspectives, theories, and models as they apply to practice with individuals, families, and communities in a global context	SE: 4.49 FE: 4.45	SE: 95.5 FE: 94.6	95.05%
	3.2: Differentially selects and implements strategies for engagement, assessment and intervention utilizing evidence based processes and principles	SE: 4.54 FE: 4.58	SE: 95.5 FE: 94.8	95.15%

<b>Competency &amp; Benchmark</b>	<b>Practice Behaviors</b>	<b>Mean for Practice Behavior</b>	<b>Measures (% of Students Achieving Benchmark)</b>	<b>Benchmark Findings</b>
	with an awareness of social, historical, and cultural context			
		Composite Benchmark		95.10%
<b>C4. Engage diversity and difference in practice.</b>	4.1: Utilizes social work practice that is grounded in principles of inclusion, collaboration, and participation and is reflective of diversity and difference	SE: 4.64 FE: 4.71	SE: 98.6 FE: 96.4	97.50%
	4.2: Continues to learn about, recognize, understand, communicate, and work to change the structural and social injustice that impacts the realities for different people, families, and communities with whom they work as informants and partners	SE: 4.58 FE: 4.61	SE: 97.0 FE: 94.8	95.90%
		Composite Benchmark		96.70%
<b>C5. Advance human rights and social and economic justice.</b>	5.1: Applies a human rights framework in understanding the effect of poverty, marginalization and oppression on individual, family, and community well-being	SE: 4.60 FE: 4.62	SE: 98.5 FE: 94.7	96.60%
	5.2: Understands how the effects of local and global institutional and economic power and policies reinforce systemic oppression and works to change and advocates in partnership with families and communities	SE: 4.40 FE: 4.45	SE: 95.6 FE: 89.7	92.65%
		Composite Benchmark		94.63%
<b>C6. Engage in research-informed practice and</b>	6.1: Applies quantitative, qualitative, and mixed method research methodologies to	SE: 4.31 FE: 4.50	SE: 88.1 FE: 94.3	91.20%

<b>Competency &amp; Benchmark</b>	<b>Practice Behaviors</b>	<b>Mean for Practice Behavior</b>	<b>Measures (% of Students Achieving Benchmark)</b>	<b>Benchmark Findings</b>
<b>practice-informed research.</b>	evaluate practice effectiveness and/or outcomes			
	6.2: Utilizes principles of community based participatory research to engage and collaborate with families, organizations, and communities locally and globally	SE: 4.42 FE: 4.56	SE: 91.0 FE: 96.0	93.50%
		Composite Benchmark		92.35%
<b>C7. Apply knowledge of human behavior and the social environment.</b>	7.1: Assesses and identify strengths and challenges and develops globally informed interventions to increase community capacity to support individual and family well being	SE: 4.60 FE: 4.59	SE: 97.0 FE: 96.6	96.80%
	7.2: Applies assessment, understanding, and integration of different theoretical approaches based on biopsychosocial influences with diverse populations	SE: 4.58 FE: 4.52	SE: 97.0 FE: 96.6	96.80%
		Composite Benchmark		96.80%
<b>C8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b>	8.1: Engages in education, negotiation, and mediation to influence policies that support the social and economic equity of individuals, families and communities	SE: 4.49 FE: 4.39	SE: 92.5 FE: 87.5	90.00%
	8.2: Analyzes research as it relates to policy inequities within social systems and collaborates with individuals, families, and communities to affect policy change	SE: 4.42 FE: 4.32	SE: 92.5 FE: 83.9	88.20%
		Composite Benchmark		89.10%

<b>Competency &amp; Benchmark</b>	<b>Practice Behaviors</b>	<b>Mean for Practice Behavior</b>	<b>Measures (% of Students Achieving Benchmark)</b>	<b>Benchmark Findings</b>
<b>C9. Respond to contexts that shape practice.</b>	9.1: Changes identified oppressive elements of gender, racial, and economic bias to improve social, economic, political and environmental well-being	SE: 4.58 FE: 4.53	SE: 94.1 FE: 96.5	95.30%
	9.2: Works with a dynamic understanding of the culture of organizations, communities, and societies and how the context impacts service delivery	SE: 4.63 FE: 4.62	SE: 97.1 FE: 94.8	95.95%
		Composite Benchmark		95.63%
<b>C10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b>	<b>Engagement:</b> C10 (a).1: Continues professional development to engage individual, families, and communities in a strengths-based, relational, and collaborative practice in an adaptive and responsive way	SE: 4.73 FE: 4.68	SE: 98.5 FE: 96.6	97.55%
		Composite Benchmark		97.55%
	<b>Assessment:</b> C10 (b).1: Collaborates with individuals, families, and community to assess factors that may include political, economic, and cultural influences and embedded racial and gender intolerance to better interpret existing structural barriers and supports when planning strategies to solve problems	SE: 4.73 FE: 4.56	SE: 97.0 FE: 94.7	95.85%
	C10(b).2: Assess the impact of spirituality and faith traditions as a historical and cultural influence for individuals,	SE: 4.64 FE: 4.60	SE: 97.0 FE: 96.3	96.65%

