

**University of Maryland**  
**School of Social Work Masters of Social Work**  
**Program**

**Self-Study Report**  
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## **Introduction to University of Maryland, Baltimore, School of Social Work**

In response to growing social and cultural needs, the University of Maryland School of Social Work (UMSSW) opened in 1961. Currently, the School of Social Work (SSW) is educating the vast majority of social workers throughout Maryland. Students come to the SSW from more than 20 states, the District of Columbia, and several foreign countries. In a short period of time, the SSW has become the leader in social work education in the state, while also becoming known to a national and international audience. Among the top 20 graduate-level social work programs in the nation, the SSW produces outstanding social workers whose practice advances the well-being of all the people they serve, especially members of populations at risk.

The UMSSW is located in the heart of downtown Baltimore, Maryland, on the University of Maryland, Baltimore (UMB), campus, which is Maryland's public health, law, and human services university. UMB is a leading U.S. institution for graduate and professional education and a thriving academic health center, combining cutting-edge biomedical research and exceptional clinical care. The University enrolls 6,329 students in six nationally ranked professional schools and an interdisciplinary Graduate School. UMB offers 40 doctoral, master's, and bachelor's degree programs and 10 certificate programs.

The founding institution of the University System of Maryland, UMB opened in 1807 along a ridge in what was then called Baltimore Town. Today, this 71-acre research and technology complex encompasses 67 buildings in West Baltimore near the Inner Harbor. Six professional schools and a Graduate School confer the majority of healthcare, human services, and law professional degrees in Maryland each year. Under the leadership of President Jay A. Perman, MD, the university is one of Baltimore City's major anchor institutions and is a leading partner in the redevelopment of Baltimore's Westside. Attending physicians at the University of Maryland Medical Center are faculty members of the School of Medicine at UMB. The University of Maryland BioPark, which opened in October 2005, promotes collaborative research opportunities and bioscience innovation. The University is an economic engine that returns more than \$14 in economic activity for every \$1 of state general funds appropriation. The University community gives more than 2 million hours a year in service to the public.

## **PROGRAM MISSION AND GOALS**

### *EDUCATIONAL POLICY 1.0—PROGRAM MISSION AND GOALS*

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

#### **Values**

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

#### **Program Context**

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

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

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

The UMSSW mission statement is as follows:

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

We revised our Mission Statement and Strategic Plan in the fall of 2012. At that time, over 250 faculty, staff, and students participated in a several-months-long process to refine and establish school-wide goals, objectives, and metrics related to six themes that reflect the broad purpose and values of the social work profession and recognize our multifaceted roles as social work educators, researchers, trainers, and community partners. The six themes chosen were: *education, community impact, research, financial resources, diversity, and the profession.*

Our mission reflects the fundamental purpose of social work to promote greater social justice for individuals and communities. We aspire to develop our students' and our own leadership capacities to achieve greater equity and well-being for all in our society through our educational offerings, service, scholarship, and policy practice. Our mission also captures and reflects many of the core values of the social work profession for the dignity, worth, and well-being of all individuals and communities; the importance of scientific inquiry and the

development of evidence-based social work knowledge; and the training and development of competent social work practitioners committed to the fundamental purpose of our profession—to protect fundamental human rights and promote greater social justice.

The values expressed through our mission statement undergird our explicit and implicit curriculum in the MSW Program. Inherent in our mission and our organizational culture is a call to faculty, staff, students, and alumni alike to work at multiple levels of social work practice (micro, mezzo, and macro) and accept leadership roles and responsibilities in the profession as a means to achieve greater social justice in our society.

Our mission statement is displayed on our MSW Program website

(<http://www.ssw.umaryland.edu/academics/msw-program/>) and in all program publications, including the following:

- *Course Catalog*: <http://www.ssw.umaryland.edu/admissions/academic-catalog--viewbook/>,
- *Student Handbook*: <http://www.ssw.umaryland.edu/students/student-handbook/>
- *Field Education Manual*: <http://www.ssw.umaryland.edu/media/ssw/field-education/Final-Manual-081616.pdf>

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

UMB's mission is as follows: “to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service.”

UMB's mission reveals a core commitment not only to education but also to serving the research and service needs of the state and the larger society. UMB's mission is reflected in its Core Values, which are well aligned with the social work profession's values:

- **Accountability:** The University is committed to being responsible and transparent.
- **Civility:** The University expects interactions to be professional, ethical, respectful, and courteous.
- **Collaboration:** The University promotes teamwork that fosters insightful and excellent solutions and advancement.
- **Diversity:** The University is committed to a culture that is enriched by diversity and inclusion, in the broadest sense, in its thoughts, actions, and leadership.
- **Excellence:** The University is guided by a constant pursuit of excellence.
- **Knowledge:** The University's industry is to create, disseminate, and apply knowledge.
- **Leadership:** The University continuously strives to be a leader and to develop leaders.

The demographic diversity of the Baltimore/Washington, DC, metro region and UMB's role as an anchor institution in Baltimore City shape our identity, inform our organizational culture, and reinforce our commitment to core social work values for service, diversity, social and economic justice, evidence-based and informed social work practice, interprofessional practice, and community–university collaboration and reciprocity.

These values undergird our entire MSW curriculum and all program options, as all students are exposed to practice skills and knowledge across the continuum of social work practice in the generalist portion of the program and to specialized practice, research, and policy knowledge and skills in their advanced, specialized course and field work.

The central location of both our Baltimore and Shady Grove programs in the Baltimore/Washington, DC, metro region affords our students a wide range of advanced practice training opportunities. Key among these opportunities are our long-standing relationships with area hospitals; the Baltimore City school and juvenile justice systems; and a variety of nonprofit human service organizations, from large national nonprofits to small grassroots community-based organizations. Our location also offers exceptional access to multiple levels of government, so students can hone their policy-advocacy skills with field placement opportunities at city, state, and federal legislative offices (our Baltimore and Shady Grove campuses are each less than an hour from both our state capitol, Annapolis, and Washington, DC).

### **Program at the Universities at Shady Grove**

In 2015, with the creation of our Universities at Shady Grove (USG) MSW Program for students specializing in clinical behavioral health, we have been able to expand our footprint in the region and our service to Montgomery and Prince George's Counties, suburbs of Washington, DC. While we had offered some courses at this campus for many years, 2015 marked the first time we offered students the opportunity to complete their entire program at USG. We graduated our first USG cohort in spring 2017.

Currently, USG offers more than 80 undergraduate and graduate degree programs from nine Maryland public universities (<https://www.shadygrove.umd.edu/about-usg>). Each university provides its most in-demand academic programs and awards its own degrees. USG, in turn, provides centralized, on-site student, academic, and administrative services in the areas of admissions, financial aid, technology, student support, and campus life. This integrated approach allows USG to offer accessible pathways to more than 80 upper-level undergraduate, graduate, and professional degree and certificate programs.

The addition of UMSSW program at Shady Grove was a strategic response to the growing workforce needs in the region for licensed social workers trained in the area of behavioral health, and our expansion at USG has deepened our relationship with Universities at Shady Grove and their mission: "To bring the highest quality University System of Maryland education, research and services to citizens, businesses, and government in Montgomery County and the region."

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

The primary faculty curriculum committee for the MSW Program, the Master's Program Committee (MPC), drew on the school-wide Strategic Plan and newly crafted Mission Statement and gathered input from all curriculum committees and student representatives serving on the MPC to revise the goals for the MSW Program in 2016.

The goals for our MSW Program are to prepare students to

- use a person-in-environment framework and a strengths-based perspective that recognizes the multiple and intersecting causes of personal problems: psychological, biological, familial, organizational, community, political, economic, and social;
- embrace social work's fundamental mission to promote social, economic, and environmental justice, which requires practice with and on behalf of vulnerable and oppressed populations and people of diverse backgrounds and needs within multiple systems, domestically and internationally;
- practice competently—working across the spectrum of social work with individuals, families, groups, organizations, communities, and society—and build on this strong foundation to practice at an advanced level in a method of concentration (clinical or macro social work) and an area of specialization;
- practice in a manner that reflects the values and principles underlying the *Code of Ethics* of the National Association of Social Workers (NASW);
- critically assess, implement, and inform evidence-based and best practices in social work;
- understand the critical influence of social policy on social work practice and engage in advocacy for socially just policies at all levels of society; and
- pursue ongoing professional development to become highly skilled practitioners and the next generation of social work leaders.

The goals of our MSW Program contribute to the school's mission. The goals identify the person-in-environment framework and strength-based perspective as critical to the effective assessment and resolution of individual and social problems and the *promotion of social justice*. The goals specify the multiple levels of intervention (individuals, families, groups, organizations, communities, and society) and the related practice skills necessary to *advance the well-being of individuals and communities*. In addition, the goals recognize and make explicit that our *education, service innovation, and policy development* must be guided by the NASW *Code of Ethics* and grounded in critical analysis and effective application of evidence-based and best practices. Further, the goals recognize that being and becoming *national leaders* and *promoting social justice* require students to understand the critical impact of policies on all social work practice, engage in political advocacy, and commit to lifelong professional development and learning.

## EXPLICIT CURRICULUM

### EDUCATIONAL POLICY 2.0—GENERALIST PRACTICE

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

#### *Accreditation Standard M2.0—Generalist Practice*

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

The UMSSW mission and MSW Program goals are grounded in the interdisciplinary knowledge base of the liberal arts and embrace and reflect the person-in-environment perspective. The mission and goals recognize the complex nature of social and individual problems and require all MSW students to understand how individuals are influenced by and can affect their families and communities, the service delivery systems with which they interact, and the political and economic contexts they face. As our goals state, students in the MSW Program are required and trained to recognize “the multiple and intersecting causes of personal problems: psychological, biological, familial, organizational, community, political, economic, and social.” In other words, they adopt Mills’s “sociological imagination,”<sup>1</sup> and this theoretical grounding prepares them during their generalist foundation program to adopt a strength-based approach, develop a keen interest in understanding and respecting diversity, and build their knowledge and a set of foundational skills to use a problem-solving framework to practice across the “spectrum” of social work practice, as our goals state, “with individuals, families, groups, organizations, communities, and society.”

In addition to requiring students to develop a complex understanding of individual and social problems and systems, and a set of skills consistent with generalist practice, our mission and goals are explicit about the fundamental reason *why* students’ development of this critical perspective and a broad set of skills is so important: so that they are able to work proactively, effectively (using scientific inquiry and evidence-based practices), and ethically (guided by the NASW *Code of Ethics*) with and on behalf of clients and client systems to advance the primary mission of the social work profession for greater “social, economic, and environmental justice.”

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<sup>1</sup> Mills, C. Wright, “The Promise,” in *The Sociological Imagination* (New York: Oxford University Press, 1959, pp. 3–24).



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

### **Generalist Curriculum Overview**

Our mission and goals, described above, are operationalized in our curriculum design and 60-credit MSW Program (see Figure 1). This design for generalist practice is identical for our program locations at Baltimore and Shady Grove. The generalist foundation curriculum, comprising 24 credits, provides an introductory framework of courses for all MSW students, regardless of their eventual choice of specialization. This framework is built on the liberal arts perspective and includes the knowledge, values, skills, and cognitive and affective processes that are essential to generalist social work practice. Six three-credit courses are classroom courses, and two three-credit courses are a 2-days-per-week field practicum.

### **Core Concepts**

Our six three-credit generalist foundation classroom courses provide students with the necessary competency and proficiency in the following professional foundation areas: human behavior and the social environment; social welfare policy and services; research; and social work practice with individuals, groups and families, and communities and organizations.

Core concepts and content fundamental to all aspects of social work generalist practice are integrated across the foundation curriculum and highlighted in specific courses and their assignments. All courses explore social work values, ethics, and professional behavior; diversity and oppression as they relate to the etiology and definition of individual and social problems and social work practice interventions; critical reflection on and assessment of the evidence base for social work practice and social welfare policies; and micro, mezzo, and macro practices that promote social and economic justice for vulnerable populations.

Students completing the generalist foundation curriculum are expected to gain generalist knowledge and skills pertaining to social work values and practice with individuals, families, small groups, human service organizations, communities, and social service systems. Among the skills taught in the foundation curriculum are engagement, interviewing, problem identification, problem exploration, formulating the problem-to-be-worked, data gathering, differential assessment, planning, beginning intervention, termination, and evaluation. Self-awareness and conscious use of self are emphasized. Indeed, an ecological systems perspective and problem-solving model are taught to provide students with a theory, knowledge, and value base for purposeful, culturally competent, sequential intervention with individuals of diverse backgrounds.

Helping students understand the need to develop a stance of cultural humility is also fundamental in our generalist foundation curriculum. Beginning in the first semester of the foundation curriculum, students are asked to wrestle both personally and professionally with recognizing “isms”—including racism, sexism, heterosexism, classism, and ethnocentrism. The SOWK 630 (*Social Work Practice with Individuals*), SOWK 631 (*Social Work Practice with Communities and Organizations*), and SOWK 645 (*Human Behavior and the Social Environment*) courses are structured so that reflection on diversity begins at the personal level for

students in class discussions and written assignments. For example, in SOWK 630 (*Social Work Practice with Individuals*), students are asked to explore their own ethnic and racial identities and then examine how these might affect their engagement with clients. SOWK 631 (*Social Work Practice with Communities and Organizations*) explores the interconnectivity of macro-level social structures, processes, and institutions with communities and organizations and asks students to conduct community and organizational assessments that examine and assess the extent to which their field practicum agencies engage in multicultural practice.

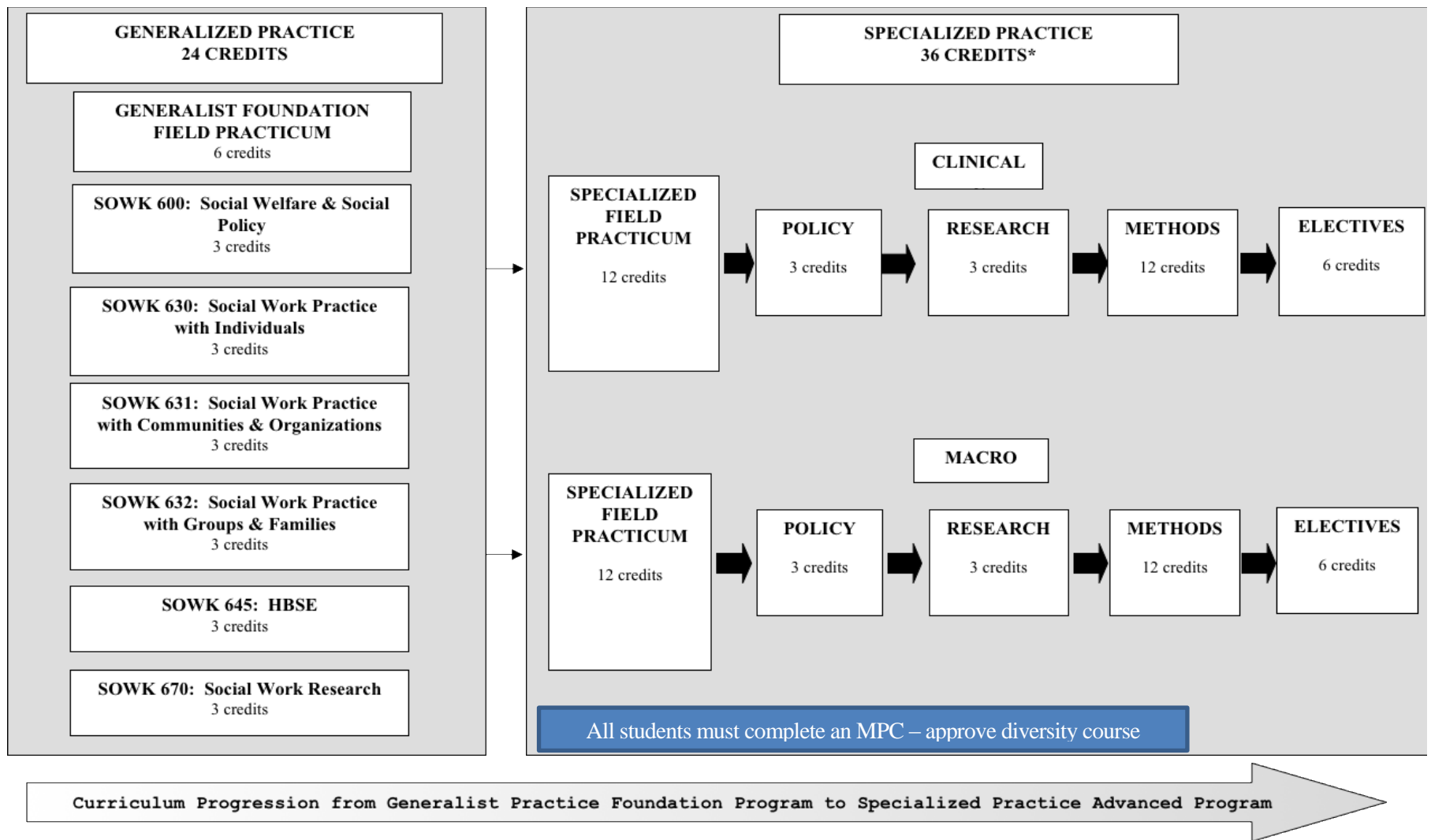


Figure 1. Curriculum overview flow chart. HBSE = human behavior and social environment; MPC = Master’s Program Committee.

With a basic understanding of key concepts related to equality and diversity, students are encouraged to advocate for social science research and social policies consistent with the democratic values of human worth and universal access to needed services. SOWK 670 (*Social Work Research*) helps students understand and integrate research evidence into social work practice. The course explores the basic elements of the scientific method and social work research and how social work practitioners can use the best evidence to work with a diverse client population. Issues of ethics in the conduct of research, such as the nature of informed consent, are stressed. SOWK 600 (*Social Welfare and Social Policy*) provides students with an understanding and appraisal of social welfare policies and programs in the United States and the historical and contemporary forces that have shaped their development. The course introduces conceptual approaches to policy analysis, assesses selected social policies and examines the impact of policies on excluded, marginalized, and vulnerable populations and social work's special obligation to evaluate policies based on the profession's ethical criteria such as fairness, social justice, anti-oppression, self-determination, and human dignity.

The specific content of each of these foundation courses is described in our course catalog ([http://www.ssw.umaryland.edu/media/ssw/admissions/catalogs/2016-17-Catalog\\_Final.pdf](http://www.ssw.umaryland.edu/media/ssw/admissions/catalogs/2016-17-Catalog_Final.pdf)), and syllabi are provided in Volume 2 of this self-study report.

### Developmental Order

In the fall semester, all full-time students at both our Baltimore and Shady Grove campuses are exposed to the *spectrum* of social work practice, from micro to macro practice, preparing them to declare their specialization during their spring semester and complete their application for their advanced specialized field practicum. These courses are horizontally aligned; in that student learning in one course is complimented by and reinforced with content in the other courses (see Table 1).

Table 1. *Generalist Courses for Full-Time Students by Semester*

Semester	Course
Fall	SOWK 630: <i>Social Work Practice with Individuals</i> SOWK 631: <i>Social Work Practice with Communities and Organizations</i> SOWK 645: <i>Human Behavior and the Social Environment</i> SOWK 600: <i>Social Welfare and Social Policy</i> or SOWK 670: <i>Social Work Research</i> SOWK 635: <i>Social Work Practicum I</i>
Spring	SOWK 632: <i>Social Work Practice with Groups and Families</i> SOWK 600: <i>Social Welfare and Social Policy</i> or SOWK 670: <i>Social Work Research</i> SOWK 636: <i>Social Work Practicum II</i> Two faculty-approved advanced courses in students' specialization

In their second semester, students take SOWK 636 (*Social Work Practicum II*) concurrently with SOWK 632 (*Social Work Practice with Groups and Families*). To teach basic practice with groups and families, SOWK 632 (*Social Work Practice with Groups and Families*) builds on content in SOWK 630 (*Social Work Practice with Individuals*), which introduces students to basic engagement skills, and SOWK 631 (*Social Work Practice with Communities and Organizations*) and SOWK 645 (*Human Behavior and the Social Environment*), which contextualize social work practice for students. SOWK 632 (*Social Work Practice with Groups and Families*) introduces an ecological perspective with groups in clinical and organizational settings; explores group

typology, formation, composition, and development; and teaches concepts of group structure and process. The course also explores social work practice with families, emphasizing family structure and dynamics and basic techniques for intervention with families. In the spring semester, students also take whichever of SOWK 670 (*Social Work Research*) or SOWK 600 (*Social Welfare and Social Policy*) they did not complete in their fall semester.

In addition to taking SOWK 632 (*Social Work Practice with Groups and Families*) in the spring semester, full-time students can begin to take a discrete set of advanced courses for which the fall courses prepared them. Those planning to declare themselves as specializing in clinical practice can take SWCL 744 (*Psychopathology*) and SWCL 700 (*Paradigms of Clinical Social Work Practice*), while those planning to specialize in the macro practice can take SWOA 703 (*Program Development*), SWOA 704 (*Communities and Organizations*), or SWOA 707 (*Social Policy and Social Change*).

Students may also elect to take either an advanced research or an advanced policy class, depending on which foundation class they chose to take in the fall semester. This model of having students take two advanced courses in their second semester concurrently with the foundation field practicum and SOWK 632 (*Social Work Practice with Groups and Families*) resulted from student feedback indicating that students wished to get to advanced material sooner and take more advanced practice content overall. In addition, field instructor feedback indicated that exposure to advanced material sooner in the program would equip students to take the greatest advantage of both their generalist and their specialized field experiences. Thus far, feedback about this change has been positive.

Part-time students can begin the program in the fall or spring semesters and do not take field practicum or methods classes in their 1st year. Rather, they take SOWK 645 (*Human Behavior and the Social Environment*), SOW 600 (*Social Welfare Policy*), and SOWK 670 (*Social Work Research*) and take field practicum and foundation generalist practice methods classes concurrently in their 2nd year in the program.

### **Integration of Course Content with Field Practicum**

The school uses a concurrent model of field instruction that requires students to take at least one classroom practice methods course while in their field practicum. All generalist foundation full-time students entering the program are required to enroll in two consecutive semesters of the generalist foundation field practicum. Each foundation practice methods course SOWK 630 (*Social Work Practice with Individuals*), SOWK 631 (*Social Work Practice with Communities and Organizations*), and SOWK 632 (*Social Work Practice with Groups and Families*) has assignments that require students to analyze aspects of their field practicum (individual clients, families, the service agency and its service network, the system of care, policies affecting their practicum agency, and the communities within which their clients reside and/or that their agency serves). These assignments require the application of theories, frameworks, knowledge, and skills addressed and developed in the classroom to practice. All foundation courses also regularly draw on experiences students have in their field practicum for classroom discussions and exercises.

The integration of classroom theory and skill development with the realities of practice is facilitated by the efforts of the agency field instructor and the faculty field liaison. Several trainings for field liaisons and field instructors, along with related materials and the syllabus for SOWK 635 (*Foundation Field Practicum I*) and SOWK 636 (*Foundation Field Practicum II*), are provided by the Office of Field Education each year to familiarize field instructors with classroom assignments in foundation courses and help them work with students to integrate their learning. A list of recent trainings is presented in section M.2.2.

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

Matrices are provided that illustrate how the generalist practice content implements the Council on Social Work Education’s (CSWE) nine social work competencies. Table 2 is an overview of where Competencies 1–9 are covered in the generalist foundation curriculum. Table 3 illustrates where the content for Competencies 6–9 are covered in the generalist foundation curriculum and where they are addressed at the levels of individuals, groups and families, and communities and organizations.

These comprehensive tables were compiled from information provided by full-time faculty teaching a section of a foundation course and course coordinators for each course. As is evident from the matrices, our generalist foundation program embraces the concept of “holistic competence” as defined by CSWE<sup>2</sup> and discussed by others in the social work literature.<sup>3</sup> For instance, multiple courses cover content related to each competency, and within each course, faculty note multiple methods that help students develop the knowledge, values, skills, and cognitive and affective processes related to each competency. Therefore, no one course is assigned to cover a single competency, and no one assignment is used to address just one behavioral dimension. Indeed, our curriculum map illustrates well the recognition by CSWE that “social work practice competence consists of nine interrelated competencies and component behaviors” (p. 12, below). It is no surprise, for example, that our foundation SOWK 630 (*Social Work Practice with Individuals*) course is represented in virtually every competency or that faculty feel that multiple dimensions are addressed by each of the various assignments/lectures/exercises in that class. This course is not an anomaly in this regard: Most of our foundation courses are listed in the matrix under multiple competencies, and in many cases, more than one dimension is listed as being addressed by each pedagogical strategy (e.g., lecture, reading, video, assignment, group discussion). The specific strategies and embedded assignments we use to *assess* students’ achievement of a competency are discussed in depth in our section on Educational Policies and Accreditation Standards (EPAS) Standard 4.

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<sup>2</sup> Council on Social Work Education, 2015, *Educational Policy and Accreditation Standards* (p. 6).

<sup>3</sup> Drisko, J., 2015, “Holistic Competence and Its Assessment,” *Smith College Studies in Social Work*, 85, 110–127.

Table 2. Part 1: Curriculum Matrix for Generalist Practice

**Accreditation Standard: M2.0.3**

**CURRICULUM MATRIX FOR GENERALIST PRACTICE**  
University of Maryland School of Social Work’s Curriculum Map

The following chart demonstrates the University of Maryland School of Social Work curriculum content for generalist practice in the foundation year, illustrating the nine CSWE social work competencies and their location in the curriculum.

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
<p><b>Demonstrate Ethical and Professional Behavior (Competency 1)</b></p> <p>1.1: Make ethical decisions by applying the standards of the NASW <i>Code of Ethics</i>, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</p> <p>1.2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p>	SOWK 630: <i>Social Work Practice with Individuals</i>	Lecture and discussion on purpose of <i>Code of Ethics</i> and importance of professional social work values, ethical decision making, cultural competence, and ethics. Introduction to social work practice and professional relationships.	Knowledge, Values
		Readings on: (1) NASW <i>Code of Ethics</i> , (2) <i>Code of Maryland Regulations (COMR)</i> , (3) Cournoyer, Chs. 3 and 5 on ethics, and (4) Knight, C. (2012). <i>Social Workers Attitudes Towards and Engagement in Self-Disclosure</i> .	Knowledge
		Whole class and group discussion re: ethical case studies. Discussion of the websites and what they learned. The meaning of the NASW <i>Code</i> to them—writing a pledge.	Knowledge, Skills, Values, C/A
		Cournoyer assignment on professionalism. Reading and reflection on IFSW, NASW, and CSWE standards of cultural competency.	Knowledge, Values, C/A
		Process recording.	Knowledge, Values, C/A
		Reading the NASW <i>Code of Ethics</i> and the IFSW <i>Code</i> and commenting in a reflection.	Knowledge, Values, C/A
		Taking a self-appraisal questionnaire in text	Knowledge, Values, C/A

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
<p>1.3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</p> <p>1.4: Use technology ethically and appropriately to facilitate practice behavior outcomes</p> <p>1.5: Use supervision and consultation to guide professional judgment and behavior</p>	SOWK 631: <i>Social Work Practice with Communities and Organizations</i>	Lecture on ethics and values and discussion of ethical dilemmas in macro practice	Knowledge, Values
		Key reading by: 1) Reamer, F. (2013). Ethical dilemmas in social work: Macro practice. In F. Reamer, <i>Social work values and ethics</i> , 4th ed. (pp. 145-178). New York: Columbia University Press.; 2) Hardina, D. (2004). Guidelines for ethical practice in community organization. <i>Social Work</i> , 49(4), 595-604.	Knowledge
		In class case studies on ethical dilemmas	Knowledge, Skills, Values, C/A
		Graded assignment: Organizational analysis assignment requires students to assess the underlying values of their internship	Knowledge, Skills Values, C/A
		Video and discussion on social justice	Knowledge, Values, C/A
	SOWK 632: <i>Social Work Practice with Groups and Families</i>	Lecture on ethics	Knowledge
		Key readings: 1) Toseland and Rivas Appendix A1 and A2 covering ethical issues in group work; 2) Gumpert & Black (2006), Ethical issues in group work: What are they? How are they managed? <i>Social Work with Groups</i> , 29 (4). 61 – 74.	Knowledge, Values
		In class: form groups and talk through cases	Knowledge, Values, C/A
		In class: ethics assignment using a structured tool and process for resolving ethical dilemmas in group work.	Knowledge, Skills, Values, C/A
		Final Exam using short answer and essay questions	Knowledge, Skills, Values, C/A
	SOWK 670: <i>Social Work Research</i>	Lecture and discussion on research ethics & cultural considerations in research	Knowledge
		In class assignment on NASW Code of Ethics; Rubin & Babbie ethics chapter	Knowledge, Values, C/A



CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
		Key reading: Rubin & Babbie, ethics chapter	Knowledge
		Graded assignment: Worksheet critiques (ethical considerations)	Knowledge, Skills, Values, C/A
		HRSA Video related to IRB	Knowledge
	SOWK 635: <i>Foundation Field Practicum I</i> SOWK 636: <i>Foundation Field Practicum II</i>	Field assignments	Knowledge, Skills, Values, C/A
<p><b>Engage Diversity and Difference in Practice (Competency 2)</b></p> <p>2.1: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</p> <p>2.2: Present themselves as learners and engage clients and constituencies as experts of their own experiences</p> <p>2.3: Apply self-awareness and self-regulation to</p>	SOWK 600: <i>Social Welfare and Social Policy</i>	Lectures, reading, in-class discussions and videos cover the following: Two classes focus on the history of social welfare policy in the US. These lectures discuss not only the development of policies, but also the historical context, including social, demographic, and economic factors. We have 1 session on the history of the social work profession, and many instructors discuss the exclusion of racial minorities by the COS and Settlement Houses. We have 1 session on the role of social policies in oppressing marginalized populations. Instructors provide examples of exclusion (i.e., redlining in the 1950s can still affect subsequent generations in terms of their educational and economic opportunities). In addition, during each week there is a focus on a particular policy. Instructors discuss how policies excluded certain groups, or were developed in response to social, demographic, or economic changes. For example, how the Social Security Act initially excluded many women, African Americans, and Latinos.	Knowledge, Values, C/A
Midterm and/or final exam, which assesses student learning on these topics	Knowledge		

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
manage the influence of personal biases and values in working with diverse clients and constituencies		During the session on policy analysis, students learn to assess a policy based on: 1) horizontal and vertical adequacy, 2) individual and social equity, and 3) inclusiveness of coverage. Such an assessment typically reveals inequities by race, ethnicity, gender, gender identity, etc. In the session on marginalized populations, we discuss intersectionality and how policies engage in racial regulation of people of color. In that same session, many instructors also examine how social welfare policy has addressed (or often failed to address) the needs of women, LGBTQ populations, individuals with a disability, immigrants, etc (specific examples vary by instructor).	Knowledge, Skills, Values, C/A
		Key readings include: 1) Schiele, J. (2013). Social policy and the racial regulation of people of color. In M. Reisch, Social policy and social justice. Thousand Oaks, CA: Sage. 2) Hankivsky, O., & Cormier, R. (2011). Intersectionality and public policy: Some lessons from existing models. Political Research Quarterly, 64, 217-229.	Knowledge, Values, C/A
		Policy Analysis requires the student to assess a chosen policy in terms of its: 1) horizontal and vertical adequacy, 2) individual and social equity, and 3) inclusiveness of coverage.	Knowledge, Skills, Values, C/A
	SOWK 630: <i>Social Work Practice with Individuals</i>	Lecture and discussion: The influence of diversity on, and in practice. The influence of social status, race, ethnicity, gender, age, sexual orientation, and disabilities. Lecture about privilege, oppression diversity and social justice	Knowledge

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
		<p>The following articles will change from year to year based on what is current. Examples of key readings include: 1) Reisch (2008) From Melting Pot to Multiculturalism: The Impact of racial and ethnic diversity on social work and social justice. Articles such as: 1) Walking While Black in the White Gaze. Yancy (op ed on Trayvon Martin/George Zimmerman) NY Times. 2) White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh (If students have not read in undergrad). 3) Phillips &amp; Lowery (2015). The Hard-knock life? Whites claim hardships in response to racial inequality. 4) Nehisi Coates (2015). Letter to my son. Class Competency Social Work (Strier, 2009). Spencer, M.S. (2008). A social worker's reflection on power, privilege and oppression. Social Work, 53(2), 99-101. 5) Required Cournoyer textbook (chapter 4) Diversity and Differences. 6) Why Color-blindness is Counterproductive. (Atlantic, 2016). 7) Spencer, M. (2009) A social worker's reflection on power privilege and oppression. 8) Towards a Human rights culture in social work education (2016)</p>	Knowledge
		<p>Guest Lectures such as Stacey Hardy, PhD, JD, LCSW Professional and Organizational Development (POD) Manager Fairfax County Department of Social Services on Cultural Competence in the workplace and community.</p>	Knowledge

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
		<p>Graded Assignment: Critical Autobiography on race includes. Students assess their own biases through examining their own lives with questions specifically on race, class and gender.</p> <p>Psychosocial Assessment: Students complete cultural assessment of client.</p> <p>Process Recording Assignment: Students must reflect on cultural components of their interaction with client.</p>	Knowledge, Skills, Values, C/A
		<p>Example Media and Discussion: 1) NASW Cultural Competency Standards and code of Ethics, video - Cultural Humility, "Cultural Humility: People, Principles and Practices" Vivien Chavez. 2) CNN (Anderson Cooper) Studies show how children view race bias (YouTube)</p>	Knowledge, Values, C/A
		<p>In class: 1) Cross the line exercise, 2) Genogram and ecomap exercises. 3) Role-plays in class always reflect learning skills across difference (these take place almost every week) and may change from year to year. 4) Constant connection to field experiences -- open-ended class time for students to bring up experiences in field where they feel challenged</p>	Knowledge, Skills, Values, C/A
	<p>SOWK 631: <i>Social Work Practice with Communities and Organizations</i></p>	<p>Lecture content on the history of community practice; The historic functions of social work advocacy; Examples of power and oppression</p>	Knowledge

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
		Key readings: 1) Lehrner, A., & Allen, N.E. (2009). Still a movement after all these years? Current tensions in the domestic violence movement. <i>Violence Against Women</i> , 15, 656-677. 2) Bullock, H.E., Fraser Wyche, K., & Williams, W.R. (2001). Media images of the poor. <i>Journal of Social Issues</i> , 57, 229-246. Delgado, G. (1994). 3) Organizing in communities of color. In <i>Beyond the politics of place: New directions in community organizing in the 1990s</i> (pp. 45-64). Oakland, CA: Applied Research Center.	Knowledge
		Exercise on "Assessing your cross-cultural awareness"	Knowledge, Values, C/A
		Graded assignments: Community analysis; Components of organizational analysis	Knowledge, Skills, Values, C/A
		Videos and discussion from series: "A Force More Powerful"; Excerpts on racism from series "Eyes on the Prize," "The Great Depression" and "The War on Poverty"	Knowledge, Values, C/A
		Lecture and discussion content on community practice in diverse communities, and empowerment practice	Knowledge, Values, C/A
		Key readings: 1) Hyde, C., & Hopkins, K. (2004). Assessing the diversity climates in human service agencies. <i>Journal of Ethnic &amp; Cultural Diversity in Social Work</i> , 13(2), 25-43. 2) Raheim, S. (2003). Building organizational capacity for cultural competence. <i>International Journal of Diversity in Organizations, Communities, and Nations</i> , 33, 137-151. 3) Ting-Toomey, S., & Chung, L. (2012). What are essential cultural value patterns? In S. Ting-Toomey & L. Chung, <i>Understanding intercultural communication</i> , 2nd ed. (pp. 38-63). New York: Oxford University Press. 4) Staples, L.H. (2008). Insider/outsider upsides and downsides. <i>Social Work with Groups</i> , 23, 19-35. Gutierrez, L.M. (2001). Working with	Knowledge

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
		<p>women of color: An empowerment perspective. In J. Rothman, J. Erlich, &amp; J. Tropman (eds.), <i>Strategies of community intervention</i>, 7th ed.; 5) Hyde, C. (2003). More harm than good? Multicultural initiatives in human service agencies. <i>Social Thought</i>, 22(1), 25-43.</p>	
		<p>Exercise on the meaning and application of power in macro practice</p>	<p>Knowledge, Skills Values, C/A</p>
		<p>Case studies on personal vs. professional values; Exercise "What's the Threat"</p>	<p>Knowledge, Skills, Values, C/A</p>
		<p>Graded assignments: Community assessment to increase skills in identifying and assessing social issues which exist within a community and the community's assets and capacities to respond to those specific issues. This includes identifying issues or challenges that the community would like to address and the community's strengths and resources. The assignment includes a reflection component for students to assess how they worked in a groups and accomplished tasks across group member differences.</p> <p>Organizational Analysis assignments to develop an understanding of an organizations mission, goals, structures, culture and behavior within an agency in which they work. The purpose is to describe and critically analyze the structure and culture of a field agency. This includes a diversity climate assessment.</p>	<p>Knowledge, Skills, Values, C/A</p>
	<p>SOWK 632: <i>Social Work Practice with Groups and</i></p>	<p>Lecture and discussion that places clients in context. Power points in first section on families ask students to identify what their ideal family would be and what the</p>	<p>Knowledge</p>

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
	<i>Families</i>	characteristics of that family would be. They are then asked to reflect on how their deal family may vary greatly from the families with whom they work and how they may hold implicit bias about those families about which they need to become self-aware.	
		Greif & Knight text is focused populations at risk and what places population at risk. Toseland & Rivas Chapter 5 – “Leadership and Diversity” “discusses approaches to group work that promote social justice and culturally sensitive practice.” Greif & Knight text focuses on populations at risk and how those populations are often under-served because of their unique position and powerlessness in society. Collins et al. (2013). Chapter 2 – What is family? In: <i>An introduction to family social work</i> . Brooks/Cole, pp. 25-67.	Knowledge
		Asked about on final exam when presenting with a case of a single mother who is Latina. The must apply culturally sensitive practice to the case and discuss how they would “join” with the family if they are working across or within race. Here they demonstrate through an application to a case	Knowledge, Skills, Values, C/A
		A variety of videos are used to look at diversity in group and in family experience. For groups, Celebrating Diversity - Children's Group is used. Mel Goldstein’s Middle Stage video is shown wherein people with a substance abuse issue are asked to participate in a group and feel they are being pushed around by the group process and struggle to get to the work phase from the conflict phase. Legacy of Loss – Monica McGoldrick video shows McGoldrick working with a bi-racial 15-year-old whose father and step-mother feel she is hanging with the wrong group of friends; Harry Aponte discusses working across race in “A House Divided”, a Structural	Knowledge, Values, C/A

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
		Family Therapy video. Aponte is Latino and the family is African American and he describes the class and racial divide he initially feels when trying to join with the father who has been incarcerated.	
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Discussion of oppression and social exclusion over many weeks. There is a particular emphasis in lectures during Weeks 1-2 when introductory content is presented	Knowledge, Values
		Required Hutchison textbook (Chs 1-6)	Knowledge, Values
		Example: class exercise & discussion of TaNehisi Coates' "A Case for Reparations"	Knowledge, Skills, Values, C/A
		Midterm and final exams (common assignment across all sections): requests students to analyze micro and macro theories, including their histories, consideration of social justice and inequality, and application to social work practice	Knowledge, Skills, Values, C/A
		Example: short video of Henry Ford & how it created a culture of "efficiency" but also oppression in our current formal organizations.	Knowledge, Values
		Example: exercise on understanding one's social capital and its intersection with power and privilege.	Knowledge, Skills, Values, C/A
		Implicit bias online exercise	C/A
		Midterm and final exams (common assignment): requests students to analyze micro and macro theories, including their histories, consideration of social justice and inequality, and application to social work practice	Knowledge, Skills, Values, C/A



CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
		Several videos that cover social inequality and theories in detail, particularly in latter half of class (weeks 7-15)	Knowledge, Skills, Values
		Time spent on self-awareness, particularly in Weeks 1-6.	Knowledge, Skills, Values, C/A
		Example: theory assignment (you see what you want)	Knowledge, Skills, C/A
		Group project with individual paper on their reflections on their role/place in group across differences	C/A
		Example: clinical videos	Knowledge, Skills, Values
	SOWK 670: <i>Social Work Research</i>	Lecture on cultural considerations in research.	Knowledge
		Two assignments – worksheet critique and the Evidence Based Practice Individual Presentation address study authors appropriately addressed vulnerable population and specifically how minority populations are represented.	Knowledge, C/A
	SOWK 635: <i>Foundation Field Practicum I</i> SOWK 636: <i>Foundation Field Practicum II</i>	Field assignments	Knowledge, Skills, Values, C/A

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
<p><b>Advance Human Rights and Social, Economic, and Environmental Justice (Competency 3)</b></p> <p>3.1: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels</p> <p>3.2: Engage in practices that advance social, economic, and environmental justice</p>	<p>SOWK 600: <i>Social Welfare and Social Policy</i></p>	<p>One full class focused on advocacy at the local, state, and federal level, including the role of social workers as advocates</p>	<p>Knowledge, Values</p>
		<p>Required readings an class discussion on advocacy and social movements</p>	<p>Knowledge</p>
		<p>Documentary about ACT UP, an advocacy organization and social movement focused on improved treatment for AIDS/HIV</p>	<p>Knowledge</p>
	<p>SOWK 630: <i>Social Work Practice with Individuals</i></p>	<p>Lecture and discussion: Tying together current issues of social and economic justice and their field practice</p>	<p>C/A</p>
		<p>Reading: Rozas and Garran (2015). Towards a Human Rights Culture in Social Work Education. Reading article and writing a reflection before class</p>	<p>Knowledge, Values, C/A</p>
		<p>Discussion of article and mission of IFSW</p>	
	<p>SOWK 631: <i>Social Work Practice with Communities</i></p>	<p>Content on the definition of social justice and, in several class sessions, how it is applied to community, organizational and policy practice.</p>	<p>Knowledge</p>

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
	<i>and Organizations</i>	Key Readings: 1) Reisch, M., Ife, J., & Weil, M. (2013). Social justice, human rights, values, and community practice. In M. Weil, M. Reisch, & M. Ohmer (Eds.), <i>The handbook of community practice</i> , 2nd ed. (pp. 73-103). Thousand Oaks, CA: Sage Publications. 2) National Economic & Social Rights Initiative and United Workers (2011). <i>Hidden in plain sight: Workers at Baltimore, Inner Harbor and the struggle for fair development</i> . Baltimore, MD: Author. 3) Bonnycastle, C. (2011). Social justice along a continuum: A relational illustrative model. <i>Social Service Review</i> , 85(2), 267-295.	Knowledge
		In class: Exercise on the meaning of social justice	Knowledge, Skills, Values, C/A
		Graded advocacy assignment	Knowledge, Skills, Values, C/A
		Video and discussion: "How to Survive a Plague;"	Knowledge, Values, C/A
	SOWK 632: <i>Social Work Practice with Groups and Families</i>	Family therapy lectures; role plays using diverse family members; group work readings; Toseland & Rivas Chapter 5 – Leadership and Diversity; - Collins et al. (2013). Chapter 2 – What is family? In: <i>An introduction to family social work</i> . Brooks/Cole, pp. 25-67.	Knowledge, Skills, Values, C/A
		Taibbi text book; Greif and Knight is focused on populations at risk and what places population at risk. Toseland & Rivas Chapter 5 – “Leadership and Diversity” “discusses approaches to group work that promote social justice and culturally sensitive practice.” Greif & Knight text focuses on populations at risk and how those populations are often under-served because of their unique position and powerlessness in society. Collins et al. (2013). Chapter 2 – What is family? In: <i>An introduction to</i>	Knowledge, Skills, Values, C/A

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
		<i>family social work</i> . Brooks/Cole, pp. 25-67.	
		Graded assignment final exam in class – need to place case study in social context	Knowledge, Skills
		Graded assignment: Diversity related question re: family work	Knowledge
		Aponte video – A House Divided; McGoldrick video , Legacy of Loss	Knowledge, Skills, Values, C/A
	SOWK 645: <i>Human Behavior and the Social Environment</i>	We cover this in many weeks, but particularly in one week on social structures, and another on environment.	Knowledge, Values
		Required Hutchison, 2014 textbook; Coates "A Case for Reparations"	Knowledge, Values
		Example of in-class exercise: students map out social, economic and environmental determinants in a case study.	Knowledge, Skills, C/A
		Video on environmental justice (Majora Carter Ted Talk)	Knowledge
	SOWK 635: <i>Foundation Field Practicum I</i> SOWK 636: <i>Foundation Field Practicum II</i>	Field assignments	Knowledge, Skills, Values, C/A
<b>Engage in Practice-informed Research and Research-informed Practice (Competency 4)</b>	SOWK 600: <i>Social Welfare and Social Policy</i>	Policy Analysis requires student to summarize existing research on a social problem and social policy. Students are asked to critically analyze existing research and make recommendations to improve policy and/or service delivery systems	Knowledge, C/A

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
4.1: Use practice experience and theory to inform scientific inquiry and research	SOWK 630: <i>Social Work Practice with Individuals</i>	SBIRT presentation which emphasizes the important underpinnings and research value of generalist practice, prior to introducing specific evidence-based practices. Followed by role plays which help students acquire a “common elements” approach to practice through role play	Knowledge, Skills, Values, C/A
		SBRIT online module. Reading and translating class reading to practice	Knowledge, Skills, C/A
		Gitterman & Knight (2013). Evidenced guided practice: Integrating the art and science of social work	Knowledge
4.2: Apply critical analysis to engage in analysis of quantitative and qualitative research methods and research findings	SOWK 631: <i>Social Work Practice with Communities and Organizations</i>	Lectures on models of community intervention, organizational behavior and organizational change	Knowledge
4.3: Use and translate research evidence to inform and improve practice, policy, and service delivery		Key readings and discussion: 1) O’Donnell, S.M., & Karanja, S.T. (2000). Transformative community practice: Building a model for developing extremely low income African American communities. <i>Journal of Community Practice</i> , 7, 67-84. 2) Coulton, C., Chan, T., & Mikelbank, K. (2011). Finding place in community change initiatives: Using GIS to uncover resident perceptions of their neighborhoods. <i>Journal of Community Practice</i> , 19(1), 10-28. 3) Gronbjerg, K. (2010). The U.S. nonprofit human service sector: A creeping revolution. In Y. Hasenfeld, (Ed.) <i>Human services as complex organizations</i> (pp. 79-96). Thousand Oaks, CA: Sage Publications.	Knowledge, C/A
		Graded assignments: Community analysis project; Organizational analysis	Knowledge, Skills, Values, C/A

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
	SOWK 632: <i>Social Work Practice with Groups and Families</i>	Lecture on how to do research on group effectiveness	Knowledge
		Reading: Last Chapter of Greif & Knight text book	Knowledge
		Graded assignment: Mid-term paper in which students devise a group and have to evaluate the group's effectiveness	Knowledge, Skills, Values, C/A
	SOWK 645: <i>Human Behavior and the Social Environment</i>	First two lectures encourage students to think about how theory informs research; complements Hutchison 2014 required textbook readings.	Knowledge
	SOWK 670: <i>Social Work Research</i>	Most/all lectures cover this competency (e.g. research design, measurement, critical appraisal of evidence)	Knowledge
		Readings from: Rubin & Babbie text	Knowledge
		Article Reviews	Knowledge, Skills, Values, C/A
		Graded assignments: Worksheet Critiques; Presentations	Knowledge, Skills, Values, C/A
	SOWK 635: <i>Foundation Field Practicum I</i> SOWK 636: <i>Foundation Field Practicum II</i>	Field Assignments	Knowledge, Skills, Values, C/A
	<b>Engage in Policy Practice (Competency 5)</b>  5.1: Identify social policy at the local, state, and federal level that impacts	SOWK 600: <i>Social Welfare and Social Policy</i>	Policy Analysis paper
Lecture materials on the Policy Development Process (at federal and state levels), Politics and Policy Advocacy (including role of social workers), Policy Analysis			Knowledge, Skills
Readings include: 1) Reisch, M. (2013). U.S. social policy in the new century. In M. Reisch, <i>Social policy and</i>			Knowledge

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
<p>well-being, service delivery, and access to social services</p> <p>5.2: Assess how social welfare and economic policies impact the delivery of and access to social services</p> <p>5.3: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice</p>		<p><i>social justice</i>. Thousand Oaks, CA: Sage Publications. 2) Healy, M., &amp; Sofer, G. (2013). Policy advocacy at the federal level. In M. Reisch, <i>Social policy and social justice</i>. Thousand Oaks, CA: Sage Publications. 3) Hoefler, R. (2013). State and local policy advocacy. In M. Reisch, <i>Social policy and social justice</i>. Thousand Oaks, CA: Sage Publications. 4) Caputo, R. (2013). Policy analysis. In M. Reisch, <i>Social policy and social justice</i>. Thousand Oaks, CA: Sage Publications. 5) Schiele, J. (2013). Social policy and the racial regulation of people of color. In M. Reisch, <i>Social policy and social justice</i>. Thousand Oaks, CA: Sage. 6) Woolf, S.H., &amp; Braveman, P. (2011). Where health disparities begin: The role of social and economic determinants – And why current policies may make matters worse. 7) <i>Health Affairs</i>, 30, 1852-1859.</p>	
		<p>1) <i>Multi-media How to Survive a Plague</i> film clip (history of ACT UP to illustrate advocacy and social movements)  2) <i>60 Minutes</i> clip <i>Under the Influence</i> (on role of lobbying in passage of Medicare Part D)</p>	Knowledge
		<p>Class activities:  Small group discussion to understand the social construction and political power of various populations. Small group activity developing a monthly budget for a family of four. Small group activities assessing major social welfare policies (e.g., Social Security, TANF) in terms of adequacy, equity, and inclusiveness</p>	Knowledge, Skills, Values, C/A
	SOWK 630: <i>Social Work Practice with Individuals</i>	In class discussions where students present client issues from their field placements and the various local, state, and/or federal policies that serve as conduits or barriers to access of services	Knowledge, Values, C/A

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
	SOWK 631: <i>Social Work Practice with Communities and Organizations</i>	Lectures on policy analysis, policy advocacy, and media advocacy	Knowledge
Readings and discussion: 1) Reisch, M. (2014). Legislative advocacy to empower oppressed and vulnerable groups. In K. Corcoran (ed.), <i>Social workers desk reference</i> , 3rd ed. New York: Oxford University Press 2) Ezell, M. (2001). Understanding advocacy. In <i>Advocacy in the human services</i> (pp. 20-36). Belmont, CA: Brooks/Cole Publishers. 3) Dorfman, L. (2003). Using media advocacy to influence policy. In R.J. Bensley & J. Brookins-Fisher (eds.), <i>Community health education methods: A practical guide</i> , 2nd ed. (pp. 383-409). Boston: Jones and Bartlett Publishers.		Knowledge, C/A	
Video: "Building a Children's Movement" and "Advancing State Policy"		Knowledge	
Role plays of "elevator speech" and legislative testimony.		Knowledge, Skills	
Advocacy project assignment in which students select a issues, cause, or group of constituents about which they are concerned. Each student researches the evolution of the issue from its emergence to the present, selects the proper venue for advocacy, and outlines key points of the advocacy strategy and the goals hoped to achieve. They must pick one of the following: write testimony, draft written plan to mobilize constituents, develop a media advocacy campaign, write an op-ed essay or write a letter of intent or concept paper for a small grant to support some program innovation.		Knowledge, Skills, Values, C/A	
	SOWK 635: <i>Foundation Field Practicum I</i>	Field assignments	Knowledge, Skills, Values, C/A



CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
	SOWK 636: <i>Foundation Field Practicum II</i>		
<p><b>Engage with Individuals, Families, Groups, Organizations, and Communities (Competency 6)</b></p> <p>6.1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</p> <p>6.2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</p>	SOWK 630: <i>Social Work Practice with Individuals</i>	Lecture on content around communication, exploring, and engagement skills with clients. Lectures on Manifestations and Sources of Power and Oppression in Practice; Entering a community; Intercultural communication	Knowledge
		Readings in Cournoyer chapters 6, 7, 3 and 5	Knowledge
		Cultural Humility Video and Video by Carl Rogers	Knowledge, Values
		In class role plays; video review and critique, and case study discussions in groups. Cross the line and Power line activities	Knowledge, Skills, Values, C/A
		Graded assignments: Critical Autobiography on Race gives students the opportunity to explore their own ethnic and racial identity and begin to examine how ethnic and racial diversity may impact their engagement of clients. Process Recording to reflect on transactions between social work and client systems including engaging with client systems. Psychosocial Assessment in which students apply the specific comprehensive psychosocial assessment and treatment contract framework taught in the course to an individual client.	Knowledge, Skills, Values, C/A
SOWK 631: <i>Social Work Practice with Communities and Organizations</i>	Key readings: 1) Evans, S.D., Hanlin, C.E., & Prilleltensky, I. (2007). Blending ameliorative and transformative approaches in human service organizations: A case study. <i>Journal of Community Psychology</i> , 35(3), 329-346. 2) Pease, B. (2006).	Knowledge	

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
		Encouraging critical reflections on privilege in social work and the human services. Practice Reflexions, 1, 15-26. 3) Sakamoto, I., & Pitner, R.O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. British Journal of Social Work, 35, 435-452.	
		Video on Conflict	Knowledge
		Dealing with conflict in organizational practice; Engaging people in community practice; Door-knocking exercise	Knowledge, Skills, C/A
	SOWK 632: <i>Social Work Practice with Groups and Families</i>	Lectures throughout the semester; readings throughout point to gaining an understanding of other populations; Taibbi text describes how to join with families. Toseland & Rivas give specifics on how to connect with people in groups. For example, Chapter 3 describes communication and interaction patterns, cohesion, social integration and influence, and group culture. Chapter 7 describes the beginning phase of groups and how to involve members including the use of “I” statements. Taibbi text helps with specific skills for working with families. Role plays with both groups and families focus on joining and listening.	Knowledge, Skills, Values, C/A
		Graded assignment: Mid-term paper and final in-class exam. The mid-term asks about planning a group and how joining takes place within the group.	Knowledge, Skills, Values, C/A
		Videos of practitioners, including one of John Edwards and one of Even Imber-Black, role model how to connect with family members.	Knowledge, Skills, C/A
	SOWK 645: <i>Human Behavior and the Social</i>	Lectures: focus on engagement lightly in the first few classes, especially when we discuss psychological and psychosocial theories.	Knowledge

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
	<i>Environment</i>	In-class assignment example: we role play a case study using multiple theories	Knowledge, Skills, C/A
		Graded assignment: Common assignment (shared across all sections) asks students to consider how they might engage with a client (individual, family, community) from a case study, using their chosen theory	Knowledge, Values, C/A
	SOWK 635: <i>Foundation Field Practicum I</i> SOWK 636: <i>Foundation Field Practicum II</i>	Field assignments	Knowledge, Skills, Values, C/A
<b>Assess Individuals, Families, Groups, Organizations, and Communities (Competency 7)</b>  7.1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies  7.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of	SOWK 630: <i>Social Work Practice with Individuals</i>	Lecture: Ecological assessment of the person-in-situation. Assessment of the person, the situation, and transactions between them.	Knowledge
		Providing measures, having them complete measures on themselves – Discussing the strategies to collect and organize data about clients	Knowledge, Skills, C/A
		Role plays; Video review and critique, case study discussions in groups in which they are learning how to collect and organize data on clients. They work in dyads or groups with a case to determine what they need to know. Use process recordings and reflections to help them organize data from the session.	Knowledge, Skills, Values, C/A
		Reading: Cournoyer (2017) Chapter 10 and 11	Knowledge
		Graded assignments Process Recording to reflect on transactions between social work and client systems including engaging, assessing, and intervening with client systems. Psychosocial Assessment in which students apply the specific comprehensive psychosocial assessment and	Knowledge, Skills, Values, C/A