Competency & Benchmark	Practice Behaviors	Mean for Practice Behavior	Measures (% of Students Achieving Benchmark)	Benchmark Findings
	families, groups, and communities well-being			
		Composite Benchmark		96.25%
	<b>Intervention:</b> C10 (c).1: Negotiates, mediates, and advocates in partnerships with families while promoting cultural awareness and sensitivity	SE: 4.64 FE: 4.70	SE: 97.1 FE: 100	98.55%
	C10(c).2: Determines and implements various sources of evidence and knowledge, such as evidence-based practice, theoretical knowledge, client values and preferences, organizational practice, cultural understanding and professional expertise to best meet individual, family, and community identified needs	SE: 4.51 FE: 4.52	SE: 95.5 FE: 96.2	95.85%
		Composite Benchmark		97.20%
	<b>Evaluation:</b> C10 (d).1: Critically analyzes evaluation data and makes conclusion about engagement, assessment, and intervention plans	SE: 4.58 FE: 4.56	SE: 95.6 FE: 96.1	95.85%
	C10 (d).2: Communicates evaluation results to clients and agencies to inform program changes and interventions	SE: 4.63 FE: 4.58	SE: 97.1 FE: 96.0	96.55%
		Composite Benchmark		96.20%

**Students’ Self-Efficacy Ratings**

All the students’ self-efficacy ratings for all the globally-focused, family-centered concentration level met the benchmark of 85% of a rating of 4 and over. The five concentration practice

behaviors with the highest percentage of students meeting benchmark were 4.1: Utilizes social work practice that is grounded in principles of inclusion, collaboration, and participation and is reflective of diversity and difference 98.6% (Mean=4.64), 1.2: Collaborates with other professionals and disciplines in developing problem solving strategies consistent with the mission and value of social work 98.5% (Mean=4.70), 2.1: Demonstrates an advanced understanding of ethical principles and incorporates them into action to advance human rights, social justice and well-being 98.5% (Mean=4.69), 5.1: Applies a human rights framework for understanding the effect of poverty, marginalization and oppression on individual, family, and community well-being 98.5% (Mean=4.60), and 9.2: Works with a dynamic understanding of the culture of organizations, communities, and societies and how the context impacts service delivery 97.1% (Mean=4.63). Unlike the foundation practice behaviors that showed a majority higher benchmark ratings centered in Competency 1 (Identify as a professional social worker and conduct oneself accordingly), the results demonstrated there was a spread of these higher benchmark practice behaviors across different competencies.

The lowest benchmark ratings for the practice behaviors were from the research and policy competencies: 6.1. Applies quantitative, qualitative, and mixed method research methodologies to evaluate practice effectiveness and/or outcomes 88.1% (Mean=4.31), 6.2 Utilizes principles of community-based participatory research to engage and collaborate with families, organizations, and communities locally and globally 91% (Mean=4.42), 8.1 Engages in education, negotiation, and mediation to influence policies that support the social and economic equity of individuals, families and communities 92.5% (Mean=4.49), and 8.2 Analyzes research as it relates to policy inequities within social systems and collaborates with individuals, families, and communities to affect policy change 92.5% (Mean=4.42).

Unlike the foundation practice behaviors where 18 of the practice behaviors for students' self-efficacy did not meet the benchmark, all the concentration practice behaviors met the 85% of 4 or higher benchmark. Comparing the benchmark ratings of the foundation practice behaviors, the globally-focused family-centered concentration practice behaviors benchmark for students' self-efficacy ratings were significantly higher, demonstrating that there was a positive change of confidence, disposition, and perspectives, gains in knowledge and skills over the course of the program.

### **Field Education Evaluations**

Field supervisors evaluated their student interns on the same concentration practice behaviors. All the means of the globally-focused family-centered concentration were four and higher. All the concentration practice behaviors met the benchmark of 85% of 4 or higher, except behavior 8.2 Analyzes research as it relates to policy inequities within social systems and collaborates with individuals, families, and communities to affect policy change 83.9% (Mean = 4.32). The five highest globally-focused family-centered practice behaviors were: 10 (c).1: Negotiates, mediates, and advocates in partnerships with families while promoting cultural awareness and sensitivity. 100% (Mean=4.70), 1.2: Collaborates with other professionals and disciplines in developing problem solving strategies consistent with the mission and value of social work 98.3% (Mean=4.68), 7.1: Assesses and identify strengths and challenges and develops globally informed interventions to increase community capacity to support individual and family well

being 96.6% (Mean=4.59), 7.2: Applies assessment, understanding, and integration of different theoretical approaches based on biopsychosocial influences with diverse populations 96.6% (Mean=4.52), and 10 (a).1: Continues professional development to engage individual, families, and communities in a strengths-based, relational, and collaborative practice in an adaptive and responsive way 96.6% (Mean=4.68). The benchmarks were noticeably higher for the concentration practice behaviors than those in the foundation level, indicating that field instructors had noted that students had acquired, strengthened, and further developed their sensibilities in their social work practice.

### **Combined Measures**

This section will report the benchmark findings from the analysis of the two combined measures (students' self-efficacy and field instructor evaluations) as outcomes representing each of the specific foundation practice behaviors. 100% (N=25) of concentration practice behaviors reached the benchmark. Comparing the instructor evaluations of the students' demonstration of the practice behaviors and the students' self-efficacy ratings, students appeared more confident, i.e., 18 out of 25 practice behaviors were rated higher by the students. The top five practice behaviors with the highest benchmarks were 10 (c).1: Negotiates, mediates, and advocates in partnerships with families while promoting cultural awareness and sensitivity (98.55%), 1.2: Collaborates with other professionals and disciplines in developing problem-solving strategies consistent with the mission and value of social work (98.4%), 10 (a).1: Continues professional development to engage individual, families, and communities in a strengths-based, relational, and collaborative practice in an adaptive and responsive way (97.55%); 4.1: Utilizes social work practices grounded in principles of inclusion, collaboration, and participation and is reflective of diversity and difference (97.5%), and 7.1: Assesses and identify strengths and challenges and develops globally informed interventions to increase community capacity to support individual and family well being (96.8%).