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
<p>assessment data from clients and constituencies.</p> <p>7.3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</p> <p>7.4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies</p>		treatment contract framework taught in the course to an individual client.	
		Review of SMART goals through power points and handouts	Knowledge, C/A
	SOWK 631: <i>Social Work Practice with Communities and Organizations</i>	Lecture: Content on assessing organizational culture and climate; Engaging in community assessment; Analyzing the external environment of organizations	Knowledge
		Key Readings: 1) Austin, M.J., Coombs, M., & Barr, B. (2005). Community-centered clinical practice: Is the integration of micro and macro social work practice possible? <i>Journal of Community Practice</i> , 13, 9-30; 2) McKnight, J., & Kretzmann, J. (2008). Mapping community capacity. In M. Minkler, (ed.), <i>Community organizing &amp; community building for health</i> (pp. 157-172). New Brunswick, NJ: Rutgers University Press. 3) Hasenfeld, Y. (2010). Organizational responses to social policy: The case of welfare reform. <i>Administration in Social Work</i> , 34, 148-167.	Knowledge
		In-class organizational culture "treasure hunt;" where students assess the school environment on its organizational culture; Identifying your community	Knowledge, Skills, C/A
		Graded Assignment: Community assessment to increase skills in identifying and assessing social issues which exist within a community and the community's assets and capacities to respond to those specific issues. This includes identifying issues or challenges that the community would like to address and the community's strengths and resources. The assignment includes a reflection component for students to assess how they worked in a groups and accomplished tasks across group member differences.	Knowledge, Skills, Values, C/A

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
		Organizational Analysis assignments to develop an understanding of an organizations mission, goals, structures, culture and behavior within an agency in which they work. The purpose is to describe and critically analyze the structure and culture of a field agency. This includes a diversity climate assessment.	
		Video: "Gaining Ground"	Knowledge, Skills, Values, C/A
	SOWK 632: <i>Social Work Practice with Groups and Families</i>	Through the use of power points and role plays, the attempt is to use a multi-modality approach to learning that sensitizes students to their own biases and then to assess the client. Different client populations across the lifespan are shown to the class so that students learn the developmental phases and how different phases may be connected to different issues raised by clients.	Knowledge, Skills, Values, C/A
		Many readings and two texts discuss intervention strategies. For example, each chapter in Greif & Knight focus on what a beginning social worker should know to understand AND work with a population at risk Toseland & Rivas describe anticipating obstacles and monitoring and evaluating the Group (Chapter 7). Chapter 8 focuses on assessment and considering labels. Taibbi writes about active listening, being sensitive to difference, and how to assess the family. Taibbi describes six common family forms that present and how to intervene with them.	Knowledge, Skills, Values, C/A
		In class assignments: Roles plays are generated by Lecture on Bowen and Minuchin and how these theories can guide practice that is both inter-generational and present focused.	Knowledge, Skills, Values, C/A
	Graded assignment: Mid-term paper and final in class exam	Knowledge, Skills, Values, C/A	

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
		Harry Aponte and Monica McGoldrick videos referenced above bring assessment and intervention into the room for the students.	Knowledge, Skills, C/A
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Lecture: Discuss assessment & interventions as they relate to different theories (individuals, families, communities, and organizations) weekly.	Knowledge
		In-class examples: role plays of different theoretical orientations	Knowledge, Skills, C/A
		Graded common assignment requires them to discuss how they will assess a client, family, community or organization using their chosen theories (both micro and macro theories).	Knowledge, Skills, C/A
	SOWK 635: <i>Foundation Field Practicum I</i> SOWK 636: <i>Foundation Field Practicum II</i>	Field assignments	Knowledge, Skills, Values, C/A
<b>Intervene with Individuals, Families, Groups, Organizations, and Communities (Competency 8)</b>  8.1: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies  8.2: Apply knowledge of human behavior and the	SOWK 630: <i>Social Work Practice with Individuals</i>	Lecture on change oriented strategies with individual clients	Knowledge
		Discussion of biopsychosocial, spiritual frameworks. Some beginning discussion of human behavior, and discussion of termination of sessions.	Knowledge, C/A
		Key Reading: 1) Cournoyer Chapter 12 and 13; 2) Hepworth, Rooney, and Larson chapter 18 - managing barriers to change; 3) Miller and Rollnick (2009) Ten things that motivational interviewing is not; Motivational Interviewing introduction Hoffman chapter	Knowledge
		In class role plays; video review and critique, case study discussions in groups. Reflection and group discussion	Knowledge, Skills Values, C/A

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
<p>social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</p> <p>8.3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</p> <p>8.4: Negotiate, mediate, or advocate with and on behalf of diverse clients and constituencies</p> <p>8.5: Facilitate effective transitions and endings that advance mutually agreed-on goals</p>		about leaving clients for 2 week winter break. Discussion of expected reactions and they need to prepare for. Role plays on endings	
		Graded assignment: Process Recording to reflect on transactions between social work and client systems including engaging, assessing, and intervening with client systems. Psychosocial Assessment in which students apply the specific comprehensive psychosocial assessment and treatment contract framework taught in the course to an individual client.	Knowledge, Skills, Values, C/A
	SOWK 631: <i>Social Work Practice with Communities and Organizations</i>	Lecture content on strategies of community intervention; Inter-organizational collaboration; Initiating community and organizational change	Knowledge
		Key Reading: 1) Alter, C. (2009). Building community partnerships and networks. In R. Patti (Ed.), <i>The handbook of human services management</i> , 2nd ed. (pp. 435-454). Thousand Oaks, CA: Sage Publications. 2) Weil, M., Gamble, D.N., & Ohmer, M.L. (2013). Evolution, models, and the changing context of community practice. In M. Weil, M. Reisch, & M.L. Ohmer (Eds.), <i>The handbook of community practice</i> , 2nd ed. (167-193). Thousand Oaks, CA: Sage Publications. 3) Reisch, M. (2013). Community intervention. In C. Glisson, C.N. Dulmus, & K.M. Sowers (eds.), <i>Social work practice with groups, communities, and organizations: foundation of social work</i> (pp. 81 - 130). Hoboken, NY: Wiley Publishing.	Knowledge, Skills, Values, C/A
		In class activities: Planning a meeting; Exercise on strategy development; Exercise on dealing with organizational conflict	Knowledge, Skills, Values, C/A

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
		<p>Community Assessment: Identifying and assessing social issues which exist within a community and the community's assets and capacities to respond to those specific issues. This includes identifying issues or challenges that the community would like to address and the community's strengths and resources. The assignment includes a reflection component for students to assess how they worked in a groups and accomplished tasks across group member differences.</p> <p>Organizational Analysis assignments to develop an understanding of an organizations mission, goals, structures, culture and behavior within an agency in which they work. The purpose is to describe and critically analyze the structure and culture of a field agency. This includes a diversity climate assessment.</p>	Knowledge, Skills, Values, C/A
		Videos from series "A Force More Powerful"	Knowledge, Skills, Values, C/A
	SOWK 632: <i>Social Work Practice with Groups and Families</i>	Lecture throughout the semester. Mulroy chapter in Greif & Knight describes working with community groups which leads to thinking about the broader nature of advocacy.	Knowledge, Skills, Values, C/A
		Toseland & Rivas, Chapters 1, 3, 6, 9, 13. Great deal of time is spending on group phases and particularly on endings as students are also ending with their field internship during this class and the parallel process of endings is covered. Taibbi writes about termination with families and when you know family therapy is ready to end.	Knowledge, Skills, Values, C/A



CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
		Many role plays deal with beginnings, middles, and endings in groups and when the social worker refers out.	Knowledge, Skills, Values, C/A
		Graded assignment: Mid-term paper asks students to describe group phases and how they are used in the group.	Knowledge, Skills, Values, C/A
		Imber-Black and McGoldrick videos focus on the total course of treatment from beginning to end and how both social workers on the videos speak to the school about the adolescent they are treating.	Knowledge, Skills, C/A
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Lecture: discuss assessment & interventions as they relate to different theories weekly.	Knowledge
		Reading: Hutchison 2014 required textbook discusses several interventions.	Knowledge
		In-class activities example: role plays using different theoretical orientations	Knowledge, C/A
		Graded common assignment requires students to articulate relevant interventions using their chosen theories (both micro and macro theories).	Knowledge, Skills, C/A
	SOWK 635: <i>Foundation Field Practicum I</i> SOWK 636: <i>Foundation Field Practicum II</i>	Field assignments	Knowledge, Skills, Values, C/A

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
<p><b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Competency 9)</b></p> <p>9.1: Select appropriate methods for evaluation of outcomes</p> <p>9.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</p> <p>9.3: Critically analyze, monitor, and evaluate intervention and program processes and outcomes</p> <p>9.4: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</p>	<p>SOWK 600: <i>Social Welfare and Social Policy</i></p>	<p>Policies are a form of intervention, and throughout the semester the students learn about the history and current state of social welfare policies, including discussions of their potential limitations and need for modification. Such policies include Social Security, TANF, the ACA, EITC, etc.</p>	<p>Knowledge, Values, C/A</p>
		<p>Graded assignment: Policy Analysis</p>	<p>Knowledge, Values, C/A</p>
	<p>SOWK 630: <i>Social Work Practice with Individuals</i></p>	<p>Lecture content around effective evaluation strategies as well as how to effectively transition and/or terminate clients. Goals setting with clients. SBIRT lecture</p>	<p>Knowledge, Skills, C/A</p>
		<p>Reading: Cournoyer chapters 12 and 13 related to SBIRT materials</p>	<p>Knowledge</p>
		<p>In class activities: role plays; video review and critique, case study discussions in groups. Watching and completing SBIRT modules.</p>	<p>Knowledge, Skills, C/A</p>
		<p>Graded assignments: Process Recording to reflect on transactions between social work and client systems including engaging, assessing, and intervening with client systems and evaluating interactions. Psychosocial Assessment in which students apply the specific comprehensive psychosocial assessment and treatment contract framework taught in the course to an individual client. SBIRT activities</p>	<p>Knowledge, Skills, Values, C/A</p>
		<p>Media: Watching and completing SBIRT modules</p>	<p>Knowledge, Skills, Values, C/A</p>
	<p>SOWK 631: <i>Social Work Practice with Communities and Organizations</i></p>	<p>Lecture content on analyzing the effectiveness of a community or organizational change effort, and on the effectiveness of advocacy</p>	<p>Knowledge</p>

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
		Key Readings: 1) Lehrner, A., & Allen, N.E. (2009). Still a movement after all these years? Current tensions in the domestic violence movement. <i>Violence Against Women</i> , 15, 656-677. 2) Shields, G. et al, (2004). Evaluating media strategies in rural communities. In T.L. Scales & C. Streeter (Eds.), <i>Rural social work: Building and sustaining community assets</i> (pp. 317-327). Belmont, CA: Brooks/Cole. 3) Catalini, C.E.C.V. Veneziale, A., Campbell, L., Herbst, S., Butler, B., Springgate, B., & Minkler, M. (2011). Videovoice: Community assessment in post-Katrina New Orleans. <i>Health Promotion Practice</i> , 13, 18-28.	Knowledge
		Planning and evaluating an advocacy effort; Exercise on tactical awareness and efficacy	Knowledge, Skills, Values, C/A
		Videos: "Building a Children's Movement;" "Place Matters"	Knowledge, Skills, Values, C/A
	SOWK 632: <i>Social Work Practice with Groups and Families</i>	Lecture content throughout the semester around knowing how an intervention works and to what extent clients are accurate reporters.	Knowledge, Skills, Values, C/A
		Reading: Toseland & Rivas, Chapter 8	Knowledge, Skills, Values, C/A
		In class assignments: Many roles plays	Knowledge, Skills, Values, C/A
		Graded assignment: Mid-term paper and final in class exam	Knowledge, Skills, Values, C/A
		Many videos conclude with a discussion of how effective the approach was with the family being seen. Harry Aponte only has one session so the value of one session therapy as a starting point is discussed. The Goldstein video is an 8 week group of people with a substance abuse history in an in-patient facility. Students can track the	Knowledge, Skills, C/A

CSWE core competencies for generalist practice in social work	Course	Course content	Dimension(s)
		change from one group session to the next.	
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Lecture: focuses on the importance of evaluation beginning in the first lecture.	Knowledge, Skills
		Reading: Hutchison 2014 required textbook touches on evaluation.	Knowledge
		Graded assignment: Common assignment requires students to describe how they would evaluate an intervention using their chosen theory (using both micro and macro theories).	Knowledge, Skills, C/A
	SOWK 670: <i>Social Work Research</i>	Most lecture content covers critically analyze, monitor, and evaluate intervention and program processes and outcomes	Knowledge
		Rubin & Babbie text	Knowledge
		In-class assignment: Article Critiques	Knowledge, Skills, Values, C/A
		Graded: Worksheet Critiques; Presentations	Knowledge, Skills, Values, C/A
	SOWK 635: <i>Foundation Field Practicum I</i> SOWK 636: <i>Foundation Field Practicum II</i>	Field assignment	Knowledge, Skills, Values, C/A

Note. NASW = National Association of Social Workers; C/A = cognitive/affective processes.

Table 3 Part 2: Generalist Curriculum Matrix for Competencies 6–9

**Accreditation Standard: M2.0.3**

**CURRICULUM MATRIX FOR GENERALIST PRACTICE: PART 2**

University of Maryland School of Social Work’s Curriculum Map

The following chart demonstrates the University of Maryland School of Social Work curriculum content for generalist practice, illustrating that Competencies 6–9 are mapped onto the levels of intervention: individuals, families, groups, organizations, and communities.

<b>CSWE core competencies 6 - 9 for generalist practice in social work</b>	<b>Course</b>	<b>Course content</b>	<b>Dimension(s)</b>
6. Engage with . . .			
Individuals	SOWK 630: <i>Social Work Practice with Individuals</i>	Lecture on content around communication, exploring, and engagement skills with clients	Knowledge
		Readings in Cournoyer chapters 6 and 7. Chapters 3 and 5	Knowledge, C/A
		Graded assignments Psychosocial Assessment and Critical Autobiography on Race	Knowledge, Skills, Values, C/A
		Cultural Humility Video and Video by Carl Rogers	Knowledge, Values
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Lectures: focus on engagement lightly in the first few classes, especially when we discuss psychological and psychosocial theories.	Knowledge
		In class assignment example: we role play a case study using multiple theories	Knowledge, Skills, C/A

CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course content	Dimension(s)
		Graded assignment: Common assignment asks students to consider how they might engage with a client (individual/ family/ community) from a case study, using their chosen theory	Knowledge, Skills, Values, C/A
		We watch a few clinical videos and discuss how the therapist engaged with the client(s).	Knowledge, Skills, Values, C/A
Families	SOWK 632: <i>Social Work Practice with Groups and Families</i>	Lectures throughout the semester; readings throughout point to gaining an understanding of other populations; Taibbi text describes how to join with families. Toseland & Rivas give specifics on how to connect with people in groups. For example, Chapter 3 describes communication and interaction patterns, cohesion, social integration and influence, and group culture. Chapter 7 describes the beginning phase of groups and how to involve members including the use of “I” statements. Taibbi text helps with specific skills for working with families. Role plays with both groups and families focus on joining and listening.	Knowledge, Skills, Values, C/A
		Graded assignment: Mid-term paper and final in-class exam. The mid-term asks about planning a group and how joining takes place within the group.	Knowledge, Skills, Values, C/A
		Videos of practitioners, including one of John Edwards and one of Even Imber-Black, role model how to connect with family members.	Knowledge, Skills, C/A
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Lectures: focus on engagement lightly in the first few classes, especially when we discuss psychological and psychosocial theories.	Knowledge
		In-class assignment example: we role play a case study using multiple theories	Knowledge, Skills, C/A
		Graded assignment: Common assignment asks students to consider	Knowledge, Values, C/A

CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course content	Dimension(s)
		how they might engage with a client (individual/ family/ community) from a case study, using their chosen theory	
Groups	SOWK 632: <i>Social Work Practice with Groups and Families</i>	<p>Lectures in the semester; readings throughout point to gaining an understanding of other populations; Taibbi text describes how to join with families. Toseland &amp; Rivas give specifics on how to connect with people in groups. For example, Chapter 3 describes communication and interaction patterns, cohesion, social integration and influence, and group culture. Chapter 7 describes the beginning phase of groups and how to involve members including the use of “I” statements. Taibbi text helps with specific skills for working with families. Role plays with both groups and families focus on joining and listening.</p> <p>Graded assignment: Mid-term paper and final in-class exam. The mid-term asks about planning a group and how joining takes place within the group.</p> <p>Videos of practitioners, including one of John Edwards and one of Even Imber-Black, role model how to connect with family members.</p>	<p>Knowledge, Skills, Values, C/A</p> <p>Knowledge, Skills, Values, C/A</p> <p>Knowledge, Skills, C/A</p>
Communities	SOWK 631: <i>Social Work Practice with Communities and Organizations</i>	<p>Lectures and discussion on Content on Manifestations and Sources of Power and Oppression in Practice; Entering a community; Intercultural communication</p> <p>Readings: Evans, S.D., Hanlin, C.E., &amp; Prilleltensky, I. (2007). Blending ameliorative and transformative approaches in human service organizations: A case study. <i>Journal of Community Psychology</i>, 35(3), 329-346. Pease, B. (2006). Encouraging critical reflections on privilege in social work and the human services. <i>Practice Reflections</i>, 1, 15-26. Sakamoto, I., &amp; Pitner, R.O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels.</p>	<p>Knowledge</p> <p>Knowledge</p>

CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course content	Dimension(s)
		British Journal of Social Work, 35, 435-452. Dealing with conflict in organizational practice; Engaging people in community practice; Door-knocking exercise	Knowledge, Skills, Values, C/A
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Graded assignment: Common assignment asks students to consider how they might engage with a client (individual/ family/ community) from a case study, using their chosen theory	Knowledge, Values, C/A
	Organizations	SOWK 631: <i>Social Work Practice with Communities and Organizations</i>	Lectures on Content on Manifestations and Sources of Power and Oppression in Practice; Entering a community; Intercultural communication  Readings: Evans, S.D., Hanlin, C.E., & Prilleltensky, I. (2007). Blending ameliorative and transformative approaches in human service organizations: A case study. <i>Journal of Community Psychology</i> , 35(3), 329-346. Pease, B. (2006). Encouraging critical reflections on privilege in social work and the human services. <i>Practice Reflections</i> , 1, 15-26. Sakamoto, I., & Pitner, R.O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. <i>British Journal of Social Work</i> , 35, 435-452. Dealing with conflict in organizational practice; Engaging people in community practice; Door-knocking exercise
7. Assess . . .			
Individuals	SOWK 630: <i>Social Work Practice with Individuals</i>	Lecture: Ecological assessment of the person-in-situation. Assessment of the person, the situation, and transactions between them.	Knowledge
		Providing measures, having them complete measures on themselves – Discussing the strategies to collect and organize data about clients	Knowledge, Skills, C/A
		Role plays; Video review and critique, case study discussions in groups in which they are learning how to collect and organize data on clients. They work in dyads or groups with a case to determine	Knowledge, Skills, Values, C/A



CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course content	Dimension(s)
		what they need to know. Use process recordings and reflections to help them organize data from the session.	
		Reading: Cournoyer (2017) Chapter 10 and 11	Knowledge
		Graded assignments Process Recording to reflect on transactions between social work and client systems including engaging, assessing, and intervening with client systems. Psychosocial Assessment in which students apply the specific comprehensive psychosocial assessment and treatment contract framework taught in the course to an individual client.	Knowledge, Skills, Values, C/A
		Review of SMART goals through power points and handouts	Knowledge, C/A
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Lecture: Discuss assessment & interventions as they relate to different theories (individuals, families, communities, and organizations) weekly.	Knowledge
		In-class examples: role plays of different theoretical orientations	Knowledge, Skills, C/A
Graded common assignment requires them to discuss how they will assess a client, family, community or organization using their chosen theories (both micro and macro theories).		Knowledge, Skills, C/A	
Families	SOWK 632: <i>Social Work Practice with Groups and Families</i>	Through the use of power points and role plays, the attempt is to use a multi-modality approach to learning that sensitizes students to their own biases and then to assess the client. Different client populations across the lifespan are shown to the class so that students learn the developmental phases and how different phases may be connected to different issues raised by clients.	Knowledge, Skills, Values, C/A
		Many readings and two texts discuss intervention strategies. For example, each chapter in Greif & Knight focus on what a beginning social worker should know to understand AND work with a population at risk Toseland & Rivas describe anticipating obstacles and monitoring and evaluating the Group (Chapter 7). Chapter 8 focuses on assessment and considering labels. Taibbi writes about	Knowledge, Skills, Values, C/A

CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course content	Dimension(s)
		active listening, being sensitive to difference, and how to assess the family. Taibbi describes six common family forms that present and how to intervene with them.	
		In class assignments: Roles plays are generated by Lecture on Bowen and Minuchin and how these theories can guide practice that is both inter-generational and present focused.	Knowledge, Skills, Values, C/A
		Graded assignment: Mid-term paper and final in class exam	Knowledge, Skills, Values, C/A
		Harry Aponte and Monica McGoldrick videos referenced above bring assessment and intervention into the room for the students.	Knowledge, Skills, C/A
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Lecture: Discuss assessment & interventions as they relate to different theories (individuals, families, communities, and organizations) weekly.	Knowledge
		In-class examples: role plays of different theoretical orientations	Knowledge, Skills, C/A
		Graded common assignment requires them to discuss how they will assess a client, family, community or organization using their chosen theories (both micro and macro theories).	Knowledge, Skills, C/A
Groups	SOWK 632: <i>Social Work Practice with Groups and Families</i>	Through the use of power points and role plays, the attempt is to use a multi-modality approach to learning that sensitizes students to their own biases and then to assess the client. Different client populations across the lifespan are shown to the class so that students learn the developmental phases and how different phases may be connected to different issues raised by clients.	Knowledge, Skills, Values, C/A
		Readings and two texts discuss intervention strategies. For example, chapter in Greif & Knight focus on what a beginning social worker should know to understand AND work with a population at risk Toseland & Rivas describe anticipating obstacles and monitoring and evaluating the Group (Chapter 7). Chapter 8 focuses on assessment and considering labels. Taibbi writes about active listening, being sensitive to difference, and how to assess the family.	Knowledge, Skills, Values, C/A

CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course content	Dimension(s)
		Taibbi describes six common family forms that present and how to intervene with them.	
		In class assignments: Roles plays are generated by Lecture on Bowen and Minuchin and how these theories can guide practice that is both inter-generational and present focused.	Knowledge, Skills, Values, C/A
		Graded assignment: Mid-term paper and final in class exam	Knowledge, Skills, Values, C/A
		Harry Aponte and Monica McGoldrick videos referenced above bring assessment and intervention into the room for the students.	Knowledge, Skills, C/A
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Lecture: Discuss assessment & interventions as they relate to different theories (individuals, families, communities, and organizations) weekly.	Knowledge
		In-class examples: role plays of different theoretical orientations	Knowledge, Skills, C/A
		Graded common assignment requires them to discuss how they will assess a client, family, community or organization using their chosen theories (both micro and macro theories).	Knowledge, Skills, C/A
Communities	SOWK 631: <i>Social Work Practice with Communities and Organizations</i>	Lecture: Content on assessing organizational culture and climate; Engaging in community assessment; Analyzing the external environment of organizations	Knowledge
		Key Readings: 1) Austin, M.J., Coombs, M., & Barr, B. (2005). Community-centered clinical practice: Is the integration of micro and macro social work practice possible? <i>Journal of Community Practice</i> , 13, 9-30; 2) McKnight, J., & Kretzmann, J. (2008). Mapping community capacity. In M. Minkler, (ed.), <i>Community organizing &amp; community building for health</i> (pp. 157-172). New Brunswick, NJ: Rutgers University Press. 3) Hasenfeld, Y. (2010). Organizational responses to social policy: The case of welfare reform. <i>Administration in Social Work</i> , 34, 148-167.	Knowledge
		In-class organizational culture "treasure hunt;" where students assess	Knowledge, Skills, C/A

CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course content	Dimension(s)
		the school environment on its organizational culture; Identifying your community	
		Graded Assignment: Community assessment to increase skills in identifying and assessing social issues which exist within a community and the community's assets and capacities to respond to those specific issues. This includes identifying issues or challenges that the community would like to address and the community's strengths and resources. The assignment includes a reflection component for students to assess how they worked in a groups and accomplished tasks across group member differences.  Organizational Analysis assignments to develop an understanding of an organizations mission, goals, structures, culture and behavior within an agency in which they work. The purpose is to describe and critically analyze the structure and culture of a field agency. This includes a diversity climate assessment.	Knowledge, Skills, Values, C/A
		Video: "Gaining Ground"	Knowledge
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Lecture: Discuss assessment & interventions as they relate to different theories (individuals, families, communities, groups and organizations) weekly.	Knowledge
		Graded common assignment requires them to discuss how they will assess a client, family, community or organization using their chosen theories	Knowledge, Skills, C/A
Organizations	SOWK 631: <i>Social Work Practice with Communities and Organizations</i>	Lecture: Content on assessing organizational culture and climate; Engaging in community assessment; Analyzing the external environment of organizations	Knowledge
		Key Readings: 1) Austin, M.J., Coombs, M., & Barr, B. (2005). Community-centered clinical practice: Is the integration of micro and macro social work practice possible? <i>Journal of Community Practice</i> , 13, 9-30; 2) McKnight, J., & Kretzmann, J. (2008).	Knowledge

CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course content	Dimension(s)
		Mapping community capacity. In M. Minkler, (ed.), <i>Community organizing &amp; community building for health</i> (pp. 157-172). New Brunswick, NJ: Rutgers University Press. 3) Hasenfeld, Y. (2010). <i>Organizational responses to social policy: The case of welfare reform. Administration in Social Work</i> , 34, 148-167.	
		In-class organizational culture "treasure hunt;" where students assess the school environment on its organizational culture; Identifying your community	Knowledge, Skills, C/A
		Graded Assignment: Community assessment to increase skills in identifying and assessing social issues which exist within a community and the community's assets and capacities to respond to those specific issues. This includes identifying issues or challenges that the community would like to address and the community's strengths and resources. The assignment includes a reflection component for students to assess how they worked in a groups and accomplished tasks across group member differences.  Organizational Analysis assignments to develop an understanding of an organizations mission, goals, structures, culture and behavior within an agency in which they work. The purpose is to describe and critically analyze the structure and culture of a field agency. This includes a diversity climate assessment.	Knowledge, Skills, Values, C/A
		Video: "Gaining Ground"	Knowledge
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Lecture: Discuss assessment & interventions as they relate to different theories (individuals, families, communities, groups and organizations) weekly.	Knowledge
		Graded common assignment requires them to discuss how they will assess a client, family, community or organization using their chosen theories	Knowledge, Skills, C/A
8. Intervene with . . .			

CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course content	Dimension(s)
Individuals	SOWK 630: <i>Social Work Practice with Individuals</i>	Lecture on change oriented strategies with individual clients	Knowledge
		Discussion of biopsychosocial, spiritual frameworks. Some beginning discussion of human behavior, and discussion of termination of sessions.	Knowledge, C/A
		Key Reading: 1) Cournoyer Chapter 12 and 13; 2) Hepworth, Rooney, and Larson chapter 18 - managing barriers to change; 3) Miller and Rollnick (2009) Ten things that motivational interviewing is not; Motivational Interviewing introduction Hoffman chapter	Knowledge
		In class role plays; video review and critique, case study discussions in groups. Reflection and group discussion about leaving clients for 2 week winter break. Discussion of expected reactions and they need to prepare for. Role plays on endings	Knowledge, Skills, Values, C/A
		Graded assignment: Process Recording to reflect on transactions between social work and client systems including engaging, assessing, and intervening with client systems. Psychosocial Assessment in which students apply the specific comprehensive psychosocial assessment and treatment contract framework taught in the course to an individual client.	Knowledge, Skills, Values, C/A
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Lecture: discuss assessment & interventions as they relate to different theories weekly.	Knowledge
		Reading: Hutchison 2014 required textbook discusses several interventions.	Knowledge
		In-class activities example: role plays using different theoretical orientations	Knowledge, C/A
		Graded common assignment requires students to articulate relevant interventions using their chosen theories (both micro and macro theories).	Knowledge, Skills, C/A
	Families	SOWK 632: <i>Social Work Practice</i>	Lecture throughout the semester. Mulroy chapter in Greif & Knight describes working with community groups which leads to thinking

CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course content	Dimension(s)
	<i>with Groups and Families</i>	about the broader nature of advocacy.	
		Toseland & Rivas, Chapters 1, 3, 6, 9, 13. Great deal of time is spending on group phases and particularly on endings as students are also ending with their field internship during this class and the parallel process of endings is covered. Taibbi writes about termination with families and when you know family therapy is ready to end.	Knowledge, Skills, Values, C/A
		Many role plays deal with beginnings, middles, and endings in groups and when the social worker refers out.	Knowledge, Skills, Values, C/A
		Graded assignment: Mid-term paper asks students to describe group phases and how they are used in the group.	Knowledge, Skills, Values, C/A
		Imber-Black and McGoldrick videos focus on the total course of treatment from beginning to end and how both social workers on the videos speak to the school about the adolescent they are treating.	Knowledge, Skills, C/A
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Lecture: discuss assessment & interventions as they relate to different theories weekly.	Knowledge
		Reading: Hutchison 2014 required textbook discusses several interventions.	Knowledge
		In-class activities example: role plays using different theoretical orientations	Knowledge, C/A
		Graded common assignment requires students to articulate relevant interventions using their chosen theories (both micro and macro theories).	Knowledge, Skills, C/A
Groups	SOWK 632: <i>Social Work Practice with Groups and Families</i>	Lecture throughout the semester. Mulroy chapter in Greif & Knight describes working with community groups which leads to thinking about the broader nature of advocacy.	Knowledge, Skills, Values, C/A
		Toseland & Rivas, Chapters 1, 3, 6, 9, 13. Great deal of time is spending on group phases and particularly on endings as students are also ending with their field internship during this class and the	Knowledge, Skills, Values, C/A

CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course content	Dimension(s)
		parallel process of endings is covered. Taibbi writes about termination with families and when you know family therapy is ready to end.	
		Many role plays deal with beginnings, middles, and endings in groups and when the social worker refers out.	Knowledge, Skills, Values, C/A
		Graded assignment: Mid-term paper asks students to describe group phases and how they are used in the group.	Knowledge, Skills, Values, C/A
		Imber-Black and McGoldrick videos focus on the total course of treatment from beginning to end and how both social workers on the videos speak to the school about the adolescent they are treating.	Knowledge, Skills, C/A
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Lecture: discuss assessment & interventions as they relate to different theories weekly.	Knowledge
		Reading: Hutchison 2014 required textbook discusses several interventions.	Knowledge
		In-class activities example: role plays using different theoretical orientations	Knowledge, C/A
		Graded common assignment requires students to articulate relevant interventions using their chosen theories (both micro and macro theories).	Knowledge, Skills, C/A
Communities	SOWK 631: <i>Social Work Practice with Communities and Organizations</i>	Lecture content on strategies of community intervention; Inter-organizational collaboration; Initiating community and organizational change	Knowledge
		Key Reading: 1) Alter, C. (2009). Building community partnerships and networks. In R. Patti (Ed.), <i>The handbook of human services management</i> , 2nd ed. (pp. 435-454). Thousand Oaks, CA: Sage Publications. 2) Weil, M., Gamble, D.N., & Ohmer, M.L. (2013). Evolution, models, and the changing context of community practice. In M. Weil, M. Reisch, & M.L. Ohmer (Eds.). <i>The handbook of community practice</i> , 2nd ed. (167-193). Thousand Oaks, CA: Sage Publications. 3) Reisch, M. (2013). Community intervention. In C. Glisson, C.N. Dulmus, & K.M. Sowers (eds.), <i>Social work practice</i>	Knowledge, Skills, Values, C/A



CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course content	Dimension(s)
		with groups, communities, and organizations: foundation of social work (pp. 81 - 130). Hoboken, NY: Wiley Publishing.	
		In class activities: Planning a meeting; Exercise on strategy development; Exercise on dealing with organizational conflict	Knowledge, Skills, Values, C/A
		Community Assessment: Identifying and assessing social issues which exist within a community and the community's assets and capacities to respond to those specific issues. This includes identifying issues or challenges that the community would like to address and the community's strengths and resources. The assignment includes a reflection component for students to assess how they worked in a groups and accomplished tasks across group member differences.  Organizational Analysis assignments to develop an understanding of an organizations mission, goals, structures, culture and behavior within an agency in which they work. The purpose is to describe and critically analyze the structure and culture of a field agency. This includes a diversity climate assessment.	Knowledge, Skills, Values, C/A
		Videos from series "A Force More Powerful"	Knowledge, Skills, Values, C/A
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Lecture: discuss assessment & interventions as they relate to different theories weekly.	Knowledge
		Reading: Hutchison 2014 required textbook discusses several interventions.	Knowledge
		In-class activities example: role plays using different theoretical orientations	Knowledge, C/A
		Graded common assignment requires students to articulate relevant interventions using their chosen theories (both micro and macro theories).	Knowledge, Skills, C/A
Organizations	SOWK 631:	Lecture content on strategies of community intervention; Inter-	Knowledge

CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course content	Dimension(s)
	<i>Social Work Practice with Communities and Organizations</i>	organizational collaboration; Initiating community and organizational change	
Key Reading: 1) Alter, C. (2009). Building community partnerships and networks. In R. Patti (Ed.), The handbook of human services management, 2nd ed. (pp. 435-454). Thousand Oaks, CA: Sage Publications. 2) Weil, M., Gamble, D.N., & Ohmer, M.L. (2013). Evolution, models, and the changing context of community practice. In M. Weil, M. Reisch, & M.L. Ohmer (Eds.). The handbook of community practice, 2nd ed. (167-193). Thousand Oaks, CA: Sage Publications. 3) Reisch, M. (2013). Community intervention. In C. Glisson, C.N. Dulmus, & K.M. Sowers (eds.), Social work practice with groups, communities, and organizations: foundation of social work (pp. 81 - 130). Hoboken, NY: Wiley Publishing.		Knowledge, Skills, Values, C/A	
In class activities: Planning a meeting; Exercise on strategy development; Exercise on dealing with organizational conflict		Knowledge, Skills, Values, C/A	
Community Assessment: Identifying and assessing social issues which exist within a community and the community's assets and capacities to respond to those specific issues. This includes identifying issues or challenges that the community would like to address and the community's strengths and resources. The assignment includes a reflection component for students to assess how they worked in a groups and accomplished tasks across group member differences.  Organizational Analysis assignments to develop an understanding of an organizations mission, goals, structures, culture and behavior within an agency in which they work. The purpose is to describe and critically analyze the structure and culture of a field agency. This includes a diversity climate assessment.		Knowledge, Skills, Values, C/A	
		Videos from series "A Force More Powerful"	Knowledge, Skills, Values, C/A

CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course content	Dimension(s)
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Lecture: discuss assessment & interventions as they relate to different theories weekly.	Knowledge
		Reading: Hutchison 2014 required textbook discusses several interventions.	Knowledge
		In-class activities example: role plays using different theoretical orientations	Knowledge, C/A
		Graded common assignment requires students to articulate relevant interventions using their chosen theories (both micro and macro theories).	Knowledge, Skills, C/A
9. Evaluate practice with . . .			
Individuals	SOWK 600: <i>Social Welfare and Social Policy</i>	Policies are a form of intervention, and throughout the semester the students learn about the history and current state of social welfare policies, including discussions of their potential limitations and need for modification. Such policies include Social Security, TANF, the ACA, EITC, etc.	Knowledge, Values, Critical Thinking
	SOWK 630: <i>Social Work Practice with Individuals</i>	Lecture content around effective evaluation strategies as well as how to effectively transition and/or terminate clients. Goals setting with clients. SBIRT lecture	Knowledge, Skills, C/A
		Reading: Cournoyer chapters 12 and 13 related to SBIRT materials	Knowledge
		In class activities: role plays; video review and critique, case study discussions in groups. Watching and completing SBIRT modules.	Knowledge, Skills, C/A
	Graded assignments: Process Recording to reflect on transactions between social work and client systems including engaging, assessing, and intervening with client systems and evaluating interactions. Psychosocial Assessment in which students apply the	Knowledge, Skills, Values, C/A	

CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course content	Dimension(s)
		specific comprehensive psychosocial assessment and treatment contract framework taught in the course to an individual client. SBIRT activities	
		Media: Watching and completing SBIRT modules	Knowledge, Skills, Values, C/A
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Lecture: focuses on the importance of evaluation beginning in the first lecture.	Knowledge, Skills
		Reading: Hutchison 2014 required textbook touches on evaluation.	Knowledge
		Graded assignment: Common assignment requires students to describe how they would evaluate an intervention using their chosen theory (using both micro and macro theories).	Knowledge, Skills, C/A
	SOWK 670: <i>Social Work Research</i>	Most lecture content covers critically analyze, monitor, and evaluate intervention and program processes and outcomes	Knowledge
		Rubin & Babbie text	Knowledge
		In-class assignment: Article Critiques	Knowledge, Skills, Values, C/A
		Graded: Worksheet Critiques; Presentations	Knowledge, Skills, Values, C/A
Families	SOWK 632: <i>Social Work Practice with Groups and Families</i>	Lecture content throughout the semester around knowing how an intervention works and to what extent clients are accurate reporters.	Knowledge, Skills, Values, C/A
		Reading: Toseland & Rivas, Chapter 8	Knowledge, Skills, Values, C/A
		In class assignments: Many roles plays	Knowledge, Skills, Values C/A
		Graded assignment: Mid-term paper and final in class exam	Knowledge, Skills, Values, C/A
		Many videos conclude with a discussion of how effective the approach was with the family being seen. Harry Aponte only has one session so the value of one session therapy as a starting point is discussed. The Goldstein video is an 8 week group of people with a	Knowledge, Skills, C/A

CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course content	Dimension(s)
		substance abuse history in an in-patient facility. Students can track the change from one group session to the next.	
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Graded assignment: Common assignment requires students to describe how they would evaluate an intervention using their chosen theory (using both micro and macro theories).	Knowledge, Skills, C/A
Groups	SOWK 632: <i>Social Work Practice with Groups and Families</i>	Lecture content throughout the semester around knowing how an intervention works and to what extent clients are accurate reporters.	Knowledge, Skills, Values, C/A
		Reading: Toseland & Rivas, Chapter 8	Knowledge, Skills, Values, C/A
		In class assignments: Many roles plays	Knowledge, Skills, Values C/A
		Graded assignment: Mid-term paper and final in class exam	Knowledge, Skills, Values, C/A
		Many videos conclude with a discussion of how effective the approach was with the family being seen. Harry Aponte only has one session so the value of one session therapy as a starting point is discussed. The Goldstein video is an 8 week group of people with a substance abuse history in an in-patient facility. Students can track the change from one group session to the next.	Knowledge, Skills, C/A
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Graded assignment: Common assignment requires students to describe how they would evaluate an intervention using their chosen theory (using both a micro and macro theory).	Knowledge, Skills, C/A
Organizations	SOWK 631: <i>Social Work Practice with Communities and Organizations</i>	Lecture content on analyzing the effectiveness of a community or organizational change effort, and on the effectiveness of advocacy	Knowledge
		Key Readings: 1) Lehrner, A., & Allen, N.E. (2009). Still a movement after all these years? Current tensions in the domestic violence movement. <i>Violence Against Women</i> , 15, 656-677. 2) Shields, G. et al, (2004). Evaluating media strategies in rural communities. In T.L. Scales & C. Streeter (Eds.), <i>Rural social work:</i>	Knowledge

CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course content	Dimension(s)
		Building and sustaining community assets (pp. 317-327). Belmont, CA: Brooks/Cole. 3) Catalini, C.E.C.V. Veneziale, A., Campbell, L., Herbst, S., Butler, B., Springgate, B., & Minkler, M. (2011). Videovoice: Community assessment in post-Katrina New Orleans. <i>Health Promotion Practice</i> , 13, 18-28.	
		Planning and evaluating an advocacy effort; Exercise on tactical awareness and efficacy	Knowledge, Skills, Values, C/A
		Videos: "Building a Children's Movement;" "Place Matters"	Knowledge, Skills, Values, C/A
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Graded assignment: Common assignment requires students to describe how they would evaluate an intervention using their chosen theory (using both micro and macro theories).	Knowledge, Skills, C/A
Communities	SOWK 600: <i>Social Welfare and Social Policy</i>	Policies are a form of intervention, and throughout the semester the students learn about the history and current state of social welfare policies, including discussions of their potential limitations and need for modification. Such policies include Social Security, TANF, the ACA, EITC, etc.	Knowledge, Values, C/A
	SOWK 631: <i>Social Work Practice with Communities and Organizations</i>	Lecture content on analyzing the effectiveness of a community or organizational change effort, and on the effectiveness of advocacy	Knowledge
		Key Readings: 1) Lehrner, A., & Allen, N.E. (2009). Still a movement after all these years? Current tensions in the domestic violence movement. <i>Violence Against Women</i> , 15, 656-677. 2) Shields, G. et al, (2004). Evaluating media strategies in rural communities. In T.L. Scales & C. Streeter (Eds.), <i>Rural social work: Building and sustaining community assets</i> (pp. 317-327). Belmont, CA: Brooks/Cole. 3) Catalini, C.E.C.V. Veneziale, A., Campbell, L., Herbst, S., Butler, B., Springgate, B., & Minkler, M. (2011). Videovoice: Community assessment in post-Katrina New Orleans. <i>Health Promotion Practice</i> , 13, 18-28.	Knowledge

CSWE core competencies 6 - 9 for generalist practice in social work	Course	Course content	Dimension(s)
		Planning and evaluating an advocacy effort; Exercise on tactical awareness and efficacy	Knowledge, Skills, Values, C/A
		Videos: "Building a Children's Movement;" "Place Matters"	Knowledge, Skills, Values, C/A
	SOWK 645: <i>Human Behavior and the Social Environment</i>	Graded assignment: Common assignment requires students to describe how they would evaluate an intervention using their chosen theory (using both a micro and macro theory).	Knowledge, Skills, C/A

Note. C/A = cognitive/affective processes.

## *EDUCATIONAL POLICY M2.1—SPECIALIZED PRACTICE*

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

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

### *Accreditation Standard M2.1—Specialized Practice*

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

### **Overview of Specialized Practice in Clinical and Macro Practice and Core Concepts**

The advanced program requires students to choose a specialization in a *method and approach* to social work practice: either *clinical practice* or *macro practice*. Each area of specialized practice augments and extends the generalist curriculum to expand students' multidisciplinary knowledge of evidence-based and best practice interventions, social policies, and research methods related to clinical or macro practice; hone their critical thinking and self-reflection and awareness capacities; deepen their abilities in the core skills needed to effectively practice as clinical or macro social workers; reinforce their commitment to the core social work values and professional behaviors to which they were introduced in the foundation generalist curriculum; and equip them to be stronger advocates with and on behalf of their clients and constituents.

The specializations in clinical and macro practice are parallel in their requirements. Students must complete a minimum of four practice methods courses that build on generalist practice courses (clinical courses noted with a SWCL prefix and macro courses noted with a SWOA prefix), an advanced policy course, an advanced research course, electives (usually taken as advanced practice methods courses), and advanced field instruction.

The area of specialized practice selected by a student drives the choice of practice setting in which the student completes his or her advanced field practicum. As with our generalist curriculum, our concurrent model of education requires that a clinical or macro practice class be taken with the advanced field practicum. All students are also required to complete a course that meets our advanced diversity requirement. See Figure 1 for an overview of the progression of all courses from general to specialized practice.



## Secondary Specialization

Students may elect a secondary specialization in conjunction with a primary one. A secondary specialization is intended to give the student exposure to some of the course content from the other specialization, but does not affect the core requirements of their primary specialization or field practicum. In other words, a student selecting this option would satisfy all the requirements for either the clinical or macro specialization and simply use their elective credits to take two practice methods courses in the alternate specialization.

## Areas of Focus

In addition to choosing an area of specialized practice, students must also elect an *area of focus* that identifies a specific client population or service setting. These areas of focus are *aging, behavioral health, families and children, health, and community action and social policy*. Students also have the option to choose a subarea of focus in *child, adolescent, and family health* within the health area of focus or in *employee assistance programs* within the behavioral health area of focus.

The goal of each of these areas of focus is to provide students with exposure to social work practice within a specific field of practice or with a specific population. With this understanding comes knowledge of relevant policies, agency settings and characteristics of the population or social issue, and relevant interventions. Therefore, the areas of focus further delineate specific practice methods, policy, and research courses students should take to hone their knowledge, values, and skills related to a specific area of social work practice.

All areas of focus, with the exceptions of community action and social policy, are open to both clinical and macro specializers. Descriptions and requirements for our specializations in clinical and macro practice (which we refer to as “concentrations”) and our areas of focus (which we refer to as “specializations”) are available for students to review on our MSW Program website, along with helpful video overviews (<http://www.ssw.umaryland.edu/academics/msw-program/>), and in our *Course Catalog* (<http://www.ssw.umaryland.edu/admissions/academic-catalog--viewbook/>).

**M2.1.2: The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.**

## Specialization in Clinical Practice

The specialization in clinical practice builds on content in the generalist foundation curriculum to further develop students’ abilities to improve the quality of life and enhance the social functioning of individuals, families, and groups through direct service. The specialization in clinical practice deepens students’ assessment and intervention skills with individuals, families, and groups; increases skills in the professional use of self, including the ability to operate from a stance of cultural humility; expands knowledge of policies that provide resources for and constrain clinical practice; and trains students to conduct research to inform their practice and critically examine the effectiveness of clinical interventions.

The clinical specialization uses an integrated approach to clinical practice that enhances a student's ability to apply different theories, models, modalities, techniques, and research according to the needs of specific client systems. This philosophy and approach enables the student to select an effective practice strategy based on various theories of change with deep respect for the uniqueness of client systems, as guided by distinctive social work values, knowledge, and articulated practice wisdom.

### **Courses and Core Concepts**

Students specializing in clinical practice are required to complete at least four clinical practice methods courses, two of which must be SWCL 700 (*Paradigms of Clinical Social Work Practice*) and SWCL 744 (*Psychopathology*). Collectively, these two courses provide content in the application of theory, assessment, and treatment interventions for application in clinical settings. Both courses provide content and exercises designed to develop critical thinking skills for work with complex cases. These courses are also designed to refine student knowledge of diversity issues and oppression as these relate to problem determination and resolution.

SWCL 700 (*Paradigms of Clinical Social Work Practice*) teaches students how to use evidence-informed interventions and treatment models with diverse populations. The specific models of clinical practice addressed in this course are cognitive, behavioral, solution-focused, narrative, psychodynamic, and motivational interviewing. A goal of this course is to help students develop competence in using theoretically based, evidence-informed interventions that are sensitive to the unique characteristics and needs of their clients. Consistent with this goal, students explore how diversity characteristics and systems of power, oppression, and discrimination affect client concerns, presenting problems, effective treatment options, and the development of therapeutic relationships. Class instruction and discussion include how models and interventions may need to be modified to address the unique issues faced by minority groups due to their cultural values and their history of oppression and/or discrimination. Course content includes a multicultural reading unit on the effects of racism and oppression on clients.

SWCL 744 (*Psychopathology*) provides comprehensive knowledge and skill development in the areas of assessment, use of the *Diagnostic and Statistical Manual of Mental Disorders* (5th edition), and evidence-supported practices. A goal of this course is to help students develop competence in diagnosing emotional illnesses and in developing appropriate treatment plans based on current accepted practice. In addition, the course teaches students to consider racial and ethnic diversity in treatment planning, including demonstration of these considerations in written course assignments.

In addition to SWCL 700 (*Paradigms of Clinical Social Work Practice*) and SWCL 744 (*Psychopathology*), all students specializing in clinical practice must take at least two clinical practice methods courses. The area of focus a student chooses determines one or more of the remaining practice methods courses they need to take. Students then choose among an array of courses to fulfill their advanced credit requirements.

### **Integration with Field Practicum**

The clinical field practicum requires students to develop advanced assessment and intervention skills to address the biopsychosocial problems of clients and client systems within their agency settings. As part of their field practicum, all students develop individual learning contracts with their field instructors based on clinical

objectives. Care is taken to ensure that field assignments provide opportunities for students to engage in advanced, graduate-level clinical practice. Most clinical practice methods courses have an assignment that is practice based, requiring students to apply course concepts to their practice setting. This integration of classroom and field education teaches social work practice principles, concepts, technologies, and skills as they relate to specialized clinical practice. In addition, faculty teaching clinical courses bring their own practice and research expertise into classroom lectures and discussions to make course concepts “real” for students.

### **Overview**

Table 4 provides an overview of advanced courses that build on generalist foundation courses to complete the specialization in clinical practice.

Table 4 *Developmental Order from Generalist to Clinical Practice*

REQUIRED COURSES: GENERALIST PRACTICE		REQUIRED COURSES: SPECIALIZATION IN CLINICAL SOCIAL WORK PRACTICE		
Generalist methods courses		Methods courses in clinical social work practice		Credits
SOWK 630	Social Work Practice with Individuals (taken concurrently with SOWK 635)	SWCL 700 (required)	Paradigms of Clinical Social Work Practice (prerequisites: SOWK 630, 631, and 635)	3 (required)
		SWCL 744 (required)	Psychopathology (prerequisites: SOWK 630, 631, and 635)	3 (required)
SOWK 631	Social Work Practice with Communities and Organizations (taken concurrently with SOWK 635)	Additional clinical methods courses		6 required (some of which may be prescribed by area of focus chosen)
		SWCL 703	Family Therapy	
		SWCL 705	Clinical Social Work with Addictive Behavior Patterns	
SOWK 632	Social Work Practice with Groups and Families (taken concurrently with SOWK 636)	SWCL 710	Advanced Group Methods	6 additional (May be taken as part of electives)
		SWCL 712	Clinical Social Work Practice with Individuals Experiencing Acute, Chronic, and/or Life Threatening Conditions	
		SWCL 714	Social Work Practice in Maternal and Child Health	
		SWCL 715	Mindfulness, Stress Reduction and Self Care	
		SWCL 720	Art Therapy in Clinical Social Work Practice	
		SWCL 722	Cognitive Behavioral Therapies (additional prerequisite: SWCL 700)	
		SWCL 723	Couples Therapy	
		SWCL 724	Clinical Social Work with the Aging and Their Families	
SWCL 726	Clinical Social Work with African-American Families			
SWCL 727	Clinical Practice with Families and Children in Child Welfare			
SWCL 730	Clinical and Evidence-Supported Practices for Individuals in Recovery			

REQUIRED COURSES: GENERALIST PRACTICE		REQUIRED COURSES: SPECIALIZATION IN CLINICAL SOCIAL WORK PRACTICE	
			from Serious Mental Illness (additional prerequisite: SWCL 744; beginning fall 2016)
		SWCL 738	Financial Stability for Individuals, Families, and Communities
		SWCL 747	Introduction to Forensic Social Work (additional prerequisite: SWCL 700)
		SWCL 748	Clinical Social Work Practice in Relation to Death, Dying, and Bereavement
		SWCL 749	Clinical Social Work with the Lesbian, Gay, Bisexual, and Transgendered (LGBT) Community
		SWCL 750	Social Work in Education
		SWCL 751	Relational Theory and Practice (additional prerequisite: SWCL 700)
		SWCL 753	Social Work Response to Mass Violence and Disaster
		SWCL 754	Social Work and Developmental Disabilities
		SWCL 755	Assessment of Common Childhood Mental Health Disorders
		SWCL 756	Motivational Interviewing in Social Work Practice
		SWCL 771	Evidence-Based Mental Health Treatment with Children and Adolescents
		SWCL 773	Adult Trauma and Clinical Social Work Practice (additional prerequisite: SWCL 700)
		SWCL 774	Social Work with Military Service Members and Their Families (additional prerequisites: SWCL 700 and 744)
		SWCL 775	Clinical Social Work Practice with Immigrants and Refugees
		SWCL 776	Core Concepts in Trauma Treatment for Children and Adolescents

REQUIRED COURSES: GENERALIST PRACTICE		REQUIRED COURSES: SPECIALIZATION IN CLINICAL SOCIAL WORK PRACTICE		
			(additional prerequisites: SWCL 700 and 744; summer only)	
		SWCL 778	Inter-professional Approaches to the Critically Ill Patient (USG campus only)	
Generalist practicum courses		Advanced practicum courses		Credits
SOWK 635	Foundation Field Practicum I (taken concurrently with SOWK 630 and 631; fall)	SWCL 794	Advanced Clinical Field Practicum I (must be taken concurrently with an SWCL course each semester; fall)	6 (required)
SOWK 636	Foundation Field Practicum II (taken concurrently with SOWK 632; spring)	SWCL 795	Advanced Clinical Field Practicum II (must be taken concurrently with an SWCL course each semester; spring)	6 (required)
Generalist social welfare and social policy		Advanced social policy		Credits
SOWK 600	Social Welfare and Social Policy	SOWK 704	Social Work and the Law	3 (required) (Choice of policy class is determined by the area of focus)
		SOWK 706	Mental Health and Social Policy	
		SOWK 708	Integrated Behavioral Health Policy	
		SOWK 710	Legislative Process in Social Welfare	
		SOWK 713	Social Policy and Health Care	
		SOWK 715	Children and Social Services Policy	
		SOWK 718	Equality and Social Justice	
		SOWK 720	Comparative Social Policy	
		SOWK 725	Work, Well-being and Social Policy	
		SOWK 726	Aging and Social Policy	
		SOWK 729	Justice at the Intersection of Social Work and the Law	

REQUIRED COURSES: GENERALIST PRACTICE		REQUIRED COURSES: SPECIALIZATION IN CLINICAL SOCIAL WORK PRACTICE			
Generalist research course		Advanced research courses (prerequisite: SOWK 670)			Credits
SOWK 670	Social Work Research	SOWK 772	Evaluation Research	3 (required) (Choice of research course is determined by area of focus)	
		SOWK 775	Single System Research for Practice (inactive)		
		SOWK 777	Research in Child Welfare		
		SOWK 781	Actionable Research: Results-based Accountability and Empowerment Evaluation		
		SOWK 783	Qualitative Cross-Cultural Research		
		SOWK 789	Faculty Initiated Independent Research Project (3–6 credits)		
		SOWK 790	Student Initiated Independent Research Project (3–6 credits)		
Generalist human behavior course		Advanced human behavior courses			Credits
SOWK 645	Human Behavior and the Social Environment	SOWK 764	Multicultural Perspectives: Implications for Practice (inactive)	May be taken as part of electives	
		SOWK 765	The Nature of Health and Illness		
		SOWK 766	International Social Welfare		
		SOWK 767	Intimate Partner Violence (IPV) – Breaking the Cycle		
			Credits (30 required and 6 electives)	36	

## **Specialization in Macro Practice**

The specialization in macro practice trains students to work with individuals, organizations, communities, and larger systems; to plan, develop, organize, administer, and evaluate programs of social services; and to stimulate collective action to influence conditions in communities and policies on local, state, and federal levels. In the generalist foundation curriculum, all students gain an understanding of social systems, especially communities and social policies that affect human behavior through social control and resource distribution. Students are also introduced to a range of social work roles used in community and organizational practice—such as a coordinator, case manager, planner, broker, policy analyst, advocate and organizer—and the importance of knowledge and skills in community practice for direct service and clinical social work.