Although all benchmarks were reached, the following concentration practice behaviors from the globally-focused, family-centered concentration had the five lowest benchmark 8.2: Analyzes research as it relates to policy inequities within social systems and collaborates with individuals, families, and communities to affect policy change (88.2%), 8.1: Engages in education, negotiation, and mediation to influence policies that support the social and economic equity of individuals, families and communities (90%), 6.1: Applies quantitative, qualitative, and mixed method research methodologies to evaluate practice effectiveness and/or outcomes (91.2%), 2.2: Integrates current research and evolving standards into ethical professional practice in decision-making (91.7%), and 5.2: Understands how the effects of local and global institutional and economic power and policies reinforce systemic oppression and works to change and advocates in partnership with families and communities (92.65%). Although the results for the research and policy competencies were similar to the foundation curriculum results, all these concentration practice behaviors met their benchmark, i.e., over 85% had a rating of four and over on a five-point scale.

### **Globally-Focused, Family-Centered Concentration Competencies**

Table 4.3 summarizes the data from the globally-focused, family-centered competencies. To arrive at the benchmark composite measure, we averaged the overall benchmarks associated with the respective practice behaviors within each of the competencies. All the advanced level concentration competencies met their benchmark of having at least 85% of the students achieving 4 or higher. The three competencies with the highest benchmarks were C10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities 97.2%, C1. Identify as a professional social worker and conduct oneself accordingly 96.8%, and C7. Apply knowledge of human behavior and the social environment 96.8%. The three competencies with the lowest percentage of students achieving the benchmark were C8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (89.1%), C6. Engage in research-informed practice and practice-informed research (92.35%), and C2. Apply social work ethical principles to guide professional practice (93.78%).

### Military Social Work Concentration

Table 4.4 provides a summary of the means and benchmarks of the military concentration practice behaviors and the competencies. This section provides a detailed analysis of the two outcome measures: students' self-efficacy ratings and the field instructor's field evaluations on the 50 practice behaviors for the military concentration. The presented behaviors will be those with the percentage of students achieving a rating of 4 or more. Followed by a discussion of the benchmarks of the two combined outcome measures and competency benchmarks. The data concerns two students and one field instructor; therefore, the results of this section need to be interpreted with caution. Spring 2015 was our first year we graduated our first cohort of students from the military concentration.

**Table 4.4: Overview of Military Social Work Curriculum Benchmarks**

Competency & Benchmark	Practice Behaviors	Mean for Practice Behavior	Measures (% of Students Achieving Benchmark)	Benchmark Findings
C1. Identify as a professional social worker and conduct oneself accordingly.  Benchmark: 85% of the	1.1: Engage in lifelong learning, supervision, and consultation to enhance knowledge and skills needed to work effectively with service members, veterans, their families, and their communities	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	1.2: Practice self-reflection and continue to address personal biases and stereotypes to build knowledge and dispel myths regarding service members, veterans, their families, and their communities	SE: 5 FE: 4	SE: 100% FE: 100%	100%

<b>Competency &amp; Benchmark</b>	<b>Practice Behaviors</b>	<b>Mean for Practice Behavior</b>	<b>Measures (% of Students Achieving Benchmark)</b>	<b>Benchmark Findings</b>
students will attain a score of 4 and above.	1.3: Demonstrate professional demeanor that reflects awareness of and respect for military and veteran cultures	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	1.4: Recognize boundary and integration issues between military and veteran cultures and social work values and ethics	SE: 5 FE: 4	SE: 100% FE: 100%	100%
		Composite Benchmark		100%
C2. Apply social work ethical principles to guide professional practice.	2.1: Employ strategies of ethical reasoning in an environment that may have policy and value conflicts with social work service delivery, personal values, and professional ethics	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	2.2: Identify the military culture's emphasis on mission readiness, support of service, honor, and cohesion and how it influences social work service delivery at the micro, mezzo, and macro levels	SE: 4.5 FE: 4	SE: 100% FE: 100%	100%
	2.3: Recognize and manage appropriate professional boundaries within the military and veteran context	SE: 5 FE: 4	SE: 100% FE: 100%	100%
		Composite Benchmark		100%
C3. Apply critical thinking to inform and communicate professional judgments.	3.1: Analyze the unique relationships among the client, the family, and military, and various veterans' organizations	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	3.2: Use professional judgment to meet the needs of all involved clients	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	3.3: Analyze appropriate models of assessment, prevention, intervention, and evaluation	SE: 4.5 FE: 4	SE: 100% FE: 100%	100%

<b>Competency &amp; Benchmark</b>	<b>Practice Behaviors</b>	<b>Mean for Practice Behavior</b>	<b>Measures (% of Students Achieving Benchmark)</b>	<b>Benchmark Findings</b>
	within the context of military social work			
	3.4: Demonstrate effective oral and written communication using established DoD/VA professional standards and practices	SE: 4.5 FE: 4	SE: 100% FE: 100%	100%
		Composite Benchmark		100%
C4. Engage diversity and difference in practice.	4.1: Manage potential conflicts between diverse identities within and among individuals and the military and veterans' organizations	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	4.2: Manage potential conflicts between personal feelings/expression and collective/institutional responsibility.	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	4.3: Recognize the potential risk and protective factors among diverse populations and communities that may be the result of military service	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	4.4: Communicate with a culturally responsive approach that includes service members with varying statuses including active duty/retired, guard/reserves, combat/garrison, and so forth	SE: 5 FE: 4	SE: 100% FE: 100%	100%
		Composite Benchmark		100%
C5. Advance human rights and social and economic justice.	5.1: Identify and analyze conflictual responses and potential consequences to conflicts between basic human rights and military life and duty experience	SE: 5 FE: 4	SE: 100% FE: 100%	100%

<b>Competency &amp; Benchmark</b>	<b>Practice Behaviors</b>	<b>Mean for Practice Behavior</b>	<b>Measures (% of Students Achieving Benchmark)</b>	<b>Benchmark Findings</b>
	5.2: Advocate at multiple levels for service parity and reduction of service disparities for the diverse service member populations	SE: 4.5 FE: 4	SE: 100% FE: 100%	100%
	5.3: Identify the needs of military and veteran individuals, families, and communities to civilian providers and workplace management	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	5.4: Teach skills to promote self-sufficiency, self-advocacy, and empowerment within the context of practice and culture	SE: 5 FE: 4	SE: 100% FE: 100%	100%
		Composite Benchmark		100%
C6. Engage in research-informed practice and practice-informed research.	6.1: Locate, evaluate, and analyze current research literature related to military social work	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	6.2: Evaluate research to practice with service members, veterans, families, and their communities	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	6.3: Analyze models of assessment, prevention, intervention, and evaluation within the context of military social work	SE: 4.5 FE: 4	SE: 100% FE: 100%	100%
	6.4: Apply different literature and evidence-informed and evidence-based practices in the provision of services across the DoD/VA continuum of care and services	SE: 4.5 FE: 4	SE: 100% FE: 100%	100%
		Composite Benchmark		100%
C7. Apply knowledge of	7.1: Recognize and assess social support systems and	SE: 5	SE: 100%	

<b>Competency &amp; Benchmark</b>	<b>Practice Behaviors</b>	<b>Mean for Practice Behavior</b>	<b>Measures (% of Students Achieving Benchmark)</b>	<b>Benchmark Findings</b>
human behavior and the social environment.	socioeconomic resources specific to service members, veterans, their families, and their communities	FE: 4	FE: 100%	100%
	7.2: Recognize the impact of military transitions and stressful life events throughout the family's life course	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	7.3: Identify issues related to losses, stressors, changes, and transitions over the life cycle of services members, veterans, their families, and their communities in designing interventions	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	7.4: Demonstrate the ability to critically appraise the impact of the social environment on the overall well-being of service members, veterans, their families, and their communities	SE: 5 FE: 4	SE: 100% FE: 100%	100%
		Composite Benchmark		100%
C8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	8.1: Communicate effectively with various veterans' service organizations to provide effective social work services and accurate benefits, entitlements, and services information to clients, their family members, and their communities.	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	8.2: Apply knowledge to the Uniform Code of Military Justice	SE: 4.5 FE: 4	SE: 100% FE: 100%	100%
	8.3: Use social policy analysis as a basis for action and advocacy with the chain of command and within federal agencies	SE: 4.5 FE: 4	SE: 100% FE: 100%	100%

<b>Competency &amp; Benchmark</b>	<b>Practice Behaviors</b>	<b>Mean for Practice Behavior</b>	<b>Measures (% of Students Achieving Benchmark)</b>	<b>Benchmark Findings</b>
	8.4: Respond to civilian and governmental inquiries (e.g. congressional inquiry)	SE: 4.5 FE: 4	SE: 100% FE: 100%	100%
		Composite Benchmark		100%
C9. Respond to contexts that shape practice.	9.1: Assess service systems' history, friends, and innovations in social work practice with service members, veterans, their families, and/or their communities	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	9.2: Apply knowledge of practice within the military context to the development of evaluations, prevention plans, and treatment strategies	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	9.3: Use information technologies and organizational analysis techniques for outreach, planning multiyear projections, for service delivery to service members and the veteran populations as well as their families and their communities	SE: 5 FE: 4	SE: 100% FE: 100%	100%
		Composite Benchmark		100%
C10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	Engagement 10(a).1: Recognize the unique issues and culture presented by the service member, veteran, and/or family member client	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	10(a).2: Establish a culturally responsive therapeutic relationship that addresses the unique issues associated with confidentiality and reporting requirements within a military context	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	10(a).3: Explain the nature, limits, rights, and	SE: 5	SE: 100%	

Competency & Benchmark	Practice Behaviors	Mean for Practice Behavior	Measures (% of Students Achieving Benchmark)	Benchmark Findings
	responsibilities of the client who seeks services	FE: 4	FE: 100%	100%
	10(a).4: Explain the stigma, risks, and benefits of seeking or not seeking services	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	10(a).5: Engage with military leadership, the unit, veteran service organizations, and/or family members	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	10(a).6: Demonstrate a knowledge base related to risk and protective factors associated with deployment, military service, and other aspects of life and role transitions that service members and veterans experience	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	10(a).7: Demonstrate knowledge related to health and mental health illnesses, injuries, and outcomes for service members, veterans, their families and their communities	SE: 5 FE: 4	SE: 100% FE: 100%	100%
		Composite Benchmark		100%
	Assessment 10(b).1: Select and modify appropriate multisystemic intervention strategies based on continuous clinical assessment of military or veteran issues	SE: 4.5 FE: 4	SE: 100% FE: 100%	100%
	10(b).2: Use differential and multiaxial diagnoses that take into consideration signature injuries as well as other military related illnesses and injuries	SE: 4.5 FE: 4	SE: 100% FE: 100%	100%
	10 (b).3: Use empathy cultural responsiveness, and other interpersonal skills in completing an assessment	SE: 5 FE: 4	SE: 100% FE: 100%	100%