Students who specialize in macro practice deepen their understanding of and their skills related to macro practice and learn to recognize the significant overlap in the roles, skills, and perspectives of social work managers, planners, community organizers, and policy advocates. These practitioners operate from the perspective that personal problems are often a function of social systems or institutional deficiencies that need to be addressed to create a healthier society. The advanced macro specialization also aims to prepare students for advanced practice in a variety of settings, including governmental, nonprofit, and for-profit agencies in the United States and other countries.

## **Courses and Core Concepts**

All students specializing in macro practice are required to complete at least four macro practice methods courses, one of which must be from a list of core courses: SWOA 703 (*Program Development*) SWOA 704 (*Community Organization*), and SWOA 707 (*Social Policy and Social Change*).

SWOA 703 (*Program Development*) builds upon the social work perspective introduced in foundation courses that sound administration involves an ability to form constructive, professional working relationships and requires practice that is sensitive to human diversity in all its forms. It expands students' knowledge of and skills in the design, development, and management of programs in human service organizations within a multicultural environment. Program theory and multicultural program development are applied to a range of human service programs. Students design and develop a program, create logic models and a strategy for performance measurement and program evaluation, develop program budgets, and management information systems. Students are exposed to various related contextual organizational and management practices such as organizational learning and change, strategic planning, interagency alliances, and leadership.

SWOA 704 (*Community Organization*) builds on foundation content on community assessment and advocacy. It emphasizes knowledge, skills, and cognitive and affective processes necessary for mobilizing individuals collectively to address problematic community and social conditions. No single method of organizing or strategy for action is emphasized. Rather, students are expected to learn to make strategic decisions based on a deliberate assessment of a wide range of opportunities and constraints. Part of this assessment and the ability to form constructive professional relationships involves an organizer's capacity to promote self-determination and to demonstrate respect for the cultures and historical experiences of the diverse groups with which he or she engages.



SWOA 707 (*Social Policy and Social Change*) builds on foundation content on social welfare history and policies and deepens students' understanding of the policymaking process at the federal, state, and local levels. The course analyzes the roles of the Legislative, Judicial, and Executive branches of government in the policymaking enterprise. The focus of the course is on critical analysis of the key assumptions driving policy and policy change, such as social versus individual responsibility and risk. The course also includes a critical examination of policy's role in the design of interventions and service-delivery practices at the federal, state, and local levels and the impact of changing policies on people, groups, communities, and providers. In addition, it emphasizes the impact of policy on diverse and vulnerable populations and its implications for social and economic justice. Students build their skills in social policy development, including social problem analysis, social planning, the legislative process at all levels, policy analysis and evaluation, and policy advocacy and social change.

In addition to one of the above macro practice courses, all macro specializers take at least three additional macro practice methods courses. The area of focus a student chooses determines one or more of the remaining required practice methods courses. Students then choose among an array of courses to fulfill their advanced credit requirements.

### **Integration with Field Practicum**

The macro field practicum requires that students develop competencies in management and community practices, political processes and advocacy, and research to address a social problem or need and/or to improve organizational and service-system effectiveness. Field assignments reflect advanced, graduate-level practice problems and skills. All students develop their own learning contracts with their field instructors based upon macro competencies and behaviors. All macro courses have a practice-based assignment requiring students to apply course concepts to a practice setting—their field internship, their workplace, or a community with which they interact. Faculty teaching macro courses bring their own practice and research experiences into classroom lectures and discussions to make course concepts “real” for students. Further, the macro faculty regularly make presentations to field instructors to help them think creatively about helping students connect their classroom learning with field experiences.

### **Overview**

Table 5 provides an overview of advanced courses that build on generalist foundation courses to complete the specialization in macro practice.

Table 5. *Developmental Order from Generalist to Macro Practice*

REQUIRED COURSES: GENERALIST PRACTICE		REQUIRED COURSES: SPECIALIZATION IN MACRO SOCIAL WORK PRACTICE		
Generalist methods courses		Macro Methods Courses		Credits
SOWK 630	Social Work Practice with Individuals (taken concurrently with SOWK 635)	SWOA 703 (required)	Program Development (prerequisites: SOWK 630, 631, and 635)	3 (required) (Students must choose at least one of SWOA 703, 704, or 707)
SOWK 631	Social Work Practice with Communities and Organizations (taken concurrently with SOWK 635)	SWOA 704 (required)	Community Organization (prerequisites: SOWK 630, 631, and 635)	
SOWK 632	Social Work Practice with Groups and Families (taken concurrently with SOWK 636)	SWOA 707 (required)	Social Policy and Social Change (prerequisites: SOWK 630, 631, and 635)	
		Additional macro methods courses		9 (required) (Additional credits must be taken in any of the macro methods courses)
		SWOA 705	Community Economic Development	
		SWOA 710	Legislative Processes in Social Welfare (also fulfills SWOA)	
		SWOA 721	Strategic Talent and Performance Management	
		SWOA 722	Supervision in Social Work	
		SWOA 724	Managing Financial and Information Systems in Human Services Organizations	
		SWOA 732	Resource Development for Nonprofit Groups	
		SWOA 735	Social Work and Social Action	
		SWOA 736	Administering Employee Assistance Programs (EAPs)	
		SWOA 738	Financial Stability for Individuals, Families, and Communities	
		SWOA 750	Social Work in Education	6 (May be taken as
		SWOA 753	Social Work Response to Mass Violence and Disaster	

REQUIRED COURSES: GENERALIST PRACTICE		REQUIRED COURSES: SPECIALIZATION IN MACRO SOCIAL WORK PRACTICE			
				part of electives)	
Generalist field courses		Advanced field courses			Credits
SOWK 635	Foundation Field Practicum I (taken concurrently with SOWK 630 and 631; fall)	SWOA 794	Advanced Macro Field Practicum I (must be taken concurrently with an SWCL course each semester; fall)	6 (required)	
SOWK 636	Foundation Field Practicum II (taken concurrently with SOWK 632; spring)	SWOA 795	Advanced Macro Field Practicum II ( must be taken concurrently with an SWOA course each semester; spring)	6 (required)	
Generalist social welfare and social policy		Advanced social policy			Credits
SOWK 600	Social Welfare and Social Policy	SOWK 704	Social Work and the Law	3 (required)  (choice of policy is determined by area of focus chosen)	
		SOWK 706	Mental Health and Social Policy		
		SOWK 708	Integrated Behavioral Health Policy		
		SOWK 710	Legislative Processes in Social Welfare		
		SOWK 713	Social Policy and Health Care		
		SOWK 715	Children and Social Services Policy		
		SOWK 718	Equality and Social Justice		
		SOWK 720	Comparative Social Policy		
		SOWK 725	Work, Well-being and Social Policy		
		SOWK 726	Aging and Social Policy		
		SOWK 729	Justice at the Intersection of Social Work and the Law		
Generalist research course		Advanced research courses (prerequisite: SOWK 670)			Credits

REQUIRED COURSES: GENERALIST PRACTICE		REQUIRED COURSES: SPECIALIZATION IN MACRO SOCIAL WORK PRACTICE		
SOWK 670	Social Work Research	SOWK 777	Research in Child Welfare	3 (required)
		SOWK 781	Actionable Research: Results-based Accountability and Empowerment Evaluation	(Choice of research course is determined by area of focus)
		SOWK 783	Qualitative Cross-Cultural Research	
		SOWK 789	Faculty Initiated Independent Research Project (3–6 credits)	
		SOWK 790	Student Initiated Independent Research Project (3–6 credits)	
Generalist human behavior course		Advanced human behavior courses		Credits
SOWK 645	Human Behavior and the Social Environment	SOWK 764 <i>(div)</i>	Multicultural Perspectives: Implications for Practice	6
		SOWK 765	The Nature of Health and Illness	(May be taken as part of electives)
		SOWK 766	International Social Welfare	
		SOWK 767	Intimate Partner Violence (IPV) – Breaking the Cycle	
		Credits	Credits (30 required and 6 electives)	36

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

### **Specialization in Clinical Practice**

The specialization in clinical practice enhances and extends the nine social work competencies. Each of the competencies and the dimensions (knowledge, skills, values, and cognitive and affective processes) that comprise the competencies in clinical practice are described below:

#### Competency #1: Demonstrate Ethical and Professional Behavior

Clinical specializers not only understand the values underpinning clinical practice and recognize various ethical dilemmas that arise in advanced practice, but are aware of different ethical frameworks for decision-making that support clients from diverse backgrounds, and are proficient in applying an ethical decision-making framework to resolve these dilemmas. Clinical specializers also understand the roles of direct practitioner, advocate, and team member in addressing and resolving value dilemmas involving vulnerable populations, human rights, and multiculturalism.

- Apply professional social work ethics and laws to resolve ethical dilemmas arising in the context of clinical practice

#### Competency #2: Engage Diversity and Difference in Practice

Clinical specializers use their foundation knowledge about the ways in which oppression and inequity impact clinical practice with vulnerable populations to effectively engage and assess vulnerable populations (for example, mandated clients, groups affected by racism) by taking into consideration the history of these groups' past interactions with social service providers. In so doing, clinical specializers are equipped to establish and maintain positive therapeutic alliances with oppressed populations. Clinical specializers operate from theoretical frameworks and models of intervention that are sensitive to the needs of vulnerable populations and can adapt traditional clinical models, such as cognitive therapy or crisis intervention, to particular populations.

- Identify the impact of diversity factors (e.g., age, class, color, sex, sexual orientation, culture, ethnicity, gender, gender identity and expression, disability, immigration status, political ideology, race, and/or religion) upon practitioner-client transactions and apply this knowledge to practice

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

Clinical specializers identify disparities in resources and services available to marginalized populations (e.g., minorities, elderly, women and children, the disadvantaged and underserved), and understand and appreciate how, within social work values and ethics, they can create individual, family, and group interventions that promote social and economic justice.

- Demonstrate an awareness of the effects of current and historical oppression, discrimination, and trauma on client and client systems

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

Clinical specializers critically evaluate available research and evidence regarding clinical conditions and interventions, and demonstrate skills in various research designs, data analysis and knowledge dissemination. They use professional journals, supervision and consultation, and ongoing research and self-reflection to continually improve their clinical practice and strengthen the effectiveness of clinical social work practice.

- Identify and assess the appropriateness of evidence-based bio-psycho-social approaches that can be used in clinical assessment and intervention with clients
- Develop a research question that can inform policy, programs, or practice
- Conduct quantitative and/or qualitative data analysis and use findings to inform policy, program, or practice

### Competency #5: Engage in Policy Practice

Clinical specializers build upon their understanding of policies that affect clinical practice and utilize partnerships, especially multidisciplinary teams, to influence organizational and social policies on behalf of clients and their communities.

- Be able to articulate the factors that shape the development of legislation, policies, program services and/or funding at all system levels and the effect of public policy on client services and/or programming in an area of practice
- Communicate to stakeholders, administrators, legislators and/or colleagues the implications of policies and programs, and implications of policy and program changes in the lives of clients, communities, organizations, or society

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

Clinical specializers display increasing autonomy and their professional use of self in applying clinical knowledge and critical thinking in practice with individuals, families, organizations and communities. Students refine skills in developing, maintaining and ending therapeutic relationships, including a deepening awareness of how similarities and differences in experiences and power affect relationships and how to identify and address microaggressions and ruptures that may occur. Additionally, clinical

students learn about research and different theoretical models for alliance building and contracting.

- Establish a therapeutic contract with a client and modify the contract based on on-going clinical assessment and client feedback
- Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients' wellbeing

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

Clinical specializers develop competence in diagnosing emotional illnesses and develop appropriate treatment plans based on current accepted practice, and do so with special attention to differential frequencies and manifestations of various disorders among racial, ethnic, religious, class and gender groups. Students learn how to apply evidence-based, theoretical models to diverse client populations and presenting problems, and they practice critical thinking in assessing strengths and weaknesses of different models for clients that they are working with in field placements and case examples.

- Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice
- Evaluate the strengths and weaknesses of theoretical perspectives and differentially apply them to client situations
- Formulate culturally informed client assessments that integrate information from all relevant sources

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

Clinical specializers understand and effectively implement theoretically sound and evidence-based interventions that are sensitive to the unique characteristics and needs of their clients. Theoretical and evidenced based models that students develop competency in using are cognitive, behavioral, solution-focused, narrative, psychodynamic, and motivational interviewing.

- Evaluate, select, and apply best practices and evidence-based interventions
- Demonstrate the use of appropriate clinical techniques for a range of concerns identified in the assessment

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

Clinical specializers understand that research is an integral part of clinical practice, are knowledgeable about methods of intervention research, and can effectively evaluate clinical interventions to improve services to clients and communities. Research knowledge and skills equip them to play active roles in practice research, program evaluation and program and policy development.

- Assess the effectiveness of interventions with clients

## Specialization in Macro Practice

The specialization in macro practice enhances and extends the nine social work competencies. Each of the competencies and the dimensions (knowledge, skills, values, and cognitive and affective processes) that comprise the competencies in macro practice are described below:

### Competency #1: Demonstrate Ethical and Professional Behavior

Macro specializers recognize various ethical conflicts that arise in management, administration, community organization and policy practice. They choose and proficiently apply different frameworks for resolving ethical conflicts and managing dilemmas. Macro specializers also understand the roles of direct practitioner, advocate, and team member in addressing and resolving value conflicts involving vulnerable populations, human rights, and multiculturalism.

- Conduct one's self professionally while engaging in a variety of macro professional roles (e.g., facilitator, leader, broker, organizer, negotiator, educator, researcher or manager) as appropriate for the practice setting
- Employ strategies of ethical reasoning and problem solving in assessment, intervention, and evaluation of organization, community, and policy practice
- Communicate information in a manner that is appropriate for the target audience and for the medium of choice (e.g., advocacy brief, social media, budget, grant proposal, presentation, etc.)

### Competency #2: Engage Diversity and Difference in Practice

Macro specializers demonstrate an understanding of the ways in which oppression and inequity impact vulnerable populations in human service organizations and systems of care, communities and cities, and in social policies that affect them. Macro specializers work with and on behalf of constituents to change oppressive organizational practices, community conditions and social policies to promote social change.

- Establish effective and collaborative working relationships with people of various cultural backgrounds and identities, especially marginalized populations

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

Macro specializers understand the structure and dynamics of relations of power in organizations, social service networks and communities. They apply an array of political skills (strategizing, negotiating, influencing, mobilizing a constituency, advocating, handling communications and public relations, obtaining resources/funds for service delivery) to advance social, economic and environmental justice for marginalized populations.

- Demonstrate an understanding of structural systems of inequality and apply this understanding to one's organization, community, or policy work



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

Macro specializers critically evaluate available research and evidence regarding social problems, and interventions to address those problems. They demonstrate skill in research design, data analysis and knowledge dissemination. Moreover, they use professional journals, supervision and consultation, and ongoing research and self-reflection to improve their own practice and strengthen the effectiveness of macro social work practice.

- Construct and utilize best practices and evidence to develop and implement community, organizational, or policy interventions
- Develop a research question that can inform policy, programs, or practice.
- Conduct quantitative and/or qualitative data analysis and use findings to inform policy, program, or practice

#### Competency #5: Engage in Policy Practice

Macro specializers build upon their understanding of policies that affect social work practice and vulnerable populations in society. They utilize partnerships, especially multidisciplinary teams, to influence organizational and social policies on behalf of clients and communities.

- Be able to articulate the factors that shape the development of legislation, policies, program services and/or funding at all system levels and the effect of public policy on client services and or programming in an area of practice
- Communicate to stakeholders, administrators, legislators and/or colleagues the implications of policies and programs, and implications of policy and program changes in the lives of clients, communities, organizations, or society

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

Macro specializers apply the interpersonal skills of engagement for purposes of leadership development, conflict management, management and supervision, delegation, decision-making, communication (written and oral), public relations, and policy practice

- Use strategies collaboratively with people from diverse economic, political, social, and cultural backgrounds and/ or from marginalized communities to promote sustainable change and equity for oppressed client groups, communities, organizations, institutions, or society

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

Macro specializers understand and apply theories on the nature of organizations and organizational behavior, communities and community-practice, and the political system. They critically analyze social problems and conduct needs assessments and plan macro interventions with individuals,

families, groups, communities and systems of care.

- Assess and analyze social systems (e.g., communities, organizations, political systems) using multiple frameworks and synthesis to inform intervention
- Synthesize and differentially apply theories, constructs, frameworks, and models of human behavior and the social environment to guide assessments and planning in macro practice

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

Macro specializers build on their foundation understanding of the history and development of management and administration, community organization and policy practice as social work methods. They *effectively implement* theoretically sound and evidence-based macro interventions grounded in antioppressive, principles and in collaboration with constituents.

- Identify appropriate intervention and how it is relevant to client/constituent system
- Implement a problem-solving sequence when intervening in an organizational, community, or policy practice setting
- Make use of changing technology or innovations that contribute to understanding and addressing problems affecting organizations, communities, or policy

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

Macro specializers understand that research is an integral part of macro practice. They are knowledgeable about methods of intervention research, and can effectively evaluate macro interventions to develop their practice knowledge. They are critical consumers of research and able to disseminate research to inform public dialogue and effect social change. Research knowledge and skills equip them to play active roles in practice research, program evaluation and program and policy development.

- Evaluate the effectiveness of interventions or best practice with programs, organizations, communities, or policy

**M2.1.4: For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.**

The four tables below (Tables 6 – 9) provide matrices that illustrate how the specializations in clinical and macro practice implement the nine social work competencies. The first table for each specialization provides an overview of where Competencies 1–9 are covered in the specialization curriculum (Part 1). The second table for each specialization illustrates where the content for Competencies 6–9 are covered

in the specialization curriculum and where they are addressed at the levels of individuals, groups and families, and communities and organizations (Part 2).

These comprehensive tables were compiled from information provided by full-time faculty teaching a section of a clinical (SWCL prefix) or macro (SWOA prefix) course. As in our generalist foundation program, and as evident from the matrices, our specializations also demonstrate holistic competence. Multiple courses in each specialization cover content related to each competency, and within each course, faculty note multiple methods that help students develop the knowledge, values, skills, and cognitive and affective processes related to each competency. No one course is assigned to cover a single competency, and no one assignment is used to address just one behavioral dimension.

Within the clinical specialization, the two core clinical courses SWCL 700 (*Paradigms of Clinical Social Work Practice*) and SWCL 744 (*Psychopathology*) together are represented across all competencies, but many other clinical practice methods courses are spread widely across competencies as well. Similarly, within the macro specialization, the three core macro practice methods courses each cover all competencies, but they are not alone among macro practice methods courses in addressing many of the nine competencies. The strategies and embedded assignments we use to *assess* students' achievement of competencies in the clinical and macro specializations are discussed in depth in our section on EPAS Standard 4.

Table 6. *Curriculum Matrix for Specialized Practice in Social Work: Part 1*

**Accreditation Standard: M2.0.3**

**CURRICULUM MATRIX FOR SPECIALIZED PRACTICE IN CLINICAL SOCIAL WORK**

University of Maryland School of Social Work  
Part 1: Curriculum Matrix for Competencies 1–9

The following chart demonstrates the University of Maryland School of Social Work curriculum content for specialized practice in clinical social work, illustrating the nine advanced competencies and their locations in the curriculum.

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
<b>Demonstrate Ethical and Professional Behavior (Competency 1)</b>  Apply professional social work ethics and laws to resolve ethical dilemmas arising in the context of clinical practice ( <i>I.ICL</i> )	SWCL 700: <i>Paradigms of Clinical Social Work Practice</i>	Lecture: Includes content on code of ethics, laws and decision-making models relevant to clinical practice. Practice on cases and apply to field work	Knowledge
		Readings: Mattison, M. (2000). Ethical decision-making: The person in the process. <i>Social Work</i> , 45(3), 201- 212.	Knowledge
		In Class Activity: Small group activity discussing case from field and applying ethics material	Knowledge, Skills, Values, C/A
		Graded Assignment: Ethics question included as graded assignment on exam or paper. Describe ethical dilemma and apply decision making model	Knowledge, Skills, Values, C/A
	SWCL 703: <i>Family Therapy</i>	Lecture using licensing board data; ethics drawn from Nichols text	Knowledge
SWCL 705:	Questions on the final exam	Knowledge	

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
	<i>Clinical Social Work with Addictive Behavior Patterns</i> SWCL 710: <i>Advanced Group Methods</i>	Lecture: Core ethical issues in SA treatment (confidentiality protections, duty to care, personal bias)	Knowledge, Values
Readings: NIAAA module 9 ethics in SA treatment		Knowledge	
In class ethics case vignettes		Knowledge, Values, C/A	
Lecture: Review ethics standards and issues specific to group work		Knowledge	
Readings: Gumpert, J. & Black, P. (2006). Ethical issues in group work: What are they? How are they managed? <i>Social Work with Groups</i> , 29(4), 61-74.		Knowledge	
In class: Small group application/discussion of practice examples		Knowledge, Skills, Values, C/A	
	SWCL 712: <i>Clinical Social Work Practice with Individuals Experiencing Acute, Chronic, and/or Life Threatening Conditions</i>	Lecture: Description of NASW code of ethics and relevance to healthcare practice; use of real life scenarios to illustrate	Knowledge
Readings: 1) Chapter 3 of Gehlert, S., & Browne, T. A. (Eds.) (2012). <i>Handbook of health social work</i> (2nd ed.). Hoboken, NJ: John Wiley & Sons; and 2) Dolgoff, R., Loewenberg, F.M., & Harrington, D. (2009). <i>Ethical decisions for social work practice</i> . Brooks/Cole (Chapter 4 only: Guidelines for Ethical Decision Making).		Knowledge, Values	
In class - Case study ethics application		Skills, Values, C/A	
Final exam includes ethics case		Knowledge, Skills, Values, C/A	
Multi-media: Watch and then reflect on real life healthcare cases inclusive of ethical dilemmas		Knowledge, Values, C/A	

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
	SWCL 714: <i>Social Work Practice in Maternal and Child Health</i>	In class: Ethics case studies & how to apply NASW Code of Ethics	Knowledge, Values, C/A
	SWCL 722: <i>Cognitive Behavioral Therapies</i>	Lecture, discussion and in-class activity : Professional social work relationship, to include clients self-determination, respect of clients autonomy, role of the client and family in decision making	Knowledge, C/A
		Readings: Chapters on ethical application of CBT5. Dobson, K.S. (2010) Handbook of Cognitive-Behavioral Therapies (third edition) Guilford Press, New York, New York.	Knowledge
		Application of material in field	Knowledge, C/A
	SWCL 724: <i>Clinical Social Work with the Aging and Their Families</i>	End of Life ethics issues re: medical decision making, elder abuse ethical dilemmas; general ethical issues in SW practice with older adults	Knowledge, Values
		Readings and discussion: 1) NASW code of ethics; 2) Alkema, Policies related to competency; 3) Fried, Olmstead: Catalyst to expand Services for the Elderly; 4) McInnis-Dittrich, Ch 9; Sabatino, the evolution of health care advance planning law and policy	Knowledge, Values, C/A
		In class activity: Panel presentation on palliative care; elder abuse case studies; general case studies on ethics	Knowledge
		Graded assignment: Geriatric assessment paper including identification of ethical issues.	Knowledge, Skills, C/A
		Multi-media: And thou shalt honor movie	Knowledge, Values, C/A
	SWCL 744: <i>Psychopathology</i>	Lecture and discussion: Reviews NASW Code of Ethics and application to assessment and diagnosis. Reviews professional behavior and professional development at micro and macro levels	Knowledge, Values, C/A

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
		of social work practice.	
		Readings: American Psychiatric Association (2013). DSM-5. Washington D.C.: American Psychiatric Press. (Required for all courses)	Knowledge, Values, C/A
		Graded assignment: Midterms and competency exam on ethical issues in diagnoses	Knowledge, Values, C/A
	SWCL 753: <i>Social Work Response to Mass Violence and Disaster</i>	Lecture and discussion: Ethical issues related to limited resource during disaster and need to triage and make decisions in the field quickly	Knowledge, Skills, Values, C/A
		In class activity: Group discussion; role play	Knowledge, Skills, Values, C/A
		Graded assignments: Papers and service learning project	Knowledge, Skills, Values, C/A
		Multi-media: video and responsive discussion	Knowledge, Skills, Values, C/A
	SOWK 713: <i>Social Policy and Health Care</i>	Lecture on Bioethics; Review of the Tuskegee Syphilis Study	Knowledge, Skills, Values, C/A
		Reading: Medical Apartheid by Harriet Washington Epilogue; <a href="https://depts.washington.edu/bioethx/tools/princpl.html">https://depts.washington.edu/bioethx/tools/princpl.html</a>	Knowledge
		In-class: Review of Bioethical Cases; In class assignment to identify the structural forces that enabled the Syphilis Study	Knowledge, Values, C/A
		Outside of class: Reflective Journal Exercise on the Syphilis Study	Values, C/A

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
	SOWK 726: <i>Aging and Social Policy</i>	Lecture and discussion on distributive justice issues; ethical issues in gerontology; identifying values	Knowledge, Values, C/A
		Value identification exercise; case scenarios	Skills, C/A
	SWOA 738: <i>Financial Stability for Individuals, Families, and Communities</i>	Lecture on Individual or family in systems – values, beliefs and behaviors	Knowledge, Values, C/A
		Reading: Sherraden et al, (2016). Financial capability for all. Grand Challenges for Social Work: <a href="http://www.aaswsw.org/grand-challenges-initiative/">http://www.aaswsw.org/grand-challenges-initiative/</a>	Knowledge, Values, C/A
		In-class activity: Money Habitudes	Values, C/A
	SOWK 706: <i>Mental Health and Social Policy</i>	Lecture: Discuss the ethical issues surrounding Mental Health Policy – such as access to care.	Knowledge, Skills, C/A
		Reading current information on mental health policy - such as the affordable care ac	Knowledge
		In-class exercise - group exercises in which students make decisions about policy exercises	Knowledge, C/A
		Graded: Term paper about a mental health policy issue and a final	Knowledge, Skills, C/A
	SOWK 708: <i>Integrated Behavioral Health Policy</i>	Lecture: Almost every week in lecture we discuss relevant health, behavioral health, and integrated health policies in terms of social work professional ethics.	Knowledge
	SOWK 713: <i>Social Policy and Health Care</i>	Lecture on Bioethics; Review of the Tuskegee Syphilis Study	Knowledge, Skills, Values, C/A
		Reading: Medical Apartheid by Harriet Washington Epilogue	Knowledge
		In-class: Review of Bioethical Cases; In class assignment to identify the structural forces that enabled the Syphilis Study	Knowledge, Values, C/A
Outside of class: Reflective Journal Exercise on the Syphilis Study		Values, C/A	



CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
	SOWK 715: <i>Children and Social Services Policy</i>	<p>Lecture and discussion on content on the multiple definitions of the concepts of equality and social justice and their application to the development, implementation, and analysis of various social policies</p> <p>Readings: Michael Sandel (2010). Justice: What the right thing to do? New York: Farrar, Straus, &amp; Giroux; Bryan Warde (2017). Inequality in U.S. social policy: An historical analysis. New York: Routledge. ALSO: Foner, E. (2002). Who is an American? In Who owns history? Rethinking the past in a changing world (pp. 149-166). New York: Hill &amp; Wang; Smith, R.M. (1997). The hidden lessons of American citizenship laws. In Civic ideals: Conflicting visions of citizenship in U.S. history (pp. 13-39). New Haven, CT: Yale University Press. Baynton, D.C. (2001). Disability and the justification of inequality in American history. In P. K. Longmore &amp; L. Umansky (eds.), The new disability history: American perspectives (pp. 33-57). New York: New York University Press; Reisch, M. (2014). Social justice and liberalism. In M. Reisch (ed.), The Routledge international handbook of social justice (pp.132-146). London: Routledge; Stoesz, D. (2014). Conservatism and social justice. In M. Reisch, The Routledge international handbook of social justice (pp. 147-159). London: Routledge; Reisch, M. (2016). Alternative concepts of justice. In M. Reisch &amp; C. Garvin, Social work.</p> <p>Multi-media and discussion: "Getting Behind the Veil of Ignorance"; DVD: The End of Poverty? Think Again; The Claims of Community &amp; Where Our Loyalty Lies.</p> <p>Out of class: Weekly Journals; Major paper that requires students to apply concepts of equality and/or social justice to a specific</p>	<p>Knowledge, Skills, Values, C/A</p> <p>Knowledge, C/A</p> <p>Knowledge, Values, Skills, C/A</p>

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
		social policy issue	
	SOWK 726: <i>Aging and Social Policy</i>	Lecture and discussion on distributive justice issues; ethical issues in gerontology; identifying values	Knowledge, Values, C/A
		Reading: Davitt & Choi Tracing the History of Medicare home health care: The impact of policy on benefit use; Gilbert & Terrell, Dimensions of Social Welfare Policy; Harrington-Meyer, Shifting Risk & Responsibility; Estes, Social Policy & Aging	Knowledge, Values, C/A
		Value identification exercise; case scenarios	Skills, C/A
		Value identification exercise; case scenarios (Skills, C/A) Portfolio Worksheet	Knowledge, Values, C/A
	Multi-media: Gen Silent	Knowledge, Values, C/A	
SWCL 794: <i>Advanced Clinical Field Practicum I</i> SWCL 795: <i>Advanced Clinical Field Practicum II</i>	Field Assignments	Knowledge, Skills, Values, C/A	
<b>Engage Diversity and Difference in Practice (Competency 2)</b>  Identify the impact of diversity factors (e.g., age, class, color, sex, sexual orientation, culture, ethnicity, gender, gender	SWCL 700: <i>Paradigms of Clinical Social Work Practice</i>	Lectures throughout the class examine this competencies and principles however in particular there are two classes on developing therapeutic alliance and multicultural applications focus on this. The historical and racial origins of theories is discussed in the first lecture as a context for the racial and gender lens of theoretical creation.	Knowledge, Skills, Values, C/A

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identity and expression, disability, immigration status, political ideology, race, and/or religion) upon practitioner-client transactions and apply this knowledge to practice (2.1CL)		Readings: 1) Cardemil, E. V. & Battle, C. L. (2003). Guess who's coming to therapy: Getting comfortable about conversations about race and ethnicity in psychotherapy. <i>Professional Psychology: Research and Practice</i> , 34(3), 278-286. 2) Gaztambide, D. J. (2012). Addressing cultural impasses with rupture resolution strategies: A proposal and recommendation. <i>Professional Psychology: Research and Practice</i> , doi: 10.1037/a0026911	Knowledge, Skills, Values, C/A
		In class activity: dyad exercise practicing asking questions about racial similarities and differences	Knowledge, Skills, Values, C/A
		Graded assignment: Mid-term exam - question about recognizing personal bias applied to a case	Knowledge, Skills, Values, C/A
		Multi-media: Video of interventions with diverse populations	Knowledge
	SWCL 703: <i>Family Therapy</i>	Lecture on engagement with groups and families	Knowledge
	SWCL 705: <i>Clinical Social Work with Addictive Behavior Patterns</i>	Discussion across multiple lectures of the role of client values, culture, and goals in the treatment process; Discussion of "for whom" interventions have been found efficacious (consideration of study samples); Lecture on women's unique substance use patterns and treatment needs (including the treatment of pregnant women with SUDs)	Knowledge, Values, C/A
		Example reading: Wells, E.A., Kristman-Valente, A.N., Peavy, K.M., & Jackson, T.R. (2013).	Knowledge
		Outside activity: Group research and presentations on specific populations	Knowledge, Skills, C/A
		Graded assignment: Group presentations	Knowledge, Skills, C/A

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
		Multi-media: Students are asked to watch 3 distinct video examples of individual stories of addiction and discuss cultural issues	Knowledge, Values, C/A
	SWCL 710: <i>Advanced Group Methods</i>	Lecture and discussion on how diversity impacts group work interventions is covered throughout but two classes in particular go into more depth about the impact of diversity factors	Knowledge, Skills, Values, C/A
		Key readings: 1) McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. <a href="http://www.whatsrace.org/pages/themes-07.html">http://www.whatsrace.org/pages/themes-07.html</a> 2) Marbley, A. (2010). His eye is on the sparrow: A counselor of color: perception of facilitating groups with predominately white members. <i>The Journal for Specialists in Group Work</i> , 29, 247-258. 2) Chen, E., Kakkad, D., & Balzano, J., (2008). Multicultural competence and evidenced-based practice in group therapy. <i>Journal of Clinical Psychology: In Session</i> , 64(11), 1261-1278.	Knowledge, Skills, Values, Critical Thinking, C/A
		In-class activity: Students in groups discuss diversity and reflect in journals about this experience and the impact, biases etc.	Knowledge, Skills, Values, C/A
		Students complete assignment outside of class and are encouraged to apply material	Knowledge, Skills, Values, C/A
		Multicultural paper, group presentation and journal	Knowledge, Skills, Values, C/A
		Video example of talking about race/ethnicity in group	Knowledge, Skills, Values, C/A
	SWCL 712: <i>Clinical Social Work Practice with Individuals Experiencing Acute, Chronic, and/or Life Threatening Conditions</i>	De-Identified field Case debriefings	Knowledge, Values, C/A
		Review of Assigned Clinical Cultural Competency Modules	Knowledge, Skills, Values, C/A
		Quiz questions on Clinical Cultural Competency Modules	Knowledge, Skills, C/A
		Online Clinical Cultural Competency Modules	Knowledge, Skills,

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			C/A
		In class - Students review Clinical Cultural Competency Modules that raise ethical issues	Values, C/A
	SWCL 714: <i>Social Work Practice in Maternal and Child Health</i>	We spend an entire week focused on disparities in maternal and child health practice; but it is also integrated into every week.	Knowledge
		Example of in-class activities: experiential exercise looking at different system/stakeholder impact on outcomes in child welfare, with focus on Native American families	Knowledge, Values, C/A
		Weekly reflection posts on Blackboard journal asks students to think about how the topic of the week informs their approach to Maternal and Child Health practice.	Values, C/A
		As part of group project, each individual student must write a short essay describing how their own frame of reference influences their approach to the topic.	Values, C/A
	SWCL 722: <i>Cognitive Behavioral Therapies</i>	Cases used in class for discussion and examination reflect cultural diversity, sexual orientation, and gender identity	Knowledge, Values, C/A
	SWCL 724: <i>Clinical Social Work with the Aging and Their Families</i>	Religion & spirituality; end of life issues; Diversity issues in aging (race, LGBT, etc.)	Knowledge, Values
		Readings and discussion: 1) Davitt, J. Bourjolly, J., & Frasso, R. (2015). Understanding inequities in home health care outcomes staff views on Agency and System Factors; 2) Dickman Portz, J., et.al., (2014). Assessing Capacity for Providing Culturally Competent Services to LGBT Older Adults; 3) Browne, C., Mokuau, N., Ka'opua, L., Kim, B., Higuchi, P., & Braun, K. (2014). Listening to the Voices of Native Hawaiian Elders and 'Ohana Caregivers: Discussions on Aging, Health, and Care Preferences; 4) Sun, F., Mutlu, A., & Coon, D. (2014). Service Barriers Faced by Chinese American Families With a Dementia Relative: Perspectives from Family Caregivers and Service	Knowledge, Values

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		Professionals; 5) Huang, I. A., Neuhaus, J. M., & Chiong, W. (2016). Racial and Ethnic Differences in Advance Directive Possession: Role of Demographic Factors, Religious Affiliation, and Personal Health Values in a National Survey of Older Adults	
		In-class activity: Case studies	Knowledge, Skills, Values, C/A
		Graded assignment: geriatric assessment	Knowledge, Skills
	SWCL 727: <i>Clinical Practice with Families and Children in Child Welfare</i>	Discussion throughout the course about diversity and racial disparity within the child welfare system	Knowledge, Values, C/A
	SWCL 744: <i>Psychopathology</i>	Lectures to help student identify multiple differences among group members in practice settings. Ability to identify multiple biases and assumptions held by one self and others. Thoroughly describes how these differences and individual biases would or did affect the ability to establish effective collaborative working relationships.	Knowledge, Skills, Values, C/A
		In-class activities: Case studies and discussion	Knowledge, Skills, Values, C/A
		Outside of class activities: Case Studies	Knowledge, Skills, Values, C/A
		Graded assignment: Midterms and Competency Based Exam	Knowledge, Values, C/A
	SWCL 753: <i>Social Work Response to Mass Violence and Disaster</i>	Lecture and discussion on multiculturalism and trauma and violence; global trauma; trauma among vulnerable populations	Knowledge, Skills, Values, C/A
		All readings in class 10 and earlier readings in text book and other	Knowledge

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		classes focused on vulnerable populations and exposure and response	
		Graded assignment: Asset map; Research paper	Knowledge, Skills, Values, C/A
		Current events presentations and discussion	Knowledge, Values, C/A
	SOWK 708: <i>Integrated Behavioral Health Policy</i>	Readings and discussion: Who's Interpreting the Data: Not So Solid Empiricism; It isn't just about Tuskegee: Understanding the Rationale for Minority Mistrust of Medicine	Knowledge, Values, C/A
		Students have to read multiple chapters from Harriet Washington's Medical Apartheid; Joint Commission. (2016). Implicit Bias in Health Care. Retrieved from: <a href="https://www.jointcommission.org/assets/1/23/Quick_Safety_Issue_23_Apr_2016.pdf">https://www.jointcommission.org/assets/1/23/Quick_Safety_Issue_23_Apr_2016.pdf</a>	Knowledge, Values, C/A
		Reflective Journal Assignment	Knowledge, Values, C/A
		Online Class Activity that focuses on Racialized Medicine	Knowledge, C/A
		Review Race: The Power of Illusion at <a href="http://www.pbs.org/race/000_About/002_04-background-01.htm">http://www.pbs.org/race/000_About/002_04-background-01.htm</a>	Knowledge, Values, C/A
	SOWK 715: <i>Children and Social Services Policy</i>	Internal biases integrated within the lectures	Knowledge, Values, C/A
	SOWK 720: <i>Comparative Social Policy</i>	Each student tracks a policy in the US and another country throughout semester. In doing so, students identify policy, societal, cultural, economic differences in how these policies play out in the two countries; Identifying attitudes toward the policy, vis a vis laws, regulations. Ex: gender identity, sexual orientation, access to health care, attitudes towards refugees, etc.	Knowledge, Skills, Values, C/A
	SOWK 725: <i>Work, Well-being and</i>	Lectures and discussion on policy content include information about diversity, social inequalities and organizational injustice	Knowledge, C/A

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
	<i>Social Policy</i>	Policy Analysis includes section on issues pertaining social inequality	Knowledge, Values, C/A
	SOWK 726: <i>Aging and Social Policy</i>	Discussion on diversity issues in how we consider different policies, and policy changes. Weekly discussion on the current and potential impact of certain policies on diverse subgroups of older adults	Knowledge, Values, C/A
	SOWK 729: <i>Justice at the Intersection of Social Work and the Law</i>	Professional ethics and responsibilities (class 1); Professional education (class 2); examining different world views of law and social work students	Knowledge, Skills, C/A
		Readings: Patricia Williams (1992) <i>Alchemy of Race and Rights: Diary of a Law Professor</i> , Chapter 1; Osteen P (2011). <i>Motivations, values, and conflict resolution: Students' Integration of Personal and Professional Identities</i> . <i>Journal of Social Work Education</i> 47(3), 423-444; Rowthorn, V. (2013). <i>A Place for All at the Global Health Table: A Case Study about Creating an Interprofessional Global Health Project</i> . <i>The Journal of Law, Medicine, &amp; Ethics</i> , 41(4), 907-914	Knowledge
		Case study of possible drug court participant with an emphasis on class and gender (Class 5); Small group discussion of the social justice implications of the DOJ report and consent decree, particularly around race and gender (class 5); Guest speakers Jody Olsen and Virginia Rowthorn to discuss implementation regarding health as a human right in the context of traditional birth assistants (class 7)	Skills, Values, C/A
	Individual Reflection paper	Values, C/A	
	SOWK 777: <i>Research in Child Welfare</i>	Child welfare permanency section--specifically identifying race/ethnicity, age, and gender impact on child welfare outcomes.	Knowledge, Skills, Values, C/A
		Reading and discussion on Child Welfare Information Gateway, 2011; Osterling, D'Andrade & Austin, 2008; Reading related to Chapin Hall	Knowledge



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		Chapin Hall unit to answer research questions--which assesses impact of demographics such as age, race/ethnicity, gender	Knowledge, Skills, Values, C/A
		Homework related to practicing Chapin Hall	Knowledge, Skills, Values, C/A
		Permanency Paper	Knowledge, Skills, Values, C/A
	SOWK 789: <i>Independent Research: In-law Relationships</i>	Lecture on :subjectivity/reflexivity	Knowledge, Values, C/A
		Probst. Wong --ethics of rapport	Knowledge, C/A
		Interviewing each other	Skills, C/A
		Subjectivity analysis, final report includes a section on self	Knowledge, Skills, Values, C/A
	SOWK 783: <i>Qualitative Cross-Cultural Research</i>	Discovering from data differences in populations	Knowledge
		Review of literature	Knowledge, Skills, Values, C/A
	SOWK 789: <i>Causal Beliefs and Stigma in Behavioral Health</i>	Ongoing discussion of the different life experiences of in-laws based on religion, race, class, age, and sexual orientation	Knowledge, Skills, Values, C/A
		Padgett book referenced	Knowledge
		Discussion and guest lecturer who is in a lesbian marriage	Knowledge, C/A
		Interviewing participants and having an awareness of assumptions	Knowledge, Skills, Values, C/A
		Paper and presentation in which difference may be relevant	Knowledge, Skills, Values, C/A
		Video of participant who talk about religion and race in in-law relationships	Knowledge
	SOWK 789: <i>Public Health Financial Social Work</i>	Extensive focus on people with mental illness as an oppressed group, and reframing one's own values to approach mental illness in a person-centered manner	Knowledge

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	SWCL 794: <i>Advanced Clinical Field Practicum I</i> SWCL 795: <i>Advanced Clinical Field Practicum II</i>	Field Assignments	Knowledge, Skills, Values, C/A
<b>Advance Human Rights and Social, Economic, and Environmental Justice (Competency 3)</b>  Demonstrate an awareness of the effects of current and historical oppression, discrimination, and trauma on client and client systems (3.1CL)	SWCL 700: <i>Paradigms of Clinical Social Work Practice</i>	Lectures on cultural adaptations that may be needed to include oppression, discrimination and trauma. This is done for multiple models and in forming the therapeutic contract  Reading and discussion: 1) Voss Horrell, S. (2008). Effectiveness of Cognitive–Behavioral Therapy With Adult Ethnic Minority Clients: A Review. <i>Professional Psychology: Research and Practice</i> , Vol. 39, No. 2, 160-168; 2) E. V. & Battle, C. L. (2003). Guess who's coming to therapy: Getting comfortable about conversations about race and ethnicity in psychotherapy. <i>Professional Psychology: Research and Practice</i> , 34(3), 278-286. ;) P. & Williams, C. (2000). Narrative therapy: A storied context for multicultural counseling. <i>Journal of Multicultural Counseling &amp; Development</i> , 28 (1), 51-60	Knowledge  Knowledge, C/A
	SWCL 714: <i>Social Work Practice in Maternal and Child Health</i>	Foster critical analysis of implication of diversity for social work and social welfare through class sessions and reading with a primary focus on diversity issues, and at least 1 assignment with a diversity component). Aspects of diversity and social justice are present in every class (e.g., Week 12 focuses on adolescent health, but we set aside time to discuss LGBTQ health disparities). One session in the first half of the course concentrates on discussing racial and ethnic disparities. It is covered in Ch. 10 of required text, and supplemented by various peer-reviewed articles on Blackboard.	Knowledge, Values, C/A
		Group project focuses on presenting a case on a maternal and child	Knowledge,

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
		health topic. Students are encouraged to bring in challenging cases to discuss within the safe space of the class, and oftentimes issues of diversity and social justice arise.	Values, C/A
		Example of in-class activities: experiential exercise looking at different system/stakeholder impact on outcomes in child welfare.	Knowledge, Skills Values, C/A
		Kotch (2013) textbook chapters 1-2; history and theory covered in depth during Weeks 1-2; supplemented by peer-reviewed articles on Blackboard.	Knowledge
		Example of in-class activity: Life course game encourages students to think about social determinants of health, and how the public health perspective is complementary to social work practice; Students are encouraged to bring in challenging cases to discuss within the Safe space of the class, and oftentimes issues of diversity and social justice arise.	Knowledge, Values, C/A
		Final assignment of op-ed on maternal and child health issue encourages students to bridge the gap between theory, empirical evidence, and practice to advocate for a current problem in the field.	Values, C/A
	SWCL 727: <i>Clinical Practice with Families and Children in Child Welfare</i>	Lecture on Disparity and Disproportionality in Child Welfare	Knowledge
	SWCL 738: <i>Financial Stability for Individuals, Families, and Communities</i>	Lecture and discussion on the impact of historical policies that perpetuated racism and oppression	Knowledge, Values, C/A
		Readings on policies that excluded people by race and/or ethnicity	Knowledge, Values, C/A
		Multi-media videos that further explicate issues and their impact related to historical oppression	Knowledge
	SWCL 744: <i>Psychopathology</i>	Lectures and discussion to help students have advanced understanding of structural systems of inequality and their impact	Knowledge, Values, C/A

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
		on a client with mental or behavioral health disabilities within assessment and treatment planning through an awareness of the effects of current and historical oppression, discrimination and trauma on client and client systems.	
		Case Studies and discussion	Knowledge, Skills, Values, C/A
		Midterms and Competency Exam	Knowledge, Skills, Values, C/A
	SWCL 753: <i>Social Work Response to Mass Violence and Disaster</i>	Lecture and discussion: oppression and trauma globally and community focused	Knowledge, C/A
		Readings covering, for example: cultural collaboration; disparities in mental healthcare; differences in mental health outcomes among Whites, African Americans and Hispanics following community disaster; The courage to hear: African American women's memories of racial trauma; Mental health care for ethnic minority individuals and communities	Knowledge, C/A
		Graded assignment: Research paper; service learning project	Knowledge, Skills, Values, C/A
	SOWK 708: <i>Integrated Behavioral Health Policy</i>	Discussion on the intersection between structural systems of inequality and individual sociodemographic characteristics. Two class sessions focus on health disparities and health inequities.	Knowledge, Values, C/A
		Readings for the two classes on health disparities and health inequities: 1) Adler, N.E., & Rehkopf, D.H. (2008). U.S. disparities in health: Descriptions, causes, and mechanisms. <i>Annual Review of Public Health</i> , 29, 235-252. 2) Institute of Medicine (2002). <i>Unequal treatment: What healthcare providers need to know about racial and ethnic disparities in health care</i> . 3) Office of the Surgeon General (2001). Chapter 2 Culture counts: The influence of culture and society on mental health. In <i>Mental health: Culture, race, and ethnicity</i> . 4) Alegria, M., Perez, D.J., &	Knowledge, C/A

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		<p>Williams, S. (2003). The role of public policies in reducing mental health status disparities for people of color. <i>Health Affairs</i>, 22(5), 51-64. 5) Isaacs, S.L., &amp; Schroeder, S.A. (2004). Class ãõñ The ignored determinant of the nationãõs health. <i>The New England Journal of Medicine</i>, 351(11), 1137-1142. 6) Ranji, U., Beamesderfer, A., Kates, J., &amp; Salganicoff, A. (2015). Health and access to care and coverage for lesbian, gay, bisexual, and transgender individuals in the U.S. 7) Fisher-Owens, S.A., Barker, J.C., Adams, S., Chung, L.H., Gansky, S.A., Hyde, S., &amp; Weintraub, J.A. (2008). Giving policy some teeth: Routes to reducing disparities in oral health. <i>Health Affairs</i>, 27(2), 404-412.</p>	
		<p>In-class group discussions, larger class discussions, and partner activities often focus on how policies engage in oppression and discrimination of vulnerable populations.</p>	<p>Knowledge, Values, C/A</p>
		<p>1) Health Care Inequity Group Presentation:</p>	<p>Knowledge</p>
		<p>1) Overview of a specific inequity in health care coverage, access, quality, and/or delivery. This health care inequity may occur along such dimensions as ability, age, class, culture, ethnicity, family structure, gender, gender identity and expression, relationship status, national origin, race, religion, sexual orientation, and socioeconomic status, among others. 2) Analysis of the health care system factors (e.g., policies, providers, organization of services) and non-health system factors (e.g., economic, geographic, social, cultural, political) contributing to the health care inequity. 3) Description and evaluation of programs and policies that have attempted to address the health care inequity. 4) Recommendations for future actions to address the health care inequity.</p>	<p>Knowledge</p>
		<p>Policy Analysis paper: As part of the analysis, students assess the policy in terms of horizontal and vertical adequacy, individual and social equity, and inclusiveness of coverage</p>	<p>Knowledge, Skills, C/A</p>

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	SOWK 713: <i>Social Policy and Health Care</i>	Lecture, readings and discussion: Who's Interpreting the Data: Not So Solid Empiricism; It isn't just about Tuskegee: Understanding the Rationale for Minority Mistrust of Medicine; The Politics of Geography and Privilege: The Etiology of Healthcare Disparities, Medical Apartheid	Knowledge, Skills, Values, C/A
		In class activity focus on the Syphilis Study;	Knowledge, Skills, Values, C/A
		Reflective journal exercise	Knowledge, Skills, Values, C/A
	SOWK 715: <i>Children and Social Services Policy</i>	Lecture and discussion on special populations	Knowledge, C/A
	SOWK 720: <i>Comparative Social Policy</i>	The SDH model offers many opportunities to track policies by their social inclusion, exclusion. Ex: students read Rep. Health care bill, Rep. talking points, NYT editorial and analysis material using SDH power dynamic: political, economic, social, culture and identified who gained, who lost, why and attitudes that affected why disadvantaged were being left out.	Knowledge, Skills, Values, C/A
	SOWK 725: <i>Work, Well-being and Social Policy</i>	Lecture on organizational justice	Knowledge
	SOWK 726: <i>Aging and Social Policy</i>	Lecture and discussion on Social Security Lecture; content on LGBTQ populations; Content on aging in place, housing discrimination and residential segregation	Knowledge, Values, C/A
		Readings by: Dickman-Portz; Hudson; Estes; Hudson; Fredricjsen-Goldsen et al.	Knowledge, Values, C/A
		Videos and discussion: Gen Silent; Big Mamma	Knowledge, Skills, Values, C/A
	SOWK 729: <i>Justice at the</i>	Examination of social justice and its understanding and application in law and social work (class 1); DOJ report and consent decree	Knowledge, Values, C/A

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
	<i>Intersection of Social Work and the Law</i>	discussion (class 4); Discussion of Unger Project (Class 10)	
		Small group discussion to identify problem outlined in the DOJ report, its causes, and solutions.	Skills, C/A
		Preparation work for group projects that require research in the form of literature review, review of media, informal interviews and observations of a relevant local problem with social justice concerns	Knowledge, Values, C/A
		Oral and Written report on a social problem and possible solutions; Policy Analysis Paper	Knowledge, Values, C/A
		Policy Analysis Paper	Knowledge, Skills, Values, C/A
	<i>SOWK 777: Research in Child Welfare</i>	Child welfare permanency section, Discuss institutional racism, Prejudicial decision making for permanency outcomes based race, gender, SOGIE	Knowledge, Values, C/A
		Readings and discussion: Child Welfare Information Gateway, 2011; Osterling, D'Andrade & Austin, 2008	Knowledge, C/A
		Chapin Hall unit discusses historic use of kinship care for African Amer. families, differences in outcomes based on race, gender	Knowledge
		Permanency Paper	Knowledge, Skills, Values, C/A
	<i>SOWK 789: Independent Research: In-law Relationships</i>	Who is included and excluded in the research process	Knowledge, Values, C/A
		Transcribing and power	Values, C/A
	<i>SOWK 789: Public Health Financial Social Work</i>	Lecture on social exclusion of people with mental illness was a central focus	Knowledge
Readings on stigma and oppression		Knowledge	

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
	SOWK 708: <i>Integrated Behavioral Health Policy</i>	Discussion on the intersection between structural systems of inequality and individual sociodemographic characteristics. Two class sessions focus on health disparities and health inequities.	Knowledge, Values, C/A
		Readings for the two classes on health disparities and health inequities: 1) Adler, N.E., & Rehkopf, D.H. (2008). U.S. disparities in health: Descriptions, causes, and mechanisms. <i>Annual Review of Public Health</i> , 29, 235-252. 2) Institute of Medicine (2002). <i>Unequal treatment: What healthcare providers need to know about racial and ethnic disparities in health care</i> . 3) Office of the Surgeon General (2001). Chapter 2 Culture counts: The influence of culture and society on mental health. In <i>Mental health: Culture, race, and ethnicity</i> . 4) Alegria, M., Perez, D.J., & Williams, S. (2003). The role of public policies in reducing mental health status disparities for people of color. <i>Health Affairs</i> , 22(5), 51-64. 5) Isaacs, S.L., & Schroeder, S.A. (2004). Class is the ignored determinant of the nation's health. <i>The New England Journal of Medicine</i> , 351(11), 1137-1142. 6) Ranji, U., Beamesderfer, A., Kates, J., & Salganicoff, A. (2015). Health and access to care and coverage for lesbian, gay, bisexual, and transgender individuals in the U.S. 7) Fisher-Owens, S.A., Barker, J.C., Adams, S., Chung, L.H., Gansky, S.A., Hyde, S., & Weintraub, J.A. (2008). Giving policy some teeth: Routes to reducing disparities in oral health. <i>Health Affairs</i> , 27(2), 404-412.	Knowledge, C/A
		In-class group discussions, larger class discussions, and partner activities often focus on how policies engage in oppression and discrimination of vulnerable populations.	Knowledge, Values, C/A
		1) Health Care Inequity Group Presentation:	Knowledge
		1) Overview of a specific inequity in health care coverage, access, quality, and/or delivery. This health care inequity may occur along	Knowledge



CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
		such dimensions as ability, age, class, culture, ethnicity, family structure, gender, gender identity and expression, relationship status, national origin, race, religion, sexual orientation, and socioeconomic status, among others. 2) Analysis of the health care system factors (e.g., policies, providers, organization of services) and non-health system factors (e.g., economic, geographic, social, cultural, political) contributing to the health care inequity. 3) Description and evaluation of programs and policies that have attempted to address the health care inequity. 4) Recommendations for future actions to address the health care inequity.	
		2) Policy Analysis paper: As part of the analysis, students assess the policy in terms of: o Horizontal and Vertical Adequacy, o Individual and Social Equity, and o Inclusiveness of Coverage	Knowledge, Skills, C/A
	SOWK 713: <i>Social Policy and Health Care</i>	Lecture, readings and discussion: Who's Interpreting the Data: Not So Solid Empiricism; It isn't just about Tuskegee: Understanding the Rationale for Minority Mistrust of Medicine; The Politics of Geography and Privilege: The Etiology of Healthcare Disparities, Medical Apartheid	Knowledge, Skills, Values, C/A
		In class activity focus on the Syphilis Study;	Knowledge, Skills, Values, C/A
		Reflective journal exercise	Knowledge, Skills, Values, C/A
	SWCL 794: <i>Advanced Clinical Field Practicum I</i> SWCL 795: <i>Advanced Clinical Field Practicum II</i>	Field Assignments	Knowledge, Skills, Values, C/A
<b>Engage in Practice-informed Research and Research-</b>	SWCL 700: <i>Paradigms of Clinical</i>	In each theory/model covered, review evidence for interventions. Also cover evaluation of clinical practice. And EBP in clinical	Knowledge, Skills, Values, C/A

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
<p><b>informed Practice (Competency 4)</b></p> <p>Identify and assess the appropriateness of evidence-based bio-psycho-social approaches that can be used in clinical assessment and intervention with clients (4.1CL)</p> <p>Develop a research question that can inform policy, programs, or practice (4.2CL)</p> <p>Conduct quantitative and/or qualitative data analysis and use findings to inform policy, program, or practice (4.3CL)</p>	<p><i>Social Work Practice</i></p>	<p>social work</p> <p>Key readings: 1) Barth, R. P., Lee, B. R., Lindsey, M. A., Collins, K. S., Strieder, F., Chorpita, B. F., Becker, K. D., &amp; Sparks, J. A. (2012). Evidence-based practice at the crossroads: The timely emergence of common elements and common factors. <i>Research on Social Work Practice</i>, 22(1), 108-119., 2) Horrell, S. (2008). Effectiveness of Cognitive Behavioral Therapy With Adult Ethnic Minority Clients: A Review. <i>Professional Psychology: Research and Practice</i>, Vol. 39, No. 2, 160-168. 3) F. &amp; Schauenburg, H. (2014). Empirically supported methods of short-term psychodynamic therapy in depression. Towards an evidence-based unified protocol. <i>Journal of Affective Disorders</i>, 169, 128-143.</p> <p>Graded Assignment: Treatment model paper - students have to identify treatment model for a client and review the research</p>	<p>Knowledge, Skills, Values, C/A</p> <p>Knowledge, Skills, Values, C/A</p>
	<p>SWCL 703:</p>	<p>Lecture: Discussion of evidence based practice from manuals</p>	<p>Knowledge, C/A</p>
	<p><i>Family Therapy</i></p>	<p>Readings: Nichols text book</p>	<p>Knowledge</p>
	<p>SWCL 705:</p> <p><i>Clinical Social Work with Addictive Behavior Patterns</i></p>	<p>Lecture and discussion of evidence-supported screening, assessment and SA treatment</p>	<p>Knowledge, Values, C/A</p>
		<p>Example readings: Many but primary examples is: Wells, E.A., Kristman-Valente, A.N., Peavy, K.M., &amp; Jackson, T.R. (2013).</p>	<p>Knowledge</p>
		<p>In class: Role plays using techniques from evidence-supported interventions (Motivational Interviewing, Reinforcement-Based Treatment, Motivational Incentives)</p>	<p>Knowledge, C/A</p>
		<p>Graded assignments: All three exams cover content in evidence-supported screening, assessment and interventions</p>	<p>Knowledge, Skills, C/A</p>

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		Multi-media: SAMHSA methadone video presented wither inside or outside of classroom	Knowledge, Values, C/A
	SWCL 710: <i>Advanced Group Methods</i>	Lecture: evidence based group work models are taught. Also a lecture on evaluation of group work practice	Knowledge, Skills, Values, C/A
		Readings: 1) Slone, N. C., Reese, R. J., Mathews-Duvall, S., & Kodet, J. (2015). Evaluating the efficacy of client feedback in group psychotherapy. <i>Group Dynamics: Theory, Research, And Practice</i> , 19(2), 122-136. doi:10.1037/gdn0000026 and 2) Textbook on group Bieling, P., McCabe, R., & Antony, M. (2006). <i>Cognitive Behavioral Therapy in Groups</i> . New York: The Guilford Press.	Knowledge, Skills, Values, C/A
		In class: Practice using client feedback forms	Knowledge, Skills, Values, C/A
	SWCL 712: <i>Clinical Social Work Practice with Individuals Experiencing Acute, Chronic, and/or Life Threatening Conditions</i>	Lecture and discussion: Bio-psycho-social-spiritual assessment; crisis intervention; motivational interviewing; family-centered model of service delivery	Knowledge, Skills, C/A
		Key Readings: 1) Patterson, J.M., & Garwick, A.W. (1994). The impact of chronic illness on families: A family systems perspective. <i>Annals of Behavioral Medicine</i> , 16(2), 131-142; 2) Chapters 8, 11 & 13 of Gehlert, S., & Browne, T. A. (Eds.) (2012). <i>Handbook of health social work</i> (2nd ed.). Hoboken, NJ: John Wiley & Sons.; äóç Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change</i> (3rd ed.). New York: The Guilford Press. ; 3) Rosenbren, D. B. (2009). <i>Building motivational interviewing skills: A practitioner workbook</i> . New York: The Guilford Press. ; äóç James, R. K. (2008). <i>Crisis intervention strategies</i> . Belmont, CA: Thompson Brooks/Cole. 4) Dithole, K., Thupayagale-Tshweneagae, G., & Mgutshini, T. (2013). Posttraumatic stress disorder among spouses of patients discharged from the intensive care unit after six months. <i>Issues in</i>	Knowledge, Skills, C/A

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
		Mental Health Nursing, 34, 30-35. 5) Petrinec, A. B., Mazanec, P. M., Burant, C. J., Hoffer, A., & Daly, B. J. (2015). Coping strategies and posttraumatic stress symptoms in post-ICU family decision makers. <i>Critical Care Medicine</i> , 43, 1205-1212. 6) Rollnick, S., Miller, W. R., & Butler, C. C. (2008). <i>Motivational interviewing in health care: Helping patients change behavior</i> . New York: The Guildford Press.	
		In-class assignment: Case Study Application; Role Plays; Small Group Discussions; Workbook Exercises	Knowledge, Skills, Values, C/A
		Quiz and Final Exam questions on this content area	Knowledge, Skills, C/A
	SWCL 714: <i>Social Work Practice in Maternal and Child Health</i>	Lecture and discussion on limitations of measures of maternal and child health outcomes	Knowledge, C/A
		Readings: The required Kotch (2013) textbook is public health focused and integrates research evidence into every chapter.	Knowledge
		Graded assignment: Student groups work on an evidence-informed maternal and child health presentation/document	Knowledge, Skills, C/A
	SWCL 722: <i>Cognitive Behavioral Therapies</i>	Lecture: The entire course is based on EBP of CBT. Lectures introduce the concepts of ABA, and Cognitive models to the treatment of anxiety, depression, personality disorders and psychosis. Specific approaches are taught for each disorder based on evidence from the literature	Knowledge, Skills, C/A
		Readings: Cooper, J. Heron, T and Heward W. (2007) <i>Applied Behavior Analysis (Second Edition)</i> Person, Merrill Prentice Hall, New Jersey	Knowledge, Skills, Values, C/A
		In class activity: Role play, video demonstration in vivo demonstration of skills by instructor	Knowledge, Skills, C/A
		Outside of class: As a way of assisting students to apply the content discussed in class and readings, they are given homework	Knowledge, Skills, Values

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
		to think about the concepts or practice skill that we are learning: HOMEWORK (to be completed after session 1) : Write a one page response to Skinners chapters on Freedom and Technology of Behavior 2). HOMEWORK 2 : Complete the work sheets on Operant Conditioning (Provided by instructor) Video tape recorded interviews	Knowledge, Skills
	SWCL 724: <i>Clinical Social Work with the Aging and Their Families</i>	Lecture and discussion: This is mainly done through lecture and some course readings. Discussion of research occurs throughout the course Readings: Again many of the readings summarize research literature on a particular area of practice, e.g. Fredriksen-Goldsen et al., Creating a vision for the future: Ley competencies and Strategies for culturally competent practice with LGBT older adults in health and human services Graded assignment: Geriatric assessment asks them to provide evidence for their choice of intervention	Knowledge, Values, C/A Knowledge, Skills, Values, C/A
	SWCL 727: <i>Clinical Practice with Families and Children in Child Welfare</i>	Lecture and discussion on evidence based intervention relates to: Engagement, Trauma, Attachment, Risk & Safety, Child Neglect Readings and discussion: Articles on: Benefits of Motivational Interviewing; Empathy; Family Engagement; Signs of Safety Framework; Understanding the effects of child maltreatment, Supporting Brain Development in Traumatized children; An overview of Child Neglect; Open Adoptions in child welfare In class exercise: Engagement Assignment Interviews Graded assignment: Engagement Assignment, Trauma Assignment and Intervention Assignment	Knowledge, Skills, Values, C/A Knowledge, C/A Skills, C/A Knowledge, Skills, Values, C/A
	SWCL 738: <i>Financial Stability for</i>	Lecture on identification of a social problem or need related to financial stability and what social workers can do to address it.	Knowledge, Skills, Values, C/A

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
	<i>Individuals, Families, and Communities</i>	Outside of class activity: Attend and analyze financial fitness event	Knowledge, Skills, Values, C/A
		Graded assignments: Final paper	Knowledge, Sills, Values, C/A
	SWCL 744: <i>Psychopathology</i>	Lecture and discussion: How to conduct comprehensive assessments using a bio-psycho social cultural spiritual approach that will lead to an accurate diagnosis and treatment plan of evidence based practices and best practice approaches.	Knowledge, Skills, Values, C/A
		Readings: American Psychiatric Association (2013). DSM-5. Washington D.C.: American Psychiatric Press. (Required for all courses)	Knowledge, Skills, Values, C/A
		Outside of class: Literature search on evidence based practices and best practice approaches related to diagnosis	Knowledge, Skills, Values, C/A
		Graded assignments: Midterms and Competency Exam	Knowledge, Skills, Values, C/A
	SWCL 753: <i>Social Work Response to Mass Violence and Disaster</i>	Lecture and discussion: Psychological first aid, CISM, critical incident response	Knowledge
		Readings: Textbook in Unit IV listed on syllabus are all relevant	Knowledge, Skills, Values, C/A
		In-class assignments: Role play with Psych First Aid	Knowledge, Skills, Values, C/A
		Graded assignment: Research paper	Knowledge, Skills, Values, C/A
	SOWK 708: <i>Integrated Behavioral Health Policy</i>	Two weeks of lecture focus on evidence-based models for integrated health care that have been supported by public policies. Throughout the semester we discuss the challenges of developing, passing, and implementing evidence-informed policies.	Knowledge
		Required readings for these two classes: 1) Tanenbaum, S.J. (2005). Evidence-based practice as mental health policy: Three	Knowledge

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
		<p>controversies and a caveat. <i>Health Affairs</i>, 24(1), 163-173. 2) Noble, D.J., &amp; Casalino, L.P. (2013). Can accountable care organizations improve population health? Should they try? <i>JAMA</i>, 309, 119-1120. 3) Begley, C.E., Hickey, J.S., Ostermeyer, B., Teske, L.A., Vu, T., Wolf, J., Kunik, M.E., &amp; Rowan, P.J. (2008). Integrating behavioral health and primary care: The Harris County Community Behavioral Health Program. <i>Psychiatric Services</i>, 59(4), 356-358. 4) Tai-Seale, M., Kunik, M.E., Shepherd, A., Kirchner, J., &amp; Gottumukkala, A. (2010). A case study of early experience with implementation of collaborative care in the Veterans Health Administration. <i>Population Health Management</i>, 13, 331-337. 5) Madras, B.K., Compton, W.M., Avula, D., Stegbauer, T., Stein, J.B., &amp; Clark, H.W. (2009). Screening, brief interventions, referral to treatment (SBIRT) for illicit drug and alcohol use at multiple healthcare sites: Comparison at intake and 6 months later. <i>Drug and Alcohol Dependence</i>, 99, 280-295.6) Callahan, C.M., Boustani, M.A., Weiner, M., Beck, R.A., Livin, L.R., Kellams, J.J., Willis, D.R., &amp; Hendrie, H.C. (2011). Implementing dementia care models in primary care settings: The Aging Brain Medical Home. <i>Aging &amp; Mental Health</i>, 15, 5-12.</p>	
		In-class discussions throughout semester and particularly in those two classes focused on evidence-based models.	Knowledge
		In the final policy analysis paper, students are asked to use the scholarly/empirical literature regarding the causes and consequences of a social problem. They also evaluate the extent to which a public policy has addressed a social problem	Knowledge, C/A
	SOWK 726: <i>Aging and Social Policy</i>	Logic Model development	Knowledge
		Building the logic model	Knowledge, Skills, C/A

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	SOWK 729: <i>Justice at the Intersection of Social Work and the Law</i>	Examination of DOJ report in order hone in on/develop a research question that flows from this that can be used to inform policy (Knowledge, Skills, C/A)	Knowledge, C/A
	SOWK 772: <i>Evaluation Research</i>	All 14 units of the course: Rossi, et al text and course notes provided by lecturer	Knowledge
		US President's Plan for Emergency Plan for AIDS (2013) 10th Annual Report to Congress	Knowledge
		Investigation of relevant local problem- component that requires research to better understand the problem in order to effectively and ethically address it (Skills, Values	Knowledge, Skills, C/A
		Oral and written report of investigation of relevant local problem	Knowledge, Skills, C/A
	SOWK 777: <i>Research in Child Welfare</i>	The first unit is an intervention unit and I teach what EBPs are. We go through criteria of an EBP and I use various resources-- readings, the California Evidence-Based Clearing House. They earn how to read an empirical article that studies/evaluates an EBP. Purpose is to pick an EBP that could be applied to child welfare.	Knowledge, Skills, C/A
		Reading: Aarons & Palinkas, 2007; Gibbs & Gambrill, 2002; Price et al., 2008; Overview of FFTA EBP Resource Guide, 2008	Knowledge
		Review a Brown bag lecture from 2008--Patti Chamberlain, go through what constitutes an EBP	Knowledge, C/A
		Small group graded activity where the students read 3 child welfare based vignettes and then pick an EBP (out of their group) that applies the best--answer about 6 questions on worksheet	Knowledge, C/A
		Work on their intervention paper	Knowledge, Skills, C/A
		Video from a UMB SSW brown bag	Knowledge



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	SOWK 783: <i>Qualitative Cross-Cultural Research</i>	Multiple lectures to develop research question, interview guide, community site for research project, data analysis	Knowledge, C/A
		Padgett (text) multiple chapters	Knowledge
		Students work in groups of 6 throughout the course -- in and outside of class	Skills, C/A
		Students conduct interviews and observations outside of class (Skills, C/A)	Skills, C/A
		Community observation exercise, interview, transcription and interviewer feedback form	Skills, C/A
		Creswell video, card game – Barnaga	C/A
	SOWK 789: <i>Public Health Financial Social Work</i>	Use of SPSS during presentation	Knowledge
		Conducting research	Knowledge, Skills, C/A
	SOWK 789: <i>Independent Research Study: In-Laws and Couples</i>	Discussion of using findings from research to answer a question pertaining to family relationships	Knowledge
		Variety of journal articles and Deborah Padgett's Qualitative Methods in Social Work	Knowledge
		Class presentation by each student about their findings and how they inform clinical practice	Knowledge, Skills, C/A
		Readings and writing paper as well as data gathering from study participants	Knowledge, Skills, C/A
		Video shown of interviews followed by discussion of what the clinical implications are	Knowledge
	SOWK 789: <i>Causal Beliefs and</i>	Research articles are critically reviewed, especially for methods issues	Knowledge, C/A

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	<i>Stigma in Behavioral Health</i>	Extensive discussion of research on mental health and stigma	Knowledge, C/A
	SWCL 794: <i>Advanced Clinical Field Practicum I</i> SWCL 795: <i>Advanced Clinical Field Practicum II</i>	Field Assignments	Knowledge, Skills, Values, C/A
<p><b>Engage in Policy Practice (Competency 5)</b></p> <p>Be able to articulate the factors that shape the development of legislation, policies, program services, and/or funding at all system levels and the effect of public policy on client services and/or programming in an area of practice (5.1CL)</p> <p>Communicate to stakeholders, administrators, legislators, and/or colleagues the implications of policies and programs, and implications of policy and program changes in</p>	SWCL 705: <i>Clinical Social Work with Addictive Behavior Patterns</i>	Lecture and discussion: Substance use disorders as disease	Knowledge, C/A
		Readings: McLellan (2000) Drug Dependence, A Chronic Medical Illness	Knowledge
	SWCL 712: <i>Clinical Social Work Practice with Individuals Experiencing Acute, Chronic, and/or Life Threatening Conditions</i>	Lecture: Family Centered Service Delivery to Health Populations	Knowledge
		Readings: Johnson, B. H. (2000). Family-centered care: Four decades of progress. <i>Families, Systems, &amp; Health</i> , 18(2), 137-156. doi: 10.1037/h0091843 Patterson, J.M., & Garwick, A.W. (1994). The impact of chronic illness on families: A family systems perspective. <i>Annals of Behavioral Medicine</i> , 16(2), 131-142.	Knowledge
		In-class activity: Small Group Discussion; Generate a list of Factors that preclude implementation of FCC Service Delivery	Knowledge, C/A
	SWCL 714: <i>Social Work Practice in Maternal and Child Health</i>	Lecture and discussion on policy issues around maternal and child health practice on a weekly basis, e.g., implications of the Affordable Care Act on services for children with special needs; cuts to Title X funding.	Knowledge

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the lives of clients, communities, organizations, or society (5.2CL)		Reading: Kotch (2013) chapter on maternal and child health policy and advocacy; other chapters also discuss policy practice in detail.	Knowledge
		In-class activity: Most of our in-class activities, while focused on clinical practice, discuss the impact of policies on practice, e.g., creating a birth plan activity helps students to experience changes in their plans due to hospital administrative policies, staffing limitations, and insurance gaps.	Knowledge, Skills, C/A
		Graded assignment: Students write a policy brief or op-ed on a maternal and child health topic of their choosing.	Knowledge, Skills, C/A
	SWCL 724: <i>Clinical Social Work with the Aging and Their Families</i>	Lecture and discussion: End of life issues and policies; elder justice issues; Mental health parity issues: health issues community barriers to functional status; ethics and policy in aging	Knowledge, C/A
		Readings: 1) National Hospice and Palliative Care Organization. (2014) Reimbursement for Advance Care Planning [Press Release]. Retrieved from <a href="http://www.nhpco.org/press-room/press-releases/reimbursement-advance-care-planning">http://www.nhpco.org/press-room/press-releases/reimbursement-advance-care-planning</a> ; 2) Zeitoun, N. K. (2015). New Medicare rule will reimburse physicians for advance care planning. The Hospitalist. Retrieved from: <a href="http://www.the-hospitalist.org/article/new-medicare-rule-will-reimburse-physicians-for-advance-care-planning/?singlepage=1">http://www.the-hospitalist.org/article/new-medicare-rule-will-reimburse-physicians-for-advance-care-planning/?singlepage=1</a> ; Sabatino, 3) C. (2010). The evolution of health care advance planning law and policy The Milbank Quarterly. Jun; 88(2): 211-239; Elder Justice road map; 4) Davitt, J. & Gellis, Z. (2011). Integrating Mental Health Parity for Homebound Older Adults Under the Medicare Home Health Care Benefit; 5) Kaiser Commission on Medicaid and the Uninsured. (2011). State Options that Expand Access to Medicaid Home and Community-Based Services; 6) Pynoos, J., Nishita, C., Cicero, C. & Caraviello, R. (2008). Aging in Place, Housing, and the Law; Fried, L.B. (2001). Olmstead:	Knowledge

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
		Catalyst to Expand Services for Elderly; Wilber, 7) K. Alkema, G. (2006). Policies related to competency and proxy issues.	
		In-class activity: case examples; panel presentation	Knowledge
		Graded assignment: Geriatric assessment; Agency assessment	Knowledge, Skills, C/A
	SWCL 738: <i>Financial Stability for Individuals, Families, and Communities</i>	Lecture on historical and present legislation and policies related to taxes, asset building, wealth divide by gender and race	Knowledge
		Readings on wealth creation, community wealth building, wealth divide by gender and race	Knowledge
		Graded assignments: Analysis of earned income tax credit	Knowledge, Values, C/A
	SWCL 753: <i>Social Work Response to Mass Violence and Disaster</i>	Lecture on: national and international aid during disaster - systems, processes and legislation	Knowledge
		Readings: online readings from FEMA and SAMHSA	Knowledge
		Graded assignment: community asset map and service learning project	Knowledge, Skills, Values, C/A
	SOWK 706: <i>Mental Health and Social Policy</i>	Lecture and reading on relevant policy issues	Knowledge
		Group work	Knowledge, C/A
		Term paper and final	Knowledge, Skills, Values, C/A
	SOWK 708: <i>Integrated Behavioral Health Policy</i>	In every class we discuss the history of health and behavioral health policies, including the political, social, cultural, economic, and other contextual factors contributing to their development, adoption, and implementation. We also discuss the effects of these policies on populations, particularly vulnerable populations. For	Knowledge, C/A

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		example, we discussed the history and evolution of employer-sponsored health insurance, the benefits and limitations of the Affordable Care Act, and repercussions (intended and unintended) of the deinstitutionalization of mental health treatment	
		Readings examples: 1) Mechanic, D. (2014). More people than ever before are receiving behavioral health care in the United States, but gaps and challenges remain. <i>Health Affairs</i> , 33(8), 1416-1424. 2) Blumenthal, D. (2006). Employer-sponsored health insurance in the United States Origins and implications. <i>The New England Journal of Medicine</i> , 355, 82-88. 3) Blumenthal, D., Abrams, M., & Nuzum, R. (2015). The Affordable Care Act at 5 years. <i>The New England Journal of Medicine</i> , 372, 2451-2458.	Knowledge
		Almost every class activity, including small group discussions and partner activities, address this competency.	Knowledge, C/A
		Health Care Inequity Group Presentation - students are asked to analyze the systemic factors that contribute to a health care inequity, and then evaluate the extent to which existing policies alleviate or exacerbate these inequities. 2) Final Policy Analysis paper - Students define a social problem, describe the causes and consequences of a social problem, provide an overview of the policy, discuss the politics of the social problem and policy, assess the extent to which the policy has addressed the social problem, assess the policy in terms of equity and adequacy, and make recommendations for future policy	Knowledge, Skills, C/A
		Various video clips shown in class. For example, a TED talk discussing the consequences of the US' lack of paid parental leave policy on women and children's health (knowledge0	Knowledge

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
	SOWK 713: <i>Social Policy and Health Care</i>	Lecture and discussion The Exponential Cost of Care: The Social, Political and Economic Challenges of Cost	Knowledge, Skills, Values, C/A
		Example readings: Robbins, A. (2015). The Problem with Satisfied Patients. The Atlantic. Retrieved from: <a href="http://www.theatlantic.com/health/archive/2015/04/the-problem-with-satisfied-patients/390684/">http://www.theatlantic.com/health/archive/2015/04/the-problem-with-satisfied-patients/390684/</a> (Knowledge)	Knowledge
		Students have to review a series of case studies and understand the cost drivers that emerge from patient care	Knowledge, Skills, Values, C/A
		Reflective Journal Exercise about the multi-factorial phenomenon of cost	Knowledge, Skills, C/A
	SOWK 715: <i>Children and Social Services Policy</i>	Discussion on how to develop a good policy, policy tradeoffs, how to implement a policy, regulations, equity, pro-social and perverse incentives	Knowledge, Skills, Values, C/A
		Readings include: Jenson, Jeffrey, Fraser, Mark (2015). Social Policy for Children and Families: A Risk and Resilience Perspective (3rd Edition). Los Angeles: Sage; Child Welfare Information Gateway article "Major Federal Legislation; Curry - Choosing Among Alternatives for the Poor	Knowledge, C/A
		Journal presentation of policy evaluation; group activity regarding ideal CW system (	Knowledge, Skills, C/A
		In-class activities: Policy haiku; readings; policy videos; finding who represents them	Knowledge, Skills, Values, C/A
		Policy evaluation journal; policy evaluation paper and policy evaluation brief	Knowledge, Skills, Values, C/A

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
	SOWK 720: <i>Comparative Social Policy</i>	Lectures: HR, SJ, 10 specific social justice policies affecting nation, state, community	Knowledge, C/A
		Discussion of respective policies students are following, their learnings about policy from their weekly research	Knowledge, C/A
		Post every week on Discussion board about development of policy they are tracking, comparing with similar policy of another country they are tracking, 2 papers on these policies	Knowledge, Skills, Values, C/A
		Weekly posts, on-line exercises, papers	Knowledge, Skills, Values, C/A
	SOWK 725: <i>Work, Well-being and Social Policy</i>	Detailed information about policy analysis, several workplace policies	Knowledge, C/A
		Detailed readings about a range of workplace policies and federal policies that influence worker health and work-life fit	Knowledge
		Policy Analysis, Policy Analysis presentations	Knowledge, Skills, C/A
	SOWK 726: <i>Aging and Social Policy</i>	This is infused throughout this course every lecture is on a different policy area	Knowledge, Values, C/A
		All readings address this	Knowledge
		In-class activities: Problem analysis; policy messaging; policy debates; case scenarios	Knowledge, Skills, C/A
		Out of class activity: Policy worksheet; portfolio	Knowledge, Skills, Values, C/A

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
		Videos: Big Mamma; Gen Silent	Knowledge, Skills, Values, C/A
	SOWK 729: <i>Justice at the Intersection of Social Work and the Law</i>	Guest lecture from Mike Milleman and Rebecca Bowmans Rivas on the Unger Project (the case that precipitated it and the work that is being done to implement it)	Knowledge
	SWCL 794: <i>Advanced Clinical Field Practicum I</i> SWCL 795: <i>Advanced Clinical Field Practicum II</i>	Field Assignment	Knowledge, Skills, Values, C/A
Engage with Individuals, Families, Groups, Organizations, and Communities (Competency 6)  Establish a therapeutic contract with a client and modify the contract based on on-going clinical assessment and client feedback (6.1CL)  Recognize and manage personal biases as they affect the therapeutic relationship in	SWCL 700: <i>Paradigms of Clinical Social Work Practice</i>	Lecture: Multiple lectures on establishing therapeutic relationship, how this is done in different models. How bias affects the relationship. How to manage ruptures.	Knowledge
		Readings: 1) Gaztambide, D. J. (2012). Addressing cultural impasses with rupture resolution strategies: A proposal and recommendation. <i>Professional Psychology: Research and Practice</i> , doi: 10.1037/a0026911 2) Duff, C. T. & Bedi, (2010). Counsellor behaviours that predict therapeutic alliance: From the clients perspective. <i>Counseling Psychology Quarterly</i> ,23(1), 91-110. 3) Gelman,C.R., Fernandez, P., Hausman, N., Miller,S., & Weiner, M. (2007). Challenging endings: First year MSW interns' experiences with forced termination and discussion points for supervisory guidance. <i>Clinical Social Work Journal</i> , 35, 79-90.	Knowledge
		In-class activity: Case applications and role plays	Knowledge, Skills, Values, C/A



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the service of clients' well-being (6.2CL)		Graded assignment: Case-based midterm exam and treatment model paper	Knowledge, Skills, C/A
	SWCL 703: <i>Family Therapy</i>	Lecture: Throughout class when theories are presented and assessment and treatment are discussed	Knowledge
		Readings: Nichols text	Knowledge
		In-class activity: Power point; videos; role plays; lecture; small group activity	Knowledge
		Graded assignment: Mid-term paper and final	Knowledge, Skills, C/A
	SWCL 705: <i>Clinical Social Work with Addictive Behavior Patterns</i>	Lecture: Content covered across multiple lectures but most specifically in discussion of Reinforcement-Based Treatment	Knowledge
		Reading: Tuten et al (2012). Reinforcement Based Treatment text	Knowledge
		In-class activity: Functional assessment review/role play; review of treatment planning elements based on client response to interventions/need to modify treatment; discussion of barriers to treatment/outreach as primary treatment intervention	Knowledge, Skills, Values, C/A
	SWCL 710: <i>Advanced Group Methods</i>	Lecture: Covering how to begin groups and different group work interventions. Content on developing group cohesion	Knowledge, Skills
		Readings: Many articles and the required textbook. Some examples include: 1) Mogro-Wilson, C., Letendre, J., Toi, H., & Bryan, J. (2015). Utilizing Mutual Aid in Reducing Adolescent Substance Use and Developing Group Engagement. <i>Research On Social Work Practice</i> , 25(1), 129-138 10p. doi:10.1177/1049731513518080, 2) P., McCabe, R., & Antony, M. (2006). <i>Cognitive Behavioral Therapy in Groups</i> . New York: The Guilford Press.	Knowledge
In-class activity: Students participate in groups and practice interventions and developing cohesion and have to reflect on this		Knowledge, Skills, Values, C/A	

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
		process and their personal biases etc	
		Graded assignment: Mid-term exam, multicultural paper, journal, and group assignment	Knowledge, Skills, Values, C/A
	SWCL 712: <i>Clinical Social Work Practice with Individuals Experiencing Acute, Chronic, and/or Life Threatening Conditions</i>	Lecture: Assessment lectures and sessions on motivational interviewing	Knowledge, Skills
		Readings: Gehlert, S., & Browne, T. A. (Eds.) (2012). Handbook of health social work (2nd ed.). Hoboken, NJ: John Wiley & Sons.	Knowledge
		In-class activity: Case Studies; Role Plays; Small Group Discussions	Knowledge, Skills, C/A
		Outside of class activity: Clinical Cultural Competency Online Multimedia Modules	Knowledge, Values
		Graded assignment: Quiz on Assessment Tools	Knowledge, Skills
		Multi-media: Practice with DSM-V Online Depression Screening Tool	Knowledge, Skills
	SWCL 714: <i>Social Work Practice in Maternal and Child Health</i>	Lecture: We discuss building rapport with children of various ages & parents.	Knowledge
		Readings: Weekly optional readings available on Blackboard to expose students to different practice modalities.	Knowledge
		In-class activity: Discussion of case studies; role plays; simulations	Knowledge, Skills, C/A
		Outside of class assignment: Students must post a short reflection weekly on how the week's content relates to their field practice.	Knowledge, Values, C/A
		Graded assignment: Student groups present a case, and discuss the therapeutic process from engagement to termination.	Knowledge, Skills, C/A
	SWCL 722: <i>Cognitive Behavioral</i>	Lecture: CBT assessment interview, presenting diagnosis, developing treatment plan	Knowledge, Skills

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	<i>Therapies</i>	Readings: Barlow D. (2014) Clinical Handbook of Psychological Disorders: A step-by-step treatment manual Fifth edition. Guilford Press, New York, NY	Knowledge
		In class activity: Role play	Knowledge, Skills, C/A
	SWCL 724: <i>Clinical Social Work with the Aging and Their Families</i>	Lecture: This content is infused throughout the course; in almost every week the focus is on assessing, engaging, and establishing relationships with consumers, caregivers, etc.	Knowledge, Skills
		Readings: Throughout the course. See syllabus for extensive list	Knowledge
		In-class activities: Case examples with small group discussion	Knowledge, Skills, Values, C/A
		Outside of class activity: Visit to the VA clinic	Knowledge
		Graded assignment: Geriatric assessment	Knowledge, Skills, Values, C/A
		Multi-media: video tape Youtube clips; For example, Alive Inside	Knowledge
	SWCL 727: <i>Clinical Practice with Families and Children in Child Welfare</i>	Lecture: Child Welfare Engagement Skills; Authority and Engagement in Child Protective Services	Knowledge, Skills
		Readings: Assigned Articles: Engagement in Child Protective Services; Engaging Parents in Child Welfare Services	Knowledge, Skills
		In-class activity: Engagement Skills Interview (Students record and review)	Knowledge, Skills, C/A
		Graded assignment: Engagement Assignment	Knowledge, Skills, C/A
	SWCL 738: <i>Financial Stability for</i>	Reading on wealth injustice and community asset mapping	Knowledge, Skills, Values, C/A

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
	<i>Individuals, Families, and Communities</i>	Outside of class exercise: Attendance at and analysis of a financial fitness event that aims to serve the community	Knowledge, Skills, Values, C/A
	SWCL 753: <i>Social Work Response to Mass Violence and Disaster</i>	Lecture: intervention lectures on disaster mental health	Knowledge
		Readings: Textbooks and Unit IV readings in syllabus	Knowledge
		In-class activity: Role play, discussion	Knowledge, Skills, C/A
	SOWK 708: <i>Integrated Behavioral Health Policy</i>	In the final week of class we discuss health and behavioral health policy advocacy	Knowledge
		Required readings for the last week of class: 1) Powell, T.J., Garrow, E., Woodford, M.R., & Perron, B. (2013). Policymaking opportunities for direct practice social workers in mental health and addiction services. <i>Advances in Social Work</i> , 14(2), 367-378. 2) Perez, L.M., & Martinez, J. (2008). Community health workers: Social justice and policy advocates for community health and well-being. <i>American Journal of Public Health</i> , 98, 11-14. 3) Epstein, S. (2016). The politics of health mobilization in the United States: The promise and pitfalls of disease constituencies. <i>Social Science &amp; Medicine</i> .	Knowledge
	SOWK 713: <i>Social Policy and Health Care</i>	The Politics of Geography and Privilege: The Etiology of Healthcare Disparities	Knowledge, Skills, Values, C/A
Cunningham et al (2014). Perceptions of Health System Orientation: Quality, Patient Centeredness, and Cultural Competency. SAGE. Retrieved from: <a href="http://journals.sagepub.com/doi/pdf/10.1177/1077558714557891">http://journals.sagepub.com/doi/pdf/10.1177/1077558714557891</a>		Knowledge	

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		Guest Lecturer on working with psycho-socially high risk patients	Knowledge
		Reflective write-up on the content provided by the speaker	Values, C/A
		The Speaker Write-up is a graded assignment	Knowledge, Skills, C/A
	SWCL 794: <i>Advanced Clinical Field Practicum I</i> SWCL 795: <i>Advanced Clinical Field Practicum II</i>	Field Assignments	Knowledge, Skills, Values, C/A
<b>Assess Individuals, Families, Groups, Organizations, and Communities (Competency 7)</b>  Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice (7.1CL)  Evaluate the strengths and weaknesses of theoretical perspectives and differentially apply them to client situations (7.2CL)	SWCL 700: <i>Paradigms of Clinical Social Work Practice</i>	Lecture: This is covered in every class. See syllabus for details	Knowledge, Skills
		Readings: All readings listed on the syllabus	Knowledge, Skills
		Role plays, case applications, small group discussion, case conceptualization of a movie characters	Knowledge, Skills, Values, C/A
		Outside of class: Applying concepts and interventions with clients in field and on self	Knowledge, Skills, C/A
		Graded assignment: Mid term exam. Treatment model paper. Final exam	Knowledge, Skills
		Multi-media: Videos demonstrating use of methods. Clinical video library, you tube video, movies	Knowledge
	SWCL 705: <i>Clinical Social Work with Addictive Behavior Patterns</i>	Readings include chapters from 1) Straussner, S.L. (Ed.). (2014). <i>Clinical work with substance abusing clients</i> (3rd ed.). New York, NY; 2) Tuten, M., Jones, H. Schaeffer, C., & Stitzer. M. (2012). <i>Reinforcement-Based Treatment (RBT) for Substance Use Disorders: A Comprehensive Behavioral Approach</i> , Washington,	Knowledge

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Formulate culturally informed client assessments that integrate information from all relevant sources (7.3CL)		D.C., American Psychological Association.	
		In-class activity: Discussion of the clinical utility of various techniques and specific interventions with various clients and the role of client values and goals in the treatment process	Knowledge, Skills, C/A
		Graded assignment: Exam questions	Knowledge, Skills
	SWCL 710: <i>Advanced Group Methods</i>	Lecture: Multi group work models are covered and applied to different populations and settings. This is covered in every class	Knowledge
		Readings: Text book and most readings	Knowledge
		Graded assignment: Mid term, journal reflection, group presentation, multicultural paper	Knowledge, Skills, Values, C/A
		Multi-media: Videos on groups are used throughout the course	Knowledge
	SWCL 712: <i>Clinical Social Work Practice with Individuals Experiencing Acute, Chronic, and/or Life Threatening Conditions</i>	Lecture on: Crisis Intervention; Motivational Interviewing	Knowledge
		Readings: 1) Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change</i> (3rd ed.). New York: The Guilford Press; 2) Rosenbren, D. B. (2009). <i>Building motivational interviewing skills: A practitioner workbook</i> . New York: The Guilford Press; 3) James, R. K. (2008). <i>Crisis intervention strategies</i> . Belmont, CA: Thompson Brooks/Cole.; 4) Dithole, K., Thupayagale-Tshweneagae, G., & Mgutshini, T. (2013). Posttraumatic stress disorder among spouses of patients discharged from the intensive care unit after six months. <i>Issues in Mental Health Nursing</i> , 34, 30-35. 5) Petrinec, A. B., Mazanec, P. M., Burant, C. J., Hoffer, A., & Daly, B. J. (2015). Coping strategies and posttraumatic stress symptoms in post-ICU family decision makers. <i>Critical Care Medicine</i> , 43, 1205-1212; 6) Hohman M. (2012). <i>Motivational interviewing in social work practice</i> . New York: The Guilford Press.	Knowledge
		In-class activity: Role Plays; Case study application; Small Group Discussion; Workbook Exercises	Knowledge, Skills, Values, C/A

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	SWCL 714: <i>Social Work Practice in Maternal and Child Health</i>	Lecture and discussion on assessment of children of various ages & parents.	Knowledge, C/A
		Weekly optional readings available on Blackboard to expose students to different practice modalities.	Knowledge
		In-class activity: Discussion of case studies; role plays; simulations	Knowledge, Skills, Values, C/A
		Outside of class activity: Students must post a short reflection weekly on how the week's content relates to their field practice.	Values, C/A
		Graded assignment: Student groups present a case, and discuss the therapeutic process from engagement to termination.	Knowledge, Skills, Values, C/A
	SWCL 722: <i>Cognitive Behavioral Therapies</i>	Lecture: Treating specific anxiety disorders, depression with EBP models of intervention	Knowledge, Skills
		Reading: 1) Beck, J (2011) <i>Cognitive Behavior Therapy: Basics and Beyond</i> . Second Edition. Guilford Press, NY, NY.	Knowledge
		In class activity: role play demonstration by instructor	Knowledge
	SWCL 724: <i>Clinical Social Work with the Aging and Their Families</i>	Lecture: This is also infused throughout the course with such topics as theories of mental health; caregiving; spirituality; elder abuse; cognitive impairment, etc.	Knowledge
		Readings: This is infused throughout the course. Most of the readings touch on human behavior issues, including the text (McInnis-Dittrich), etc.	Knowledge
		In-class activity: Case studies	Knowledge, Skills, C/A
		Graded assignment: Geriatric assessment	Knowledge, Skills, Values, C/A
		Multi-media: <i>Alive Inside</i> ; <i>Living Older: The Modern realities of aging in America</i>	Knowledge
	SWCL 727:	Lecture: Risk and Safety	Knowledge

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	<i>Clinical Practice with Families and Children in Child Welfare</i>	Readings: Assigned Articles: Signs of Safety; Safety and Risk Assessment;	Knowledge
		In-class activity: Risk and Safety Assessment Exercises	Knowledge, Skills
		Graded assignment: Risk and Safety Quiz	Knowledge, Skills
	SWCL 738: <i>Financial Stability for Individuals, Families, and Communities</i>	Lecture on strengths perspective, motivational interviewing	Knowledge, Skills, C/A
		Readings on how to include financial piece in screening, assessment, and intervention	Knowledge, Skills
	SWCL 744: <i>Psychopathology</i>	Lecture: Formulate culturally informed client assessments that integrate information from all relevant sources	Knowledge, Values
		Readings: DSM 5	Knowledge, Skills
		In-class activity: Case studies and discussion	Knowledge, Skills, Values, C/A
		Outside class activity: Case studies	Knowledge, Skills, Values, C/A
		Graded assignment: Midterms and Competency Exam	
	SWCL 753: <i>Social Work Response to Mass Violence and Disaster</i>	Lecture: Ecological crisis, and other theories and frameworks to assess and respond to violence and disaster	Knowledge
		Readings: Mass violence for social work textbook in class; cultural-ecological perspectives on the understanding and assessment of trauma and PTSD; Building communities from the inside out; so many more in Unit 1 and 2	Knowledge
		In-class activity: Small and large group activities	Knowledge, Skills
Graded assignments: Research paper; Asset map and Presentation		Knowledge, Skills, Values, C/A	



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	SOWK 713: <i>Social Policy and Health Care</i>	Attending to the Margins: Engaging with Under-Served Populations (Knowledge, Skills, Values, C/A) NPR (2016). Thousands Leave Maryland Prisons with Health Problems and No Coverage. Retrieved from: <a href="http://www.npr.org/sections/health-shots/2016/04/24/475271336/thousands-leave-maryland-prisons-with-health-problems-and-no-coverage">http://www.npr.org/sections/health-shots/2016/04/24/475271336/thousands-leave-maryland-prisons-with-health-problems-and-no-coverage</a>	Knowledge, Skills, Values, C/A
	SOWK 720: <i>Comparative Social Policy</i>	Social Determinants of Health	Knowledge
		SDH WHO, 2008	Knowledge, Skills
		Frame policies within SDH model (Skills, C/A)	Skills, C/A
		Frame field placement within SDH model	Knowledge, Values, C/A
	SOWK 726: <i>Aging and Social Policy</i>	Review and grade for field placement SDH model	C/A
		Analyze policy throughout this course, every week	Knowledge, Skills, Values, C/A
		Almost all of the readings apply to analyzing social systems, political systems specifically	Knowledge, Values
	SOWK 789: <i>Independent Research Study: Forgiveness</i>	Case scenarios; problem analysis	Knowledge, Skills, Values, C/A
		Qualitative and quantitative data collection and analysis  Readings: Padgett, D. (2008). Chapter 6, Interviewing and Use of Documents, 99-129. In <i>Qualitative Methods in Social Work Research</i> . Thousand Oaks: CA. Sage. Padgett, D. (2008). Chapter 7, Data Analysis and Interpretation, 131-166. In <i>Qualitative Methods in Social Work Research</i> . Thousand Oaks: CA. Sage. Eliot & Associates. (2005). <i>Guidelines for Conducting a Focus Group</i> , 1-13. Lin, W. & and Van Ryzin, G. (2012). <i>Web and Mail</i>	Knowledge, Skills, C/A  Knowledge, C/A

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		Surveys: An Experimental Comparison of Methods for Nonprofit Research. <i>Nonprofit and Voluntary Sector Quarterly</i> , 41, 1014-1028.	
		Developing a database & analyzing data	Knowledge, Skills, C/A
		Turn the Curve Assignment	Knowledge, Skills, C/A
	SOWK 789: <i>Independent Research: In-law Relationships</i>	Bringing in theory to the research question	Knowledge
		Padgett text (multiple chapters)	Knowledge
		Group activity of assembling literature review for report	Knowledge
		Annotate one article on group topic for use in report	Knowledge, C/A
	SOWK 783: <i>Qualitative Cross-Cultural Research</i>	Hypotheses development	Knowledge, Skills, Values, C/A
	SOWK 713: <i>Social Policy and Health Care</i>	Attending to the Margins: Engaging with Under-Served Populations (Knowledge, Skills, Values, C/A) NPR (2016). Thousands Leave Maryland Prisons with Health Problems and No Coverage. Retrieved from: <a href="http://www.npr.org/sections/health-shots/2016/04/24/475271336/thousands-leave-maryland-prisons-with-health-problems-and-no-coverage">http://www.npr.org/sections/health-shots/2016/04/24/475271336/thousands-leave-maryland-prisons-with-health-problems-and-no-coverage</a>	Knowledge, Skills, Values, C/A
	SOWK 720: <i>Comparative Social Policy</i>	Social Determinants of Health (Knowledge) SDH WHO, 2008 (Knowledge, Skills) Frame policies within SDH model (Skills, C/A) frame field placement within SDH model (Knowledge, Values, C/A) Review and grade for field placement SDH model (C/A)	

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
	SOWK 726: <i>Aging and Social Policy</i>	Analyze policy throughout this course, every week	Knowledge, Skills, Values, C/A
		Almost all of the readings apply to analyzing social systems, political systems specifically	Knowledge, Values
		Case scenarios; problem analysis	Knowledge, Skills, Values, C/A
	SOWK 789: <i>Independent Research Study: Forgiveness</i>	Qualitative and quantitative data collection and analysis	Knowledge, Skills, C/A
		Readings: Padgett, D. (2008). Chapter 6, Interviewing and Use of Documents, 99-129. In <i>Qualitative Methods in Social Work Research</i> . Thousand Oaks: CA. Sage. Padgett, D. (2008). Chapter 7, Data Analysis and Interpretation, 131-166. In <i>Qualitative Methods in Social Work Research</i> . Thousand Oaks: CA. Sage. Eliot & Associates. (2005). Guidelines for Conducting a Focus Group, 1-13. Lin, W. & and Van Ryzin, G. (2012). Web and Mail Surveys: An Experimental Comparison of Methods for Nonprofit Research. <i>Nonprofit and Voluntary Sector Quarterly</i> , 41, 1014-1028.	Knowledge, C/A
		Developing a database & analyzing data	Knowledge, Skills, C/A
		Turn the Curve Assignment	Knowledge, Skills, C/A
	SOWK 789: <i>Independent Research In-laws and Couples</i>	Bringing in theory to the research question	Knowledge
		Padgett text (multiple chapters)	Knowledge
		Group activity of assembling literature review for report	Knowledge
Annotate one article on group topic for use in report		Knowledge, C/A	

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
	SOWK 783: <i>Qualitative Cross-Cultural Research</i>	Hypotheses development	Knowledge, Skills, Values, C/A
	SWCL 794: <i>Advanced Clinical Field Practicum I</i> SWCL 795: <i>Advanced Clinical Field Practicum II</i>	Field Assignment	Knowledge, Skills, Values, C/A
<b>Intervene with Individuals, Families, Groups, Organizations, and Communities (Competency 8)</b>  Evaluate, select, and apply best practices and evidence-based interventions (8.1CL)  Demonstrate the use of appropriate clinical techniques for a range of concerns identified in the assessment (8.2CL)	SWCL 700: <i>Paradigms of Clinical Social Work Practice</i>	Lecture: This is covered throughout the cover in every class. See syllabus for description of content	Knowledge
		Readings: Almost all articles and the two required text books	Knowledge
		In-class activity: Role plays, small group discussions, and case applications	Knowledge, Skills, Values, C/A
		Outside of class activity: Trying skills in field and on self and discussing	Knowledge, Skills, Values, C/A
		Graded assignment: Mid-term, treatment model paper and final exam	Knowledge, Skills, Values, C/A
		Multi-media: Clinical video library and you tube videos demonstrating techniques.	Knowledge, Skills
	SWCL 705: <i>Clinical Social Work with Addictive Behavior Patterns</i>	Lectures on Motivational Interviewing, Reinforcement-Based Treatment, Motivational Incentives, Pharmacological treatment	Knowledge, Skills
		Readings include: 1) Wells, E.A., Kristman-Valente, A.N., Peavy, K.M., & Jackson, T.R. (2013); 2) Miller, W.R., & Rollnick, S. (2013). <i>Motivational Interviewing: Helping People Change</i> . (3rd Ed.), chapters 1, 6	Knowledge
In-class activity: Role plays, discussion		Knowledge, Skills, Values, C/A	

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
	SWCL 710: <i>Advanced Group Methods</i>	Lecture: Multi group work models are covered and applied to different populations and settings. This is covered in every class	Knowledge, Skills
		Readings: Text book and most readings	Knowledge
		In-class activity: Group presentation on a model with a specific population. Group participation	Knowledge, Skills, C/A
		Outside of class: Students are encouraged to practice interventions and apply material in groups they are leading	Knowledge, Skills, C/A
		Graded assignment: Mid term, journal reflection, group presentation, multicultural paper	Knowledge, Skills, Values, C/A
		Multi-media: Videos on groups are used throughout the course	Knowledge, C/A
		In-class activity: Group presentation on a model with a specific population. Group participation	Knowledge, Skills, C/A
	SWCL 712: <i>Clinical Social Work Practice with Individuals Experiencing Acute, Chronic, and/or Life Threatening Health Conditions</i>	Lecture: Assessment Lecture, Pediatric Critical Care, Online Clinical Cultural Competency Modules, Crisis Intervention, Motivational Interviewing, Family Centered Care	Knowledge, Skills
		Reading: The entire syllabus is relevant	Knowledge
		In class activity: Role Plays, Case Study Discussions, Workbook Exercises	Knowledge, Skills, Values, C/A
		Graded assignments: Quiz and Final Exam include multiple choice and short answer essays pertaining to treatment models	Knowledge
	SWCL 714: <i>Social Work Practice in Maternal and Child Health</i>	Lecture and discussion on interventions for children of various ages & parents.	Knowledge, C/A
		Readings: Weekly optional readings available on Blackboard to expose students to different practice modalities.	Knowledge
In class activity: Discussion of case studies; role plays; simulations		Knowledge, Skills, Values, C/A	
Outside of class: Students must post a short reflection weekly on how the week's content relates to their field practice.		Values, C/A	

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
		Graded assignment: Student groups present a case, and discuss the therapeutic process from engagement to termination.	Knowledge, Skills, Values, C/A
	SWCL 722: <i>Cognitive Behavioral Therapies</i>	Lecture: The entire course is based on ABA and CBT approaches based on findings from science and are EBP	Knowledge, Skills
		Reading: Barlow D. (2014) Clinical Handbook of Psychological Disorders: A step by step treatment manual Fifth edition. Guilford Press, New York, NY.	Knowledge
		In class activity: Role play demonstration by instructor	Knowledge, Skills, Values, C/A
		Multi-media: Video and Youtube clips	Knowledge
	SWCL 724: <i>Clinical Social Work with the Aging and Their Families</i>	Lecture: This is also infused throughout the course. Almost every week the lecture has content on interventions in a particular areas	Knowledge
		Readings: Again these are spread throughout the course and are too numerous to list here. the Mcinnis-Dittrich text and others.	Knowledge
		In-class activities: Case studies	Knowledge, Skills, C/A
		Outside activities: VA Clinic visit	Knowledge
		Graded assignment: Geriatric Assessment	Knowledge, Skills, Values, C/A
	SWCL 727: <i>Clinical Practice with Families and Children in Child Welfare</i>	Lecture: Life Books, Trauma Intervention	Knowledge
		Lecture: Supporting Brain Development in Traumatized Children and Youth; Treatment of Childhood Traumatic Grief; Developing a Trauma Informed Child Welfare System; Using Lifebooks with children in family foster care.	Knowledge
		In-class activity: Lifebook exercise, Trauma exercises	Knowledge, Skills, C/A
		Graded assignment: Intervention Assignment	Knowledge, Skills, C/A
	SWCL 738:	Final paper dealing with clinical topic affecting financial stability	Knowledge, Skills,

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
	<i>Financial Stability for Individuals, Families, and Communities</i>	of a population of interest to the students	Values, C/A
	SWCL 744: <i>Psychopathology</i>	Lecture: Evaluate, select, and apply best practices and evidence-based interventions	Knowledge
		In-class activity: Case Studies	Knowledge, Skills, C/A
		Outside-class activity: Case Studies	Knowledge, Skills, C/A
		Graded assignment: Midterms and Competency Exam	Knowledge, Skills, C/A
	SWCL 753: <i>Social Work Response to Mass Violence and Disaster</i>	Lecture: Public health approach interventions and psychologically based interventions	Knowledge, Skills
		Readings: Trauma, PTSD, CBT, trauma assessment; critical incident stress management	Knowledge, Skills
		In-class activity: Role play, discussion, current events weekly discussion	Knowledge, Skills, Values, C/A
		Graded assignment: Research paper	Knowledge, Skills, Values, C/A
	SOWK 713: <i>Social Policy and Health Care</i>	Moving Forward: Our Future is in Engagement - Focuses on how to instigate cultural change in healthcare systems (Knowledge, Skills, Values, C/A)	Knowledge
	SOWK 720: <i>Comparative Social Policy</i>	Use social determinants of health model.	Knowledge, Skills, C/A
	SOWK 726: <i>Aging and Social Policy</i>	Lecture and readings on understanding ways to intervene at the policy level	Knowledge, Values, C/A

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
		Almost all of the readings address policy interventions	Knowledge, Values, C/A
		Problem analysis; logic model building; case scenarios	Knowledge, Skills, Values, C/A
	SWCL 794: <i>Advanced Clinical Field Practicum I</i> SWCL 795: <i>Advanced Clinical Field Practicum II</i>	Field Assignment	Knowledge, Skills, Values, C/A
<b>Evaluate Practice with Individuals, Families, Groups, Organizations and Communities (Competency 9)</b>  Assess the effectiveness of interventions with clients (9.1CL)	SWCL 700: <i>Paradigms of Clinical Social Work Practice</i>	Lecture: This is covered throughout but particular emphasis in class 9 on evaluating clinical practice. Model for how to evaluate the effectiveness of clinical treatment is explored	Knowledge, Skills
		Readings: Duncan, B. (2012). The partners for change outcome management system (PCOMS): The heart and soul of change project. <i>Canadian Psychology</i> , 53 (2), 93-104.	Knowledge
		In class activity: Application of concepts to field cases - discussed in small groups	Knowledge, Skills, C/A
		Graded assignment: Treatment model paper	Knowledge, Skills, C/A
	SWCL 710: <i>Advanced Group Methods</i>	Lecture: Evaluation of group work interventions is covered throughout but specifically in class 13	Knowledge
	Reading: 1) Slone, N. C., Reese, R. J., Mathews-Duvall, S., & Kodet, J. (2015). Evaluating the efficacy of client feedback in group psychotherapy. <i>Group Dynamics: Theory, Research, And Practice</i> , 19(2), 122-136. doi:10.1037/gdn0000026	Knowledge	



CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
		In-class activity: Practice using evaluation tools	
	SWCL 714: <i>Social Work Practice in Maternal and Child Health</i>	Lecture: We discuss various ways in which we can collect data from children of various ages & parents, as well as limitations of measures.	Knowledge
		Reading: Weekly optional readings available on Blackboard to expose students to different practice modalities.	Knowledge
		In-class activity: Discussion of case studies; role plays; simulations	Knowledge, Skills, C/A
		Outside-class activity: Students must post a short reflection weekly on how the week's content relates to their field practice.	Values, C/A
		Graded assignment: Student groups present a case, and discuss the therapeutic process from engagement to termination.	Knowledge, Skills, C/A
	SWCL 722: <i>Cognitive Behavioral Therapies</i>	Lectures dealing with specific diagnostic groupings has a portion of the lecture addressing the what approaches work best across populations and diagnostic groupings	Knowledge
		Readings: Barlow D. (2014) Clinical Handbook of Psychological Disorders: A step by step treatment manual. Fifth edition. Guilford Press, New York, NY.	Knowledge
		In-class activity: Role play demonstration by instructor	Knowledge
	SWCL 724: <i>Clinical Social Work with the Aging and Their Families</i>	Lecture: This is mainly done through a review of research on different intervention approaches	Knowledge
		Readings: McInnis-Dittrich; O'Shaughnessy;	Knowledge
		Graded assignment: Geriatric Assessment	Knowledge, Skills, C/A
	SWCL 738: <i>Financial Stability for</i>	Graded assignment: Financial Portfolio	Knowledge, Skills, Values, C/A

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
	<i>Individuals, Families, and Communities</i>		
	SWCL 744: <i>Psychopathology</i>	Graded assignment: Intervention Assignment	Knowledge, Skills, C/A
	SWCL 753: <i>Social Work Response to Mass Violence and Disaster</i>	Lecture: evaluating responses to mass violence and disaster	Knowledge
Readings: See text books; readings on resilience; self-care readings		Knowledge	
In-class activity: Self-care exercises; In-class mock drill and debrief/evaluation		Knowledge, Skills, C/A	
Multi-media: Video and news clips and discussion		Knowledge	
	SOWK 708: <i>Integrated Behavioral Health Policy</i>	Throughout the semester we discuss the effects of policies on populations, with particular attention to the differential effects on vulnerable populations	Knowledge
Readings throughout the semester. For example: 1) Frank, R.G., & Glied, S. (2006). Changes in mental health financing since 1971: Implications for policymakers and patients. <i>Health Affairs</i> , 25(3), 601-613. 2) Bernstein, R., & Seltzer, T. (2003). Criminalization of people with mental illnesses: The role of mental health courts in system reform. <i>The University of the District of Columbia Law Review</i> , 7, 143-162. 3) Noble, D.J., & Casalino, L.P. (2013). Can accountable care organizations improve population health? Should they try? <i>JAMA</i> , 309, 119-1120.		Knowledge	
Graded assignments: Health Care Inequity Group Presentation - part of the assignment is to evaluate the extent to which existing policies alleviate or exacerbate health care inequities. 2) Final Policy Analysis paper - part of the assignment is to assess the extent to which a selected policy has addressed the social problem, and assess the policy in terms of equity and adequacy		Knowledge, Skills, C/A	

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
	SOWK 726: <i>Aging and Social Policy</i>	Analyze weekly the existing policy response to the issue areas and critically evaluate its impact (negative & positive)	Knowledge, Values, C/A
		Logic Model	Knowledge, Skills, Values, C/A
		Worksheet; Portfolio	Knowledge, Skills, Values, C/A
		Aarons & Palinkas, 2007; Gibbs & Gambrill, 2002; Price et al., 2008; OVERVIEW OF FFTA EBP Resource Guide, 2008	Knowledge
		Work on intervention paper	Knowledge, Skills, C/A
	SOWK 789: <i>Independent Research Study: Forgiveness</i>	Lecture, discussion, application: Sampling Strategies; Story Behind the Data; Disseminating and Reporting Results	Knowledge, Skills
		Readings: Ledermann, S. (2012). Exploring the Necessary Conditions for Evaluation Use in Program Change. <i>American Journal of Evaluation</i> , 33, 159-178; Ryan, K., Gannon-Slater, N., & Culbertson, M. (2012). Improving Survey Methods With Cognitive Interviews in Small-and Medium-Scale Evaluations. <i>American Journal of Evaluation</i> , 33, 414-430. Misra, S., Stokols, D., & Marino, H. (2012). Using Norm Based Appeals to Increase Response Rates in Evaluation Research: A Field Experiment. <i>American Journal of Evaluation</i> , 33, 88-98;	Knowledge
		Secondary data analysis	Knowledge, Skills, C/A
		Conducting and Analyzing Interviews, Focus groups, and Surveys; Preparing a Research report and Presentation	Skills, C/A
		Research report and presentation (Knowledge, Skills, C/A)	
SWCL 794:	Field Assignment	Knowledge, Skills,	

CSWE core competencies for specialized practice in clinical social work	Course	Course content	Dimension(s)
	<i>Advanced Clinical Field Practicum I</i> SWCL 795: <i>Advanced Clinical Field Practicum II</i>		Values, C/A

*Note.* Parenthetical numbers followed by “CL” represent clinical practice courses. C/A = cognitive/affective processes.