<b>Competency &amp; Benchmark</b>	<b>Practice Behaviors</b>	<b>Mean for Practice Behavior</b>	<b>Measures (% of Students Achieving Benchmark)</b>	<b>Benchmark Findings</b>
	10(b).4: Assess coping strategies to reinforce and improve adaptation to life situations and transitions while also empathizing ways of coping with readjustment from military to civilian life	SE: 5 FE: 4	SE: 100% FE: 100%	100%
		Composite Benchmark		100%
	Intervention 10(c).1: Use a range of appropriate clinical and preventive interventions for various injuries, diagnoses, and psychosocial concerns identified in the assessment, including crisis intervention and advocacy strategies as needed	SE: 4.5 FE: 4	SE: 100% FE: 100%	100%
	10(c).2: Engage clients in ongoing monitoring and evaluation of practice processes and outcomes	SE: 5 FE: 4	SE: 100% FE: 100%	100%
	10(c).3: Demonstrate the capacity to reflect on one's own responses that influence the progress in and the completion of treatment	SE: 5 FE: 4	SE: 100% FE: 100%	100%
		Composite Benchmark		100%
	Evaluation 10(d).1: Use clinical and program evaluation of the process and/or outcomes to develop best practice interventions and programs for a range of bio-psychosocial-spiritual conditions	SE: 4.5 FE: 4	SE: 100% FE: 100%	100%
	10(d).2: Evaluate practice to determine the effectiveness of the applied intervention on military/veteran issues	SE: 5 FE: 4	SE: 100% FE: 100%	100%

Competency & Benchmark	Practice Behaviors	Mean for Practice Behavior	Measures (% of Students Achieving Benchmark)	Benchmark Findings
		Composite Benchmark		100%

**Students’ Self Efficacy Ratings for the Military Social Work Concentration**

All 50 practice behaviors met the benchmark of 85% or higher. Because all the benchmarks were 100%, indicating that the two students from the military social work concentration had provided a rating of 4 or higher on a five-point scale. Because all the benchmarks were the same, the measure for the analysis of this particular section is the mean ratings of the self-efficacy ratings for the practice behaviors. 74% (N=37) of the military practice behaviors had a rating of 5 while 26% (N=13) had a mean rating of 4.5. The results indicate that the students in the military concentration demonstrated the level of competency expected at the benchmark level in all the practice behaviors.

**Field Evaluations (Volume III, Appendix D)**

All the 50 practice behaviors met the benchmark of 85% of higher. Because all the benchmarks for the military practice behaviors were 100% indicating that the student in the military social work concentration had a rating of 4 or higher on a five-point scale. It is difficult to do any further analysis on this particular measure because of the lack of variability in the ratings, i.e.; the field instructor gave a rating of 4 for all the practice behaviors. The results demonstrate that the student competently demonstrated these practice behaviors in the field setting.

**Combined Measures**

The combination of the students’ self-efficacy ratings and the instructor evaluation generated benchmarks of 100% for all 50 military practice behaviors. Since the baseline benchmark was 85%, the results indicated that all the students in the military social work concentration met the benchmark.

**Military Social Work Competencies**

Table 4.4 summarizes the data from the military social work competencies. To calculate the benchmark composite measure, we averaged the overall benchmarks associated with the respective practice behaviors within each of the competencies. All the military social work concentration competencies met their benchmark of having at least 85% of the students achieving 4 or higher.

***4.0.3: The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.***

There are multiple sources of data that have been gathered on the curriculum (see Table 4.1), practice behaviors, and teaching pedagogy. Faculty and field instructors are given these sources during the school's monthly meetings, school's "data days," and where possible, the discussion is extended to constituents such as the school's advisory board, field instructors, and students. For this discussion, we will discuss three specific examples relating to Team-Based Learning, Alumni Professional Development, and Mid-Semester Practice Behavior Evaluation to illustrate the different feedback processes within the Graduate School of Social Work. Followed by a discussion of the implications of the outcome measures identified for this self-study for program renewal.

**Team-Based Learning**

We gathered data on the students' perceptions of the Team-Based Learning (TBL) model as well as their level of satisfaction, their thoughts about the implementation of the different components of the teaching model in the required courses. These findings were shared in the monthly school meetings and we identified the lack of uniformity in implementation by adjuncts and full-time faculty and training as the main implications of the findings. We discussed the findings with the TBL coordinator and decisions were made to continue to monitor the implementation components of the Team-Based Learning over time. We also collected data based on the needs of instructors implementing the TBL model. Apart from the lack of experience by new faculty as well as adjuncts in implementing the Team-Based Learning model, we also found that there were consistencies in the findings of the students and instructor surveys - specific team based learning components were implemented unevenly, such as peer evaluations and application assignments. We discussed the need for more training and support for adjuncts as crucial findings that we had to implement. The coordinators of Team-Based Learning and the Assessment project received the findings. A commitment was made to implement an annual assessment of the students and faculty to identify needs and to assess the implementation of Team-Based Learning. The findings of these meetings are summarized and archived on a Canvas website that are readily accessible to faculty, field directors and adjuncts.

**Alumni Professional Development**

The Dean readily shares the findings of alumni and student exit surveys conducted by the Office of Institutional Research during the monthly faculty meetings, and the archived documents are on the Basecamp website for faculty and instructors to access the results. The advisory board also receives these findings and transfers them to our recruitment office for marketing purposes. One of the areas that the school has been focusing on is to support further alumni and students who recently graduated with their professional development. Having reviewed the results of our program's LSW and LCSW passing rates and the concerns of graduating students, the school has focused on providing support to alums taking their professional exams. This support includes the development of a network of alums who could serve as trainers for the LSW and LCSW exams. The school has started to recruit alums who are interested in this undertaking. Our initial goal

includes the recruitment of LCSW practitioner alums that have previously taken the professional exams, providing support for them to meet and develop a training curriculum, and to train them. There was also a discussion on how we could encourage graduating students to take the LSW exams. We are also enhancing our efforts to provide graduating students with job opportunities for local agencies.

### **Mid Semester Practice Behavior Evaluation**

The students in their first and second year are required to complete a mid-semester self-efficacy rating of the practice behaviors. Faculty and the field directors received the findings at the end of the fall semester during the school meeting. In the meeting, specific findings related to the practice behaviors were shared. Based on the discussion, there was a need to further familiarize the students and the field faculty and supervisors with the practice behaviors, and that faculty should make more explicit connections between the assignments and targeted behaviors. Some of the assignments will be reworked to enhance the connections between the assignment and the practice behaviors. The field directors had decided to share these findings with the field instructors during their training sessions. Additionally, it was felt that a benchmark 85% of the students achieving a rating of 4 or higher was too high considering this was the mid-term evaluation. As a result, mid-term evaluation measures will be modified to 85% of the students achieving a rating of 3 or higher on a five points scale. The “action steps” of the discussion, as well as the summary of the findings, are archived on our internal Canvas website. The information is readily accessible to faculty as well as adjuncts.

### **Implications of the Summative Measures for Program Renewal**

In this section, our discussion will focus on the implications of the results of the summative measures, end of semester students’ self-efficacy ratings and field instructor’s assessment of the students’ performance of the practice behaviors at the internship. The data gathered for these changes not only come from these summative measures prescribed by CSWE but also feedback received by the students through the mid-semester evaluations, instructor feedback regarding the assignments and course, students’ course evaluations as well as discussions from the curricular meetings. Changes to the curriculum are documented at the end of every semester as faculty are required to identify specific changes to the course they are making based on students’ feedback and the instructor’s experience of the course. The discussed changes concerned the foundation curriculum, Globally-Focused Family Centered concentration, and the military concentration.

***Foundation Curriculum:*** The results demonstrated that 18 of the 41 practice behaviors did not reach benchmark the benchmark of 4 or higher for 85% of the students. The practice behaviors within the policy practice competency did not meet the benchmark. The lack of policy practice within the agencies or opportunities for advocacy in the community contributed to the results. This lack of awareness could stem from the fact that perhaps both students and field instructors conceive of policy practice as advocacy efforts directed at the state or federal policies. The faculty members teaching the foundation policy class would remind students that the daily activities relating to organizational policies as well as participation in Advocacy Day in Springfield, IL are examples of policy practice. To further emphasize the connection to policy practice, there will be a preparatory discussion of Advocacy Day. The field directors will further

explain the policy competency to the field instructors during their meetings. The field directors had also reworked some of the assignments in the field classes to help the students enhance their understanding of the practice behaviors.

Additionally, because two research practice behaviors did not meet the benchmark as well, the class assignments and research papers will focus on the use of everyday knowledge to develop research questions and how research can inform and enhance practice. The practice and field curriculum committee have identified assignments to emphasize the point that assessment is an ongoing process given that this particular practice behavior did not meet the 85% benchmark. The results demonstrated that the students tended to give themselves a lower rating compared to their field instructors on the practice behaviors. This occurrence showed that the students in the foundation curriculum had a higher level of expectation of themselves in the field or the expectation for performance by the field instructor is not sufficiently clear. As such the discussion focused on the need to operationalize further the practice behaviors by elaborating the agency tasks associated with each of the practice behaviors. The list of examples will be shared with field faculty and field instructors to help them further identify and nuance the competencies and the respective practice behaviors.

The other mechanism that is critical in the quality assurance process in the school are the discussions that take place in the curriculum committees as identified earlier in the self-study. For example, the HBSE Committee identified the need to pick readings or have textbooks that have a much more detailed explanations of the theories of human behavior in SWK 513 and the need for more uniformity in implementing the introductory classes by requiring full-time faculty teach the first two introductory classes. The HBSE Committee discussed the need for consistent assignment rubrics. One of the issues the research committee has been working on is the statistics curriculum in three research classes and how they could potentially support the agency's needs. For SWK 514 the introductory policy class, students were observed to lack understanding of how to write a policy brief. Examples of policy briefs were provided by the instructors to facilitate the students understanding. Based on the end of semester feedback, students had expressed the interest for more content on Social Security and Medicare. For SWK 510, students had expressed the need for more readings on motivational interviewing, more clarity on the assignments and consistency between headings on Canvas and readings in the syllabus. The students in SWK 510 had expressed the final case study integrated all the components of the class. These specific recommendations and discussions are documented by the respective instructors after teaching a course, Faculty, as well as adjuncts who have taught the course, are encouraged to contribute to improving the quality of the course by providing feedback at the end of the semester. These ideas are discussed further in the curriculum meetings.

***Globally-Focused, Family-Centered Concentration:*** Although all the practice behaviors had met the 85% benchmark, the discussion will center on the practice behaviors that have the lowest benchmarks. As expected, those with the lowest percentage of students meeting the benchmark were practice behaviors associated with the research and policy competencies. This implied that the students did not have as many opportunities to engage in policy and research efforts in the field placement or that they could have made more connections of the curricular content and demonstrating the behaviors in the field, and/or that field instructors were not providing the

opportunities to demonstrate or reflect on this behavior. To enhance the opportunities to connect practice with policy, SWK 611 (the field practicum class) added an organizational assessment paper to enhance students' connections of micro and mezzo level interventions with macro interventions. Additionally a target population paper was also added to enhance students' knowledge of best practices and gaps in services. To strengthen the connection between practice and policy, the school made it a requirement for students to attend "Advocacy Day" in Springfield. Efforts to enhance the percentage of students to meet the benchmark for the policy competency include changes to Global Family Policy (SWK 614): more class participation assignments and the inclusion of more guest speakers with international policy and research experience.