Table 7. Curriculum Matrix for Specialized Practice in Clinical Social Work: Part 2

**Accreditation Standard: M2.0.3**

**CURRICULUM MATRIX FOR SPECIALIZED PRACTICE IN CLINICAL SOCIAL WORK**

University of Maryland School of Social Work  
Part 2: Curriculum Matrix for Competencies 6–9

The following chart demonstrates the University of Maryland School of Social Work curriculum content for the specialization in clinical practice, illustrating that Competencies 6–9 are mapped onto the levels of intervention: individuals, families, groups, organizations, and communities.

CSWE core competencies 6 - 9 for specialized practice in clinical social work	Course	Course content	Dimension(s)
6. Engage with . . .			
Individuals	SWCL 700: <i>Paradigms of Clinical Social Work Practice</i>	Lecture: Multiple lectures on establishing therapeutic relationship, how this is done in different models. How bias affects the relationship. How to manage ruptures.	Knowledge
		Readings: 1) Gaztambide, D. J. (2012). Addressing cultural impasses with rupture resolution strategies: A proposal and recommendation. <i>Professional Psychology: Research and Practice</i> , doi: 10.1037/a0026911 2) Duff, C. T. & Bedi, (2010). Counsellor behaviours that predict therapeutic alliance: From the client's perspective. <i>Counseling Psychology Quarterly</i> , 23(1), 91-110. 3) Gelman, C.R., Fernandez, P., Hausman, N., Miller, S., & Weiner, M. (2007). Challenging endings: First year MSW interns' experiences with forced termination and discussion points for supervisory guidance. <i>Clinical Social Work Journal</i> , 35, 79-90.	Knowledge

CSWE core competencies 6 - 9 for specialized practice in clinical social work	Course	Course content	Dimension(s)
		In-class activity: Case applications and role plays	Knowledge, Values, Skills, C/A
	SWCL 705: <i>Clinical Social Work with Addictive Behavior Patterns</i>	Graded assignment: Case-based midterm exam and treatment model paper	Knowledge, Skills, C/A
		Lecture: Content covered across multiple lectures but most specifically in discussion of Reinforcement-Based Treatment	Knowledge
		Reading: Tuten et al (2012). Reinforcement Based Treatment text	
	SWCL 712: <i>Clinical Social Work Practice with Individuals Experiencing Acute, Chronic, and/or Life Threatening Conditions</i>	Lecture: Assessment lectures and sessions on motivational interviewing	Knowledge, Skills
		Readings: Gehlert, S., & Browne, T. A. (Eds.) (2012). Handbook of health social work (2nd ed.). Hoboken, NJ: John Wiley & Sons.	Knowledge
		In-class activity: Case Studies; Role Plays; Small Group Discussions	Knowledge, Skills, C/A
		Outside of class activity: Clinical Cultural Competency Online Multimedia Modules	Knowledge, Values
		Graded assignment: Quiz on Assessment Tools	Knowledge, Skills
		Multi-media: Practice with DSM-V Online Depression Screening Tool	Knowledge, Skills
	SWCL 714: <i>Social Work Practice in Maternal and Child Health</i>	Lecture: We discuss building rapport with children of various ages & parents.	Knowledge
		Readings: Weekly optional readings available on Blackboard to expose students to different practice modalities.	Knowledge
		In-class activity: Discussion of case studies; role plays; simulations	Knowledge, Skills, C/A
		Outside of class assignment: Students must post a short reflection weekly on how the week's content relates to their field practice.	Knowledge, Values, C/A
		Graded assignment: Student groups present a case, and discuss the therapeutic process from engagement to termination.	Knowledge, Skills, C/A
	SWCL 722: <i>Cognitive Behavioral</i>	Lecture: CBT assessment interview, presenting diagnosis, developing treatment plan	Knowledge, Skills

CSWE core competencies 6 - 9 for specialized practice in clinical social work	Course	Course content	Dimension(s)
	<i>Therapies</i>	Readings: Barlow D. (2014) Clinical Handbook of Psychological Disorders: A step-by-step treatment manual Fifth edition. Guilford Press, New York, NY	Knowledge
		In class activity: Role play	Knowledge, Skills, C/A
	SWCL 724: <i>Clinical Social Work with the Aging and Their Families</i>	Lecture: This content is infused throughout the course; in almost every week the focus is on assessing, engaging, and establishing relationships with consumers, caregivers, etc.	Knowledge, Skills
		Readings: Throughout the course. See syllabus for extensive list	Knowledge
		In-class activities: Case examples with small group discussion	Knowledge, Skills, Values, C/A
		Outside of class activity: Visit to the VA clinic	Knowledge
		Graded assignment: Geriatric assessment	Knowledge, Skills, Values, C/A
		Multi-media: video tape Youtube clips; For example, Alive Inside	Knowledge
	SWCL 753: <i>Social Work Response to Mass Violence and Disaster</i>	Lecture: intervention lectures on disaster mental health	
		Readings: Textbooks and Unit IV readings in syllabus	Knowledge
Families	SWCL 703: <i>Family Therapy</i>	Lecture: Throughout class when theories are presented and assessment and treatment are discussed	Knowledge
		Readings: Nichols text	Knowledge
		In-class activity: Power point; videos; role plays; lecture; small group activity	
		Graded assignment: Mid-term paper and final	
	SWCL 727: <i>Clinical Practice with Families and Children in Child Welfare</i>	Lecture: Child Welfare Engagement Skills; Authority and Engagement in Child Protective Services	Knowledge, Skills
		Readings: Assigned Articles: Engagement in Child Protective Services; Engaging Parents in Child Welfare Services	Knowledge, Skills

CSWE core competencies 6 - 9 for specialized practice in clinical social work	Course	Course content	Dimension(s)
		In-class activity: Engagement Skills Interview (Students record and review)	Knowledge, Skills, C/A
		Graded assignment: Engagement Assignment	Knowledge, Skills, C/A
Groups	SWCL 705: <i>Clinical Social Work with Addictive Behavior Patterns</i>	Lecture: Covering how to begin groups and different group work interventions. Content on developing group cohesion	Knowledge, Skills
		Readings: Many articles and the required textbook. Some examples include: 1) Mogro-Wilson, C., Letendre, J., Toi, H., & Bryan, J. (2015). Utilizing Mutual Aid in Reducing Adolescent Substance Use and Developing Group Engagement. <i>Research On Social Work Practice</i> , 25(1), 129-138 10p. doi:10.1177/1049731513518080, 2) P., McCabe, R., & Antony, M. (2006). <i>Cognitive Behavioral Therapy in Groups</i> . New York: The Guilford Press.	Knowledge
		In-class activity: Students participate in groups and practice interventions and developing cohesion and have to reflect on this process and their personal biases etc	Knowledge, Skills, Values, C/A
	SWCL 710: <i>Advanced Group Methods</i>	Graded assignment: Mid term exam, multicultural paper, journal, and group assignment	Knowledge, Skills, Values, C/A
7. Assess . . .			
Individuals	SWCL 700: <i>Paradigms of Clinical Social Work Practice</i>	Lecture: This is covered in every class. See syllabus for details	Knowledge, Skills
		Readings: All readings listed on the syllabus	Knowledge, Skills
		Role plays, case applications, small group discussion, case conceptualization of a movie characters	Knowledge, Skills, Values, C/A
		Outside of class: Applying concepts and interventions with clients in field and on self	Knowledge, Skills, C/A
		Graded assignment: Mid term exam. Treatment model paper. Final exam	Knowledge, Skills
		Multi-media: Videos demonstrating use of methods. Clinical video	Knowledge



CSWE core competencies 6 - 9 for specialized practice in clinical social work	Course	Course content	Dimension(s)
		library, you tube video, movies	
	SWCL 705: <i>Clinical Social Work with Addictive Behavior Patterns</i>	Readings include chapters from 1) Straussner, S.L. (Ed.). (2014). <i>Clinical work with substance abusing clients</i> (3rd ed.). New York, NY; 2) Tuten, M., Jones, H. Schaeffer, C., & Stitzer. M. (2012). <i>Reinforcement-Based Treatment (RBT) for Substance Use Disorders: A Comprehensive Behavioral Approach</i> , Washington, D.C., American Psychological Association.	Knowledge
		In-class activity: Discussion of the clinical utility of various techniques and specific interventions with various clients and the role of client values and goals in the treatment process	Knowledge, Skills, C/A
		Graded assignment: Exam questions	Knowledge, Skills
	SWCL 712: <i>Clinical Social Work Practice with Individuals Experiencing Acute, Chronic, and/or Life Threatening Conditions</i>	Lecture on: Crisis Intervention; Motivational Interviewing Readings: 1) Miller, W. R., & Rollnick, S. (2013). <i>Motivational interviewing: Helping people change</i> (3rd ed.). New York: The Guilford Press; 2) Rosenbren, D. B. (2009). <i>Building motivational interviewing skills: A practitioner workbook</i> . New York: The Guilford Press; 3) James, R. K. (2008). <i>Crisis intervention strategies</i> . Belmont, CA: Thompson Brooks/Cole.; 4) Dithole, K., Thupayagale-Tshweneagae, G., & Mgutshini, T. (2013). Posttraumatic stress disorder among spouses of patients discharged from the intensive care unit after six months. <i>Issues in Mental Health Nursing</i> , 34, 30-35. 5) Petrinec, A. B., Mazanec, P. M., Burant, C. J., Hoffer, A., & Daly, B. J. (2015). Coping strategies and posttraumatic stress symptoms in post-ICU family decision makers. <i>Critical Care Medicine</i> , 43, 1205-1212; 6) Hohman M. (2012). <i>Motivational interviewing in social work practice</i> . New York: The Guilford Press.	Knowledge
		In-class activity: Role Plays; Case study application; Small Group	Knowledge, Skills, Values,

CSWE core competencies 6 - 9 for specialized practice in clinical social work	Course	Course content	Dimension(s)
		Discussion; Workbook Exercises	C/A
	SWCL 714: <i>Social Work Practice in Maternal and Child Health</i>	Lecture and discussion on assessment of children of various ages & parents.	Knowledge, C/A
		Weekly optional readings available on Blackboard to expose students to different practice modalities.	Knowledge
		In-class activity: Discussion of case studies; role plays; simulations	Knowledge, Skills, Values, C/A
		Outside of class activity: Students must post a short reflection weekly on how the week's content relates to their field practice.	Values, C/A
		Graded assignment: Student groups present a case, and discuss the therapeutic process from engagement to termination.	Knowledge, Skills, Values, C/A
	SWCL 722: <i>Cognitive Behavioral Therapies</i>	Lecture: Treating specific anxiety disorders, depression with EBP models of intervention	Knowledge, Skills
		Reading: 1) Beck, J (2011) <i>Cognitive Behavior Therapy: Basics and Beyond</i> . Second Edition. Guilford Press, NY, NY.	Knowledge
		In class activity: role play demonstration by instructor	Knowledge
	SWCL 724: <i>Clinical Social Work with the Aging and Their Families</i>	Lecture: This is also infused throughout the course with such topics as theories of mental health; caregiving; spirituality; elder abuse; cognitive impairment, etc.	Knowledge
		Readings: This is infused throughout the course. Most of the readings touch on human behavior issues, including the text (McInnis-Dittrich), etc.	Knowledge
		In-class activity: Case studies	Knowledge, Skills, C/A
		Graded assignment: Geriatric assessment	Knowledge, Skills, Values, C/A
		Multi-media: <i>Alive Inside</i> ; <i>Living Older: The Modern realities of aging in America</i>	Knowledge
	SWCL 744:	Lecture: Formulate culturally informed client assessments that	Knowledge, Values

CSWE core competencies 6 - 9 for specialized practice in clinical social work	Course	Course content	Dimension(s)
	<i>Psychopathology</i>	integrate information from all relevant sources Readings: DSM 5 In-class activity: Case studies and discussion Outside class activity: Case studies Graded assignment: Midterms and Competency Exam	Knowledge, Skills Knowledge, Skills, Values, C/A Knowledge, Skills, Values, C/A
Families	SWCL 727: <i>Clinical Practice with Families and Children in Child Welfare</i>	Lecture: Risk and Safety Readings: Assigned Articles: Signs of Safety; Safety and Risk Assessment In-class activity: Risk and Safety Assessment Exercises Graded assignment: Risk and Safety Quiz	Knowledge Knowledge Knowledge, Skills Knowledge, Skills
Groups	SWCL 710: <i>Advanced Group Methods</i>	Lecture: Multi group work models are covered and applied to different populations and settings. This is covered in every class Readings: Text book and most readings Graded assignment: Mid term, journal reflection, group presentation, multicultural paper Multi-media: Videos on groups are used throughout the course	Knowledge Knowledge Knowledge, Skills, Values, C/A Knowledge
Communities	SWCL 753: <i>Social Work Response to Mass Violence and Disaster</i>	Lecture: Ecological crisis, and other theories and frameworks to assess and respond to violence and disaster Readings: Mass violence for social work textbook in class; cultural-ecological perspectives on the understanding and assessment of trauma and PTSD; Building communities from the inside out; so many more in Unit 1 and 2 In-class activity: Small and large group activities Graded assignments: Research paper; Asset map and Presentation	Knowledge Knowledge Knowledge, Skills Knowledge, Skills, Values, C/A

CSWE core competencies 6 - 9 for specialized practice in clinical social work	Course	Course content	Dimension(s)
	SOWK 713: <i>Social Policy and Health Care</i>	Attending to the Margins: Engaging with Under-Served Populations (Knowledge, Skills, Values, C/A) NPR (2016). Thousands Leave Maryland Prisons with Health Problems and No Coverage. Retrieved from: <a href="http://www.npr.org/sections/health-shots/2016/04/24/475271336/thousands-leave-maryland-prisons-with-health-problems-and-no-coverage">http://www.npr.org/sections/health-shots/2016/04/24/475271336/thousands-leave-maryland-prisons-with-health-problems-and-no-coverage</a>	Knowledge, Skills, Values, C/A
	SOWK 720: <i>Comparative Social Policy</i>	Social Determinants of Health	Knowledge
		SDH WHO, 2008	Knowledge, Skills
		Frame policies within SDH model (Skills, C/A)	Skills, C/A
		Frame field placement within SDH model	Knowledge, Values, C/A
	SOWK 726: <i>Aging and Social Policy</i>	Analyze policy throughout this course, every week	Knowledge, Skills, Values, C/A
		Almost all of the readings apply to analyzing social systems, political systems specifically	Knowledge, Values
8. Intervene with . . .			
Individuals	SWCL 700: <i>Paradigms of Clinical Social Work Practice</i>	Lecture: This is covered throughout the cover in every class. See syllabus for description of content	Knowledge
		Readings: Almost all articles and the two required text books	Knowledge
		In-class activity: Role plays, small group discussions, and case applications	Knowledge, Skills, Values, C/A
		Outside of class activity: Trying skills in field and on self and discussing	Knowledge, Skills, Values, C/A
		Graded assignment: Mid-term, treatment model paper and final exam	Knowledge, Skills, Values, C/A

CSWE core competencies 6 - 9 for specialized practice in clinical social work	Course	Course content	Dimension(s)
		Multi-media: Clinical video library and you tube videos demonstrating techniques.	Knowledge, Skills
	SWCL 705: <i>Clinical Social Work with Addictive Behavior Patterns</i>	Lectures on Motivational Interviewing, Reinforcement-Based Treatment, Motivational Incentives, Pharmacological treatment	Knowledge, Skills
		Readings include: 1) Wells, E.A., Kristman-Valente, A.N., Peavy, K.M., & Jackson, T.R. (2013); 2) Miller, W.R., & Rollnick, S. (2013). <i>Motivational Interviewing: Helping People Change</i> . (3rd Ed.), chapters 1, 6	Knowledge
		In-class activity: Role plays, discussion	Knowledge, Skills, Values, C/A
	SWCL 712: <i>Clinical Social Work Practice with Individuals Experiencing Acute, Chronic, and/or Life Threatening Conditions</i>	Lecture: Assessment Lecture, Pediatric Critical Care, Online Clinical Cultural Competency Modules, Crisis Intervention, Motivational Interviewing, Family Centered Care	Knowledge, Skills
		Reading: The entire syllabus is relevant	Knowledge
		In class activity: Role Plays, Case Study Discussions, Workbook Exercises	Knowledge, Skills, Values, C/A
		Graded assignments: Quiz and Final Exam include multiple choice and short answer essays pertaining to treatment models	Knowledge
		Clinical Videos	Knowledge, C/A
	SWCL 722: <i>Cognitive Behavioral Therapies</i>	Lecture: The entire course is based on ABA and CBT approaches based on findings from science and are EBP	Knowledge, Skills
		Reading: Barlow D. (2014) <i>Clinical Handbook of Psychological Disorders: A step by step treatment manual</i> Fifth edition. Guilford Press, New York, NY.	Knowledge
		In class activity: Role play demonstration by instructor	Knowledge, Skills, Values, C/A
		Multi-media: Video and Youtube clips	Knowledge
	SWCL 724:	Lecture: This is also infused throughout the course. Almost every	Knowledge

CSWE core competencies 6 - 9 for specialized practice in clinical social work	Course	Course content	Dimension(s)
	<i>Clinical Social Work with the Aging and Their Families</i>	<p>week the lecture has content on interventions in a particular areas</p> <p>Readings: Again these are spread throughout the course and are too numerous to list here. the Mcinnis-Dittrich text and others.</p> <p>In-class activities: Case studies</p> <p>Outside activities: VA Clinic visit</p> <p>Graded assignment: Geriatric Assessment</p>	<p>Knowledge</p> <p>Knowledge, Skills, C/A</p> <p>Knowledge</p> <p>Knowledge, Skills, Values, C/A</p>
Families	<p>SWCL 714: <i>Social Work Practice in Maternal and Child Health</i></p> <p>SWCL 744: <i>Psychopathology</i></p>	<p>Lecture and discussion on interventions for children of various ages &amp; parents.</p> <p>Readings: Weekly optional readings available on Blackboard to expose students to different practice modalities.</p> <p>In class activity: Discussion of case studies; role plays; simulations</p> <p>Outside of class: Students must post a short reflection weekly on how the week's content relates to their field practice.</p> <p>Graded assignment: Student groups present a case, and discuss the therapeutic process from engagement to termination.</p> <p>Lecture and discussion on interventions for children of various ages &amp; parents.</p> <p>Lecture: Evaluate, select, and apply best practices and evidence-based interventions</p> <p>In-class activity: Case Studies</p> <p>Outside-class activity: Case Studies</p> <p>Graded assignment: Midterms and Competency Exam</p>	<p>Knowledge, C/A</p> <p>Knowledge</p> <p>Knowledge, Skills, Values, C/A</p> <p>Values, C/A</p> <p>Knowledge, Skills, Values, C/A</p> <p>Knowledge, C/A</p> <p>Knowledge</p> <p>Knowledge, Skills, C/A</p> <p>Knowledge, Skills, C/A</p> <p>Knowledge, Skills, C/A</p>
Groups	SWCL 710: <i>Advanced Group Methods</i>	<p>Lecture: Multi group work models are covered and applied to different populations and settings. This is covered in every class</p> <p>Readings: Text book and most readings</p> <p>In-class activity: Group presentation on a model with a specific</p>	<p>Knowledge, Skills</p> <p>Knowledge</p> <p>Knowledge, Skills, C/A</p>

CSWE core competencies 6 - 9 for specialized practice in clinical social work	Course	Course content	Dimension(s)
		<p>population. Group participation</p> <p>Outside of class: Students are encouraged to practice interventions and apply material in groups they are leading</p> <p>Graded assignment: Mid term, journal reflection, group presentation, multicultural paper</p> <p>Multi-media: Videos on groups are used throughout the course</p> <p>In-class activity: Group presentation on a model with a specific population. Group participation</p>	<p>Knowledge, Skills, C/A</p> <p>Knowledge, Skills, Values, C/A</p> <p>Knowledge, C/A</p> <p>Knowledge, Skills, C/A</p>
Communities	SWCL 753: <i>Social Work Response to Mass Violence and Disaster</i>	<p>Lecture: Public health approach interventions and psychologically based interventions</p> <p>Readings: Trauma, PTSD, CBT, trauma assessment; critical incident stress management</p> <p>In-class activity: Role play, discussion, current events weekly discussion</p> <p>Graded assignment: Research paper</p>	<p>Knowledge, Skills</p> <p>Knowledge, Skills</p> <p>Knowledge, Skills, Values, C/A</p> <p>Knowledge, Skills, Values, C/A</p>
	SOWK 713: <i>Social Policy and Health Care</i>	Moving Forward: Our Future is in Engagement - Focuses on how to instigate cultural change in healthcare systems (Knowledge, Skills, Values, C/A)	Knowledge
	SOWK 720: <i>Comparative Social Policy</i>	Use social determinants of health model.	Knowledge, Skills, C/A
	SOWK 726: <i>Aging and Social Policy</i>	Lecture and readings on understanding ways to intervene at the policy level	Knowledge, Values, C/A
		Almost all of the readings address policy interventions	Knowledge, Values, C/A
		Problem analysis; logic model building; case scenarios	Knowledge, Skills, Values, C/A
9. Evaluate practice			

CSWE core competencies 6 - 9 for specialized practice in clinical social work	Course	Course content	Dimension(s)
with . . .			
Individuals	SWCL 700: <i>Paradigms of Clinical Social Work Practice</i>	Lecture: This is covered throughout but particular emphasis in class 9 on evaluating clinical practice. Model for how to evaluate the effectiveness of clinical treatment is explored	Knowledge, Skills
		Readings: Duncan, B. (2012). The partners for change outcome management system (PCOMS): The heart and soul of change project. <i>Canadian Psychology</i> , 53 (2), 93-104.	Knowledge
		In class activity: Application of concepts to field cases - discussed in small groups	Knowledge, Skills, C/A
		Graded assignment: Treatment model paper	Knowledge, Skills, C/A
	SWCL 722: <i>Cognitive Behavioral Therapies</i>	Lectures dealing with specific diagnostic groupings has a portion of the lecture addressing the what approaches work best across populations and diagnostic groupings	Knowledge
		Readings: Barlow D. (2014) <i>Clinical Handbook of Psychological Disorders: A step by step treatment manual</i> . Fifth edition. Guilford Press, New York, NY.	Knowledge
		In-class activity: Role play demonstration by instructor	Knowledge
	SWCL 744: <i>Psychopathology</i>	Graded assignment: Intervention Assignment	Knowledge, Skills, C/A
Families	SWCL 714: <i>Social Work Practice in Maternal and Child Health</i>	Lecture: We discuss various ways in which we can collect data from children of various ages & parents, as well as limitations of measures.	Knowledge
		Reading: Weekly optional readings available on Blackboard to expose students to different practice modalities.	Knowledge
		In-class activity: Discussion of case studies; role plays; simulations	Knowledge, Skills, C/A
		Outside-class activity: Students must post a short reflection weekly on how the week's content relates to their field practice.	Values, C/A
		Graded assignment: Student groups present a case, and discuss the	Knowledge, Skills, C/A



CSWE core competencies 6 - 9 for specialized practice in clinical social work	Course	Course content	Dimension(s)
		therapeutic process from engagement to termination.	
	SWCL 724: <i>Clinical Social Work with the Aging and Their Families</i>	Lecture: This is mainly done through a review of research on different intervention approaches	Knowledge
		Readings: McInnis-Dittrich; O'Shaughnessy;	Knowledge
		Graded assignment: Geriatric Assessment	Knowledge, Skills, C/A
Groups	SWCL 710: <i>Advanced Group Methods</i>	Lecture: Evaluation of group work interventions is covered throughout but specifically in class 13	Knowledge
		Reading: 1) Slone, N. C., Reese, R. J., Mathews-Duvall, S., & Kodet, J. (2015). Evaluating the efficacy of client feedback in group psychotherapy. <i>Group Dynamics: Theory, Research, And Practice</i> , 19(2), 122-136. doi:10.1037/gdn0000026	Knowledge
		In-class activity: Practice using evaluation tools	
Communities	SWCL 753: <i>Social Work Response to Mass Violence and Disaster</i>	Lecture: evaluating responses to mass violence and disaster	Knowledge
		Readings: See text books; readings on resilience; self-care readings	Knowledge
		In-class activity: Self-care exercises; In-class mock drill and debrief/evaluation	Knowledge, Skills, C/A
		Multi-media: Video and news clips and discussion	Knowledge
	SOWK 708: <i>Integrated Behavioral Health Policy</i>	Throughout the semester we discuss the effects of policies on populations, with particular attention to the differential effects on vulnerable populations	Knowledge
		Readings throughout the semester. For example: 1) Frank, R.G., & Glied, S. (2006). Changes in mental health financing since 1971: Implications for policymakers and patients. <i>Health Affairs</i> , 25(3), 601-613. 2) Bernstein, R., & Seltzer, T. (2003). Criminalization of people with mental illnesses: The role of mental health courts in system reform. <i>The University of the District of Columbia Law Review</i> , 7, 143-162. 3) Noble, D.J., & Casalino, L.P. (2013). Can	Knowledge

CSWE core competencies 6 - 9 for specialized practice in clinical social work	Course	Course content	Dimension(s)
		accountable care organizations improve population health? Should they try? JAMA, 309, 119-1120.	
		Graded assignments: Health Care Inequity Group Presentation - part of the assignment is to evaluate the extent to which existing policies alleviate or exacerbate health care inequities. 2) Final Policy Analysis paper - part of the assignment is to assess the extent to which a selected policy has addressed the social problem, and assess the policy in terms of equity and adequacy	Knowledge, Skills, C/A
	SOWK 726: <i>Aging and Social Policy</i>	Analyze weekly the existing policy response to the issue areas and critically evaluate its impact (negative & positive)	Knowledge, Values, C/A
		Logic Model	Knowledge, Skills, Values, C/A
		Worksheet; Portfolio	Knowledge, Skills, Values, C/A
		Aarons & Palinkas, 2007; Gibbs & Gambrill, 2002; Price et al., 2008; OVERVIEW OF FFTA EBP Resource Guide, 2008	Knowledge
		Work on intervention paper	Knowledge, Skills, C/A

Table 8. *Curriculum Matrix for Specialized Practice in Macro Social Work*

**Accreditation Standard: M2.0.3**

**CURRICULUM MATRIX FOR SPECIALIZED PRACTICE IN MACRO SOCIAL WORK**

University of Maryland School of Social Work  
Part 1: Curriculum Matrix for Competencies 1–9

The following chart demonstrates the University of Maryland School of Social Work curriculum content for specialized practice in macro social work, illustrating the nine advanced program competencies and their locations in the curriculum.

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
<p><b>Demonstrate Ethical and Professional Behavior (Competency 1)</b></p> <p>Conduct one’s self professionally while engaging in a variety of macro professional roles (e.g., facilitator, leader, broker, organizer, negotiator, educator, researcher, or manager) as appropriate for the practice setting (<i>1.1Macro</i>)</p> <p>Employ strategies of ethical reasoning and problem solving in assessment, intervention and evaluation of organization, community, and policy practice</p>	SWOA 703: <i>Program Development</i>	Introduction lecture on roles of program manager (Week on Teaming); Reading, lecture, video on effective teams (Week on Teaming); Guest lecture on teaming and ethics (Week on Teaming); Lecture on application of ethics in teamwork, and developing programs (i.e., use of funds, etc.)	Knowledge, Values, C/A
		Working together on team paper #1 and paper #3; Paper 3: Program Development identifying ethical issues and “risk” management strategies to put in place	Knowledge, C/A
		Individual Team Member Assessment	Knowledge, Values, C/A
		Paper 2: Intervention Assessment which is an individual paper to assess writing skills	Knowledge, Skills, Values, C/A
		Team Presentation capturing public speaking skills	Skill
		Developing a logic model. Developing a data visualization presentation to demonstrate ability to communicate data to different audiences (Week of Performance Measurement and Evaluation; See Assignment Description for Paper 3 and Funder Pitch); Developing a budget (Week of Budgeting and Assignment Description for Paper 3 and Funder	Knowledge, Skills, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
<p>(1.2Macro)</p> <p>Communicate information in a manner that is appropriate for the target audience and for the medium of choice (e.g., advocacy brief, social media, budget, grant proposal, presentation, etc.)</p> <p>(1.3Macro)</p>		Pitch); Developing an evaluation plan	
	SWOA 704: <i>Community Organization</i>	Use of Tactics, Violence and Nonviolence, Use of Self	Knowledge, C/A
		Readings: 1) Alinsky, S. (1971). Of means and ends. In Rules for radicals: A practical primer for realistic radicals (pp. 24-47). New York: Vintage Books. 2) King, M.L., (1963). Letter from Birmingham jail. In Why we can't wait, (pp. 76-95). New York: Penguin. & Thoreau, H. (1849). On the duty of civil disobedience. 3) Trotsky, L. (1938). Their morals and ours. New York: Pathfinder.	Knowledge, C/A
		Discussion of means and ends	Knowledge, Values, C/A
		Engagement in CO Project	Skills, C/A
		Final Reflection Paper; Strategy Chart and Power Analysis; Identifying and Cutting and Issue	Knowledge, Skills, C/A
	SWOA 705: <i>Community Economic Development</i>	The final product for the class will be a paper.	Knowledge, Skills, Values, C/A
		Shelterforce Reactions: Due Sessions #8 and #13 (no later than) Two summary analyses from two of the Shelterforce Journal assignments.	Knowledge, Values, C/A
	SWOA 707: <i>Social Policy and Social Change</i>	Lecture and discussion: on policy values, distributive justice, ethical decision making	Knowledge, Values, C/A
		Readings and discussion: Chambers, Social Policy & Social Programs; Meenaghan Policy Politics & Ethics; Davitt & Choi, Tracing the History of Medicare Home Health Care ;	Knowledge, Values, C/A
		Social Problem Analysis, identifying key values	Knowledge, Skills, Values, C/A
		Policy Analysis Paper; Group Portfolio Assignment & presentation	Knowledge, Skills, Values, C/A
	Video and discussion; Laid to Waste documentary	Knowledge, Values, C/A	

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
	SWOA 710: <i>Legislative Processes in Social Welfare</i>	Lecture and discussion: 1) The legislative process and the role of social workers in different parts of the process (class 1); Social construction of a social problem (class 5);	Knowledge, Skills, Values, C/A
		Readings: NASW Code of Ethics ; Lens Advocacy and Argumentation in the Public Arena: A Guide for Socials Workers", Social Work 50, 231-238; 3) Thomas Dye, Understanding Public Policy 14th ed. (2013)	Knowledge
		In class activity: 1) Characterization of a social problem/solution through role play and negotiation between the different groups; 2) work on crafting testimony; 2	Knowledge, Skills, C/A
		Out of class activity: testify before a state legislative committee; work on a state or federal level advocacy day of their choice	Knowledge, Skills, C/A
		Class activity: 1) Bill tracking using the MD General Assembly website; 2) Analysis and critical assessment of a bill as it progresses over the course of the MD legislative session; Reflections on and analysis of lobbying activity	Knowledge, Skills, C/A
		1) Documentary A Day's Work, A Day's Pay 2) Interactive budget balancing (class 9)	Knowledge, Skills, C/A
	SWOA 721: <i>Strategic Talent and Performance Management</i>	Workforce Anti-discrimination laws and policies	Knowledge
		Students conduct peer training on assigned workforce laws and policies	Knowledge, Skills, C/A
		Students assigned specific workforce laws and policies to research and prepare brief peer training	Knowledge, Values, C/A
	SWOA 722: <i>Supervision in Social Work</i>	Lecture and discussion: What effective leaders do; giving effective feedback to staff	Knowledge
		Readings and discussion on: Transformational Leadership in Human Service Organizations by Mary N in Administration in Social Work; Leadership Styles and Leadership Change in Community Service Organizations by Schmid, in Nonprofit Management and Leadership	Knowledge, Values, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		Self -assessments on personal and social styles, ability to create relationships of trust openness and respect, use of power, and case examples	Knowledge, Skills, Values, C/A
		Review YouTube videos and individual project applying leadership/management concepts to their work/field placement	Knowledge, Skills, Values, C/A
	SWOA 732: <i>Resource Development for Nonprofit Groups</i>	In class activity: Provide students with a set of 3 measures to determine ethical appropriateness for accepting a donation from a company or individual; Case Study on 5 different scenarios. Students discuss how to resolve ethical dilemma and how to apply the tools for evaluating ethical appropriateness	Knowledge, Skills, Values, C/A
		Reading: Klein, K. <i>Reliable Fundraising in Unreliable Times: What Good Causes Need to Know to Survive and Thrive.</i> (2009) San Francisco, CA: Jossey-Bass Publishing. Chapter 37	Knowledge
	SWOA 735: <i>Social Work and Social Action</i>	Lecture and discussion on: Models of Action and the Role of the Activist; Diversity of Tactics: Violence, Nonviolence, and the Ethics of Social Action	Knowledge, C/A
		Readings and discussion: Leon Trotsky, <i>Their Morals and Ours</i> ; Saul Alinsky, "Means & Ends" in <i>Rules for Radicals</i> ; Peter Gelderloos, <i>How Nonviolence Protects the State</i> ; Tolstoy, "Letter to Ernest Howard Crosby"; Martin Luther King, Jr., "Letter from Birmingham Jail"; Bill Moyer, "The Four Roles of Social Activism" in <i>Doing Democrac</i>	Knowledge, Values, C/A
		Methods of Social Action Paper	Knowledge, Values, C/A
	SWOA 736: <i>Administering Employee Assistance Programs (EAPs)</i>	Lecture topic - EAP Values and Ethics; EAPA Code of Ethics; EAP Ethics: The field speaks	Knowledge, Values
		Ethical dilemmas discussion	Knowledge, Skills, Values, C/A
	SWOA 738:	Lecture on Individual or family in systems – values, beliefs and	Knowledge, Values, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
	<i>Financial Stability for Individuals, Families, and Communities</i>	behaviors	
		Reading: Sherraden et al, (2016). Financial capability for all. Grand Challenges for Social Work: <a href="http://www.aaswsw.org/grand-challenges-initiative/">http://www.aaswsw.org/grand-challenges-initiative/</a>	
		In-class activity: Money Habitudes	Values, C/A
	SWOA 750: <i>Social Work in Education</i>	Lecture and discussion on roles social workers fill in school settings	Knowledge
		Readings: 1. Anderson-Butcher, D., & Ashton, D. (2004). Innovative Models of Collaboration to Serve Children, Youths, Families, and Communities. <i>Children &amp; Schools</i> , 26, 39-53.	Knowledge, Skills, C/A
		Film and discussion: Its Elementary: Talking about Gay Issues in Schools	Knowledge, C/A
		School Climate Assessment and Intervention Plan Papers	Knowledge, Skills, Values, C/A
	SWOA 753: <i>Social Work Response to Mass Violence and Disaster</i>	Class 2- teaches students to apply a continuum model for preparing and responding to traumatic events, community mapping and assessment of community readiness for traumatic events.	Knowledge, Skills, C/A
		Readings: 1) Everly & Mitchell text (Chapter 14) Kretzmann, J., & McKnight, J. (2003). Building communities from the inside out: A path toward finding and mobilizing a community's assets (Introduction). Retrieved from <a href="http://www.northwestern.edu/ipr/publications/community/intro-building.html">http://www.northwestern.edu/ipr/publications/community/intro-building.html</a> . 2) Lukens, E., O'Neill, P., Thorning, H., Waterman-Cecutti, J., Gubiseh-Ayala, D., Abu-Ras, W., Batista, M., & Chen, T. (2004). Building resiliency and cultural collaboration post-September 11th: A group model of brief integrated psycho-education for diverse communities. <i>Traumatology</i> , 10(2), 103-123. 3) Marti-Costa, S., & Serano-Garcia, I. (1995). Needs assessment and community development: An ideological perspective. In J. Rothman, J. Erlich, & J.	Knowledge

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		Tropman. Strategies of Community Intervention: Macro Practice. (Chapter 14 pp. 257-267). Itasca, IL: F. E. Peacock. Straussner & Phillips text (Chapter 2) 4) Zakour, M. J. (1996). Geographic and social distance during emergencies: A path model of interorganizational links. Social Work Research, 20(1), 3-13.	
		Web of Life Activity Materials Needed: Yarn Warm Up: Community Asset Mapping Practice- Group Presentations-	Knowledge, Skills, Values, C/A
		Students are required to meet out of class with their assigned organization in order to obtain information to create their community asset map.	Skills, C/A
		Community Asset Map	Knowledge, Skills, C/A
	SOWK 706: <i>Mental Health and Social Policy</i>	Lecture: Discuss the ethical issues surrounding Mental Health Policy - such as access to care	Knowledge, Skills, Values, C/A
		Reading current information on mental health policy - such as the affordable care ac	Knowledge
		In-class exercise - group exercises in which students make decisions about policy exercises	Knowledge, C/A
		Graded: Term paper about a mental health policy issue and a final	Knowledge, Skills, C/A
	SOWK 708: <i>Integrated Behavioral Health Policy</i>	Lecture: Almost every week in lecture we discuss relevant health, behavioral health, and integrated health policies in terms of social work professional ethics.	Knowledge
	SOWK 713: <i>Social Policy and Health Care</i>	Lecture on Bioethics; Review of the Tuskegee Syphilis Study	Knowledge, Skills, Values, C/A
		In-class: Review of Bioethical Cases; In class assignment to identify the structural forces that enabled the Syphilis Study	Knowledge, Values, C/A



CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		Outside of class: Reflective Journal Exercise on the Syphilis Study	Values, C/A
	SOWK 715: <i>Children and Social Services Policy</i>	<p>Lecture and discussion on content on the multiple definitions of the concepts of equality and social justice and their application to the development, implementation, and analysis of various social policies</p> <p>Readings: Michael Sandel (2010). <i>Justice: What the right thing to do?</i> New York: Farrar, Straus, &amp; Giroux; Bryan Warde (2017). <i>Inequality in U.S. social policy: An historical analysis.</i> New York: Routledge. ALSO: Foner, E. (2002). <i>Who is an American? In Who owns history? Rethinking the past in a changing world</i> (pp. 149-166). New York: Hill &amp; Wang; Smith, R.M. (1997). <i>The hidden lessons of American citizenship laws.</i> In <i>Civic ideals: Conflicting visions of citizenship in U.S. history</i> (pp. 13-39). New Haven, CT: Yale University Press. Baynton, D.C. (2001). <i>Disability and the justification of inequality in American history.</i> In P. K. Longmore &amp; L. Umansky (eds.), <i>The new disability history: American perspectives</i> (pp. 33-57). New York: New York University Press; Reisch, M. (2014). <i>Social justice and liberalism.</i> In M. Reisch (ed.), <i>The Routledge international handbook of social justice</i> (pp.132-146). London: Routledge; Stoesz, D. (2014). <i>Conservatism and social justice.</i> In M. Reisch, <i>The Routledge international handbook of social justice</i> (pp. 147-159). London: Routledge; Reisch, M. (2016). <i>Alternative concepts of justice.</i> In M. Reisch &amp; C. Garvin, <i>Social work.</i></p>	<p>Knowledge, Skills, Values, C/A</p> <p>Knowledge</p>
		Multi-media and discussion: "Getting Behind the Veil of Ignorance"; DVD: <i>The End of Poverty? Think Again; The Claims of Community &amp; Where Our Loyalty Lies.</i>	Knowledge, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		Out of class: Weekly Journals; Major paper that requires students to apply concepts of equality and/or social justice to a specific social policy issue	Knowledge, Values, Skills, C/A
	SOWK 718: <i>Equality and Social Justice</i>	Lecture on human rights and social justice	Knowledge, Values
		In-class activity relating human rights to Health care legislation	Skills, Values
		Drafting testimony on Human Rights related policy	C/A
		Online posting of testimony	Knowledge, C/A
	SOWK 726: <i>Aging and Social Policy</i>	Lecture and discussion on distributive justice issues; ethical issues in gerontology; identifying values	Knowledge, Values, C/A
		Readings: Davitt & Choi Tracing the History of Medicare home health care: The impact of policy on benefit use; Gilbert & Terrell, Dimensions of Social Welfare Policy; Harrington-Meyer, Shifting Risk & Responsibility; Estes, Social Policy & Aging	Knowledge, Values, C/A
		Value identification exercise; case scenarios	Skills, C/A
		Value identification exercise; case scenarios; Portfolio Worksheet	Knowledge, Values, C/A
		Multi-media: Gen Silent	Knowledge, Values, C/A
	SOWK 729: <i>Justice at the Intersection of Social Work and the Law</i>	Class 1, lecture regarding professional ethics and responsibilities regarding social justice; Class 4: Discussion of DOJ report and consent decree and possible social work responses to it; Class 10 Roles for social workers in international arenas	Knowledge, Values, C/A
		NASW Md. Codes of Ethics; ABA Model Rules of Professional Conduct; Novak (2000) First Things- Defining Social Justice	Knowledge, Values, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		Small group discussion between social work and law students comparing/contrasting their respective ethical obligations; Small group discussion regarding professional socialization in educational setting and practice	Values, C/A
		Research and evaluation of a relevant local social problem (ongoing small group project over the last 2/3 of the semester)	Knowledge, Skills, Values, C/A
		Oral report and written paper of assessment of a relevant local problem and proposed manner (to begin) to address it; Individual reflection paper	Knowledge, Skills, Value, C/A
		Course participation reports and research competency assignment	Knowledge, Skills, C/A
	SOWK 781: <i>Actionable Research: Results-based Accountability and Empowerment Evaluation</i>	Lecture and discussion on ethical issues that arise with various research methodologies and ways to appropriately deal with them	Knowledge, C/A
	<i>Accountability and Empowerment Evaluation</i>	Reading: Liket, K., Rey-Garcia, M., Maas, K. (2014). Why Aren't Evaluations Working and What to Do About It: A Framework for Negotiating Meaningful Evaluation in Nonprofits. <i>American Journal of Evaluation</i> , 35, 171-188.	Knowledge, Values
		CITI Online Training on Human Participant Protections Training	Knowledge
	SOWK 783: <i>Qualitative Cross-Cultural Research</i>	Qualitative Research Ethics (Knowledge)	Knowledge
		Reading: Estroff, Scheper-Hughes, Padgett (text) chapter 4, Reamer; Reading and reflections on articles that display ethical breaches	Knowledge, Values, C/A
		Subjectivity analysis	Values, C/A
	Cultural humility film	Knowledge, Values	
	SOWK 789: <i>Causal Beliefs</i>	Content on mental illness stigma, which is necessary for ethically	Knowledge, Skills, Values, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
	<i>and Stigma in Behavioral Health</i>	working with clients with mental illness	
	SWOA 794: <i>Advanced Macro Field Practicum I</i> SWOA 795: <i>Advanced Macro Field Practicum II</i>	Field Assignment	Knowledge, Skills, Values, C/A
<b>Engage Diversity and Difference in Practice (Competency 2)</b> Establish effective and collaborative working relationships with people of various cultural backgrounds and identities, especially with marginalized populations <i>(2.1Macro)</i>	SWOA 703: <i>Program Development</i>	Lecture on cultural competence, diversity, inclusion of constituents and community partners	Knowledge, Skills, Values, C/A
		Readings, discussion and application: Assess evidenced based programs using a cultural/diverse lens under the framework presented in the: Samuels, J., Schudrick, W., Altschul, D. (n.d.) Toolkit for Modifying Evidence-Based Practices to Increase Cultural Competence. Center for Excellence in Culturally Competent Mental Health, The Nathan Kline Institute for Psychiatric Research: Orangeburg, NY. Retrieved from: <a href="http://ssrdqst.rfmh.org/cecc/index.php?q=node/86">http://ssrdqst.rfmh.org/cecc/index.php?q=node/86</a> .	Knowledge, Skills, Values, C/A
		Self-reflection journal on personal values, power and privilege at a personal level but also professional level and how this affects group and team work.	Knowledge, Values, C/A
	SWOA 704: <i>Community Organization</i>	Models and Theories of Organizing; Ideology, Conflict, and Consensus	Knowledge, Values, C/A
		Readings and discussion: 1) Smock, K. (2004). Models of Community Organizing: An Overview. In Democracy in action: Community organizing and urban change. New York: Columbia UP. 2) Pyles, L. (2009/2013). Theories and ideas for the progressive organizer and	Knowledge, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		<p>Critical organizing frameworks. In Progressive community organizing: A critical approach for a globalizing world (pp. 34-52 &amp; 73- 94). NY: Routledge. 3) Alinsky, S. (1971). The Purpose. In Rules for radicals. New York. Vintage. 4) Ransby, B. (2003.) A Freirian Teacher, a Gramscian Intellectual, and a Radical Humanist. In Ella Baker &amp; the Black Freedom Movement: A radical democratic vision. Chapel Hill: UNC Press. 5) Williams, J. (1996). Alinsky discovered organizing: Like Columbus discovered America. Third Force, July/August. 5) Calpotura, F. &amp; Fellner, K. (1997). The square pegs find their groove: Reshaping the organizing circle. (Find on-line at <a href="http://comm-org.wisc.edu/papers.htm">http://comm-org.wisc.edu/papers.htm</a>). 6) Piven, F., &amp; Cloward, R. (1979). The Structuring of Protest. In Poor People's Movements (pp. 1-40). New York: Vintage. 7) Sen, Rinku (2013). New Theory for New Constituencies: Contemporary Organizing in Communities of Color. In Weil, M (Ed.) The Handbook of Community Practice. (pp. 233-248) Thousand Oaks: Sage Publications Inc. 8) Ohmer, M.L. and Brooks, F. (2013). The Practice of Community Organizing: Comparing and Contrasting Conflict and Consensus Approaches. In Weil, M (Ed.) The Handbook of Community Practice (pp. 233-248). Thousand Oaks: Sage Publications Inc. 9) Rivera F. &amp; Erlich, J. (1998) A time of fear, a time of hope. In F. Rivera &amp; J. Erlich (Eds) Community Organizing in a Diverse Society, 3rd Ed. (pp. 1-24). Boston: Allyn &amp; Bacon.</p>	
		Community Organization Project	Skills, Values, C/A
		Final Paper	Knowledge, Values, C/A
	SWOA 705: <i>Community Economic Development</i>	Case for Reparations and the book Stuck in Place	Knowledge, Skills, Values, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
	SWOA 707: <i>Social Policy and Social Change</i>	Lecture: social problem analysis exercise, discuss assumptions made about the problem, the population etc. with a focus on biases	Knowledge, Values, C/A
		Readings and discussion: Chambers; Rochefort & Cobb, Problem Definition; Buse, Power & the Policy Process; Curry-Stevens;	Knowledge, Values, C/A
		In-Class Exercise: Discussion of own biases when analyzing policy responses and social problems; discussion of bias in the policy response; discussion of unintended consequences, implicit values, and implicit assumptions within policy agendas and specific policies.	Knowledge, Skills, Values, C/A
		Policy Analysis paper	Knowledge, Skills, Values, C/A
		Laid to Waste documentary on environmental racism	Knowledge, Skills, Values, C/A
	SWOA 710: <i>Legislative Processes in Social Welfare</i>	Lecture and discussion: 1) Social work values and perspectives and policy practice (first class); 2) Review of visit to General Assembly and discussion of inclusion/exclusion with a focus on race, gender, and socioeconomic states (class 3); 3) Bottom up legislative advocacy (with a focus on power imbalances)	Knowledge, Values, C/A
		Lens (2004) Advocacy and Argumentation in The Public Arena; 2) NASW Code of Ethics; 3) Harrison and Scorse (2006) Improving the conditions of workers?	Knowledge, Values, C/A
		In-Class: 1) Speakers Bureau Faces of Homelessness (class 8); 2) Small group discussion identifying value-bases for legislative advocacy within the code of Ethics (class 1);	Knowledge
		Advocacy Day Participation (depending on choice of topic/agency)	Skills, Values, C/A
		Graded: 1) Bill analysis (sections requesting impact of bill on specific populations and on social work practice); 2) Policy Analysis Paper (reflection on bill trajectory in re: social work practice/social work values	C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
	SWOA 721: <i>Strategic Talent and Performance Management</i>	Lecture and discussion on managing workforce diversity; Interventions for inclusion	Knowledge, C/A
		Readings and discussion on: Inclusion is the key to diversity management; Healthy diversity; Addressing racism in the organization	Knowledge, C/A
		Recruiting and selecting diverse and talented employees; Work styles and valuing differences	Knowledge, Skills, Values, C/A
		Workforce forecasting and analysis; Team case analysis	Knowledge, Skills, Values, C/A
	SWOA 722: <i>Supervision in Social Work</i>	Lecture: Making a successful transition from social worker to supervisor; the personal factors that impact on our ability to manage conflict effectively,	Knowledge
		Readings and discussion: Supervision in social work by Kadushin and Harkness; The Difference of Conflict Management Styles and Conflict Resolution in the Workplace, science press.	Knowledge, Values
		In-Class Exercise: Self assessment instruments e.g. social/personal style inventory, conflict management inventory	Knowledge, Skills, Values, C/A
	SWOA 732: <i>Resource Development for Nonprofit Groups</i>	Lecture: Effective use of client stories	Knowledge, Values, C/A
		In-Class Exercise: Viewing of client testimonies to discuss how we engage clients appropriately to tell their story.	Knowledge, Values, C/A
	SWOA 735: <i>Social Work and Social Action</i>	Lecture and discussion: Grievances, Issues and the Goals of Social Action	Knowledge, C/A
		Graded: Social Action Project	Knowledge, Skills, Values, C/A
		Multi-Media: David France, How to Survive a Plague (Film); Glenn Silber and Barry Alexander Brown, The War at Home	Knowledge, C/A
	SWOA 750: <i>Social Work in</i>	Lecture and discussion: Class discussion on suicide prevention and risk assessment in schools and intersection with own background about such	Knowledge, Skills, Values, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
	<i>Education</i>	issues	
		Reading 6. Easley, J. (2005) The Political Tension of Education as a Public Good: The Voice of a Martin Luther King, Jr. Scholar. <i>Education and Urban Society</i> , 37(4), 490-505.	Knowledge, Values, C/A
		Multi-Media: Discussion after watching Film: A Class Divided, about stereotyping and impact on school performance, and stereotype threat	Knowledge, Values, C/A
	SWOA 753: <i>Social Work Response to Mass Violence and Disaster</i>	Graded: Community Asset Mapping	Knowledge, Skills, Values, C/A
		Multi-Media: Learning engagement assignments, guest speakers who work with diverse populations, current event analysis, readings	Knowledge, Skills, Values, C/A
	SOWK 708: <i>Integrated Behavioral Health Policy</i>	Readings and discussion: Who's Interpreting the Data: Not So Solid Empiricism; It isn't just about Tuskegee: Understanding the Rationale for Minority Mistrust of Medicine	Knowledge, Values, C/A
		Students have to read multiple chapters from Harriet Washington's <i>Medical Apartheid</i> ; Joint Commission. (2016). <i>Implicit Bias in Health Care</i> . Retrieved from: <a href="https://www.jointcommission.org/assets/1/23/Quick_Safety_Issue_23_Apr_2016.pdf">https://www.jointcommission.org/assets/1/23/Quick_Safety_Issue_23_Apr_2016.pdf</a>	Knowledge, Values, C/A
		Reflective Journal Assignment	Knowledge, Values, C/A
		Online Class Activity that focuses on Racialized Medicine	Knowledge, C/A
		Review <a href="http://www.pbs.org/race/000_About/002_04-background-01.htm">http://www.pbs.org/race/000_About/002_04-background-01.htm</a>	Knowledge
	SOWK 715: <i>Children and Social Services Policy</i>	Internal biases integrated within the lectures	Knowledge, Values, C/A



CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
	SOWK 718: <i>Equality and Social Justice</i>	Analyzing Issues of racial & gender equality; Class on affirmative action & marriage equality	Knowledge, Values, C/A
		Example of Readings: 1) Collins, P. H. (2007). Toward a new vision: Race, class, and gender as categories of analysis and connection. In M. Anderson & P.H. Collins (eds.), <i>Race, class, and gender: An anthology</i> , 6th ed. (pp. 331-348). Florence, KY: 2) CengageGray, M., Aggias, K., & Davies, K. (2014). Social justice feminism. In M. Reisch (ed.), <i>The Routledge international handbook of social justice</i> (pp. 173-187). London: Routledge; Coates, T.-N. (2015, July 16). Letter to my son. <i>The Atlantic</i> . <a href="http://www.theatlantic.com/politics/archive/2015/07/tanehisi-coates-between-the-world-and-me">http://www.theatlantic.com/politics/archive/2015/07/tanehisi-coates-between-the-world-and-me</a> . (Excerpt from Coates, <i>Between the world and me</i> ); 6) Weaver, H.N. (2014). Indigenous struggles for justice: Restoring balance within the context of Anglo settler societies. In M. Reisch (ed.), <i>The Routledge international handbook of social justice</i> (pp. 111-122). London: Routledge; 7) Reisch, M. (2007). Social justice and multiculturalism: Persistent tensions in the history of U.S. social welfare and social work. <i>Studies in Social Justice</i> , 1(1), 67-92;	Knowledge, Skills, Values, C/A
		Discussions on the meaning of racial & gender equality	Knowledge, C/A
		Attendance at social justice lecture on Racial & Economic Inequality	Knowledge
		Weekly Journals	Values, C/A
		Movies and discussion: "Arguing Affirmative Action"; "13th"	Knowledge, Values, C/A
	SOWK 720: <i>Comparative Social Policy</i>	Each student tracks a policy in the US and another country throughout semester. In doing so, students identify policy, societal, cultural, economic differences in how these policies play out in the two countries; Identifying attitudes toward the policy, vis a vis laws, regulations. Ex: gender identity, sexual orientation, access to health care, attitudes	Knowledge, Skills, Values, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		towards refugees, etc.	
	SOWK 725: <i>Work, Well-being and Social Policy</i>	Lectures and discussion on policy content include information about diversity, social inequalities and organizational injustice	Knowledge, C/A
		Policy Analysis includes section on issues pertaining social inequality	Knowledge, Values, C/A
	SOWK 726: <i>Aging and Social Policy</i>	Discussion on diversity issues in how we consider different policies, and policy changes. Weekly discussion on the current and potential impact of certain policies on diverse subgroups of older adults	Knowledge, Values, C/A
	SOWK 729: <i>Justice at the Intersection of Social Work and the Law</i>	Professional ethics and responsibilities (class 1); Professional education (class 2); examining different world views of law and social work students	Knowledge, Skills, C/A
		Readings: 1) Patricia Williams (1992) <i>Alchemy of Race and Rights: Diary of a Law Professor</i> , Chapter 1; 2) Osteen P (2011). Motivations, values, and conflict resolution: Students' Integration of Personal and Professional Identities. <i>Journal of Social Work Education</i> 47(3), 423-444; 3) Rowthorn, V. (2013). A Place for All at the Global Health Table: A Case Study about Creating an Interprofessional Global Health Project. <i>The Journal of Law, Medicine, &amp; Ethics</i> , 41(4), 907-914	Knowledge
		Case study of possible drug court participant with an emphasis on class and gender (Class 5); Small group discussion of the social justice implications of the DOJ report and consent decree, particularly around race and gender (class 5); Guest speakers Jody Olsen and Virginia Rowthorn to discuss implementation regarding health as a human right in the context of traditional birth assistants (class 7)	Skills, Values, C/A
		Individual Reflection paper	Values, C/A
	SOWK 777: <i>Research in Child Welfare</i>	Child welfare permanency section--specifically identifying race/ethnicity, age, and gender impact on child welfare outcomes.	Knowledge, Skills, Values, C/A
		Reading and discussion on Child Welfare Information Gateway, 2011;	Knowledge

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		Osterling, D'Andrade & Austin, 2008; Reading related to Chapin Hall	
		Chapin Hall unit to answer research questions--which assesses impact of demographics such as age, race/ethnicity, gender	Knowledge, Skills, Values, C/A
		Homework related to practicing Chapin Hall	Knowledge, Skills, Values, C/A
		Permanency Paper	Knowledge, Skills, Values, C/A
	SOWK 781: <i>Actionable Research: Results-based Accountability and Empowerment Evaluation</i>	Using organization and Community-based participatory research; Empowerment evaluation	Knowledge, Skills, Values, C/A
		Readings: 1) Samuels, M. & Ryan, K. (2011). Grounding Evaluations in Culture. American Journal of Evaluation, 32(2), 183-198; 2) Hawk, M. (2015). The girlfriends project: Evaluating a promising community-based intervention from a bottom-up perspective. American Journal of Evaluation, 36(2), 179-190.	Knowledge
		Research project	Knowledge, Skills, C/A
	SOWK 789: <i>Independent Research: In-law Relationships</i>	Lecture and discussion subjectivity/reflexivity	Knowledge, Values, C/A
		Readings: Probst. Wong --ethics of rapport	Knowledge, C/A
		Interviewing each other	Skills, C/A
		Graded assignments: Subjectivity analysis and Final report includes a section on self	Knowledge, Skills, Values, C/A
	SOWK 783: <i>Qualitative Cross-Cultural Research</i>	Discovering from data differences in populations	Knowledge
		Review of literature	Knowledge, Skills, Values, C/A
	SOWK 789: <i>Causal Beliefs</i>	On going discussion of the different life experiences of in-laws based on religion, race, class, age, and sexual orientation	Knowledge, Skills, Values, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
	<i>and Stigma in Behavioral Health</i>	Padgett book referenced	Knowledge
		Discussion and guest lecturer who is in a lesbian marriage	Knowledge, C/A
		Interviewing participants and having an awareness of assumptions	Knowledge, Skills, Values, C/A
		Paper and presentation in which difference may be relevant	Knowledge, Skills, Values, C/A
		Video of participant who talk about religion and race in in-law relationships	Knowledge
	SOWK 789: <i>Public Health Financial Social Work</i>	Extensive focus on people with mental illness as an oppressed group, and reframing one's own values to approach mental illness in a person-centered manner	Knowledge
SWOA 794: <i>Advanced Macro Field Practicum I</i> SWOA 795: <i>Advanced Macro Field Practicum II</i>	Field Assignment	Knowledge, Skills, Values, C/A	
<b>Advance Human Rights and Social, Economic, and Environmental Justice (Competency 3)</b>  Demonstrate an understanding of	SWOA 703: <i>Program Development</i>	Lecture: Discussion on structural competency and potential influence on social problems and needs	Knowledge
		Readings: Metz, J.M., Roberts, D.E. (2014). Structural competency meets structural racism: Race, politics, and the structure of medial knowledge. <i>Virtual Mentor: American Medical Association Journal of Ethics</i> , 16, 9, 674-690	Knowledge
		Multi-Media: Watch: Allegories on Race and Racism, Dr. Camara Jones, TEDxEmory retrieved from: <a href="https://youtu.be/GNhcY6fTyBM">https://youtu.be/GNhcY6fTyBM</a> (20	Knowledge, Skills, Values, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
structural systems of inequality and apply this understanding to one's organization, community, or policy work (3.1Macro)		min). The Gardener's Tale: <a href="https://youtu.be/7M0du3IS7rA">https://youtu.be/7M0du3IS7rA</a> Discussion on relevance to developing programs from defining social problem, needs assessment and program parts	
		Graded: Paper 1: Identify potential structural issues related to the social problem.	Knowledge, Skills, Values, C/A
		Videos: Watch and then identify factors contributing to the social problem including structural issues related to human rights and social, economic and environmental justice: Video example = America by the Numbers Surviving Year One.	Knowledge, Skills, Values, C/A
		Lecture: Discussion on structural competency and potential influence on social problems and needs	Knowledge
	SWOA 704: <i>Community Organization</i>	Lecture: Faces of Power: Defining Problems, Determining Solutions	Knowledge, C/A
		Reading: 1) Bachrach, P. & Baratz, M. (1970). Two Faces of Power. In Power and Poverty: Theory and Practice pp. 3-16). New York: Oxford UP. 2) Ryan, W. (1971). The Art of Savage Discovery: How to Blame the Victim. In Blaming the Victim (pp. 16-33). New York: Pantheon Books. 3) Coates, T. (June 2014). The Case for Reparations. The Atlantic. 4) Hanisch, C. (Feb 1969). The Personal Is Political.	Knowledge, C/A
	SWOA 705: <i>Community Economic Development</i>	Lecture: Housing Policy History of Community Economic Development How Baltimore Became Segregated	Knowledge, Values, C/A
		Reading: Stuck in Place, History of Community Economic Development	Knowledge, Values, C/A
		Multi-Media: Documentary of the Pruitt Igoe Myth	Knowledge, Values, C/A
	SWOA 707: <i>Social Policy and Social Change</i>	Lecture: This is incorporated throughout, we discuss examples that students bring to class; also in the social problem analysis exercise (which we work on over several weeks in class) they discuss unintended and intended consequences, biases and implicit and explicit values and assumptions	Knowledge, Values, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		Reading: Reading on structural systems of inequality; Estes, A critical perspective on health, health policy and politics; Curry-Stevens	Knowledge, Values, C/A
		In-Class Exercise: Use examples in class to highlight these issues; e.g. housing policy, redlining, housing covenants, etc. and the relationship of this and other policy to such current issues as wealth gap by race, impoverished communities of color, and even health disparities	Knowledge, Skills, Values, C/A
		Graded: Policy analysis paper	Knowledge, Skills, C/A
	SWOA 710: <i>Legislative Processes in Social Welfare</i>	Lecture: 1) Role of social work and social work values in advancing social change and social justice through the legislative process (Class 1); 2) Discussion of General Assembly Visit re: formal and symbolic exclusion/inclusion of women, African Americans, religious minorities and barriers faced by stigmatized groups or low income groups in accessing the legislative process (Class 2); 3) Bottom-up and top-down advocacy as a means of social (discussion of power; tension between doing with and doing for)	Knowledge, Values, C/A
		Readings: 1) NASW Code of Ethics; 2) Jorgenson (2013) Pharmaceuticals, political money, and public money Journal of Law, Medicine and Ethics; 3) Kimberlin (2012) Advocacy by non-profits: Roles and practices of core advocacy organizations and direct service organizations. Journal of Policy Practice	Knowledge, Skills, Values, C/A
		In-Class Exercise: 1) Student small group discussion identifying social work values and obligations to pursue social justice and equity using NASW Code of Ethics (class 2); 2) Speakers Bureau Faces of Homelessness class visit (Class 8); 3) Developing a list of guidelines for legislative advocacy/policy practice informed by social work values (Class 14)	Values, C/A
	Out of Class Exercise: 1) Visit to the MD General Assembly; 2) Testimony before MD General Assembly (depending on topic, chosen by student); 3) Advocacy/Lobby day participation (depending on student)	Skills, Values, C/A	

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		choice of topic/advocacy group)	
		Graded: 1) Bill analysis (section attending to who would be impacted by bill, how this would affect social work practice) 2) Advocacy Day Report (section asking students to reflect on their own role in the process and how this relates to others); 3) Policy Analysis Paper	Skills, Values, C/A
		Multi-Media: Virtual class (portion asking students to reflect on who are the subjects and audiences of the different media and how they are portrayed in each	Skills, Values, C/A
	SWOA 732: <i>Resource Development for Nonprofit Groups</i>	Readings: Carson Clayborne, In Struggle; Robert F. Williams, Negroes with Guns; Charles E. Cobb, Jr., This Nonviolent Stuff. I'll Get You Killed: How Guns Made the Civil Rights Movement Possible; Akinyele Omowale Umoja, We Will Shoot Back: Armed Resistance in the Mississippi Freedom Movement	Knowledge, C/A
	SWOA 735: <i>Social Work and Social Action</i>	Graded: Social Movements Paper	Knowledge, C/A
		Multi-Media: David French, How to Survive a Plague (film); Stanley Nelson, Freedom Riders (film); Robert Hudson & Bobby Houston, The Children's March (film); Mary Dore & Nancy Kennedy, She's Beautiful When She's Angry (film)	Knowledge, C/A
	SWOA 736: <i>Administering Employee Assistance Programs (EAPs)</i>	Lecture: Roles of EAP counselors in the workplace as potential advocate	Knowledge, Skills, Values, C/A
		In-Class: ethics discussion	Knowledge, Values, C/A
	SWOA 738: <i>Financial Stability for Individuals, Families, and</i>	Lecture and discussion on the impact of historical policies that perpetuated racism and oppression	Knowledge, Values, C/A
		Readings on policies that excluded people by race and/or ethnicity	Knowledge, Values, C/A
		Multi-media videos that further explicate issues and their impact related to historical oppression	

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	<i>Communities</i>		
	SWOA 750: <i>Social Work in Education</i>	Lecture: History of services (or not) to students with disabilities	Knowledge, Values, C/A
		Readings: .U. S. Department of Education: Office of Civil Rights (2007). Free Appropriate Public Education for Students With Disabilities: Requirements Under Section 504 of The Rehabilitation Act of 1973. Washington DC.	Knowledge, Skills, Values, C/A
		Graded: Group Presentation on vulnerable student population	Knowledge, Skills, Values, C/A
	SWOA 753: <i>Social Work Response to Mass Violence and Disaster</i>	Example readings: 1) Alexander, J. (2004). Toward a theory of cultural trauma. In J. Alexander, R. Eyerman, B. Giesen, N. Smelser, & P. Sztompka (Eds.). Cultural Trauma and Collective Identity. (Chapter 1) California: University of California Press. 2) Beck, R., & Buchele, B. (2005). In the belly of the beast: Traumatic counter transference. International Journal of Group Psychotherapy, 55(1), 31-44. 3) Bonnanno, G. B. (January, 2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events. American Psychologist, 59(1), 20-28. 4) Everly & Mitchell text (Chapter 13) 5) Krell, R., Suedfeld, P., & Soriana, E. (2004). Child Holocaust survivors as parents: A transgenerational perspective. American Journal of Orthopsychiatry, 74(4), 502-508.	Knowledge, C/A
		Other: Learning engagement assignments, guest speakers who work with diverse populations, current event analysis, readings	Knowledge, Skills, Values, C/A
	SOWK 708: <i>Integrated Behavioral Health Policy</i>	Discussion on the intersection between structural systems of inequality and individual socio-demographic characteristics. Two class sessions focus on health disparities and health inequities.	Knowledge, Values, C/A
	Readings for the two classes on health disparities and health inequities: 1) Adler, N.E., & Rehkopf, D.H. (2008). U.S. disparities in health: Descriptions, causes, and mechanisms. Annual Review of Public Health,	Knowledge, C/A	



CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		<p>29, 235-252. 2) Institute of Medicine (2002). Unequal treatment: What healthcare providers need to know about racial and ethnic disparities in health care. 3) Office of the Surgeon General (2001). Chapter 2 Culture counts: The influence of culture and society on mental health. In Mental health: Culture, race, and ethnicity. 4) Alegria, M., Perez, D.J., &amp; Williams, S. (2003). The role of public policies in reducing mental health status disparities for people of color. Health Affairs, 22(5), 51-64. 5) Isaacs, S.L., &amp; Schroeder, S.A. (2004). The ignored determinant of the nation's health. The New England Journal of Medicine, 351(11), 1137-1142. 6) Ranji, U., Beamesderfer, A., Kates, J., &amp; Salganicoff, A. (2015). Health and access to care and coverage for lesbian, gay, bisexual, and transgender individuals in the U.S. 7) Fisher-Owens, S.A., Barker, J.C., Adams, S., Chung, L.H., Gansky, S.A., Hyde, S., &amp; Weintraub, J.A. (2008). Giving policy some teeth: Routes to reducing disparities in oral health. Health Affairs, 27(2), 404-412.</p>	
		<p>In-class group discussions, larger class discussions, and partner activities often focus on how policies engage in oppression and discrimination of vulnerable populations.</p>	<p>Knowledge, Values, C/A</p>
		<p>Health Care Inequity Group Presentation</p>	<p>Knowledge</p>
		<p>1) Overview of a specific inequity in health care coverage, access, quality, and/or delivery. This health care inequity may occur along such dimensions as ability, age, class, culture, ethnicity, family structure, gender, gender identity and expression, relationship status, national origin, race, religion, sexual orientation, and socioeconomic status, among others. 2) Analysis of the health care system factors (e.g., policies, providers, organization of services) and non-health system factors (e.g., economic, geographic, social, cultural, political) contributing to the health care inequity. 3) Description and evaluation of programs and policies that have attempted to address the health care inequity. 4) Recommendations for future actions to address the health</p>	<p>Knowledge</p>

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		care inequity. 2) Policy Analysis paper: As part of the analysis, students assess the policy in terms of: o Horizontal and Vertical Adequacy, o Individual and Social Equity, and o Inclusiveness of Coverage	Knowledge, Skills, C/A
	SOWK 713: <i>Social Policy and Health Care</i>	Lecture, readings and discussion: Who’s Interpreting the Data: Not So Solid Empiricism; It isn’t just about Tuskegee: Understanding the Rationale for Minority Mistrust of Medicine; The Politics of Geography and Privilege: The Etiology of Healthcare Disparities, Medical Apartheid In class activity focus on the Syphilis Study Reflective journal exercise	Knowledge, Skills, Values, C/A Knowledge, Skills, Values, C/A Knowledge, Skills, Values, C/A
	SOWK 715: <i>Children and Social Services Policy</i>	Lecture and discussion on special populations	Knowledge, C/A
	SOWK 718: <i>Equality and Social Justice</i>	Several lectures on the history of the concepts of (In)equality and social (In)justice; Lecture and discussion on Human Rights and Social Justice Numerous readings on the history of the idea of equality/inequality and social justice, including: 1) Beauvoir, S. de (1949). The second sex (excerpts). In M. Schneir, ed. (1994), Feminism in our time: Essential writings, World War II to the present (pp. 6-20). New York: 2) Vintage; Davis, A. (1983). The meaning of emancipation according to Black women. In Women, race and class (pp. 87-98). New York: Vintage; DuBois, W.E.B. (1900). To the nations of the world - Excerpt. In A. Meier & E. Rudwick(eds.), Black protest thought in the 20th century (pp. 55-58). New York: Bobbs-Merrill; 3) Wilkerson, M. B., & Gresham, J. H. (1989, July 24/31). The racialization of poverty. The	Knowledge, Skills, Values, C/A Knowledge, Skills, Values, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		Nation, 126-135; Berlin, I. (1978). Equality. In Concepts and categories: Philosophical essays (pp. 81-102); 4) Wronka, J. (2014). Human rights as pillars of social justice. In M. Reisch (ed.), The Routledge international handbook of social justice (pp. 216-226). London: Routledge; Dominelli, L.	
		Analysis of primary source documents from religious and secular sources	Knowledge, Skills, Values, C/A
		Weekly Journals; Comparative Analysis Essay	Knowledge, Skills, Values, C/A
		"13th"; Video on Women's Suffrage	Knowledge, C/A
	SOWK 720: <i>Comparative Social Policy</i>	The SDH model offers many opportunities to track policies by their social inclusion, exclusion. Ex: students read Rep. Health care bill, Rep. talking points, NYT editorial and analysis material using SDH power dynamic: political, economic, social, culture and identified who gained, who lost, why and attitudes that affected why disadvantaged were being left out.	Knowledge, Skills, Values, C/A
	SOWK 725: <i>Work, Well-being and Social Policy</i>	Lecture on organizational justice	Knowledge
	SOWK 726: <i>Aging and Social Policy</i>	Lecture and discussion on Social Security Lecture; content on LGBTQ populations; Content on aging in place, housing discrimination and residential segregation	Knowledge, Values, C/A
		Readings by: Dickman-Portz; Hudson; Estes; Hudson; Fredricjsen-Goldsen et al.	Knowledge, Values, C/A
		Videos and discussion: Gen Silent; Big Mamma	Knowledge, Skills, Values, C/A
	SOWK 729:	Examination of social justice and its understanding and application in	Knowledge, Values, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
	<i>Justice at the Intersection of Social Work and the Law</i>	law and social work (class 1); DOJ report and consent decree discussion (class 4); Discussion of Unger Project (Class 10)	
		Small group discussion to identify problem outlined in the DOJ report, its causes, and solutions.	Skills, C/A
		Preparation work for group projects that require research in the form of literature review, review of media, informal interviews and observations of a relevant local problem with social justice concerns	Knowledge, Values, C/A
		Oral and Written report on a social problem and possible solutions; Policy Analysis Paper	Knowledge, Values, C/A
		Policy Analysis Paper	Knowledge, Skills, Values, C/A
	SOWK 777: <i>Research in Child Welfare</i>	Child welfare permanency section, Discuss institutional racism, Prejudicial decision making for permanency outcomes based race, gender, SOGIE	Knowledge, Values, C/A
		Readings and discussion: Child Welfare Information Gateway, 2011; Osterling, D'Andrade & Austin, 2008	Knowledge, C/A
		Chapin Hall unit discusses historic use of kinship care for African American families, differences in outcomes based on race, gender	Knowledge
		Permanency Paper	Knowledge, Skills, Values, C/A
	SOWK 789: <i>Independent Research: In-law Relationships</i>	Who is included and excluded in the research process	Knowledge, Values, C/A
		Transcribing and power	Values, C/A
	SOWK 789: <i>Public Health Financial</i>	Lecture on social exclusion of people with mental illness was a central focus	Knowledge

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
	<i>Social Work</i>	Readings on stigma and oppression	Knowledge
	SWOA 794: <i>Advanced Macro Field Practicum I</i> SWOA 795: <i>Advanced Macro Field Practicum II</i>	Field Assignment	Knowledge, Skills, Values, C/A
<p><b>Engage in Practice-informed Research and Research-informed Practice (Competency 4)</b></p> <p>Construct and utilize best practices and evidence to develop and implement community, organizational, or policy interventions (4.1Macro)</p> <p>Develop a research question that can inform policy, programs, or practice (4.2Macro/4.2CL)</p> <p>Conduct quantitative and/or qualitative data analysis and use findings to inform policy, programs, or practice (4.3Macro/4.3CL)</p>	SWOA 703: <i>Program Development</i>	Readings: <i>Toolkit for Modifying Evidenced Based Interventions to be Cultural</i> and Pawlak text assessment framework	Knowledge, Skills, Values, C/A
		Paper 2: Intervention Assessment critically analyzing two - three evidenced based/best practice interventions considered for use to address the social problem and identified needs	Knowledge, Skills, Values, C/A
		1) Pawlak & Vinter Text: Chapter 6. Focus on page 148 - 156; 2) Bradach, J. (2003). Going to scale: The challenge of replicating social programs. <i>Stanford Social Innovation Review</i> , 19-25. Access by going to: <a href="http://www.ssireview.org/articles/entry/going_to_scale/">http://www.ssireview.org/articles/entry/going_to_scale/</a> 3) Netting, F.E., & Connor, M.K. (2008). Recognizing the need for evidence-based macro practices in organizational and community settings. <i>Journal of Evidence-Based Social Work</i> , 5: 3 - 4, 473 - 496. 4) Cooney, S.M., Huser, M., Small, S., O'Connor, C (October, 2007). Evidence-based programs: An Overview. What works, Wisconsin - Research to Practice Issues, Issue 6. 5) Kettner chapter 9, 10, 11 one evaluation. Austin & Hopkins text: Chapter 20, Collecting and Using Data for Organizational Learning	Knowledge
		Paper 3 Program development. Need to create a logic model, identify data that needs to be collected to assess practice and use it to inform	Knowledge, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		changes in programs.	
		Identifies evidence based program and analyzes it for its cultural relevance and use with target population	Knowledge, C/A
	SWOA 704: <i>Community Organization</i>	Research for Social Action	Knowledge, Skills, Values, C/A
		Readings: 1) Stoecker, Randy. (2007) CBR and the Two Forms of Social Change. 2) Sen, R. (2003). Take back the facts. In Stir it up lessons in community organizing and advocacy (pp.116-134). San Francisco: Jossey-Bass. 3) Collette, W. (2014). Research for organizing. In Staples, L. Roots to power a manual for grassroots organizing, 2nd ed. (pp. 222-231). Westport, Conn.: Praeger. 4) Bobo, K., Max, S. and Kendall, J. (2010). Tactical investigations. In Organizing for Social Change, 4th ed. (pp. 199-230). Santa Ana: Seven Locks Press. 5) Health Care for the Homeless. (August 2009). Client utilization of Temporary Disability Assistance Program.	Knowledge, Values, C/A
		Final paper	Knowledge, Skills, Values, C/A
	SWOA 705: <i>Community Economic Development</i>	Neighborhood Context drawing upon your neighborhood windshield survey and data from the Baltimore Neighborhood Indicators Alliance (BNIA) on indicators of particular interest to the individuals you interviewed.	Knowledge, Skills
	SWOA 707: <i>Social Policy and Social Change</i>	Developing logic models; Program design; Program evaluation	Knowledge, Skills, Values, C/A
		Meenaghan program evaluation methods; Text, Chambers; Max An overview of economic analysis in health care Building the policy logic model (part of social problem analysis exercise)	Knowledge, Values Knowledge, Skills, Values, C/A
		Policy analysis paper; group policy advocacy portfolio	Knowledge, Skills, Values, C/A

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	SWOA 721: <i>Strategic Talent and Performance Management</i>	Use of performance data for individual, team, and organizational performance evaluation	Knowledge, Values
		Implementing an employee performance management system; Action learning coaching; Barriers and facilitators to evidence use in program management; Performance measurement challenges; Transformational leadership and performance use	Knowledge, C/A
		Setting performance objectives; Practicing giving feedback and coaching; Application of performance measurement	Knowledge, Skills, Values, C/A
		Agency performance management assignment	Knowledge, Skills, C/A
	SWOA 736: <i>Administering Employee Assistance Programs (EAPs)</i>	Lecture focused on evidence-informed and evidence-based practice for behavioral health in EAP settings	Knowledge, Skills, Values, C/A
		SBIRT, brief treatment, Solution-focused treatment, health and productivity management	Knowledge, Skills, Values, C/A
		Discussion and small group; compare clinical forms and options	Knowledge, Skills, Values, C/A
		EAP Direct Services paper	Knowledge, Skills, Values, C/A
		Watch Dryden File EAP film and discuss next steps	Knowledge, Skills, Values, C/A
	SWOA 738: <i>Financial Stability for Individuals, Families, and Communities</i>	Lecture on identification of a social problem or need related to financial stability and what social workers can do to address it.	Knowledge, Skills, Values, C/A
		Outside of class activity: Attend and analyze financial fitness event	Knowledge, Skills, Values, C/A
		Graded assignments: Final paper	Knowledge, Skills, Values, C/A
	SWOA 750: <i>Social Work in</i>	Presentation on evidenced-based approaches to school-level programming to address student behavior	Knowledge, Skills, C/A

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	<i>Education</i>	1. Astor, R. A., Meyer, A., Benbenishty, R., Marachi, R., & Rosemond, M. (2005) School safety Interventions: Best Practices and Programs. <i>Children &amp; Schools</i> , 27, 17-32.	Knowledge, Skills, C/A
		Developing functional behavioral assessment and positive behavior Interventions	Knowledge, Skills, Values, C/A
		Group presentations: vulnerable student population evidenced based interventions	Knowledge, Skills, Values, C/A
	<i>SWOA 753: Social Work Response to Mass Violence and Disaster</i>	Class 5 - includes an introduction to organizational and community assessment and early intervention following mass violence and/or disaster, building on initial community mapping skills, reviewing short-term and long-term interventions. Interventions will include using group and community-based interventions.	Knowledge, Skills, C/A
	1) Adams, R. E., & Boscarino, J. A. (2005). Differences in mental health outcomes among Whites, African Americans, and Hispanics following community disaster. <i>Psychiatry</i> , 68(3), 250-265. 2) Daniel, J. H. (2000). The courage to hear: African American women's memories of racial trauma. In L. C. Jackson & B. Greene (Eds.), <i>Psychotherapy with African American Women: Innovations in Psychodynamic Perspectives and Practices</i> (pp. 126-144). NY: Guilford. 3) Harlow, R., & Lauren, D. (2004). United we stand: Responses to the September 11 attacks in black and white. <i>Sociological Perspectives</i> , 47(4), 439-464. 4) Hartman, C., & Gregory D. S. (Eds). (2006). <i>There is no such thing as a natural disaster: Race, class, and Hurricane Katrina</i> . (Chapters 2, 4, 5, 13, 14). NY: Routledge. 5) Kaysen, D., Resnick, P., & Wise, D. (2003). Living in danger: The impact of chronic traumatization and the traumatic context on PTSD. <i>Trauma, Violence and Abuse</i> , 4(3), 247-264. 6) Norris, F. H. & Alegria, M. (2005). Mental health care for ethnic minority individuals and communities in the aftermath of disasters and mass violence. <i>CNS Spectrums</i> . 10(2), 132-140. 7) Stamm, B. H., & Friedman, M. J. (2000). Cultural diversity in the appraisal an expression of trauma. In A. Y.	Knowledge	



CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		Shalev, R. Yehuda, & A. C. McFarlane (Eds.), International Handbook of Human Response to Trauma (pp. 69-85). NY: Plenum. Straussner & Phillips text (Chapter 10) Zinner, E., & Williams, M. (1999). The connection between grief and trauma: An overview. When a community weeps: Case studies in community survivorship. Philadelphia, PA: Brunner/Mazel, pp. 3-17.	
		Final Paper – Incidence of Mass Violence	Knowledge, Skills, Values, C/A
		Viewing of the Following Video Clips: Columbine <a href="http://www.youtube.com/watch?v=5XTIOs4YK_c&amp;feature=related">http://www.youtube.com/watch?v=5XTIOs4YK_c&amp;feature=related</a> BP Spill <a href="http://www.youtube.com/watch?v=T0U54DyLFD8911">http://www.youtube.com/watch?v=T0U54DyLFD8911</a> <a href="http://www.youtube.com/watch?v=zS0qENVESv0">http://www.youtube.com/watch?v=zS0qENVESv0</a> Community New Normal, <a href="http://www.youtube.com/watch?v=BCDbipvRC4w">http://www.youtube.com/watch?v=BCDbipvRC4w</a>	Knowledge, C/A
	SOWK 708: <i>Integrated Behavioral Health Policy</i>	Two weeks of lecture focus on evidence-based models for integrated health care that have been supported by public policies. Throughout the semester we discuss the challenges of developing, passing, and implementing evidence-informed policies.	Knowledge
		Required readings for these two classes: 1) Tanenbaum, S.J. (2005). Evidence-based practice as mental health policy: Three controversies and a caveat. <i>Health Affairs</i> , 24(1), 163-173. 2) Noble, D.J., & Casalino, L.P. (2013). Can accountable care organizations improve population health? Should they try? <i>JAMA</i> , 309, 119-1120. 3) Begley, C.E., Hickey, J.S., Ostermeyer, B., Teske, L.A., Vu, T., Wolf, J., Kunik, M.E., & Rowan, P.J. (2008). Integrating behavioral health and primary care: The Harris County Community Behavioral Health Program. <i>Psychiatric Services</i> , 59(4), 356-358. 4) Tai-Seale, M., Kunik, M.E., Shepherd, A., Kirchner, J., & Gottumukkala, A. (2010). A case study of early experience with implementation of collaborative care in the Veterans	Knowledge

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		<p>Health Administration. Population Health Management, 13, 331-337. 5) Madras, B.K., Compton, W.M., Avula, D., Stegbauer, T., Stein, J.B., &amp; Clark, H.W. (2009). Screening, brief interventions, referral to treatment (SBIRT) for illicit drug and alcohol use at multiple healthcare sites: Comparison at intake and 6 months later. Drug and Alcohol Dependence, 99, 280-295.6) Callahan, C.M., Boustani, M.A., Weiner, M., Beck, R.A., Livin, L.R., Kellams, J.J., Willis, D.R., &amp; Hendrie, H.C. (2011). Implementing dementia care models in primary care settings: The Aging Brain Medical Home. Aging &amp; Mental Health, 15, 5-12.</p>	
		<p>In-class discussions throughout semester and particularly in those two classes focused on evidence-based models.</p>	Knowledge
		<p>In the final policy analysis paper, students are asked to use the scholarly/empirical literature regarding the causes and consequences of a social problem. They also evaluate the extent to which a public policy has addressed a social problem</p>	Knowledge, C/A
	<p>SOWK 726: <i>Aging and Social Policy</i></p>	<p>Logic Model development</p>	Knowledge
		<p>Building the logic model</p>	Knowledge, Skills, C/A
	<p>SOWK 729: <i>Justice at the Intersection of Social Work and the Law</i></p>	<p>Examination of DOJ report in order to hone in on/develop a research question that flows from this that can be used to inform policy (Knowledge, Skills, C/A)</p>	Knowledge, C/A
		<p>US President's Plan for Emergency Plan for AIDS (2013) 10th Annual Report to Congress</p>	Knowledge
		<p>Investigation of relevant local problem- component that requires research to better understand the problem in order to effectively and ethically address it (Skills, Values</p>	Knowledge, Skills, C/A

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		Oral and written report of investigation of relevant local problem	Knowledge, Skills, C/A
	SOWK 777: <i>Research in Child Welfare</i>	The first unit is an intervention unit and I teach what EBPs are. We go through criteria of an EBP and I use various resources--readings, the California Evidence-Based Clearing House. They learn how to read an empirical article that studies/evaluates an EBP. Purpose is to pick an EBP that could be applied to child welfare.	Knowledge, Skills, C/A
		Reading: 1) Aarons & Palinkas, 2007; Gibbs & Gambrill, 2002; Price et al., 2008; 2) Overview of FFTA EBP Resource Guide, 2008	Knowledge
		Review a Brown bag lecture from 2008--Patti Chamberlain, go through what constitutes an EBP	Knowledge, C/A
		Small group graded activity where the students read 3 child welfare based vignettes and then pick an EBP (out of their group) that applies the best--answer about 6 questions on worksheet	Knowledge, C/A
		Work on their intervention paper	Knowledge, Skills, C/A
		Video from a UMB SSW brown bag	Knowledge
		SOWK 781: <i>Actionable Research: Results-based Accountability and Empowerment Evaluation</i>	Readings and discussion on Results-Based Accountability Framework Overview; Performance Accountability; Actionable Research Questions; Empowerment evaluation; Organization and Community-based Participatory Research  For example, 1) Mark Friedman, Results-based Accountability. Chapter 1, The RBA Framework as a Whole; Chapter 2, Population Accountability, 34-42; Chapter 3, Performance Accountability, 43-68; 2) Benjamin, L. (2012). Nonprofit Organizations and Outcome Measurement: From Tracking Program Activities to Focusing on Frontline Work. American Journal of Evaluation, September, 33, 431-447; 3) Brandon, P. & Fukunaga, L. (2014). The state of the empirical research literature on stakeholder involvement in program evaluation.

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		American Journal of Evaluation, 35(1), 26-44. Branom, C. (2012). Community-Based Participatory Research as a Social Work Research and Intervention Approach. Journal of Community Practice, 20(3), 260-273.	
		Select a program result and identify appropriate performance indicators and measures; High-level • Evaluation Questions Exercise	Knowledge, Skills, C/A
		Real-time research project	Knowledge, Skills, C/A
		Description of field (or work) organizational accountability efforts	Knowledge, C/A
	SOWK 783: <i>Qualitative Cross-Cultural Research</i>	Multiple lectures to develop research question, interview guide, community site for research project, data analysis	Knowledge, C/A
		Padgett (text) multiple chapters	Knowledge
		Students work in groups of 6 throughout the course -- in and outside of class	Skills, C/A
		Students conduct interviews and observations outside of class (Skills, C/A)	Skills, C/A
		Community observation exercise, interview, transcription and interviewer feedback form	Skills, C/A
		Creswell video, Card game	C/A
	SOWK 789: <i>Public Health Financial Social Work</i>	Use of SPSS during presentation	Knowledge
		Conducting research	Knowledge, Skills, C/A
	SOWK 789: <i>Independent Research Study: In-Laws and</i>	Discussion of using findings from research to answer a question pertaining to family relationships	Knowledge
		Variety of journal articles and Deborah Padgett's Qualitative Methods in Social Work	Knowledge

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	<i>Couples</i>	Class presentation by each student about their findings and how they inform clinical practice	Knowledge, Skills, C/A	
		Readings and writing paper as well as data gathering from study participants	Knowledge, Skills, C/A	
		Video shown of interviews followed by discussion of what the clinical implications are	Knowledge	
	SOWK 789: <i>Causal Beliefs and Stigma in Behavioral Health</i>	Research articles are critically reviewed, especially for methods issues	Knowledge, C/A	
		Extensive discussion of research on mental health and stigma	Knowledge, C/A	
		Complete a research project on stigma as a group	Knowledge, Skills, C/A	
	SWOA 794: <i>Advanced Macro Field Practicum I</i> SWOA 795: <i>Advanced Macro Field Practicum II</i>	Field Assignment	Knowledge, Skills, Values, C/A	
				<b>Engage in Policy Practice (Competency 5)</b>  Be able to articulate the factors that shape the development of legislation, policies, program
		Readings and discussion: 1) Bachrach, P. & Baratz, M. (1970). Two Faces of Power. In <i>Power and Poverty: Theory and Practice</i> pp. 3-16). New York: Oxford UP. 2) Ryan, W. (1971). <i>The Art of Savage Discovery: How to Blame the Victim</i> . In <i>Blaming the Victim</i> (pp. 16-33). New York: Pantheon Books. 3) Coates, T. (June 2014). <i>The Case</i>	Knowledge, C/A	

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<p>services and/or funding at all system levels and the effect of public policy on client services and or programming in an area of practice (5.1Macro/5.1CL)</p> <p>Communicate to stakeholders, administrators, legislators and/or colleagues the implications of policies and programs, and implications of policy and program changes in the lives of clients, communities, organizations, or society (5.2Macro/5.2CL)</p>		for Reparations. The Atlantic. 4) Hanisch, C. (Feb 1969). The Personal Is Political.	
		Identifying and Cutting an Issue	Knowledge, Skills, Values, C/A
	SWOA 705: <i>Community Economic Development</i>	Main Idea: Introducing community and community economic development as a field of practice. The roles and functions communities play in the development of people.	Knowledge, Values
		1) Connor, A. (2012). Swimming Against the Tide: A Brief History of Federal Policy in Poor Communities. In DeFilippis, J., Saegert, S. (Eds.) (2012) The Community Development Reader (pp. 11-29) New York: Taylor and Francis. 2) DeFillippis, J. (2012). Community Control and Development: The Long View. In DeFilippis, J., Saegert, S. (Eds.) (2012) The Community Development Reader (pp. 30-37) New York: Taylor and Francis. 3) Sites, W., Chaskins, R., Parks, V. (2012). Reframing Community Practice for the 21st Century: Multiple Traditions, Multiple Challenges. In DeFilippis, J., Saegert, S. (Eds.) (2012) The Community Development Reader (pp. 38-47) New York: Taylor and Francis.	Knowledge, Values
	SWOA 707: <i>Social Policy and Social Change</i>	Every lecture	Knowledge, Values, C/A
		Reading: All	Knowledge, C/A,
		In-Class Assignments	Knowledge, Skills, Values, C/A
		Policy analysis paper; Advocacy portfolio & presentation	Knowledge, Skills, Values, C/A
	All videos		

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	SWOA 710: <i>Legislative Processes in Social Welfare</i>	1) Lobbying, speaking, testifying; 2) Policymaking models and their application to legislative trajectories (class 6); 3) Budget and Fiscal Policy (Class 9)	Knowledge, Skills, C/A
		1) Thomas Dye, Understanding Public Policy; 2) Reisch and Jani, The New Politics of Social Work Practice: Understanding Context to Promote Change; 3) MD Legislator's Handbook	Knowledge, Skills, Values, C/A
		1) Guest speaker from Health Maryland; 2) meeting with MD Delegate; 3) Workshopping draft testimony	Knowledge, C/A
		1) Testifying; 2) participating in a lobby day	Knowledge, Skills, Values, C/A
		1) Bill analysis; 2) Advocacy day 3) Policy Analysis Paper	Skills, Values, C/A
	SWOA 732: <i>Resource Development for Nonprofit Groups</i>	Workforce laws and policies	Knowledge, Values, C/A
		Readings on: Human Resources Management; Inclusion is the key to diversity management; Work-life integration; Workplace bullying;	Knowledge, C/A
		Analysis of real cases related to workforce laws and policies	Knowledge, Skills, Values, C/A
		Team analysis of cases on workforce laws and policies	Knowledge, Skills, Values, C/A
		Team case analysis	Knowledge, Skills, Values, C/A
	SWOA 738: <i>Financial Stability for Individuals, Families, and</i>	Lecture on historical and present legislation and policies related to taxes, asset building, wealth divide by gender and race	Knowledge, Values, C/A
		Readings on wealth creation, community wealth building, wealth divide by gender and race	Knowledge, Skills, Values, C/A
		Graded assignments: Analysis of earned income tax credit	Knowledge, Skills, C/A

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	<i>Communities</i>		
	SOWK 706: <i>Mental Health and Social Policy</i>	Lecture and reading on relevant policy issues	Knowledge
		Group work	Knowledge, C/A
		Term paper and final	Knowledge, Skills, Values, C/A
	SOWK 708: <i>Integrated Behavioral Health Policy</i>	In every class we discuss the history of health and behavioral health policies, including the political, social, cultural, economic, and other contextual factors contributing to their development, adoption, and implementation. We also discuss the effects of these policies on populations, particularly vulnerable populations. For example, we discussed the history and evolution of employer-sponsored health insurance, the benefits and limitations of the Affordable Care Act, and repercussions (intended and unintended) of the deinstitutionalization of mental health treatment	Knowledge, C/A
		Readings examples: 1) Mechanic, D. (2014). More people than ever before are receiving behavioral health care in the United States, but gaps and challenges remain. <i>Health Affairs</i> , 33(8), 1416-1424. 2) Blumenthal, D. (2006). Employer-sponsored health insurance in the United States Origins and implications. <i>The New England Journal of Medicine</i> , 355, 82-88. 3) Blumenthal, D., Abrams, M., & Nuzum, R. (2015). The Affordable Care Act at 5 years. <i>The New England Journal of Medicine</i> , 372, 2451-2458.	Knowledge
		Almost every class activity, including small group discussions and partner activities, address this competency.	Knowledge, C/A
		Health Care Inequity Group Presentation - students are asked to analyze the systemic factors that contribute to a health care inequity, and then evaluate the extent to which existing policies alleviate or exacerbate these inequities. 2) Final Policy Analysis paper - Students define a social	Knowledge, Skills, C/A



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		<p>problem, describe the causes and consequences of a social problem, provide an overview of the policy, discuss the politics of the social problem and policy, assess the extent to which the policy has addressed the social problem, assess the policy in terms of equity and adequacy, and make recommendations for future policy</p>	
		<p>Various video clips shown in class. For example, a TED talk discussing the consequences of the US' lack of paid parental leave policy on women and children's health (knowledge0</p>	Knowledge
	SOWK 713: <i>Social Policy and Health Care</i>	<p>Lecture and discussion: The Exponential Cost of Care: The Social, Political and Economic Challenges of Cost</p>	Knowledge, Skills, Values, C/A
		<p>Example readings: Robbins, A. (2015). The Problem with Satisfied Patients. The Atlantic. Retrieved from: <a href="http://www.theatlantic.com/health/archive/2015/04/the-problem-with-satisfied-patients/390684/">http://www.theatlantic.com/health/archive/2015/04/the-problem-with-satisfied-patients/390684/</a> (Knowledge)</p>	Knowledge
		<p>Students have to review a series of case studies and understand the cost drivers that emerge from patient care</p>	Knowledge, Skills, Values, C/A
		<p>Reflective Journal Exercise about the multi-factorial phenomenon of cost</p>	Knowledge, Skills, C/A
	SOWK 715: <i>Children and Social Services Policy</i>	<p>Discussion on how to develop a good policy, policy tradeoffs, how to implement a policy, regulations, equity, pro-social and perverse incentives</p>	Knowledge, Skills, Values, C/A
		<p>Readings include: 1) Jenson, Jeffrey, Fraser, Mark (2015). Social Policy for Children and Families: A Risk and Resilience Perspective (3rd Edition). Los Angeles: Sage; Child Welfare Information Gateway article 2) Major Federal Legislation; Curry - Choosing Among Alternatives for the Poor</p>	Knowledge, C/A

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		Journal presentation of policy evaluation; group activity regarding ideal CW system	Knowledge, Skills, C/A
		In-class activities: Policy haiku; readings; policy videos; finding who represents them	Knowledge, Skills, Values, C/A
		Policy evaluation journal; policy evaluation paper and policy evaluation brief	Knowledge, Skills, Values, C/A
	SOWK 718: <i>Equality and Social Justice</i>	Lecture and discussion on the Role of Redistribution in Social Policy; Several Lectures/Discussion on Applying Social Justice to Issues of Racial/Gender/Socio-Economic Equality	Knowledge, Skills, Values, C/A
		Example readings and discussion: 1) Bywaters, P. (2007). Tackling inequalities in health: A global challenge for social work. <i>British Journal of Social Work</i> , 37(1), 1-15; 2) Fritzell, J. (2014). Health inequality and social justice. In M. Reisch (ed.), <i>The Routledge international handbook of social justice</i> (pp. 339-352). London: 3) Routledge; Diez-Roux, A.V. & Mair, C. (2010). Neighborhoods and health. <i>Annals of the New York Academy of Science</i> , 1186, 125-145; 4) Aber, L., & Chaudry, A. (2010, April). Low-income children, their families, and the Great Recession: What next in policy? Paper prepared for the Georgetown University and Urban Institute Conference on Reducing Poverty and Economic Distress after ARRA, Washington, 5) DC;Lui, M., et al (2006). Rainbow economics: Closing the racial wealth divide. In <i>The color of wealth: The story behind the U.S. racial wealth divide</i> (pp. 267-291). New York: New Press; Rothstein, R. (2004). 6) Class and schools: Using social, economic, and educational reform to close the Black-White achievement gap. Washington, DC: Economic Policy Institute;	Knowledge, C/A
		Applying the concept of redistribution to social policy development	Knowledge, Skills, Values, C/A

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		Critiquing the analysis of a public policy research website on a specific issue	Knowledge, Skills, Values, C/A
		Major policy analysis paper; Weekly Journals	Knowledge, Skills, Values, C/A
		"Debating Same-Sex Marriage"; "Arguing Affirmative Action"; "What's a Fair Start? What Do We Deserve?"	Knowledge, Skills, Values, C/A
	SOWK 720: <i>Comparative Social Policy</i>	Lectures: HR, SJ, 10 specific social justice policies affecting nation, state, community	Knowledge, C/A
		Discussion of respective policies students are following, their learnings about policy from their weekly research	Knowledge, C/A
		Post every week on Discussion Board about development of policy they are tracking, comparing with similar policy of another country they are tracking, 2 papers on these policies	Knowledge, Skills, Values, C/A
		Weekly posts, on-line exercises, papers	Knowledge, Skills, Values, C/A
	SOWK 725: <i>Work, Well-being and Social Policy</i>	Detailed information about policy analysis, several workplace policies	Knowledge, C/A
		Detailed readings about a range of workplace policies and federal policies that influence worker health and work-life fit	Knowledge
		Policy Analysis, Policy Analysis presentations	Knowledge, Skills, C/A
	SOWK 726: <i>Aging and Social Policy</i>	This is infused throughout this course every lecture is on a different policy area	Knowledge, Values, C/A
		All readings address this	Knowledge

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		In-class activities: Problem analysis; Policy messaging; Policy debates; Case scenarios	Knowledge, Skills, C/A
		Out of class activity: Policy worksheet; Portfolio	Knowledge, Skills, Values, C/A
		Videos: Big Mamma; Gen Silent	Knowledge, Skills, Values, C/A
	SOWK 729: <i>Justice at the Intersection of Social Work and the Law</i>	Readings: 1) Faller and Vandervort (2007). When world views collide. University of Michigan Journal of Law Reform 41, 1046; US Department of Justice, Civil Rights Division (2016). 2) Investigation of the Baltimore City Police Department.; 3) Al Amin Settlement Agreement (from the Unger cases that govern the release of geriatric prisoners (provide by SOL professor working on these)	Knowledge
	SWOA 794: <i>Advanced Macro Field Practicum I</i> SWOA 795: <i>Advanced Macro Field Practicum II</i>	Field Assignments	Knowledge, Skills, C/A
<b>Engage with Individuals, Families, Groups, Organizations, and Communities (Competency 6)</b>  Use strategies collaboratively with people from diverse economic, political, social, and cultural	SWOA 703: <i>Program Development</i>	Paper 1: Problem Analysis Summary capturing target population perspective on social problem and needs	Knowledge, Values, Skills, C/A
		Readings, videos, online assignments learning the concepts of cultural competency, cultural humility as it relates to program development.	Knowledge, C/A
		Understanding of the <i>Toolkit for Modifying Evidenced Based Interventions to be Cultural Competent</i> and applying it to a case study including working with community members and target group to define social problem and need, assess, adapt/modify, implement and evaluate	Knowledge, Skills, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
backgrounds and/or from marginalized communities to promote sustainable change and equity for oppressed client groups, communities, organizations, institutions, or society (6.1Macro)		programs.	
		Lecture discussing inclusion of groups (i.e., cultural brokers) to be part of the needs assessment process and other program development steps. Related to engaging staff in organizations and community members: 1) Mor Barak, M.E., Lizano, E.L., Kim, A., Duan, L., Rhee, M., Hsiao, H., Brimhall, K., (2016). The promise of diversity management for climate of inclusion: A state of the art review and meta-analysis. <i>Human Service Organizations: Management, Leadership &amp; Governance</i> , 40, 4, 305 - 333. DOI: 10.1080/23303131.2016.1138915 Woodford, M. & Preston, S. (2011). Developing a strategy to meaningfully engage stakeholders in program/policy planning: A guide for human service managers and practitioners. <i>Journal of Community Practice</i> , 19, 2, 159 - 174.	Knowledge, C/A
			Knowledge, C/A
		Watch Allegories on Race and Racism, Dr. Camara Jones, TEDxEmory retrieved from: <a href="https://youtu.be/GNhcY6fTyBM">https://youtu.be/GNhcY6fTyBM</a> (20 min). The Gardenerâ’s Tale: <a href="https://youtu.be/7M0du3lS7rA">https://youtu.be/7M0du3lS7rA</a> and discuss engagement of community representatives	Knowledge, Values, C/A
	SWOA 704: <i>Community Organization</i>	Self-reflection on working in teams and with others. Wilder collaboration factors inventory: <a href="http://www.wilder.org/Wilder-Research/Research-Services/Pages/Wilder-Collaboration-Factors-Inventory.aspx">http://www.wilder.org/Wilder-Research/Research-Services/Pages/Wilder-Collaboration-Factors-Inventory.aspx</a>	Knowledge, Skills, C/A
		Online audio podcast: Responsible and successful collaborations: <a href="https://ssir.org/podcasts/entry/responsible_and_successful_collaboration">https://ssir.org/podcasts/entry/responsible_and_successful_collaboration</a>	Knowledge
		Models, Theories, and Goals of Organizing	Knowledge, C/A
		Readings: 1) Smock, K. (2004). Models of Community Organizing: An Overview. In <i>Democracy in action: Community organizing and urban change</i> . New York: Columbia UP. 2) Pyles, L. (2009/2013). Theories and ideas for the progressive organizer and Critical organizing frameworks. In <i>Progressive community organizing: A critical approach for a globalizing world</i> (pp. 34-52 & 73- 94). NY: Routledge. 3)	Knowledge, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		Alinsky, S. (1971). The Purpose. In Rules for radicals. New York. Vintage. 4) Ransby, B. (2003.) A Freirian Teacher, a Gramscian Intellectual, and a Radical Humanist. In Ella Baker & the Black Freedom Movement: A radical democratic vision. Chapel Hill: UNC Press.	
		Community Organization Project	Knowledge, Skills, Values, C/A
		Final Paper	Knowledge
	SWOA 707: <i>Social Policy and Social Change</i>	Example readings: 1) Mizrahi, Coalitions, collaboration; 2) Honeycutt et al, Using Social Network analysis to predict early collaboration within health advocacy coalitions; 3) Curry-Stevens, Persuasion: Infusing advocacy practice with insights from anti-oppression practice	Knowledge, Values, C/A
		Coalition building and policy messaging	Knowledge, Skills, C/A
		Group Policy advocacy portfolio	Knowledge, Skills, Values, C/A
	SWOA 710: <i>Legislative Processes in Social Welfare</i>	1) Social work and advocacy (Class 1); 2) Guest lecture with advocates from the Faces of Homelessness Speakers Bureau (class 8); 3) Bottom-up legislative advocacy discussion (class 8)	Knowledge, Values, C/A
		Readings and lecture on 1) Harrison & Scorse (2005) Improving the conditions of workers? Minimum wage legislation and anti-sweatshop activism; 2) Freeman (2005) Fighting for other folks' wages: The logic and illogic of living wage campaigns, Industrial Relations	Knowledge, C/A
		Presentations and discussion of advocacy day activities	Knowledge, Values, C/A
		Lobby/advocacy day activities may have this component (it is optional)	Knowledge, Skills, C/A
		Bill analysis assignment (sections on who is impacted by the bills; what is the impact on social work practice, and who opposed/supported the	Knowledge, Skills, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		bill and on what grounds)	
	SWOA 721: <i>Strategic Talent and Performance Management</i>	Managing workforce diversity; Inclusion interventions with employees	Knowledge, C/A
		Human Resources Management; Generational perspectives on nonprofits; Healthy diversity; Perceptions of gender microaggressions; Addressing racism in the organization	Knowledge, C/A
		Team discussion questions; Case analysis on workforce scenarios; Talent and career development practices	Knowledge, Skills, Values, C/A
		Team case analysis; Work forecasting and work analysis	Knowledge, Skills, Values, C/A,
		Team case analysis; Workforce forecasting and work analysis	Knowledge, Skills, C/A
	SWOA 732: <i>Resource Development for Nonprofit Groups</i>	Storytelling and Fundraising - Effective use of client stories	Knowledge
		Thing, S. (2014, August 12) Storytelling: Why it Works (Web blog post) Retrieved 8/2016 from <a href="https://piktochart.com/blog/why-storytelling-works/">https://piktochart.com/blog/why-storytelling-works/</a>	Knowledge
		Review online testimonials of client stories to discuss how to appropriately engage with disclosure. Practice interview questions with clients	Knowledge, Skills, Values
	SWOA 735: <i>Social Work and Social Action</i>	Social Action Project	Knowledge, Skills, Values, C/A
		Social Action Project & Reflection	Values, C/A
	SWOA 736: <i>Administering Employee Assistance Programs (EAPs)</i>	Discussion about diversity and inclusion in the workplace and support with EAP and related programs	Knowledge, C/A
		Response to Request for Proposal (RFP) section on diversity and inclusion in the workplace	Knowledge, Skills, Values, C/A