Curriculum changes were made to SWK 612 Practice Evaluation class to focus on the integration of these research methods when evaluating outcomes with a specific client or clients at the internship. The research and policy committee will be making efforts in the Spring 2016 to further integrate the content with the SWK 655 Community Practice class to enhance the students' awareness and demonstration of principles of community-based participatory action research and advocacy on behalf of local organizations. When working with the field instructors in the advanced concentration, the field directors will further identify tasks and behaviors associated with the research and policy practice behaviors. Other changes made to the concentration curriculum based on the curriculum discussions included the need for more detailed rubrics for the assignments so instructors will be able to use the grading grid consistently. Other feedback based on the course evaluations and the instructor's experience of the course include: identifying video clips that illustrate the application of the practice models for the SWK 610 class and the role plays in those classes were considered by students to be helpful in developing their skills. There was a need to strengthen the discussion of ethical issues prior to the case studies. The research and policy committee is currently working on developing the policies for students who want to complete a thesis instead of the advanced research classes. The HBSE and diversity curriculum committee is working on providing more clarity on the assignment instructions as well as grading rubrics for the advanced diversity classes. Based on the use of different teaching platforms (online and face-to-face), students in the advanced diversity classes (SWK 620 series) expressed the need for more face to face classes as well as the inclusion of more current events in their discussions. The practice and field curricular committee will be reworking the language used for the students' self-efficacy scale. The administration of the new self-efficacy scale will be at the end of Fall 2015. The language will further enhance the usability and to make them more in line with the language used for the assessment of curricular measures.

***Military Concentration:*** Although all the military social work competencies' benchmarks were met, based on course feedback from students, and data from faculty and instructors teaching the military courses, there was a need to differentiate further the curriculum for senior members veterans (SMV) and family member civilians. Because the two groups have distinctive needs in military practice, the discussions should further emphasize the distinctive needs of the SMV in the lectures, discussions, and assignments. Based on the students' feedback from the courses, there was a need to strengthen further the students' understanding of military policies. To this end, an advanced policy course could be developed to enhance students' understanding of the micro and macro impacts of military policies affecting service members, veterans and their

families (SMVF). This development could potentially enhance the student self-efficacy ratings for the policy-related practice behaviors. To prepare students in the military concentration and to better serve the needs of the SMVF, the final military course will integrate career strategies and cover program development ideas of military services in civilian agencies. On a programmatic level, we are working towards an advanced blended field placement course for military students at each campus as well as the possibility of developing a combined school social work and military concentration. Because the program is relatively new, we are actively soliciting feedback from students, adjuncts, external consultants, and faculty and field directors regarding the quality of field and classroom experience. Based on the feedback, changes have been made such as increasing the face to face time for the practice classes, the length of the practice classes, changing and modifying the course content, and increasing the support for students in field placements. We look forward to creating a stronger military program with continued discussions with the stakeholders.

**4.0.4: The program uses Form AS 4 (B) and/or Form AS4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings.**

**FOUNDATION CURRICULUM  
ASSESSMENT OF STUDENT LEARNING OUTCOMES**

**Form AS4 (M)** Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the *accreditation standards* below.

This form is used to assist the COA in the evaluation of the program’s compliance with the accreditation standards below:

4.0.2 *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.*

4.0.4 *The program uses Form AS 4 (B) and/or AS4 (M) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
<b>Competency #1:</b> Student identifies as a professional social worker and conducts himself/herself accordingly.	Benchmark: 85% of the students will attain a score of 4 or higher.	92.21%
<b>Competency #2:</b> Student applies social work ethical principles to guide his or her professional practice	Benchmark: 85% of the students will attain a score of 4 or higher.	89.56%
<b>Competency #3:</b> Student applies critical thinking to inform and communicate professional judgments	Benchmark: 85% of the students will attain a score of 4 or higher.	90.50%
	Benchmark: 85% of the students will	

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
<b>Competency #4:</b> Student engages diversity and difference in practice	attain a score of 4 or higher.	90.83%
<b>Competency #5:</b> Student advances human rights and social and economic justice	Benchmark: 85% of the students will attain a score of 4 or higher.	87.13%
<b>Competency #6:</b> Student engages in research-informed practice and practice-informed research	Benchmark: 85% of the students will attain a score of 4 or higher.	84.18%
<b>Competency #7:</b> Student applies knowledge of human behavior and the social environment	Benchmark: 85% of the students will attain a score of 4 or higher.	87.78%
<b>Competency #8:</b> Student engages in policy practice to advance social and economic well-being to deliver effective social work services	Benchmark: 85% of the students will attain a score of 4 or higher.	79.93%
<b>Competency #9:</b> Student responds to contexts that shape practice	Benchmark: 85% of the students will attain a score of 4 or higher.	85.60%
<b>Competency #10:</b> Student engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities. (a) Engagement	Benchmark: 85% of the students will attain a score of 4 or higher.	91.45%
<b>Competency #10:</b> Student engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities. (b) Assessment	Benchmark: 85% of the students will attain a score of 4 or higher.	85.40%
<b>Competency #10:</b> Student engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities. (c) Intervention	Benchmark: 85% of the students will attain a score of 4 or higher.	87.40%
<b>Competency #10:</b> Student engages, assesses, intervenes, and evaluates with individuals, families, groups, organizations, and communities. (d) Evaluation	Benchmark: 85% of the students will attain a score of 4 or higher.	85.15%