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	SWOA 738: <i>Financial Stability for Individuals, Families, and Communities</i>	Reading on wealth injustice and community asset mapping	Knowledge, Skills, Values, C/A
		Outside of class exercise: Attendance at and analysis of a financial fitness event that aims to serve the community	Knowledge, Skills, Values, C/A
	SWOA 750: <i>Social Work in Education</i>	Discussion of the economics of school funding	Knowledge, C/A
		Elze, D. E. (2003). Gay, Lesbian, and Bisexual Youths' Perceptions of their High School Environments and Comfort in School. <i>Children &amp; Schools, 25</i> , 225-239.	Knowledge, Values, C/A
		Group Presentation focused on vulnerable student population: often low income, race or ethnic minority, special education population, homeless students, GLBTQ students	Knowledge, Skills, Values, C/A
	SWOA 753: <i>Social Work Response to Mass Violence and Disaster</i>	1) Straussner & Phillips text (Chapter 2) Walsh, F. (2007). Traumatic Loss and Major Disasters: Strengthening Family and Community Resilience. <i>Family Process, 46</i> (2), 207-227. 3) Adams, R. E., & Boscarino, J. A. (2005). Differences in mental health outcomes among Whites, African Americans, and Hispanics following community disaster. <i>Psychiatry, 68</i> (3), 250-265. 4) Norris, F. H. & Alegria, M. (2005). Mental health care for ethnic minority individuals and communities in the aftermath of disasters and mass violence. <i>CNS Spectrums, 10</i> (2), 132-140. 5) Stamm, B. H., & Friedman, M. J. (2000). Cultural diversity in the appraisal an expression of trauma. In A. Y. Shalev, R. Yehuda, & A. C. McFarlane (Eds.), <i>International Handbook of Human Response to Trauma</i> (pp. 69-85). NY: Plenum.	Knowledge
		Viewing and Discussion of "when the Levees Broke"; Current Events	Knowledge, C/A



CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		Current Events- Report on a current event related to an incident of mass violence and/or disaster	Knowledge, C/A
		Viewing of "When the Levees Broke"	
		Students are engaging with diverse community based organization and groups throughout all of the assignments	Skills, C/A
	SOWK 708: <i>Integrated Behavioral Health Policy</i>	In the final week of class we discuss health and behavioral health policy advocacy	Knowledge
		Required readings for the last week of class: 1) Powell, T.J., Garrow, E., Woodford, M.R., & Perron, B. (2013). Policymaking opportunities for direct practice social workers in mental health and addiction services. <i>Advances in Social Work</i> , 14(2), 367-378. 2) Perez, L.M., & Martinez, J. (2008). Community health workers: Social justice and policy advocates for community health and well-being. <i>American Journal of Public Health</i> , 98, 11-14. 3) Epstein, S. (2016). The politics of health mobilization in the United States: The promise and pitfalls of disease constituencies. <i>Social Science &amp; Medicine</i> .	Knowledge
	SOWK 713: <i>Social Policy and Health Care</i>	Lecture on The Politics of Geography and Privilege: The Etiology of Healthcare Disparities	Knowledge, Values, C/A
		Readings: Cunningham et al (2014). Perceptions of Health System Orientation: Quality, Patient Centeredness, and Cultural Competency. SAGE. Retrieved from: <a href="http://journals.sagepub.com/doi/pdf/10.1177/1077558714557891">http://journals.sagepub.com/doi/pdf/10.1177/1077558714557891</a>	Knowledge
		Guest lecturer on working with psycho-socially high risk patients	Knowledge
		Reflective write-up on the content provided by the speaker	Knowledge, Skills, Values, C/A
	SOWK 718: <i>Equality and</i>	Applying Social Justice Concepts to Social Policy Development; Applying Human Rights to Social Policy Development	Knowledge, Skills, Values, C/A

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	<i>Social Justice</i>	Lecture: Participation in Legislative Education and Advocacy Day	Knowledge
		Video and discussion: "The Supreme Principle of Morality"; The Claims of Community & Where Our Loyalty Lies	Knowledge, Values, C/A
	SWOA 794: <i>Advanced Macro Field Practicum I</i> SWOA 795: <i>Advanced Macro Field Practicum II</i>	Field Assignment	Knowledge, Skills, Values, C/A
<p><b>Assess Individuals, Families, Groups, Organizations, and Communities (Competency 7)</b></p> <p>Assess and analyze social systems (e.g., communities, organizations, political systems) using multiple frameworks and sources for analysis and synthesis to inform intervention (7.1Macro)</p> <p>Synthesize and differentially apply theories, constructs, frameworks and models of human behavior and the social environment to guide assessments and planning macro practice (7.2Macro)</p>	<i>SWOA 703: Program Development</i>	Paper 1: Problem Analysis Summary	Knowledge, Skills, Values, C/A
		Readings, videos, online assignments and discussions relevant to learning the concepts of cultural competency, cultural humility as it related to program development including assessing the social problem and client/constituent needs	Knowledge, C/A
		Understanding and application of the <i>Toolkit for Modifying Evidenced Based Interventions to be Cultural Competent</i> and applying it to a case study including working with community members and target group to define social problem and need, assess, adapt/modify, implement and evaluate programs.	Knowledge, Skills, C/A
		Lecture on social problems and needs analysis	Knowledge
		Readings and discussion: Kettner, et al.: Chapter 1 and 2 Friedman, M.: Chapter 1 and 2 covers the process of social problems, needs analysis, etiology of problem and needs analysis. Kettner, et al.: Chapter 3, 4 and 5 Friedman, M.: Chapter 3 Metzler, J.M., Roberts, D.E. (2014). Structural competency meets structural racism: Race, politics, and the structure of medial knowledge. Virtual Mentor: American Medical Association	Knowledge, C/A

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		Journal of Ethics, 16, 9, 674-690	
	SWOA 704: <i>Community Organization</i>	Readings on 1) Smock, K. (2004). Models of Community Organizing: An Overview. In Democracy in action: Community organizing and urban change. New York: Columbia UP. 2) Pyles, L. (2009/2013). Theories and ideas for the progressive organizer and Critical organizing frameworks. In Progressive community organizing: A critical approach for a globalizing world (pp. 34-52 & 73- 94). NY: Routledge. 3) Alinsky, S. (1971). The Purpose. In Rules for radicals. New York. Vintage. 4) Ransby, B. (2003.) A Freirian Teacher, a Gramscian Intellectual, and a Radical Humanist. In Ella Baker & the Black Freedom Movement: A radical democratic vision. Chapel Hill: UNC Press.	Knowledge, C/A
		Community organization project	Knowledge, Skills, Values, C/A
		Identifying and Cutting an Issue; Strategy Chart and Power Analysis; Final Paper	Knowledge, Skills, C/A
	SWOA 705: <i>Community Economic Development</i>	Windshield Survey Taking a Look at Neighborhoods	Knowledge, Skills
		Final paper on community economic development	Knowledge, Skills, Values, C/A
	SWOA 707: <i>Social Policy and Social Change</i>	Critical policy analysis; Social problem analysis;	Knowledge, Values, C/A
		Readings and discussion: Blau, The political economy of US social policy; Buse, Power and the policy process; Estes, A Critical Perspective on health, health policy and politics; Jansson & Heidemann, Eight Models of policy practice; longest, the process of public policy making: A conceptual model	Knowledge, C/A
		Social Problem analysis; Critiquing existing policy	Knowledge, Skills, Values, C/A

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	SWOA 710: <i>Legislative Processes in Social Welfare</i>	Lecture: Social construction of a social problem (class 5); 2) Models of policy analysis (class 6)	Knowledge
		Readings and lecture on 1) Pertschuk (2010) The DeMarco Factor; 2) McGrath (2007) Framing lobbying messages: Defining and communicating political issues persuasively; 3) Thomas Dye (2013) Understanding Public Policy	Knowledge, C/A
		1) Different perspectives on the "problem", cause, and proposed policy solution regarding texting and driving (class is divided into groups representing different perspectives such as law enforcement, transportation authorities, cellphone manufacturers, victims and families of victims who have been harmed in accidents;	Knowledge, Skills, C/A
		2) application of policy analysis theories to a problem of students' choosing (small group); 3) advocacy day reports (part that asks students to reflect on use of/effectiveness of strategies highlighted in the readings	Knowledge, Skills, C/A
		1) Advocacy Day reports 2) Policy analysis paper	Knowledge, Skills, Values, C/A
	SWOA 721: <i>Strategic Talent and Performance Management</i>	Lecture: Individual, team and organizational performance assessment	Knowledge
		Readings on: Leading individual development and organizational change; Exploring positive social capital in human service organizations; Employee engagement and leadership; A framework for social sector excellence; How transformational leadership fosters performance information use	Knowledge, C/A
		In-class activity: Work analysis; Performance review scenarios; Giving feedback; Application of performance measurement	Knowledge, Skills, Values, C/A
		Out of class activity: Work analysis questionnaire; Performance measurement assignment; Team case analysis	Knowledge, Skills, Values, C/A
	SWOA 732: <i>Resource Development</i>	Assessing Readiness - Review tool for assessing an organization's readiness to solicit funds from donors - Discuss important areas of capacity within an organization that leads to successful solicitation and	Knowledge, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
	<i>for Nonprofit Groups</i>	resource development Utilize readiness assessment tool to collect data from documents and key informational interviews. Complete readiness assessment score card as well as highlight areas of strengths and weaknesses for an organization's readiness to raise money	Knowledge, Skills, C/A
	SWOA 735: <i>Social Work and Social Action</i>	Nonviolence and Political Jiu-Jitsu; Contextual Conditions and the Development of Movements	Knowledge, C/A
		Social Movements Paper	Knowledge, C/A
	SWOA 736: <i>Administering Employee Assistance Programs (EAPs)</i>	Lecture and discussion on EAP and workplace assessment; Program development; Management consultation	Knowledge, C/A
		Readings on: Utilization of services; organization as client; supervisor and manager training; design and choice in worksite services	Knowledge
		In-class activity: Organizational assessment and response small group and class exercise	Knowledge, Skills, Values, C/A
		Outside of class activity: Response to proposal - large section focused on program development and working with managers	Knowledge, Skills, Values, C/A
	SWOA 738: <i>Financial Stability for Individuals, Families, and Communities</i>	Lecture on asset building continuum, community asset mapping	Knowledge
		Readings on social enterprise, worker cooperatives, community well being	Knowledge
		Graded assignment: Final paper analyzing a macro need related to financial stability and of interest to the students	Knowledge, Skills, Values, C/A
		Guest speakers from housing coalitions and advocacy legal groups	Knowledge
	SWOA 750: <i>Social Work in Education</i>	Student assessment for special education consideration	Knowledge, Skills, Values, C/A
		Readings and discussion on: 1. Woolley, M. E. (2006) Advancing a Positive School Climate for students, Families, and Staff. In Franklin, Harris, & Allen-Meares (Eds.). The School Services Sourcebook, Oxford press: New York.	Knowledge, C/A

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		Small Group Exercise: school social work roles and services needed based on case vignette	Knowledge, Skills, Values, C/A
		School Climate Assessment Paper	Knowledge, Values, C/A
	SWOA 753: <i>Social Work Response to Mass Violence and Disaster</i>	Final Paper - The paper should demonstrate an ability to integrate knowledge learned during class and apply it to a real-life incident of mass violence and/or disaster	Knowledge, Skills, Values, C/A
	SOWK 713: <i>Social Policy and Health Care</i>	Lecture and discussion on 1) Attending to the Margins: Engaging with Under-Served Populations (Knowledge, Skills, Values, C/A); Podcast: NPR (2016). Thousands Leave Maryland Prisons with Health Problems and No Coverage. Retrieved from: <a href="http://www.npr.org/sections/health-shots/2016/04/24/475271336/thousands-leave-maryland-prisons-with-health-problems-and-no-coverage">http://www.npr.org/sections/health-shots/2016/04/24/475271336/thousands-leave-maryland-prisons-with-health-problems-and-no-coverage</a>	Knowledge, C/A
	SOWK 718: <i>Equality and Social Justice</i>	Analysis of primary source document	Knowledge, Skills, Values, C/A
		Comparative Analysis Essay	Knowledge, Skills, Values, C/A
	SOWK 720: <i>Comparative Social Policy</i>	Lecture on: Social Determinants of Health	Knowledge
		Frame policies within SDH model	Skills, C/A
		Frame field placement within SDH model	Knowledge, Values, C/A
		Review and grade for field placement SDH model	C/A
	SOWK 726:	Analyze policy throughout this course, every week	Knowledge, Skills, Values, C/A

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	<i>Aging and Social Policy</i>	Almost all of the readings apply to analyzing social systems, political systems specifically	Knowledge, Values
		Case scenarios; Problem analysis	Knowledge, Skills, Values, C/A
	SOWK 789: <i>Independent Research Study: Forgiveness</i>	Qualitative and quantitative data collection and analysis	Knowledge, Skills, C/A
		Readings and discussion: 1) Padgett, D. (2008). Chapter 6, Interviewing and Use of Documents, 99-129. In <i>Qualitative Methods in Social Work Research</i> . Thousand Oaks: CA. Sage. 2) Padgett, D. (2008). Chapter 7, Data Analysis and Interpretation, 131-166. In <i>Qualitative Methods in Social Work Research</i> . Thousand Oaks: CA. Sage. 3) Eliot & Associates. (2005). <i>Guidelines for Conducting a Focus Group</i> , 1-13. 4) Lin, W. & Van Ryzin, G. (2012). <i>Web and Mail Surveys: An Experimental Comparison of Methods for Nonprofit Research</i> . <i>Nonprofit and Voluntary Sector Quarterly</i> , 41, 1014-1028.	Knowledge, C/A
		Developing a database & analyzing data	Knowledge, Skills, C/A
		Turn the Curve Assignment	Knowledge, Skills, C/A
	SOWK 789: <i>Independent Research: In-laws and Couples</i>	Bringing in theory to the research question	Knowledge
		Padgett text (multiple chapters)	Knowledge
		Group activity of assembling literature review for report	Knowledge
		Annotate one article on group topic for use in report	Knowledge, C/A
	SWOA 794: <i>Advanced Macro Field Practicum I</i> SWOA 795: <i>Advanced Macro Field</i>	Field Assignment	Knowledge, Skills, Values, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
	<i>Practicum II</i>		
<p><b>Intervene with Individuals, Families, Groups, Organizations, and Communities (Competency 8)</b></p> <p>Identify appropriate intervention and how it is relevant to client/constituent system (8.1Macro)</p> <p>Implement a problem-solving sequence when intervening in an organization, community, or policy practice setting (8.2Macro)</p> <p>Make use of changing technology or innovations that contribute to understanding and addressing problems affecting organizations, communities, or policy (8.3Macro)</p>	SWOA 703: <i>Program Development</i>	Readings and discussion on: 1) Pawlak & Vinter Text: Chapter 6. Focus on page 148 - 156. Comparing and contrasting potential interventions to ensure they meet target group needs 2) Samuels, J., Schudrick, W., Altschul, D. (n.d.) Toolkit for Modifying Evidence-Based Practices to Increase Cultural Competence. Center for Excellence in Culturally Competent Mental Health, The Nathan Kline Institute for Psychiatric Research: Orangeburg, NY. Retrieved from: <a href="http://ssrdqst.rfmh.org/cecc/index.php?q=node/86">http://ssrdqst.rfmh.org/cecc/index.php?q=node/86</a> .	Knowledge, C/A
		In-class and Outside of class activity: Identify possible interventions and use summary table from Pawlak and Vinter text to analyze	Knowledge, Skills, C/A
		Case study - defining a social problem for a cultural group (i.e., Somali refugees). Decide on how problem is defined and the identified need. Determine intervention type.	Knowledge, Skills, Values, C/A
		Paper 2: Critically analyze 2 - 3 possible interventions for group's social problem.	Knowledge, Skills, C/A
	SWOA 704: <i>Community Organization</i>	CO Project	Skills, Values, C/A
		Final Paper	Knowledge, Skills, C/A
	SWOA 707: <i>Social Policy and Social Change</i>	We are really doing this throughout the course; we work from a problem-solving model from social construction of social problems, through logic modeling through policy implementation; we also look at using social media for policy advocacy	Knowledge, Skills, C/A
		Most all readings but specifically – 1) Chambers; meenaghan, Program Evaluation Methods; Best, Disease politics & Medical research funding: three ways advocacy shapes policy; Jansson, becoming an effective policy advocate...; 2) Curry-Stevens, Persuasion: Infusing Advocacy	Knowledge, Values, C/A



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		practice with insights from anti-oppression practice; 3) Newman et al, From Agitating in the streets to implementing in the suites: Understanding education policy reforms initiated by local advocates	
		Social problem exercise, Recommendations for policy changes; Policy advocacy messaging exercise	Knowledge, Skills, Values, C/A
		Policy analysis paper; Group Policy Advocacy portfolio and presentation	Knowledge, Skills, Values, C/A
	SWOA 710: <i>Legislative Processes in Social Welfare</i>	1) Panel of alumni working with non-profit organizations; 2) Guest lecture with alumni on local advocacy campaigns (city-level)	Knowledge, Values
		1) Advocacy day report reflections; 2) Testimony reflections	C/A
		Testifying before a MD legislative committee; 2) volunteering for and participating in a lobby day	Skills
		Class 10 on technology and advocacy	Knowledge, Skills, C/A
	SWOA 721: <i>Strategic Talent and Performance Management</i>	Lecture on: Creating a culture of managers as talent scouts, developers, and evaluators; Developing leaders; Driving employee and organizational performance improvement; Organizational learning	Knowledge, C/A
		Readings and discussion related to: Agility in performance management; Managerial coaching; Reverse mentoring; Performance measurement challenges	Knowledge, C/A
		Giving feedback and coaching practices; Scenarios on managing counterproductive employees; Setting measurable performance objectives; Application of performance measurement	Knowledge, Skills, Values, C/A
		In-class activity: Collecting and using performance evidence	Knowledge, Skills, Values, C/A
		Graded: Collecting and using performance evidence; Team case analysis; Quizzes	Knowledge, Skills, C/A

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	SWOA 732: <i>Resource Development for Nonprofit Groups</i>	Lecture and discussion on: Strategies for Acquiring and Keeping Donors: Part I: Developing a Case Statement; Selecting Fundraising Strategies; Overview of Direct Mail and Special Events	Knowledge, C/A
		Readings: Klein, Fundraising for Social Change: Chapters 12, 13, 14, 17, and 28	Knowledge
		In-class activity: Mapping the programs and areas of fundraising needs in a sample organization	Knowledge, Skills, C/A
		Outside of class activity: Discussion with field site about realistic fundraising projects that can be accomplished during the semester - based on Fundraising Readiness Assessment and Course readings	Knowledge, Skills, C/A
		Graded: 2-page concept paper - Students will begin planning for the individual solicitation by describing the fundraising method he/she has selected as well as the rationale for selecting the method.	Knowledge, Skills, C/A
	SWOA 735:	Nonviolence and Political Jiu Jitsu	Knowledge, C/A
	SWOA 735: <i>Social Work and Social Action</i>	Video: Stanley Nelson, Freedom Riders (film); Steve York, A Force More Powerful (film);	Knowledge, C/A
		SWOA 736: <i>Administering Employee Assistance Programs (EAPs)</i>	Lecture on: Use of technology for EAPs and the workplace
	Readings and discussion: Self-assessment tools, telephone depression intervention, Workplace outcomes suite		Knowledge, C/A
	In-class activity: Review online data management systems and outcomes measures		Knowledge, Skills, Values, C/A
	Graded: RFP paper response		Knowledge, Skills, Values, C/A
	Full demo of online external data management system for national EAPs	Knowledge	
	SWOA 738: <i>Financial</i>	Lecture on understanding products and services related to financial stability, understanding predatory lending	Knowledge

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
	<i>Stability for Individuals, Families, and Communities</i>	Readings on predatory lending, banking or credit union policies and services, housing	Knowledge
		Multi-media activity: Videos on community development and wealth building	Knowledge
	SWOA 750: <i>Social Work in Education</i>	Lecture and discussion on school level interventions to advance school safety	Knowledge, Skills, C/A
		Readings: 1. Astor, R. A., Meyer, A., Benbenishty, R., Marachi, R., & Rosemond, M. (2005) School safety Interventions: Best Practices and Programs. <i>Children &amp; Schools</i> , 27, 17-32.	Knowledge, C/A
		Graded: Paper: School Climate Intervention	Knowledge, Skills, Values, C/A
		Discussion of school-level interventions to protect GLBTQ students (or those labeled as such by peers) after watching the Film: Its Elementary: Talking about Gay Issues in Schools.	Knowledge, Skills, Values, C/A
	SWOA 753: <i>Social Work Response to Mass Violence and Disaster</i>	Community Asset Mapping	Knowledge, Skills, Values, C/A
	SOWK 713: <i>Social Policy and Health Care</i>	Moving Forward: Our Future is in Engagement - Focuses on how to instigate cultural change in healthcare systems (Knowledge, Skills, Values, C/A)	Knowledge
	SOWK 718: <i>Equality and Social Justice</i>	Debates on Application of Social Justice Principles to Policies in the Area of Social Security, Welfare Reform, Health Care	Knowledge, C/A
		Weekly Journals; Major Policy Analysis Paper	Knowledge, Values, C/A
		"Arguing Affirmative Action"	Knowledge, C/A

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	SOWK 720: <i>Comparative Social Policy</i>	Use social determinants of health model.	Knowledge, Skills, C/A
	SOWK 726: <i>Aging and Social Policy</i>	Lecture and readings on understanding ways to intervene at the policy level	Knowledge, Values, C/A
		Almost all of the readings address policy interventions	Knowledge, Values, C/A
		Problem analysis; logic model building; case scenarios	Knowledge, Skills, Values, C/A
	SWOA 794: <i>Advanced Macro Field Practicum I</i> SWOA 795: <i>Advanced Macro Field Practicum II</i>	Field Assignments	Knowledge, Skills, Values, C/A
<b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Competency 9)</b>  Evaluate the effectiveness of interventions or best practice with programs, organizations, communities, or policy (9.1Macro)	SWOA 703: <i>Program Development</i>	Lecture: Covers logic models, objectives and goals, evaluation, performance measurement and data MIS and analysis.	Knowledge, Skills, C/A
		Reading: 1) Kettner, et al. Text: Chapter 6, 7, 8 (Reading for class 8 and 9) 2) Savaya, R. & Waysman, M. (2005). The logic model: A tool for incorporating theory in development and evaluation of programs. <i>Administration in Social Work</i> , 29, 2, - 103. 4) Lynch-Cerullo, K. & Cooney, K. (2011). Moving from outputs to outcomes: A review of the evolution of performance measurement in the human service nonprofit sector. <i>Administration in Social Work</i> , 35(4), 364-388. 5) Poertner, J., Moore, T., & McDonald, T. (2008). Managing for outcomes: The selection of sets of outcome measures. <i>Administration in Social Work</i> , 34(4), 5-22. 6) Kettner, et al. text: Chapters 9, 10, 11 7) SenGupta, S.,	Knowledge

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		Hopson, R., Thompson-Robinson, M. (summer, 2004). Cultural competence in Evaluation: An Overview. <i>New Directions for Evaluation</i> , 102, 5-19. Retrieved from: <a href="http://betterevaluation.org/sites/default/files/CCeval.pdf">http://betterevaluation.org/sites/default/files/CCeval.pdf</a> Austin & Hopkins text: Chapter 20, Collecting and Using Data for Organizational Learning Stikeleather, J. (December 2015). How to tell a story with data. Retrieved from: <a href="https://hbr.org/2013/04/how-to-tell-a-story-with-data/">https://hbr.org/2013/04/how-to-tell-a-story-with-data/</a>	
		In-Class Exercise: Create logic models for a provided program or group program. Identify questions of interest, data needed to measure and display of data once analyzed	Knowledge, Skills, C/A
		Paper 3 - put together an evaluation plan for the program being developed.	Knowledge, Skills, C/A
	SWOA 704: <i>Community Organization</i>	Community organization project Final Paper	Skills, Values, C/A Knowledge, Skills, C/A
	SWOA 705: <i>Community Economic Development</i>	Examples: Meyerhoff evaluation. Evaluation of Partnership in Action for Learning Sustainability in Howard County	Knowledge, Skills, Values, C/A
	SWOA 707: <i>Social Policy and Social Change</i>	Lecture: We do evaluation in several places including policy/program evaluation; evaluating advocacy efforts, etc. We touch on both process and outcome evaluation as well as cost effectiveness, evaluating adequacy, equity, accessibility, etc.	Knowledge
		Reading: Meenaghan; Devlin-Foltz, Fagen, et al; Advocacy Evaluation...	Knowledge, Values, C/A
		In-class Assignment: Developing and evaluating the policy message	Knowledge, Skills, Values, C/A
		Group policy advocacy portfolio	Knowledge, Skills, Values, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		Video: Laid to Waste video	Knowledge, Skills, Values, C/A
	SWOA 710: <i>Legislative Processes in Social Welfare</i>	Guest lecture with Ann Ciekott of Public Policy Partners on legislative wrap-up;	Knowledge, C/A
		Reading: 1) Freeman (2005) Fighting for Other People's Wages: The Logic and Illogic of Living Wage Campaigns; 2) Teater (2009) Influencing State Legislators; 3) Weiss-Gal (2013) Policy practice in practice: The inputs of social workers in legislative committees	Knowledge, Values, C/A
		In-class Assignment: 1) Report of Advocacy Day; 2) Report of Testimony	Knowledge, C/A
		Graded: 1) Advocacy Day; 2) Policy Analysis Paper	Knowledge, C/A
	SWOA 721: <i>Strategic Talent and Performance Management</i>	Lecture on factors driving program and organizational performance measurement; Organizational learning	Knowledge, C/A
		Readings and discussion on A framework for social sector excellence; Barriers and facilitators to evidence-use in program management; Performance measurement challenges	Knowledge, C/A
		In-class assignment: Learning orientation continuums; Performance management environment and implementation; Application of performance measurement	Knowledge, Skills, Values, C/A
		Outside of class assignment: Performance management and measurement assignment; Team case analysis	Knowledge, Skills, Values, C/A
		Graded assignment: Performance management and measurement assignment; Team case analysis	Knowledge, Skills, Values, C/A
	SWOA 722: <i>Supervision in Social Work</i>	Lecture on: Monitoring and evaluating staff performance, evaluating unit/work team effectiveness, assessing the organizational climate, managing change effectively	Knowledge, Values
		Reading on: Development sequence in small groups by Tuckman,	Knowledge

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		Change Management Principles, Process, Tips and Change Theory	
		Review of: Assessment instruments and developing interventional strategies	Knowledge, Skills, Values, C/A
		Outside Class Assignment: Individual project	Knowledge, Skills, Values, C/A
	SWOA 732: <i>Resource Development for Nonprofit Groups</i>	Create a visual aid to compliment the verbal presentation	Skill
		Reading: Klein Chapters 3-14	Knowledge
		Each student will give a 5-minute presentation on the results of implementing his/her acquisition strategy. Students will discuss accomplishments, challenges, lessons learned and future recommendations based on fundraising efforts.	Knowledge, Skills, C/A
	SWOA 735: <i>Social Work and Social Action</i>	Social Movements Paper	Knowledge, C/A
	SWOA 736: <i>Administering Employee Assistance Programs (EAPs)</i>	Lecture: Outcomes measures; health and productivity management; program evaluation; satisfaction	Knowledge, Skills, Values, C/A,
		Reading: Business case for EAPs; integration of EAP, work-life and wellness, Calculating the value of EAPs, Health and productivity management - a business strategy; EAP treatment impact on presenteeism and absenteeism; Evaluating occupational programs...	Knowledge, Skills, Values, C/A
		In-class: Discussion, review measures, practice with evaluation tools	Knowledge, Skills, Values, C/A
		Grade: RFP paper	Knowledge, Skills, Values, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
	SWOA 753: <i>Social Work Response to Mass Violence and Disaster</i>	Community Asset Mapping	Knowledge, Skills, Values, C/A
	SOWK 708: <i>Integrated Behavioral Health Policy</i>	Throughout the semester we discuss the effects of policies on populations, with particular attention to the differential effects on vulnerable populations	Knowledge
		Readings throughout the semester. For example: 1) Frank, R.G., & Glied, S. (2006). Changes in mental health financing since 1971: Implications for policymakers and patients. <i>Health Affairs</i> , 25(3), 601-613. 2) Bernstein, R., & Seltzer, T. (2003). Criminalization of people with mental illnesses: The role of mental health courts in system reform. <i>The University of the District of Columbia Law Review</i> , 7, 143-162. 3) Noble, D.J., & Casalino, L.P. (2013). Can accountable care organizations improve population health? Should they try? <i>JAMA</i> , 309, 119-1120.	Knowledge
		Graded assignments: Health Care Inequity Group Presentation - part of the assignment is to evaluate the extent to which existing policies alleviate or exacerbate health care inequities. 2) Final Policy Analysis paper - part of the assignment is to assess the extent to which a selected policy has addressed the social problem, and assess the policy in terms of equity and adequacy	Knowledge, Skills, C/A
	SOWK 718: <i>Equality and Social Justice</i>	Lectures on application of concepts of equality & social justice to specific policy areas such as health care and welfare	Knowledge
		Analysis of Congressional Budget Proposals; Exercise "The Lottery"	Knowledge, Skills, Values, C/A
		Major Policy Analysis Paper; Weekly Journals	Knowledge, Skills, Values,



CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
			C/A
		DVD on Welfare Reform; DVD on Social Determinants of Health	Knowledge
	SOWK 726: <i>Aging and Social Policy</i>	Each week we analyze the existing policy response to the issue areas and critically evaluate its impact (negative & positive)	Knowledge, Values, C/A
		Logic Model	Knowledge, Skills, Values, C/A
		Worksheet; portfolio (Knowledge, Skills, Values, C/A)	
	SOWK 781: <i>Actionable Research: Results-based Accountability and Empowerment Evaluation</i>	Learning what EBPs are, how you pick the right one for your population and then assessing the evidence for the EBP	Knowledge, Skills, Values, C/A
		Readings: Aarons & Palinkas, 2007; Gibbs & Gambrill, 2002; Price et al., 2008; OVERVIEW OF FFTA EBP Resource Guide, 2008	Knowledge
		Graded assignment: Work on intervention paper	Knowledge, Skills, C/A
	SOWK 789: <i>Independent Research Study: Forgiveness</i>	Lecture, discussion, application: Sampling Strategies; Story Behind the Data; Disseminating and Reporting Results	Knowledge, Skills
		Readings: Ledermann, S. (2012). Exploring the Necessary Conditions for Evaluation Use in Program Change. American Journal of Evaluation, 33, 159-178; Ryan, K., Gannon-Slater, N., & Culbertson, M. (2012). Improving Survey Methods With Cognitive Interviews in Small-and Medium-Scale Evaluations. American Journal of Evaluation, 33, 414-430. Misra, S., Stokols, D., & Marino, H. (2012). Using Norm Based Appeals to Increase Response Rates in Evaluation Research: A Field Experiment. American Journal of Evaluation, 33, 88-98;	Knowledge
		Secondary data analysis	Knowledge, Skills, C/A
		Conducting and Analyzing Interviews, Focus groups, and Surveys;	Skills, C/A

CSWE core competencies for specialized practice in macro social work	Course	Course content	Dimension(s)
		Preparing a Research report and Presentation	
		Research report and presentation (Knowledge, Skills, C/A)	
	SWOA 794: <i>Advanced Macro Field Practicum I</i> SWOA 795: <i>Advanced Macro Field Practicum II</i>	Field Assignments	Knowledge, Skills, Values, C/A

*Note.* Parenthetical numbers followed by “Macro” represent macro practice courses. Parenthetical numbers followed by “CL” represent clinical practice courses. C/A = cognitive/affective processes.

Table 9. Curriculum Matrix for Specialized Practice Macro Social Work: Part 2

**Accreditation Standard: M2.0.3**

**CURRICULUM MATRIX FOR SPECIALIZED PRACTICE IN MACRO SOCIAL WORK**

University of Maryland School of Social Work  
Part 2: Curriculum Matrix for Competencies 6–9

The following chart demonstrates the University of Maryland School of Social Work curriculum content for specialized practice in macro social work illustrating that Competencies 6–9 are mapped onto the levels of intervention: individuals, families, groups, organizations, and communities.

CSWE core competencies 6 – 9 for specialized practice in macro social work	Course	Course content	Dimension(s)
6. Engage with . . .			
Individuals	SWOA 707: <i>Social Policy and Social Change</i>	Coalition building and policy messaging	Knowledge, Skills, C/A
	SWOA 721: <i>Strategic Talent and Performance Management</i>	Storytelling and Fundraising - Effective use of client stories	Knowledge
		Thing, S. (2014, August 12) Storytelling: Why it Works (Web blog post) Retrieved 8/2016 from <a href="https://piktochart.com/blog/why-storytelling-works/">https://piktochart.com/blog/why-storytelling-works/</a>	Knowledge
		Review online testimonials of client stories to discuss how to appropriately engage with disclosure. Practice interview questions with clients	Knowledge, Skills, Values
Communities	SWOA 703: <i>Program Development</i>	Paper 1: Problem Analysis Summary capturing target population perspective on social problem and needs	Knowledge, Values, Skills, C/A
		Readings, videos, online assignments learning the concepts of cultural	Knowledge, C/A

CSWE core competencies 6 – 9 for specialized practice in macro social work	Course	Course content	Dimension(s)
		competency, cultural humility as it relates to program development.	
		Understanding of the <i>Toolkit for Modifying Evidenced Based Interventions to be Cultural Competent</i> and applying it to a case study including working with community members and target group to define social problem and need, assess, adapt/modify, implement and evaluate programs.	Knowledge, Skills, C/A
		Lecture discussing inclusion of groups (i.e., cultural brokers) to be part of the needs assessment process and other program development steps.	Knowledge, C/A
		Related to engaging staff in organizations and community members: 1) Mor Barak, M.E., Lizano, E.L., Kim, A., Duan, L., Rhee, M., Hsiao, H., Brimhall, K., (2016). The promise of diversity management for climate of inclusion: A state of the art review and meta-analysis. <i>Human Service Organizations: Management, Leadership &amp; Governance</i> , 40, 4, 305 - 333. DOI: 10.1080/23303131.2016.1138915 Woodford, M. & Preston, S. (2011). Developing a strategy to meaningfully engage stakeholders in program/policy planning: A guide for human service managers and practitioners. <i>Journal of Community Practice</i> , 19, 2, 159 – 174.	Knowledge, C/A
		Watch Allegories on Race and Racism, Dr. Camara Jones, TEDxEmory retrieved from: <a href="https://youtu.be/GNhcY6fTyBM">https://youtu.be/GNhcY6fTyBM</a> (20 min). The Gardener’s Tale: <a href="https://youtu.be/7M0du3IS7rA">https://youtu.be/7M0du3IS7rA</a> and discuss engagement of community representatives	Knowledge, Values, C/A
		Self-reflection on working in teams and with others. Wilder collaboration factors inventory: <a href="http://www.wilder.org/Wilder-Research/Research-Services/Pages/Wilder-Collaboration-Factors-Inventory.aspx">http://www.wilder.org/Wilder-Research/Research-Services/Pages/Wilder-Collaboration-Factors-Inventory.aspx</a>	Knowledge, Skills, C/A
		Online audio podcast: Responsible and successful collaborations: <a href="https://ssir.org/podcasts/entry/responsible_and_successful_collaboration">https://ssir.org/podcasts/entry/responsible_and_successful_collaboration</a>	Knowledge
	SWOA 704: <i>Community Organization</i>	Models, Theories, and Goals of Organizing	Knowledge, C/A
		Readings: 1) Smock, K. (2004). <i>Models of Community Organizing: An</i>	Knowledge, C/A

CSWE core competencies 6 – 9 for specialized practice in macro social work	Course	Course content	Dimension(s)
		<p>Overview. In Democracy in action: Community organizing and urban change. New York: Columbia UP. 2) Pyles, L. (2009/2013). Theories and ideas for the progressive organizer and Critical organizing frameworks. In Progressive community organizing: A critical approach for a globalizing world (pp. 34-52 &amp; 73- 94). NY: Routledge. 3) Alinsky, S. (1971). The Purpose. In Rules for radicals. New York. Vintage. 4) Ransby, B. (2003.) A Freirian Teacher, a Gramscian Intellectual, and a Radical Humanist. In Ella Baker &amp; the Black Freedom Movement: A radical democratic vision. Chapel Hill: UNC Press.</p>	
		Community organization project	Knowledge, Skills, Values, C/A
		Final Paper	Knowledge
	SWOA 707: <i>Social Policy and Social Change</i>	<p>Example readings: 1) Mizrahi, Coalitions, collaboration; 2) Honeycutt et al, Using Social Network analysis to predict early collaboration within health advocacy coalitions; 3) Curry-Stevens, Persuasion: Infusing advocacy practice with insights from anti-oppression practice</p>	Knowledge, Values, C/A
		Coalition building and policy messaging	Knowledge, Skills, C/A
		Group Policy advocacy portfolio	Knowledge, Skills, Values, C/A
	SWOA 710: <i>Legislative Processes in Social Welfare</i>	<p>1) Social work and advocacy (Class 1); 2) Guest lecture with advocates from the Faces of Homelessness Speakers Bureau (class 8); 3) Bottom-up legislative advocacy discussion (class 8)</p>	Knowledge, Values, C/A
		<p>Readings and lecture on 1) Harrison &amp; Scorse (2005) Improving the conditions of workers? Minimum wage legislation and anti-sweatshop activism; 2) Freeman (2005) Fighting for other folks' wages: The logic and illogic of living wage campaigns, Industrial Relations</p>	Knowledge, C/A

CSWE core competencies 6 – 9 for specialized practice in macro social work	Course	Course content	Dimension(s)
		Presentations and discussion of advocacy day activities	Knowledge, Values, C/A
		Lobby/advocacy day activities may have this component (it is optional)	Knowledge, Skills, C/A
		Bill analysis assignment (sections on who is impacted by the bills; what is the impact on social work practice, and who opposed/supported the bill and on what grounds)	Knowledge, Skills, C/A
	SWOA 753: <i>Social Work Response to Mass Violence and Disaster</i>	Students are engaging with diverse community based organization and groups throughout all of the assignments	Skills, C/A
	SOWK 718: <i>Equality and Social Justice</i>	Applying Social Justice Concepts to Social Policy Development; Applying Human Rights to Social Policy Development	Knowledge, Skills, Values, C/A
		Lecture: Participation in Legislative Education and Advocacy Day	Knowledge
		Video and discussion: "The Supreme Principle of Morality"; The Claims of Community & Where Our Loyalty Lies	Knowledge, Values, C/A
Organizations	SWOA 721: <i>Strategic Talent and Performance Management</i>	Managing workforce diversity; Inclusion interventions with employees	Knowledge, C/A
		Human Resources Management; Generational perspectives on nonprofits; Healthy diversity; Perceptions of gender microaggressions; Addressing racism in the organization	Knowledge, C/A
		Team discussion questions; Case analysis on workforce scenarios; Talent and career development practices	Knowledge, Skills, Values, C/A
		Team case analysis; Work forecasting and work analysis	Knowledge, Skills, Values, C/A,

CSWE core competencies 6 – 9 for specialized practice in macro social work	Course	Course content	Dimension(s)
	SWOA 736: <i>Administering Employee Assistance Programs (EAPs)</i>	Discussion about diversity and inclusion in the workplace and support with EAP and related programs	Knowledge, C/A
		Response to Request for Proposal (RFP) section on diversity and inclusion in the workplace	Knowledge, Skills, Values, C/A
7. Assess . . .			
Individuals	SWOA 703: <i>Program Development</i>	Paper 1: Problem Analysis Summary	Knowledge, Skills, Values, C/A
		Readings, videos, online assignments and discussions relevant to learning the concepts of cultural competency, cultural humility as it related to program development including assessing the social problem and client/constituent needs	Knowledge, C/A
		Understanding and application of the <i>Toolkit for Modifying Evidenced Based Interventions to be Cultural Competent</i> and applying it to a case study including working with community members and target group to define social problem and need, assess, adapt/modify, implement and evaluate programs.	Knowledge, Skills, C/A
		Lecture on social problems and needs analysis	Knowledge
		Readings and discussion: Kettner, et al.: Chapter 1 and 2 Friedman, M.: Chapter 1 and 2 covers the process of social problems, needs analysis, etiology of problem and needs analysis. Kettner, et al.: Chapter 3, 4 and 5 Friedman, M.: Chapter 3 Metzl, J.M., Roberts, D.E. (2014). Structural competency meets structural racism: Race, politics, and the structure of medial knowledge. <i>Virtual Mentor: American Medical Association Journal of Ethics</i> , 16, 9, 674-690	Knowledge, C/A
Communities	SWOA 703:	Paper 1: Problem Analysis Summary	Knowledge, Skills,

CSWE core competencies 6 – 9 for specialized practice in macro social work	Course	Course content	Dimension(s)
	<i>Program Development</i>		Values, C/A
		Readings, videos, online assignments and discussions relevant to learning the concepts of cultural competency, cultural humility as it related to program development including assessing the social problem and client/constituent needs	Knowledge, C/A
		Understanding and application of the <i>Toolkit for Modifying Evidenced Based Interventions to be Cultural Competent</i> and applying it to a case study including working with community members and target group to define social problem and need, assess, adapt/modify, implement and evaluate programs.	Knowledge, Skills, C/A
		Lecture on social problems and needs analysis	Knowledge
	SWOA 704: <i>Community Organization</i>	Readings and discussion: Kettner, et al.: Chapter 1 and 2 Friedman, M.: Chapter 1 and 2 covers the process of social problems, needs analysis, etiology of problem and needs analysis. Kettner, et al.: Chapter 3, 4 and 5 Friedman, M.: Chapter 3 Metzl, J.M., Roberts, D.E. (2014). Structural competency meets structural racism: Race, politics, and the structure of medial knowledge. <i>Virtual Mentor: American Medical Association Journal of Ethics</i> , 16, 9, 674-690	Knowledge, C/A
		Readings on 1) Smock, K. (2004). Models of Community Organizing: An Overview. In <i>Democracy in action: Community organizing and urban change</i> . New York: Columbia UP. 2) Pyles, L. (2009/2013). Theories and ideas for the progressive organizer and Critical organizing frameworks. In <i>Progressive community organizing: A critical approach for a globalizing world</i> (pp. 34-52 & 73- 94). NY: Routledge. 3) Alinsky, S. (1971). <i>The Purpose</i> . In <i>Rules for radicals</i> . New York. Vintage. 4) Ransby, B. (2003.) <i>A Freirian Teacher, a Gramscian Intellectual, and a Radical Humanist</i> . In Ella Baker & the Black Freedom Movement: A radical democratic vision. Chapel	Knowledge, C/A



CSWE core competencies 6 – 9 for specialized practice in macro social work	Course	Course content	Dimension(s)
		Hill: UNC Press. CO project	Knowledge, Skills, Values, C/A
		Identifying and Cutting an Issue; Strategy Chart and Power Analysis; Final Paper	Knowledge, Skills, C/A
	SWOA 705: <i>Community Economic Development</i>	Windshield Survey Taking a Look at Neighborhoods	Knowledge, Skills
		Final paper on community economic development	Knowledge, Skills, Values, C/A
	SWOA 707: <i>Social Policy and Social Change</i>	Critical policy analysis; Social problem analysis;	Knowledge, Values, C/A
		Readings and discussion: Blau, The political economy of US social policy; Buse, Power and the policy process; Estes, A Critical Perspective on health, health policy and politics; Jansson & Heidemann, Eight Models of policy practice; longest, the process of public policy making: A conceptual model	Knowledge, C/A
		Social Problem analysis; Critiquing existing policy	Knowledge, Skills, Values, C/A
	SWOA 710: <i>Legislative Processes in Social Welfare</i>	Lecture: Social construction of a social problem (class 5); 2) Models of policy analysis (class 6)	Knowledge
		Readings and lecture on 1) Pertschuk (2010) The DeMarco Factor; 2) McGrath (2007) Framing lobbying messages: Defining and communicating political issues persuasively; 3) Thomas Dye (2013) Understanding Public Policy	Knowledge, C/A
		1) Different perspectives on the "problem", cause, and proposed policy solution regarding texting and driving (class is divided into groups representing different perspectives such as law enforcement, transportation	Knowledge, Skills, C/A

CSWE core competencies 6 – 9 for specialized practice in macro social work	Course	Course content	Dimension(s)
		authorities, cellphone manufacturers, victims and families of victims who have been harmed in accidents)	
		2) application of policy analysis theories to a problem of students' choosing (small group); 3) advocacy day reports (part that asks students to reflect on use of/effectiveness of strategies highlighted in the readings	Knowledge, Skills, C/A
		1) Advocacy Day reports 2)Policy analysis paper	Knowledge, Skills, Values, C/A
	SWOA 753: <i>Social Work Response to Mass Violence and Disaster</i>	Final Paper - The paper should demonstrate an ability to integrate knowledge learned during class and apply it to a real-life incident of mass violence and/or disaster	Knowledge, Skills, Values, C/A
	SOWK 718: <i>Equality and Social Justice</i>	Analysis of primary source document	Knowledge, Skills, Values, C/A
		Comparative Analysis Essay	Knowledge, Skills, Values, C/A
	SOWK 726: <i>Aging and Social Policy</i>	Analyze policy throughout this course, every week	Knowledge, Skills, Values, C/A
		Almost all of the readings apply to analyzing social systems, political systems specifically	Knowledge, Values
Organizations	SWOA 721: <i>Strategic Talent and Performance Management</i>	Lecture: Individual, team and organizational performance assessment	Knowledge
		Readings on: Leading individual development and organizational change; Exploring positive social capital in human service organizations; Employee engagement and leadership; A framework for social sector excellence; How transformational leadership fosters performance information use	Knowledge, C/A
		In-class activity: Work analysis; Performance review scenarios; Giving feedback; Application of performance measurement	Knowledge, Skills, Values, C/A

CSWE core competencies 6 – 9 for specialized practice in macro social work	Course	Course content	Dimension(s)
		Out of class activity: Work analysis questionnaire; Performance measurement assignment; Team case analysis	Knowledge, Skills, Values, C/A
	SWOA 732: <i>Resource Development for Nonprofit Groups</i>	Assessing Readiness - Review tool for assessing an organization's readiness to solicit funds from donors - Discuss important areas of capacity within an organization that leads to successful solicitation and resource development	Knowledge, C/A
		Utilize readiness assessment tool to collect data from documents and key informational interviews. Complete readiness assessment score card as well as highlight areas of strengths and weaknesses for an organization's readiness to raise money	Knowledge, Skills, C/A
	SWOA 736: <i>Administering Employee Assistance Programs (EAPs)</i>	Lecture and discussion on EAP and workplace assessment; Program development; Management consultation	Knowledge, C/A
		Readings on: Utilization of services; organization as client; supervisor and manager training; design and choice in worksite services	Knowledge
		In-class activity: Organizational assessment and response small group and class exercise	Knowledge, Skills, Values, C/A
	Outside of class activity: Response to proposal - large section focused on program development and working with managers	Knowledge, Skills, Values, C/A	
SWOA 750: <i>Social Work in Education</i>	School Climate Assessment Paper	Knowledge, Values, C/A	
8. Intervene with . . .			
Communities	SWOA 703: <i>Program Development</i>	Readings and discussion on: 1) Pawlak & Vinter Text: Chapter 6. Focus on page 148 - 156. Comparing and contrasting potential interventions to ensure they meet target group needs 2) Samuels, J., Schudrick, W., Altschul, D. (n.d.) Toolkit for Modifying Evidence-Based Practices to Increase Cultural	Knowledge, C/A

CSWE core competencies 6 – 9 for specialized practice in macro social work	Course	Course content	Dimension(s)
		Competence. Center for Excellence in Culturally Competent Mental Health, The Nathan Kline Institute for Psychiatric Research: Orangeburg, NY. Retrieved from: <a href="http://ssrdqst.rfmh.org/cecc/index.php?q=node/86">http://ssrdqst.rfmh.org/cecc/index.php?q=node/86</a> . .	
		In-class and Outside of class activity: Identify possible interventions and use summary table from Pawlak and Vinter text to analyze	Knowledge, Skills, C/A
		Case study - defining a social problem for a cultural group (i.e., Somali refugees). Decide on how problem is defined and the identified need. Determine intervention type.	Knowledge, Skills, Values, C/A
		Paper 2: Critically analyze 2 - 3 possible interventions for group's social problem.	Knowledge, Skills, C/A
	SWOA 704: <i>Community Organization</i>	Community Organization Project Final Paper	Skills, Values, C/A Knowledge, Skills, C/A
	SWOA 707: <i>Social Policy and Social Change</i>	We are really doing this throughout the course; we work from a problem-solving model from social construction of social problems, through logic modeling through policy implementation; we also look at using social media for policy advocacy	Knowledge, Skills, C/A
		Most all readings but specifically – 1) Chambers; meenaghan, Program Evaluation Methods; Best, Disease politics & Medical research funding: three ways advocacy shapes policy; Jansson, becoming an effective policy advocate...; 2) Curry-Stevens, Persuasion: Infusing Advocacy practice with insights from anti-oppression practice; 3) Newman et al, From Agitating in the streets to implementing in the suites: Understanding education policy reforms initiated by local advocates	Knowledge, Values, C/A
	SWOA 710:	Social problem exercise, Recommendations for policy changes; Policy	Knowledge, Skills,

CSWE core competencies 6 – 9 for specialized practice in macro social work	Course	Course content	Dimension(s)
	<i>Legislative Processes in Social Welfare</i>	advocacy messaging exercise	Values, C/A
		Policy analysis paper; Group Policy Advocacy portfolio and presentation	Knowledge, Skills, Values, C/A
		1) Panel of alumni working with non-profit organizations; 2) Guest lecture with alumni on local advocacy campaigns (city-level)	Knowledge, Values
		1) Advocacy day report reflections; 2) Testimony reflections	C/A
		Testifying before a MD legislative committee; 2) volunteering for and participating in a lobby day	Skills
		Class 10 on technology and advocacy	Knowledge, Skills, C/A
	SWOA 753: <i>Social Work Response to Mass Violence and Disaster</i>	Community Asset Mapping	Knowledge, Skills, Values, C/A
	SOWK 713: <i>Social Policy and Health Care</i>	Moving Forward: Our Future is in Engagement - Focuses on how to instigate cultural change in healthcare systems (Knowledge, Skills, Values, C/A)	Knowledge
	SOWK 718: <i>Equality and Social Justice</i>	Debates on Application of Social Justice Principles to Policies in the Area of Social Security, Welfare Reform, Health Care	Knowledge, C/A
		Weekly Journals; Major Policy Analysis Paper	Knowledge, Values, C/A
		"Arguing Affirmative Action"	Knowledge, C/A
	SOWK 720: <i>Comparative Social Policy</i>	Use social determinants of health model.	Knowledge, Skills, C/A
SOWK 726: <i>Aging and Social Policy</i>	Lecture and readings on understanding ways to intervene at the policy level	Knowledge, Values, C/A	

CSWE core competencies 6 – 9 for specialized practice in macro social work	Course	Course content	Dimension(s)
		Almost all of the readings address policy interventions	Knowledge, Values, C/A
		Problem analysis; logic model building; case scenarios	Knowledge, Skills, Values, C/A
Organizations	SWOA 721: <i>Strategic Talent and Performance Management</i>	Lecture on: Creating a culture of managers as talent scouts, developers, and evaluators; Developing leaders; Driving employee and organizational performance improvement; Organizational learning	Knowledge, C/A
		Readings and discussion related to: Agility in performance management; Managerial coaching; Reverse mentoring; Performance measurement challenges	Knowledge, C/A
		Giving feedback and coaching practices; Scenarios on managing counterproductive employees; Setting measurable performance objectives; Application of performance measurement	Knowledge, Skills, Values, C/A
		In-class activity: Collecting and using performance evidence	Knowledge, Skills, Values, C/A
		Graded: Collecting and using performance evidence; Team case analysis; Quizzes	Knowledge, Skills, C/A
		Lecture and discussion on: Strategies for Acquiring and Keeping Donors: Part I: Developing a Case Statement; Selecting Fundraising Strategies; Overview of Direct Mail and Special Events	Knowledge, C/A
		Readings: Klein, Fundraising for Social Change: Chapters 12, 13, 14, 17, and 28	Knowledge
		In-class activity: Mapping the programs and areas of fundraising needs in a sample organization	Knowledge, Skills, C/A
		Outside of class activity: Discussion with field site about realistic fundraising projects that can be accomplished during the semester - based on Fundraising	Knowledge, Skills, C/A

CSWE core competencies 6 – 9 for specialized practice in macro social work	Course	Course content	Dimension(s)	
		Readiness Assessment and Course readings		
		Graded: 2-page concept paper - Students will begin planning for the individual solicitation by describing the fundraising method he/she has selected as well as the rationale for selecting the method.	Knowledge, Skills, C/A	
	SWOA 736: <i>Administering Employee Assistance Programs (EAPs)</i>	Lecture on: Use of technology for EAPs and the workplace	Knowledge, Values, C/A	
		Readings and discussion: Self-assessment tools, telephone depression intervention, Workplace outcomes suite	Knowledge, C/A	
		In-class activity: Review online data management systems and outcomes measures	Knowledge, Skills, Values, C/A	
		Graded: RFP paper response	Knowledge, Skills, Values, C/A	
		Full demo of online external data management system for national EAPs	Knowledge	
		SWOA 750: <i>Social Work in Education</i>	Lecture and discussion on school level interventions to advance school safety	Knowledge, Skills, C/A
	Readings: 1. Astor, R. A., Meyer, A., Benbenishty, R., Marachi, R., & Rosemond, M. (2005) School safety Interventions: Best Practices and Programs. <i>Children &amp; Schools</i> , 27, 17-32.		Knowledge, C/A	
	Graded: Paper: School Climate Intervention		Knowledge, Skills, Values, C/A	
	Discussion of school-level interventions to protect GLBTQ students (or those labeled as such by peers) after watching the Film: <i>Its Elementary: Talking about Gay Issues in Schools</i> .		Knowledge, Skills, Values, C/A	
	9. Evaluate practice with . . .			
	Individuals	SWOA 703:	Lecture: Covers logic models, objectives and goals, evaluation, performance	Knowledge, Skills,

CSWE core competencies 6 – 9 for specialized practice in macro social work	Course	Course content	Dimension(s)
	<i>Program Development</i>	measurement and data MIS and analysis.	C/A
Communities	SWOA 704: <i>Community Organization</i>	CO Project	Skills, Values, C/A
		Final Paper	Knowledge, Skills, C/A
	SWOA 707: <i>Social Policy and Social Change</i>	Lecture: We do evaluation in several places including policy/program evaluation; evaluating advocacy efforts, etc. We touch on both process and outcome evaluation as well as cost effectiveness, evaluating adequacy, equity, accessibility, etc.	Knowledge
		Reading: Meenaghan; Devlin-Foltz, Fagen, et al; Advocacy Evaluation...	Knowledge, Values, C/A
		In-class Assignment: Developing and evaluating the policy message	Knowledge, Skills, Values, C/A
		Group policy advocacy portfolio	Knowledge, Skills, Values, C/A
		Video: Laid to Waste video	Knowledge, Skills, Values, C/A
	SWOA 710: <i>Legislative Processes in Social Welfare</i>	Guest lecture with Ann Ciekott of Public Policy Partners on legislative wrap-up;	Knowledge, C/A
		Reading: 1) Freeman (2005) Fighting for Other People's Wages: The Logic and Illogic of Living Wage Campaigns; 2) Teater (2009) Influencing State Legislators; 3) Weiss-Gal (2013) Policy practice in practice: The inputs of social workers in legislative committees	Knowledge, Values, C/A
		In-class Assignment: 1) Report of Advocacy Day; 2) Report of Testimony	Knowledge, C/A
		Graded: 1) Advocacy Day; 2) Policy Analysis Paper	Knowledge, C/A
		Guest lecture with Ann Ciekott of Public Policy Partners on legislative wrap-up;	Knowledge, C/A



CSWE core competencies 6 – 9 for specialized practice in macro social work	Course	Course content	Dimension(s)
	SWOA 753: <i>Social Work Response to Mass Violence and Disaster</i>	Community Asset Mapping	Knowledge, Skills, Values, C/A
	SOWK 708: <i>Integrated Behavioral Health Policy</i>	Throughout the semester we discuss the effects of policies on populations, with particular attention to the differential effects on vulnerable populations	Knowledge
Readings throughout the semester. For example: 1) Frank, R.G., & Glied, S. (2006). Changes in mental health financing since 1971: Implications for policymakers and patients. <i>Health Affairs</i> , 25(3), 601-613. 2) Bernstein, R., & Seltzer, T. (2003). Criminalization of people with mental illnesses: The role of mental health courts in system reform. <i>The University of the District of Columbia Law Review</i> , 7, 143-162. 3) Noble, D.J., & Casalino, L.P. (2013). Can accountable care organizations improve population health? Should they try? <i>JAMA</i> , 309, 119-1120.		Knowledge	
Graded assignments: Health Care Inequity Group Presentation - part of the assignment is to evaluate the extent to which existing policies alleviate or exacerbate health care inequities. 2) Final Policy Analysis paper - part of the assignment is to assess the extent to which a selected policy has addressed the social problem, and assess the policy in terms of equity and adequacy		Knowledge, Skills, C/A	
	SOWK 718: <i>Equality and Social Justice</i>	Lectures on application of concepts of equality & social justice to specific policy areas such as health care and welfare	Knowledge
Analysis of Congressional Budget Proposals; Exercise "The Lottery"		Knowledge, Skills, Values, C/A	
Major Policy Analysis Paper; Weekly Journals		Knowledge, Skills, Values, C/A	
DVD on Welfare Reform; DVD on Social Determinants of Health		Knowledge	
	SOWK 726:	Each week we analyze the existing policy response to the issue areas and	Knowledge, Values,

CSWE core competencies 6 – 9 for specialized practice in macro social work	Course	Course content	Dimension(s)
	<i>Aging and Social Policy</i>	critically evaluate its impact (negative & positive) Logic Model	C/A Knowledge, Skills, Values, C/A
Organizations	SWOA 703: <i>Program Development</i>	Lecture: Covers logic models, objectives and goals, evaluation, performance measurement and data MIS and analysis. Reading: 1) Kettner, et al. Text: Chapter 6, 7, 8 (Reading for class 8 and 9) 2) Savaya, R. & Waysman, M. (2005). The logic model: A tool for incorporating theory in development and evaluation of programs. <i>Administration in Social Work</i> , 29, 2, - 103. 4) Lynch-Cerullo, K. & Cooney, K. (2011). Moving from outputs to outcomes: A review of the evolution of performance measurement in the human service nonprofit sector. <i>Administration in Social Work</i> , 35(4), 364-388. 5) Poertner, J., Moore, T., & McDonald, T. (2008). Managing for outcomes: The selection of sets of outcome measures. <i>Administration in Social Work</i> , 34(4), 5-22. 6) Kettner, et al. text: Chapters 9, 10, 11 7) SenGupta, S., Hopson, R., Thompson-Robinson, M. (summer, 2004). Cultural competence in Evaluation: An Overview. <i>New Directions for Evaluation</i> , 102, 5 – 19. Retrieved from: <a href="http://betterevaluation.org/sites/default/files/CCeval.pdf">http://betterevaluation.org/sites/default/files/CCeval.pdf</a> Austin & Hopkins text: Chapter 20, <i>Collecting and Using Data for Organizational Learning</i> Stikeleather, J. (December 2015). How to tell a story with data. Retrieved from: <a href="https://hbr.org/2013/04/how-to-tell-a-story-with-data/">https://hbr.org/2013/04/how-to-tell-a-story-with-data/</a> In-Class Exercise: Create logic models for a provided program or group program. Identify questions of interest, data needed to measure and display of data once analyzed Paper 3 - put together an evaluation plan for the program being developed.	Knowledge, Skills, C/A Knowledge Knowledge, Skills, C/A Knowledge, Skills, C/A

CSWE core competencies 6 – 9 for specialized practice in macro social work	Course	Course content	Dimension(s)
	SWOA 721: <i>Strategic Talent and Performance Management</i>	Lecture on factors driving program and organizational performance measurement; Organizational learning	Knowledge, C/A
		Readings and discussion on A framework for social sector excellence; Barriers and facilitators to evidence-use in program management; Performance measurement challenges	Knowledge, C/A
		In-class assignment: Learning orientation continuums; Performance management environment and implementation; Application of performance measurement	Knowledge, Skills, Values, C/A
		Outside of class assignment: Performance management and measurement assignment; Team case analysis	Knowledge, Skills, Values, C/A
		Graded assignment: Performance management and measurement assignment; Team case analysis	Knowledge, Skills, Values, C/A
	SWOA 722: <i>Supervision in Social Work</i>	Lecture on: Monitoring and evaluating staff performance, evaluating unit/work team effectiveness, assessing the organizational climate, managing change effectively	Knowledge, Values
		Reading on: Development sequence in small groups by Tuckman, Change Management Principles, Process, Tips and Change Theory	Knowledge
		Review of: Assessment instruments and developing interventional strategies	Knowledge, Skills, Values, C/A
		Outside Class Assignment: Individual project	Knowledge, Skills, Values, C/A
	SWOA 732: <i>Resource Development for Nonprofit Groups</i>	Create a visual aid to compliment the verbal presentation	Skills
		Reading: Klein Chapters 3-14	Knowledge
		Each student will give a 5-minute presentation on the results of implementing his/her acquisition strategy. Students will discuss accomplishments, challenges, lessons learned and future recommendations based on fundraising efforts.	Knowledge, Skills, C/A

CSWE core competencies 6 – 9 for specialized practice in macro social work	Course	Course content	Dimension(s)
	SWOA 736: <i>Administering Employee Assistance Programs (EAPs)</i>	Lecture: Outcomes measures; health and productivity management; program evaluation; satisfaction	Knowledge, Skills, Values, C/A,
		Reading: Business case for EAPs; integration of EAP, work-life and wellness, Calculating the value of EAPs, Health and productivity management - a business strategy; EAP treatment impact on presenteeism and absenteeism; Evaluating occupational programs...	Knowledge, Skills, Values, C/A
		In-class: Discussion, review measures, practice with evaluation tools	Knowledge, Skills, Values, C/A
		Grade: RFP paper	Knowledge, Skills, Values, C/A
	SOWK 781: <i>Actionable Research: Results-based Accountability and Empowerment Evaluation</i>	Learning what EBPs are, how you pick the right one for your population and then assessing the evidence for the EBP	Knowledge, Skills, Values, C/A
		Readings: Aarons & Palinkas, 2007; Gibbs & Gambrill, 2002; Price et al., 2008; OVERVIEW OF FFTA EBP Resource Guide, 2008	Knowledge
		Graded assignment: Work on intervention paper	Knowledge, Skills, C/A

Note. C/A = cognitive/affective processes.