**GLOBALLY-FOCUSED, FAMILY-CENTERED CONCENTRATION  
ASSESSMENT OF STUDENT LEARNING OUTCOMES**

**Form AS4 (M)** Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the *accreditation standards* below.

This form is used to assist the COA in the evaluation of the program’s compliance with the accreditation standards below:

4.0.2 *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.*

4.0.4 *The program uses Form AS 4 (B) and/or AS4 (M) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. The social work programs for each competency set a measurement benchmark. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
<p><b>Competency #1:</b> Student identifies as a professional social worker and conducts himself/herself accordingly.</p> <p>Social Workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth</p>	Benchmark: 85% of the students will attain a score of 4 or higher.	96.80%
<p><b>Competency #2:</b> Student applies social work ethical principles to guide his or her professional practice.</p> <p>Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law</p>	Benchmark: 85% of the students will attain a score of 4 or higher.	93.78%
<p><b>Competency #3:</b> Student applies critical thinking to inform and communicate professional judgments.</p> <p>Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical</p>	Benchmark: 85% of the students will attain a score of 4 or higher.	95.10%

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
<p>thinking also requires the synthesis and communication of relevant information.</p>		
<p><b>Competency #4:</b> Student engages diversity and difference in practice Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.</p> <p>Social workers appreciate that, as a consequence of difference, a person’s life experience may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</p>	<p>Benchmark: 85% of the students will attain a score of 4 or higher.</p>	<p>96.70%</p>
<p><b>Competency #5:</b> Student advances human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.</p> <p>Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice</p>	<p>Benchmark: 85% of the students will attain a score of 4 or higher.</p>	<p>94.63%</p>
<p><b>Competency #6:</b> Student engages in research-informed practice and practice-informed research.</p> <p>Social workers use practice experience to inform research, employ evidenced-based interventions, evaluation their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</p>	<p>Benchmark: 85% of the students will attain a score of 4 or higher.</p>	<p>92.35%</p>
<p><b>Competency #7:</b> Student applies knowledge of human behavior and the social environment.</p>	<p>Benchmark: 85% of the students will attain a score of 4 or higher.</p>	<p>96.80%</p>

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
<b>Competency #8:</b> Student engages in policy practice to advance social and economic well-being to deliver effective social work services	Benchmark: 85% of the students will attain a score of 4 or higher.	89.10%
<b>Competency #9:</b> Student responds to contexts that shape practice	Benchmark: 85% of the students will attain a score of 4 or higher.	95.63%
<b>Competency #10:</b> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (a) Engagement	Benchmark: 85% of the students will attain a score of 4 or higher.	97.55%
<b>Competency #10:</b> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (b) Assessment	Benchmark: 85% of the students will attain a score of 4 or higher.	96.25%
<b>Competency #10:</b> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (c) Intervention	Benchmark: 85% of the students will attain a score of 4 or higher.	97.20%
<b>Competency #10:</b> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (d) Evaluation	Benchmark: 85% of the students will attain a score of 4 or higher.	96.20%

## MILITARY CONCENTRATION

### ASSESSMENT OF STUDENT LEARNING OUTCOMES

**Form AS4 (M)** Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the *accreditation standards* below.

This form is used to assist the COA in the evaluation of the program’s compliance with the accreditation standards below:

4.0.2 *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark.*

4.0.4 *The program uses Form AS 4 (B) and/or AS4 (M) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. The social work programs for each competency set a measurement benchmark. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
<p><b>Competency #1:</b> Student identifies as a professional social worker and conducts himself/herself accordingly.</p> <p>Social Workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.</p>	Benchmark: 85% of the students will attain a score of 4 or higher.	100%
<p><b>Competency #2:</b> Student applies social work ethical principles to guide his or her professional practice.</p> <p>Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</p>	Benchmark: 85% of the students will attain a score of 4 or higher	100%
<p><b>Competency #3:</b> Student applies critical thinking to inform and communicate professional judgments.</p> <p>Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity.</p>	Benchmark: 85% of the students will attain a score of 4 or higher	100%

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Critical thinking also requires the synthesis and communication of relevant information.		
<p><b>Competency #4:</b> Student engages diversity and difference in practice.</p> <p>Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experience may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</p>	Benchmark: 85% of the students will attain a score of 4 or higher.	100%
<p><b>Competency #5:</b> Student advances human rights and social and economic justice Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.</p> <p>Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</p>	Benchmark: 85% of the students will attain a score of 4 or higher.	100%
<p><b>Competency #6:</b> Student engages in research-informed practice and practice-informed research.</p> <p>Social workers use practice experience to inform research, employ evidenced-based interventions, evaluation their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</p>	Benchmark: 85% of the students will attain a score of 4 or higher.	100%
<p><b>Competency #7:</b> Student applies knowledge of human behavior and the social environment.</p> <p>Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal</p>	Benchmark: 85% of the students will attain a score of 4 or higher.	100%

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
arts to understand biological, social, cultural, psychological, and spiritual development.		
<p><b>Competency #8:</b> Student engages in policy practice to advance social and economic well-being to deliver effective social work services.</p> <p>Social worker practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development</p>	Benchmark: 85% of the students will attain a score of 4 or higher.	100%
<p><b>Competency #9:</b> Student responds to contexts that shape practice.</p> <p>Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</p>	Benchmark: 85% of the students will attain a score of 4 or higher.	100%
<p><b>Competency #10:</b> Student engages, assesses, intervenes, and evaluates with individuals, families, groups, organization, and communities.</p> <p>Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.</p>	Benchmark: 85% of the students will attain a score of 4 or higher.	100%

***4.0.5: The program appends copies of all assessment instruments used to assess the program competencies.***

Field Evaluations (Volume III, Appendix D)