## *EDUCATIONAL POLICY 2.2—SIGNATURE PEDAGOGY: FIELD EDUCATION*

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

### *Accreditation Standard 2.2—Field Education*

#### **Introduction to the UMSSW Field Education Program**

Field education at UMSSW has several components and the Office of Field Education (OFE) places approximately 900 students in a variety of social work agency settings across the Baltimore/Washington, DC, metro region each year. There are two field program options that have identical policies and procedures—one at the main campus and one at the USG campus in Rockville, Maryland. The field program represents a dynamic partnership with community agencies and committed field instructors who agree to participate in the education of our students. The OFE is responsible for recruitment of field instructors and placement sites; coordination of student placements; and orientation, training, and monitoring of students, field instructors, and faculty field liaisons (FFLs).

#### **OFE Faculty**

The OFE leadership includes the assistant dean and director (Dr. Samuel Little) and the assistant director (Ms. Laura Loessner). In addition to these leadership positions, the field office is staffed by seven faculty field coordinators (one of whom is dedicated to the USG program), an office manager, and a program administrative specialist. Six of these positions are full-time and one is part-time (50%). The field coordinator from the USG campus regularly comes to the Baltimore campus to attend staff meetings and committee meetings; to provide training for students, field instructors, and liaisons; – and to attend to any other business related to field education. Her frequent presence contributes to the consistency of field policies and procedures between sites, allows for her to fully participate in decision making, and facilitates her access to the assistant dean of field education.

#### **OFE Field Agency Sites**

Each year, OFE staff place students within a pool of approximately 322 approved field agencies, with 607 approved field instructors and 62 FFLs working with the program to provide quality field practicum experiences for students and to monitor students' progress in achieving the core CSWE

competencies. A Title IV-E (of the Child Welfare and Adoption Assistance Act of 1980) program; two community outreach programs housed within the UMSSW (Social Work Community Outreach Service [SWCOS] and Promise Heights [PH]); and international field placements in London, England, and Cochin, India, provide additional placement options for students. These options are described in the *MSW Field Education Manual* in Volume 3.

### **Electronic Field Notebook (EFN)**

Prior to 2007, the OFE managed field applications and student placement information manually using FOSSE (Field Office Student Sites), a database within the Microsoft Office Suite. FOSSE was effective in its time but proved to be limited as the department faced significant growth in student enrollment and expansion of field agencies regionally, coupled with the inordinate cost and time associated with mailing information to hundreds of students and agencies. The need to develop an effective electronic tool became evident given the broad range of field education data collected from the various entities and managed by the OFE. Thus, the OFE sought to develop an electronic tool that would enable students, field instructors, and liaisons to communicate and submit performance-related documentation as required.

The Electronic Filed Notebook (EFN) ensures that the practicum experience is structured around the 2015 EPAS and the nine social work competencies. The EFN design includes assignments and assessment tools structured on the behaviors students master to demonstrate competence, offering consistency for field instructors and liaisons in assessment of student performance.

The EFN houses information about students, agencies, field instructors, and liaisons for all phases of the practicum experience. Students complete field applications in the EFN that become the material for electronic referrals to agencies and form the platform for completing practicum assignments and assessments. Once in practicum, students, field instructors, and field liaisons use the EFN to manage all assignments, assessments, and other activities that encompass the field experience. The EFN links those assignments—learning agreements, process recordings, and monthly reports—to the nine CSWE competencies and offers information to students, field instructors, and field liaisons on how each assignment must be completed. The learning agreement in the EFN also forms the basis for student assessment, guiding field instructors and field liaisons to evaluate student performance on the basis of the nine CSWE competencies.

### **Field Education Curriculum Committee**

Membership on the Field Education Curriculum Committee includes five faculty members elected by the faculty body who have staggered 2-year terms. One voting student may also be a member. This committee reviews field education policies and procedures; recommends to the MPC policies, procedures, and changes in the curriculum that will strengthen field education; and consults with the assistant dean and the director of field education. Other responsibilities of this committee include approving the field syllabi; assisting in the integration of classroom content and field assignments; monitoring classroom assignments, which are implemented at field sites; and providing suggestions for faculty speakers and content for field instructor workshops.

## **Field Education Advisory Council**

The Field Education Advisory Council (FEAC) comprises field instructors, FFLs, students, and other stakeholders who are committed to maintaining excellence in all aspects of field education. Established in 2014, the FEAC has as its primary objective the strengthening of field education in the MSW Program through action planning, recruitment of high-quality field placement sites, and identification of innovations and best practices in field education that could be implemented in the school's program. Meetings are held four times during the academic year, at which times members make recommendations to the assistant dean and the director of field education to expand program capacity, enhance quality in field education, and contribute to the development of competent social work professionals.

## **National Homelessness Social Work Advisory Council**

The National Homelessness Social Work Advisory Council was organized in 2016 to expand field placement sites that will enable interns to serve homeless families; integrate relevant content in the MSW curriculum that will broaden students' knowledge and understanding of the range of professional work with homeless families; and sponsor research projects that examine the diverse issues and practice models applicable to serving this vulnerable population. Members include faculty, field instructors, FFLs, community service providers, students, legislators, and others committed to enhancing quality social work practice in this arena.

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

A major theme of the UMSSW field education program at both the Baltimore and USG campuses is the integration of theoretical classroom knowledge and social work practice. UMSSW has several mechanisms in place to help students connect the conceptual contributions of the classroom with their field practicum: (a) concurrent practice courses; (b) field assignments; (c) FFLs and agency site visits; (d) field education roundtables; and (e) orientations, trainings, and resource materials for FFLs and field instructors. Each of these is detailed below.

#### **Concurrent Practice Courses**

All students at both the Baltimore and USG campuses, whether they are completing the foundation generalist curriculum or the specialized advanced curriculum, must take a practice methods class while in their field practicum. The school's practice methods courses are listed in the *Field Education Manual*, and descriptions of all courses for generalist and specialized clinical and macro practice are on the school's website ([http://www.ssw.umaryland.edu/admissions/academic-catalog--viewbook/.](http://www.ssw.umaryland.edu/admissions/academic-catalog--viewbook/))

In all practice courses and most other MSW courses, classroom assignments draw heavily from students' field experiences and help students critically assess their practice experiences. To add depth to students' understanding of generalist practice taught in the classroom, all students in the generalist practicum must have a range of experiences, including macro practice experiences. For instance, all students are required to construct a macro-themed project in conjunction with their course SOWK 631 (*Social Work Practice with Communities and Organizations*) to demonstrate progress toward their understanding of policy, program development, and other macro areas. These macro-themed projects are approved by the FFL and the classroom instructor and implemented at the field practicum site. Another major assignment in this course requires students to complete an analysis of their field agency to deepen their understanding of their agency's history, structural form, service goals, intervention models, and organizational networks. Students also learn how to assess the extent to which their placement agency engages in empowerment and multicultural practice and to identify areas for agency growth and development. Other foundation and advanced specialized practice methods courses similarly tie their assignments to students' real-world work in their field agencies, as students' field experiences are an ongoing source for written and oral assignments and class discussions.

### **Field Assignments and Teaching Tools**

Students enrolled in field practicum complete several required written assignments that help them conceptualize their practice, and these teaching tools are used to strengthen the classroom–field connection. Primary among these assignments are (a) the Learning Agreement, (b) process recordings, and (c) monthly reports. Within the 1st month of both the foundation generalist and advanced specialist field practicums, students collaborate with their field instructors to develop Learning Agreements that specify practice activities in which they will engage to develop competencies in each of the nine core competency areas. Students are required to select up to three specific activities for each competency, and this Learning Agreement serves as an assessment of student performance at the end of each semester. Examples of assignments/activities that could foster integration and the development of the required competencies are provided under the tabs of the Learning Agreement found in the EFN and on field syllabi. The Learning Agreement is a dynamic document that may be revised by a student and his or her field instructor throughout the year as the student develops competency in certain skills and identifies new areas for growth.

Each student is also required to complete a minimum of six process recordings and monthly reports each year. The process recording is a long-standing assignment in social work education that remains a key teaching tool for faculty and field instructors. In the foundation generalist curriculum, one of these recordings must be related to macro practice, and process recordings help students to identify specific intervention strategies and to assess how they are implementing techniques learned in the classroom with their clients and client systems. Faculty, field instructors, and FFLs all review and provide feedback to students on their process recordings.

The monthly reports ask students to articulate the variety of ways they are implementing classroom content in their field setting. Students must identify specific classroom theories they applied or skills



they tested and processed. This tool fosters critical conversation between the field instructor, the student, and the FFL to ensure ongoing application of course content within field experiences.

### **FFLs and Agency Site Visits**

The role of the FFL is critical to the ongoing connection between the classroom and field settings. FFLs are the personal contacts for students and field instructors, and they serve as the ambassadors of the MSW Program. Their responsibilities include ensuring that students have opportunities to develop social work competencies in field settings that are based on the best practices taught in the classroom.

Each student has an assigned FFL who is required to conduct a minimum of two visits per academic year. These visits provide on-site monitoring and help maintain ongoing contact with field instructors and students throughout the year. The FFL provides guidance to the field instructor and the student about the student's integration of theory and practice in the field practicum. The FFL is able to guide students with application of theory to practice given the unique characteristics of their field site and can recommend additional readings and/or activities to help students achieve competence. The FFL also reviews students' Learning Agreements, process recordings, monthly reports, and midterm and final evaluations in the EFN and provides comments and/or suggestions to help guide student learning and improve performance. The FFL mediates any situations that may arise in field to ensure that both students and placement agencies benefit as much as possible from the practicum experience.

By building the capacity of our FFLs, we ensure that they in turn assist field instructors in identifying opportunities for students to integrate classroom content in the field. We have developed a number of strategies to support and strengthen the work of our FFLs:

- *Quarterly FFL meetings:* FFLs are required to attend quarterly FFL meetings, which are opportunities to update FFLs on curriculum changes and classroom assignments that are relevant to field. Experienced FFLs and field education staff often share strategies that they have used to help students and field instructors successfully apply classroom content in field. New FFLs must attend professional-development seminars on these days to better acclimate to the liaison role.
- *New hiring process for FFLs:* The hiring of new FFLs aligns more with the faculty search committee process, in which teams of faculty interview candidates with a consistent set of questions, and at least one faculty member attends every interview as a "chair" of the process. In addition, all new FFLs are required to attend the New FFL Orientation, a student orientation, and the four FFL professional development seminars held during liaison meetings throughout the academic year. Professional development seminars are held in the afternoon on the same day as the morning quarterly meetings. The orientation and liaison seminars cover material on the connection between course content and field, and they include use of the EFN.
- *FFL lending library:* The OFE houses desk copies of text books used in the methods courses in both the generalist and specialized practice years. FFLs have the opportunity to refer to the textbooks at quarterly FFL meetings and to borrow them for review.

- *FFL Blackboard Course*: We use the UMSSW learning management system, Blackboard, to provide key information to our FFLs. FFLs are entered as “course students” and OFE faculty are listed as “instructors,” which allows for the posting of information throughout the year. The FFL blackboard course contains various helpful resources including a section on classroom materials that includes:
  - master course syllabi,
  - plans of study for generalist, clinical, and macro specializations and areas of focus;
  - summaries developed by course committees identifying opportunities for integrating concepts from SOWK 630 (*Social Work Practice with Individuals*), SOWK 631 (*Social Work Practice with Communities and Organizations*), and SOWK 632 (*Social Work Practice with Groups and Families*) into the field practicum;
  - a social work skills list by Barry Cournoyer;
  - suggestions for macro assignments in field; and
  - other materials developed by our classroom faculty to enhance content integration in field.

### **Field Education Roundtables**

Field education roundtables are conducted each semester by the assistant dean, the director of field education, and faculty field coordinators to provide an additional forum for students to discuss their experiences at field agencies. These forums are voluntary, and discussions clarify learning concepts, encourage critical thinking, strengthen students’ understanding of evidence-informed practice, offer guidance, and provide a sense of community among students as they navigate similar learning challenges. Roundtable topics from this past year included student challenges in field education, the field-to-work pipeline, navigating conversations in the current political landscape in field, and hot topics in field education.

### **Orientations, Trainings and Support for FFLs and Field Instructors**

All FFLs and field instructors are given a comprehensive and mandatory orientation, which includes content on the 2015 EPAS, the nine CSWE competencies, and the connection between classroom content and field. Each attendee is provided with a 31-page orientation manual comprising many helpful resources, including course syllabi and summaries about how to best integrate course content in the field setting. In addition to the materials in the orientation manual, UMSSW faculty teaching practice courses give presentations about their courses, helping FFLs and field instructors to think creatively about how they can reinforce classroom concepts and stimulate deeper critical thinking by students.

In addition to orientation, the OFE offers trainings throughout the year—most with continuing education units (CEUs) free of charge—to field instructors and FFLs. Topics over the past few years include “Teaching Professional and Ethical Responsibilities to Social Work Interns” and “SBIRT for Field Instructors: Training Social Work Students on Evidenced Based Screening, Brief Intervention &

Referral to Treatment.” A list of trainings provided in recent years, located in under Standard 2.2.10, illustrates how we make considerable effort to offer training opportunities to those teaching our students at both the Baltimore and USG campuses.

**M2.2.2: The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.**

MSW students are provided with ample opportunities to develop generalist practice skills, knowledge, values, and cognitive and affective processes with individuals, families, groups, organizations, and communities in a variety of settings. This is assured primarily through the policies and procedures for field placement agency approval, required assignments for students outlined in the Learning Agreement, and end-of-the-year student and FFL evaluations.

**Field Placement Agency Approval**

Selection of field agencies emphasizes the importance of ensuring that agencies are able to provide generalist practice opportunities for students. Requirements to become a practicum agency are detailed in the *Field Education Manual*. When recruiting agencies for field education, the program ensures that practicum sites

- provide services that offer students the variety, quality, and quantity of learning experiences with individuals, families, groups, organizations, and communities commensurate with the program’s objectives and goals for generalist field instruction;
- demonstrate commitment to the agency’s participation in professional social work education, with the agency’s executive director or, in the case of large organizations, the director of a large department identifying a staff member who will serve as the agency coordinator to work with the school;
- agree to provide opportunities for students to demonstrate competencies and identified behaviors that are inclusive of knowledge, values, skills, and cognitive and affective processes;
- ensure the availability of case materials and projects for instructional use by students, subject to the guidelines of confidentiality;
- adjust the field instructor’s workload to assure adequate time to meet student learning needs and to attend seminars and other meetings related to field education (e.g., 1 hour of direct supervision per student per week, attending orientations and trainings at the school, ongoing availability to students); and
- orient students to both the service-delivery system and the population served, with the orientation including a personal safety plan for the student.

## Required Field Assignments for Students

To ensure that students in the generalist curriculum have access to experiences across client systems, agencies are expected to assign students caseloads of 2–4 individuals or families beginning in the fall semester. In the second semester, students in field are expected to facilitate or co-facilitate a group. Field education also requires students have access to experiences with organizational and community practice through the requirement that they design a macro project and complete a macro process recording.

Students' ongoing exposure to practice opportunities is guided by the activities in the Learning Agreement. Both students and field instructors use the Learning Agreement to continually develop and evolve activities for student learning across the spectrum of social work practice. Field instructors are trained to consider Learning Agreements as similar to contracts between themselves, the student, and the university and are provided with specific direction on how to construct activities for each of the core competencies. The template for the Learning Agreement is structured around the nine competencies, identified behaviors, and integrated dimensions. The student and the agency field instructor are expected to collaborate on constructing the learning agreement goals, objectives, tasks, and/or assignments, incorporating a wide array of generalist practice opportunities.

Students document their learning across all client systems by reporting on client caseload, group facilitation, and organization/community activities in their monthly reports. At the end of the first semester, field instructors complete an end-of-semester assessment, and areas on the Learning Agreement where field instructors report that students had “no opportunity” are addressed by the FFL, who works with the field instructor to identify opportunities for the second semester.

A summary of required field experiences for all students enrolled in the generalist field practicum, ensuring opportunities for students to demonstrate social work competencies, is provided below:

1. Two to four cases that involve direct work with individuals and/or families. The exact number should be related to the complexity and duration of the assignments and may vary on the basis of other agency requirements. (Competencies 1, 2, 6, 7, and 8)
2. One or more group assignments in which the student has some direct leadership responsibility. These groups must include mutual support but may also include an educational component. (Competencies 6, 7, 8, and 9)
3. An opportunity to participate in a macro social work experience within the agency or community. (Competencies 5, 6, 7, 8, and 9)
4. Participation in staff meetings and case conferences, including appropriate presentations by the student. (Competency 1)
5. If approved by the field instructor, a student can attend agency-sponsored or community-based trainings, continuing education events, or in-services. (Competency 3)
6. Opportunities to participate in research as part of the practice experience. This might include information gathering and presentation, case studies, literature reviews, and/or needs assessments. (Competency 4)

7. Participation in activities related to the formulation and evaluation of agency policies, such as board meetings or staff committees. (Competency 5)
8. Involvement in the network of social agencies serving the clientele of the field placement agency. (Competencies 6 and 8)
9. Collaboration and consultation with other staff. (Competency 1)
10. Documentation to meet agency and academic requirements. (Competency 1)

### **OFE Evaluations**

At the end of each academic year, the OFE distributes electronic evaluations to students, FFLs, and field instructors. Students are able to assess their learning experiences at the practice site and provide feedback to the OFE about types and qualities of learning opportunities. Students also assess the quality of instruction by the field instructor and of support from their FFL.

FFLs assess and provide feedback on both the learning opportunities available at the agency site and the quality of instruction provided by the field instructor, with special attention to whether or not the agency provided adequate learning opportunities across the spectrum of practice. Feedback is used by the OFE to determine whether the site will be used in the future and, if so, to work with the FFL connected with the site and the agency field instructor to strengthen any areas of weakness and improve learning opportunities for future students.

### **M2.2.3: The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.**

UMSSW has two specializations—clinical practice and macro practice—and five areas of focus: aging, families and children, health (with a subarea of focus in child, adolescent, and family health), behavioral health (with a subarea of focus in employee assistance programs [EAPs]), and community action and social policy.

As with the generalist foundation curriculum, specialized opportunities for students to demonstrate social work competencies within an area of specialized practice are assured primarily through the policies and procedures for field placement agency approval, required assignments for students in the field placement outlined in the Learning Agreement, and OFE evaluations.

### **Field Placement Agency Approval**

Each year, all practicum sites are asked to update their information in the EFN. This enables field coordinators to continually assess the appropriateness of an agency for students' specializations and areas of focus. This description includes the specific kinds of practice opportunities available to

students, and field coordinators use this information to identify practice sites that describe experiences and activities that provide quality opportunities to develop and demonstrate all of the core competencies and behaviors specific to a student's specialization. The clinical and macro competencies and associated behaviors are outlined in the Advanced Clinical and Macro Field Education Syllabi (see Volume 2). These syllabi also identify a number of activities through which students can demonstrate competence for each competency and related behaviors. Field coordinators share a copy of the syllabus and Learning Agreement with the appropriate practicum site personnel during the recruitment process so that it can be jointly determined whether the practicum site can provide sufficient specialized practicum opportunities for students.

### **Specialization in Clinical Practice**

The advanced clinical field education specialization prepares students to develop competence in ethical standards provided in the *NASW Code of Ethics* and focuses on the development of professional identity and critical thinking, with an emphasis on cultural competence and respect for all aspects of human diversity and principles of human rights and social justice. The clinical field education experience prepares students to engage in four levels of clinical practice: (a) engagement, (b) assessment, (c) appropriate intervention, and (d) evaluation based on understanding of human behavior and the context of practice in which students are placed.

Placement agencies approved for students specializing in clinical practice offer opportunities for direct service to individuals, families, and small groups to improve their quality of life and enhance their social functioning and to work with organizations and/or aspects of the community that have a direct impact on these people's lives. Students in clinical field placements are active in the promotion, restoration, maintenance, and enhancement of the functioning of their clients and client systems and in the prevention of distress and provision of resources. Students are expected to move toward mastery and integration of knowledge and practice behaviors.

### **Specialization in Macro Practice**

Placement agencies approved for students specializing in macro practice offer a range of practice opportunities, such as the ability for students to work with individuals, organizations, communities, and larger systems; to plan, develop, organize, administer, and evaluate programs of social services; and to stimulate collective action to influence conditions in communities and policies on local, state, and federal levels.

Students specializing in macro practice are placed in a wide variety of organizational settings in the public, private, and nonprofit sectors. Placement settings include the range of opportunities available to macro practitioners, including large public agencies, nonprofit philanthropies, small community-based social action organizations, private-sector firms, community-development corporations, advocacy institutions, and innovative multiagency collaboratives. It is expected that all macro placements will provide students with either management, community organizing, or policy practice learning

opportunities. However, it is expected that educational planning and evaluation is coproduced with the student, the field instructor, and the FFL. Each field placement, therefore, is tailored to meet both the student’s learning desires and the agency’s needs and may include additional activities and behaviors.

### Sample Clinical and Macro Placements

A small sample of agencies approved for the macro and clinical specialization appears below (see Table 10) and illustrates the range of placements within the school’s pool of agencies. A complete list of approved placements is located in the EFN. Students can review agency descriptions as they prepare to complete their field applications for the advanced practicum, in which they identify those practicum opportunities that hold the most interest for them.

Table 10. *Sample Clinical and Macro Field Placements*

Clinical placements	Macro placements
Baltimore City Public Schools	Maryland Cash Program
Sheppard Pratt Health System	Advocates for Justice in Education
Gilchrist Hospice Care	National Association of Social Workers: Maryland Chapter
National Institutes of Health	National Institutes of Health
Family and Children’s Services of Maryland	Social Work Community Outreach Center
Kennedy Krieger Institute	Catholic Relief Services
House of Ruth Maryland	Maryland House of Delegates
Circuit Court of Baltimore City	Grassroots Crisis Intervention Center
Support, Advocacy, Freedom and Empowerment (SAFE) Center	Community Preservation Development Corporation

### Required Field Assignments for Students

Students’ ongoing exposure to practice opportunities are guided by learning goals and activities listed in the Advanced Clinical and Macro Field Education Syllabi (see Volume II) and represented in the Learning Agreement. Field instructors and FFLs are trained to apply the knowledge, values, skills, and cognitive and affective processes outlined in specialization syllabi and to use the Learning Agreement to identify activities that operationalize specialization competencies and associated behaviors. Specialized practice is supervised and monitored by placement field instructors and FFLs through weekly supervision sessions, visits by FFLs each semester, and reviews of process recordings and monthly reports.

Students and field instructors may select activities directed toward competence in the Learning Agreement in the EFN. These activities contain specific opportunities for students to demonstrate measurable competence under each of the nine CSWE competencies, thereby allowing field instructors and liaisons to assess student performance. Table 11 includes examples of activities under each specialization. A comprehensive list is accessible in the EFN.

Table 11. *Example Activities for Specializations*

Specialization	Competency	Behavior	Activity
Clinical	8: Intervene with Individuals, Families, Groups, Organizations and Communities	8.2 CL: Demonstrate the use of appropriate clinical techniques for a range of concerns identified in the assessment.	<ul style="list-style-type: none"> <li>• In supervision, discuss the ways you are adapting your approach. Discuss your rationale for adapting as well as the risks and benefits of the adaptation.</li> <li>• Write a brief outline of an intervention that you conducted that proved to be ineffective and discuss with field instructor.</li> </ul>
Macro	2: Engage Diversity and Difference in Practice	2.1 Macro: Establish effective and collaborative working relationships with people of various cultural backgrounds and identities, especially with marginalized populations.	<ul style="list-style-type: none"> <li>• In process recordings and supervision, reflect on communication style, values, cultural differences, and bias and identify ways they could affect interactions with clients and/or community constituents.</li> <li>• Research cultures (traditions, values, religions, and family structures), history, socioeconomics, and politics of clients, groups, or communities served by your agency.</li> </ul>

Note. CL = clinical.

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

As discussed above, for an agency to become an approved field practicum site, it must afford students opportunities for in-person client/constituent contact. This criterion is assured during initial agency site



visits, in which field coordinators use a site visit questionnaire to determine the extent to which students will have direct, in-person contact.

Naturally, the extent of in-person client contact will vary by the type of agency and the nature of work required. For example, a student placed in a forensic inpatient psychiatric setting might have a client caseload of two due to the severity of their clients' illnesses, whereas a student in an outpatient setting working with children and families might carry a caseload of six.

Once an agency is approved as a placement site, ongoing assessment of compliance with this requirement is assured through review of student assignments. Process recordings and monthly reports required for both the generalist and specialized curriculums document the extent of in-person contact experienced by students. FFLs do not approve any process recordings that do not reflect in-person contact with clients and constituencies, and any concern an FFL might have can be addressed immediately with the field instructor and the student. FFLs are trained to assess the extent to which students have face-to-face client/constituent contact as part of their site visit each semester, and they use the visit to help students and field instructors strategize about how to increase client contact when needed.

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

All MSW students completing both the foundation generalist and advanced specialized curriculum at either the Baltimore or the USG campus must complete a minimum of 1,200 hours of supervised field practicum to graduate. We believe that exceeding the minimum number of hours required by CSWE for field education enhances student learning. This number of hours is required for graduation by all students, including those in employment-based placements, dual-degree programs, and international placements and those entering the program part-time. The only students not required to fulfill 1,200 hours are those admitted into our advanced standing program, who must fulfill 720 hours of field education.

The total number of required field hours appears in the *Field Education Manual* (Volume 3) and the school's *Course Catalog*, which can be found on the school's website (<http://www.ssw.umaryland.edu/admissions/academic-catalog--viewbook/>.) The required hours are monitored by students, field instructors, and FFLs through the use of time sheets maintained at the field agency. Timesheets are signed and dated by the field instructor. Practicum sites may require students to keep a separate log of their field hours for their own internal use. Should unforeseen circumstances arise that require students to miss some hours during the academic year, FFLs work closely with field instructors and students to identify a plan for making up missed hours.

The hours for the generalist and specialized curriculum, the advanced standing program, and for students requesting an extended field schedule are detailed in the *Course Catalog*, the *Field Education Manual*, and below:

- Students in the generalist curriculum are in field practicum 2 full days per week (16 hours) in the fall and spring semesters. They complete a total of 480 hours by the end of their second semester (16 hours for each of 15 weeks, or 240 hours per semester). This includes a minimum of 1 hour of supervision per week by a qualified and approved social work field instructor. Students receive three credits for SOWK 635 (*Foundation Field Practicum I*) and three credits for SOWK 636 (*Foundation Field Practicum II*).
- Students in the specialized curriculum are in field 3 days per week, or 24 hours per week, during the fall and spring semesters. Specialized field practicum students complete a total of 720 hours by the end of their second semester (24 hours for each of 15 weeks, or 360 hours per semester). This includes a minimum of 1 hour of supervision per week by a qualified and approved social work field instructor. Students specializing in clinical practice receive six credits for SWCL 794 (*Advanced Clinical Field Practicum I*) and six credits for SWCL 795 (*Advanced Clinical Field Practicum II*). Similarly, students specializing in advanced macro practice receive six credits for SWOA 794 (*Advanced Macro Field Practicum I*) and six credits for SWOA 795 (*Advanced Macro Field Practicum II*).
- Advanced standing students complete a total of 720 hours of field education and follow the same schedule as all other students in the advanced specialized curriculum.
- The school offers an extended field placement option to specialized field practicum students only. A request for this type of placement is made by a student on his or her application for an advanced field placement. In this model, students attend field placement 2 days per week from the beginning of the fall semester until the end of the summer term in July. Students have the same number of required field hours and receive the same number of credits for field as students in 3-days-per-week placements (720 hours), but they receive their diploma in July rather than May. The *Field Education Manual* describes the requirements for this type of placement, which are as follows:
  - The student must be in field placement 2 days per week from the beginning of September through July.
  - Request for this type of placement must be made to and approved by the OFE.
  - Once a student begins an extended field practicum, he or she is not permitted to change to the 3-days-per-week model.
  - Students follow a different grading schedule and graduation timetable than students in placement 3 days per week.
  - All assignments, competencies, and identified behaviors are the same as for students in the September–April schedule. The same Learning Agreement tool is used for all students, regardless of the option a student selects.

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

The MSW field education curriculum has clearly defined criteria for admission into field instruction courses. The specific criteria for admission are detailed in the *Field Education Manual*. These criteria are explained to all students once they are admitted to the program and are detailed below.

As part of the placement process, students are required to successfully interview and be officially accepted by a fieldwork placement site. If a student is not accepted for placement after the initial interview, the student will meet with the field coordinator to review the interview experience and prepare for a second interview. If the student is not accepted subsequently at a second field placement site, the student will meet with the assistant dean of field education to review his or her interview experiences and determine if a placement can be made for the current semester.

On occasion, the assistant dean of field education will consult with the associate deans for academic affairs and student affairs and the assistant dean of student services to determine any additional supports a student may need to successfully prepare to be admitted to field education. On occasion, there are matters of student performance that require review by a broader faculty audience within the Student Review Committee (SRC). The assistant dean of field education sits on the SRC and attends every review meeting. The SRC reviews the circumstances of each case and recommends further action with the student to the dean.

Those students who have not met specified criteria are notified and are not placed until the criteria are met. The specific criteria for admission into field education are summarized below:

- Students who begin the program as full-time students enter field at the same time as they begin classes. Part-time students take classroom courses before entering field. Transfer students have their transcripts reviewed to determine whether they are ready for the generalist or specialized field practicum.
- Students admitted to UMSSW are required to complete, authorize, and electronically submit a field application prior to receiving a field placement. This application includes two narratives and a résumé to provide information about the student's interests, previous social service experiences, and social work educational goals. All three parts of the application must be completed before a student will be referred to a practice site for a placement interview.
- While in a field practicum, students are required to be enrolled in a generalist or advanced clinical or macro practice class. If a student drops the concurrent practice class, they must come out of their field practicum.
- During the generalist curriculum, students must earn a pass grade in Field Practicum I and a grade of C- or better in the practice courses taken along with Field Practicum I to proceed to the second semester generalist field practicum. If a student does not pass either methods course

(SOWK 630 [*Social Work Practice with Individuals*] or SOWK 631 [*Social Work Practice with Communities and Organizations*]) in their fall semester, the student cannot continue in field. This is monitored by the Registrar's Office, and the assistant dean and director of field education are notified.

- To be eligible for field placement in the specialized practice year, students are required either to successfully complete the academic and field requirements for the generalist practice year or to be admitted to the Master's Program with advanced standing. An overall grade point average (GPA) of 3.0 or better for all generalist practice year courses is required to proceed to the specialization in clinical or macro practice.
- Assignment to a generalist or specialized field placement site entails a screening process. Each phase of the screening process has specific time frames and dates when completed applications are due. The specific timetable for a placement cycle is published in the *Student Bulletin* and on the OFE website.
  - During the referral process, both the agency/placement site and the student receive an e-mail notice of the referral, and the student must contact the agency to schedule an interview within 1 week.
  - Agencies may require additional screenings and/or information from students, such as previous evaluations, references, a drug screening, and a criminal background check. Such requests and their costs will be handled between the agency and the student.
  - After the interview, the student is required to advise the field coordinator of the outcome. Agencies may also contact the field coordinator regarding the outcome of the interview.
  - If at any point, after filing a field practicum application, a student determines that he or she will not be going into a field placement as planned, he or she is expected to notify the OFE and the placement site to which the referral was made.

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

### **Policies, Criteria, and Procedures for Selecting Field Settings**

Agencies selected and approved for field education are carefully screened. The *Field Education Manual* provides the policies, criteria, and procedures for selecting field settings. Field coordinators are primarily responsible for outreach to the community to find, screen, and approve new field sites. Students, faculty, and members of the Field Education Curriculum Committee and the Field Education Advisory Council, including other field site personnel, can suggest to the OFE new organizations for screening as potential field sites.

### *Recruitment and Screening of Field Agencies*

Field coordinators identify trends in the profession and proactively identify and recruit new placement agencies. Agencies come to field staff attention through other contacts in the field, professional networks, liaisons, faculty, and students. In addition, a one-page summary has been developed and is a helpful tool when speaking to potential field site agencies. Below is a summary of the recruitment and screening process:

- An employee of a practice site contacts the OFE and enquires about the process of becoming an approved site or is contacted by a field coordinator after being identified by someone in our network. The caller will be given the information listed below.
- Field coordinators request that a practice site submit an application for review to become an approved field placement site.
- The interested practice site must submit an application electronically. This can be done by an agency administrator or a social worker employed at the site.
- The application requires the practice site to have a social worker on staff who is interested in working with social work students. The social worker must
  - have an MSW from a CSWE-accredited program,
  - have a license in Maryland (LGSW, LCSW, or LCSW-C) or in the state where they work,
  - be on site at least 50% of the time that the student is in placement to provide instruction and supervision, and
  - have 3 years of post-MSW experience and have worked at the practice setting for at least 6 months.
- If the above requirements are met, potential new sites are visited by a member of the OFE to carry out an initial screening to assess the physical environment; the range and depth of the available experiences for generalist and specialized students; and the field instructor's ability, willingness, and time to take on a teaching role and to meet the orientation and training requirements of the school.
- The field coordinator shares the mission, goals, core competencies and related behaviors, dimensions, and assessment tools of the school and reviews the school's educational and field policies, procedures, and requirements for field sites. Student learning in field parallels that in the classroom, and the practice site must have the full range of opportunities to reflect the school's and CSWE's generalist and advanced competencies and related behaviors.
- After the visit to the field site, the field coordinator reviews the agency application, site visit notes, appropriate field instructor availability, and any other pertinent information about the agency and will approve the site in the EFN if it meets all requirements.
- Once an agency is approved, an e-mail with an Affiliation Agreement signed by the assistant dean and director of field education is sent to the field agency. The practice site must return the Affiliation Agreement signed by the agency administrator.
- Once a signed Affiliation Agreement is received by the OFE, the practice site is activated in the EFN. Note: A student cannot be placed at the practice setting until the Affiliation Agreement has been signed by both parties. Affiliation agreements are executed by the

- assistant dean of field education, and internal tracking is performed to ensure that an agreement has been executed for all active agencies.
- Finally, the practice site is provided with a link to the OFE website, where the expectations of field sites are described, and is given access to the EFN to receive referrals and update the agency profile as needed.

### *Screening and Selecting Field Instructors*

A social worker may become a field instructor by contacting the OFE and completing a field instructor application under their already approved agency. If an applicant is from an agency not yet approved, they can assist in recruiting the agency as well. The procedures for becoming an approved field instructor are as follows:

- The potential field instructor must go to the OFE's website and fill out an application. All field instructors must meet the following criteria to be approved by the OFE:
  - have an MSW from a CSWE-accredited program;
  - have 3 years of professional practice experience beyond the master's degree;
  - have a license at the graduate level in the state in which they practice (exceptions can only be made by the assistant dean of field education);
  - be on site at least 50% of the time that the student is assigned to the practice site and provide supervision for at least 1 hour per week;
  - have worked at the practice setting for a minimum of six months;
  - follow school guidelines in recommending grades by assessing performance on the basis of the CSWE competencies and related behaviors;
  - be available to meet with the field liaison at the times of the liaison visits and to give ongoing feedback on a student's progress in achieving the school's competencies and related behaviors; and
  - have a commitment to participate in UMSSW-sponsored activities (orientation, training) for beginning and experienced field instructors and, for specialized practice students, have expertise in the student's specialization.
- When the application is submitted, a field coordinator checks the application for the presence of a recommendation from the social worker's supervisor and a current résumé and also whether or not the applicant meets the criteria stated above.
- If an application is not complete, it remains in a pending status, and the applicant is asked to complete the application process. A deadline for pending status is set by the field coordinator who reviews the application.
- Once an application is completed and all criteria are met, the field coordinator accepts the application and generates an acceptance letter in the EFN from the assistant dean and the director of field education welcoming the field instructor to the program. A password and user's name is created by the field instructor to access the EFN.
- New field instructors attend an orientation prior to the beginning of the fall semester.

## **Policies, Criteria, and Procedures for Placing and Monitoring Students**

Field coordinators work closely together to successfully place a large cohort of students. They share information about available sites and, if there are open slots, will share information about where there may be a potential good fit for a student who is assigned to another field coordinator. Applications for students are divided by geographic areas, with three field coordinators responsible for placing students in the general Metro-Washington area and three responsible for practicums in Baltimore City and Baltimore County. The Baltimore coordinators also monitor practicum experiences in the Maryland counties farthest from the school (e.g., Frederick, Washington, Carroll, Cecil, Harford, Charles, Calvert, counties on the Eastern Shore) and in Pennsylvania and Delaware. Each of these outer regions may not have students every year. In addition, other field personnel place students enrolled in the Title IV-E Education for Public Child Welfare Program and in employment-based placements.

The school does not place students more than 50 miles from their home. Practicum sites that provide practice opportunities different from what student have previously experienced are sought for all generalist placements to expose students to the spectrum of social work practice and settings.

### ***Specialized Practice Practicums***

All students in specialized practice are in field Tuesday/Wednesday/Thursday. The following are the placement procedures for students in specialized practice:

- The student submits the field application for specialized field practicum electronically and indicates a choice of specialization and area of focus. The student identifies his or her top three choices of practice sites for placement.
- The application is forwarded to the field coordinator by the program management specialist who handles that specialization.
- Through the EFN, the field coordinator sends the referral to the agency, which also generates a message to the student about the referral, providing the address of the practice site and the name and e-mail/phone number for the contact person. The contact person will be expecting a contact from the student. The practice site has access to the student's résumé and field application in the EFN. Field coordinators continually monitor the availability of practicum opportunities, referring students only when slots at an agency are available. If a slot is no longer available, the field coordinator moves to another of the student's choices. For example, if 10 students identify a placement site that can only take three students, the field coordinator selects the three students with the best fit with the site and sends their material to the field instructor in preparation for the student interviews. If all three students are accepted at the field site, the field coordinator will refer any remaining students who requested an interview at the organization to another practicum.
- After the student is interviewed, if both parties agree that the organization and assignment are compatible, the placement is confirmed. This involves the agency coordinator (or field instructor) indicating in the database that he or she accepted the student. This notifies the field

coordinator to officially confirm the placement in the database. Once a placement is confirmed, an e-mail is sent to the student and the practice site that the placement is officially confirmed.

- If it is determined that a placement is not a match, additional sites are explored, starting with those indicated on the student's field application. If a student is not accepted by a field placement after three different interviews, the student is referred to the assistant dean and the director of field education for a remedy and possible referral to the Student Review Committee if the student cannot meet the essential requirements to be in field education.
- Students who request an international placement (in either London or India) for their advanced field practicum attend an orientation meeting before deciding if they want to move forward with their application. If they do, an application is forwarded by the OFE to the chair of the faculty Global Committee, who coordinates the international program in both countries. The chair, the assistant dean, and the director of field education interview the student. When a decision is made about which students will be allowed to register for international placements, they are notified of their selection. Similar to other placements, the information is documented in the EFN, and students are notified of their confirmed placements.

### ***Generalist Practice placements***

The placement procedures for students entering the generalist curriculum are the same as those for the advanced curriculum, except that students do not indicate a specific practice site for their placement. Since these students need a generalist practice experience, all of the approved generalist placements are potential placements for incoming students

Generalist practice students are in field Monday/Wednesday if their last name begins with letters A–L and Tuesday/Thursday if their last name begins with letters M–Z. Students schedule their classes on the basis of their field days. There are occasional exceptions to this schedule, when an agency requires a student to attend on a different day or a student has another conflict. On these occasions, the student and the agency develop a mutually agreeable schedule that still includes 2 days per week in field and notify the field coordinator and the field liaison of the alternate schedule.

### ***Monitoring Students***

Considerable emphasis is placed on each student's successful performance at his or her field site. Therefore, every student's progress is monitored through face-to-face visits by FFLs, ongoing communication with the field instructor, and materials submitted by the student and the field instructor to the EFN. Field coordinators monitor and hold FFLs accountable to meet monitoring expectations set by the school. Requirements of FFLs in their monitoring of students are as follows:

- FFLs are expected to be familiar with each student's practice site, specialization and area of focus, and academic strengths and areas for growth.



- Each FFL is expected to attend field liaison meetings held at the school four times annually. These meetings update liaisons on new field policies, procedures, assessment tools, curriculum changes, accreditation requirements, and issues that arise in the monitoring of students.
- Each FFL is provided with a copy of the latest version of the *Field Education Manual* (available in Volume 3) and is required to contact their agencies within the first 3 weeks of the school year and make at least one visit per semester. They make additional visits if problems arise.
- FFLs review and approve the Learning Agreement for each student they monitor after the due date (found in the Field Calendar in the appendix of the *Field Education Manual* in Volume 3 and on the web at <http://www.ssw.umaryland.edu/field-education/field-calendar--manual/>), which is initially developed between the student and field instructor. Comments by FFLs are recorded in the EFN, where students and field instructors can review and discuss them.
- FFLs keep abreast of student activities in field through the EFN and direct communication with their students. All student work is submitted through the EFN, and the FFL reviews a student's work and any comments submitted by the field instructor on process recordings and monthly reports. Further, the FFL provides feedback to the student in the EFN, checks the student's time sheet for consistency in attendance, determines whether the student is receiving weekly supervision, and intervenes if this requirement is not fully implemented.
- Additional communication occurs at the time of student assessments, if relationship problems arise between a student and a field instructor, and if a field instructor needs assistance with his or her teaching role.
- At the end of each semester, students are asked to assess their interactions with their FFL. They report how many times the FFL visited the agency and if he or she met with the student. If there are concerns about an FFL's contact the agency and field instructor, the field coordinator will intervene.

### **Policies, Criteria, and Procedures for Supporting Student Safety**

The OFE requires all placement agencies to conduct safety trainings with students during their orientation. The OFE provides policy, procedures, and guidelines regarding the safety of social work students and a Student Safety Checklist to guide a safety discussion between students and field instructors during the first days of practicum. These policies recognize that unsafe behaviors in the lives of clients can create potential dangers to professional social workers and students. Issues of safety are relevant in all communities and settings, and it is required that students become familiar with the safety policies regardless of the client population or location of their field placement.

The OFE guidelines describe the protocol should a student experience a safety issue in their field placement. This includes the notification protocol within the agency, the OFE, and the Social Work Program. Liaisons review safety as a priority discussion topic for their first visit to the student and agency, and they review the Student Safety Checklist with the student and the field instructor during the visit.

Discussions of both the Safety Guidelines and the Student Safety Checklist occur in the New Field Instructor Orientations and Student Orientations held prior to each academic year at both the Baltimore and Shady Grove program locations. On the basis of NASW guidelines, students are reminded of the critical importance of being aware of their surroundings, including their appearance and how they dress, where they may park a car, and what items might be visible in their car. Students are also reminded of the importance of knowing where they are going and being intentional about getting there. Clinical safety practices include positioning of client and student in a room and best practices for safety with a client, such as protocols for meeting with a client who may become volatile. All stakeholders in field education—students, faculty liaisons, and field instructors—have access to the NASW *Guidelines for Social Worker Safety in the Workplace* (<https://www.socialworkers.org/practice/naswstandards/safetystandards2013.pdf>), which form the basis for the content of our orientation.

In addition to standard practice safety concerns, students are also fully informed of policies regarding sexual harassment and nondiscrimination. All students complete a mandatory Title IX training as part of their experience at the School of Social Work. All other field stakeholders—including faculty in the OFE, liaisons, and field instructors—complete a similar mandatory Title IX training on an annual basis to ensure that they are fully informed of potential issues of sexual harassment and discrimination and how to avoid or manage them. The *Field Education Manual* (see Volume 3) provides specific guidance for students, liaisons, and field instructors on where to find additional information about sexual harassment and nondiscrimination notices and policies, administrative remedies, and how to report an incident if needed.

## **Policies, Criteria, and Procedures for Evaluating Student Learning and Setting Effectiveness**

### ***Grading and Competency Assessment***

Students' performance and learning in field education is assessed on a pass–fail basis.

Although the field instructor can recommend a final grade, it is the responsibility of the FFL to determine and submit the field grade of pass or fail. Grades are based on site visits, discussion with students and field instructors, and the monitoring of activities described above.

The Learning Agreement tool was developed to assess student learning in field education that incorporates the nine competencies and related behaviors specific to generalist practice and advanced specialization in clinical and macro practice. The specific activities are chosen through a student–instructor mutual discussion and assessment of student knowledge, skills, values, and cognitive and affective processes as they relate to competencies. Students have an opportunity to engage in those activities while in field practicum and then are evaluated on the competency-related behaviors. Examples of these activities are listed in the generalist and advanced specialization syllabi (see Volume 2). Assessment of student progress and general adaptation to the practicum experience occurs at mid-

semester in both the fall and spring semesters, and progress toward and achievement of competencies are comprehensively assessed at the end of both the fall and spring semesters. Only the spring assessment score is used for the competency assessment to determine students' achievement of these learning outcomes (see Standard 4.0).

As soon as a field instructor identifies that a student is performing at a failing level for one or more behaviors, he or she should first address this issue in supervision with the student. However, if this discussion, along with other supportive/instructive strategies, does not result in any apparent changes in the student's performance, then the FFL is contacted immediately so that a review meeting can be arranged. This review meeting includes the student, the field instructor, and the FFL. Students who are concerned about their performance in terms of any behaviors are strongly encouraged at any point during their internship to ask their field instructor for feedback during their weekly supervision sessions.

### ***Performance Improvement Plan***

When a student is not meeting requirements or progressing adequately toward achievement of competencies, the field instructor and the student, under guidance from the FFL, must create a Performance Improvement Plan to clearly identify areas of concern and remedies to be accomplished prior to the end of the semester. This plan is revisited by the student, the field instructor, and the liaison to inform the final semester grade.

### ***Evaluating Field Setting Effectiveness Congruent with the Program's Competencies***

At the end of the academic year, students, field instructors, and FFLs are asked to respond to an assessment tool that allows them to evaluate the quality of the practice site and to recommend whether the site should continue to be used as a field placement. The students' assessments are based on their experiences (see Table 12). The FFLs base their assessments on the monitoring activities noted above. Field coordinators can make a determination about the continued use of a practice site on the basis of the results of the assessment tool and knowledge gained through feedback from students, FFLs, and field instructors. If a practice site needs assistance in improving its ability to provide adequate learning opportunities, a field coordinator will work with the site to improve its effectiveness.

In addition to measuring the quality of the practicum experience, the evaluation tools also seek feedback on opportunities for students to demonstrate mastery of competencies. The following table shows specific questions to assess competency:

Table 12. *End-of-Year Student Evaluation of Practice Setting*

<b>Evaluator</b>	<b>Evaluation of</b>	<b>Evaluation question statements and competencies</b>
Student	Agency, field instructor, Liaison, OFE	<ul style="list-style-type: none"> <li>• My role was appropriate for a student. (Competency 1)</li> <li>• My field placement reinforced identification with the purposes, values, and ethics of the profession. (Competency 1)</li> <li>• My field placement promoted the development of professional ethics. (Competency 1)</li> <li>• My field instructor or other staff provided an orientation to the practice</li> </ul>

Evaluator	Evaluation of	Evaluation question statements and competencies
		<p>site policies, services, and clients systems. (Competency 1)</p> <ul style="list-style-type: none"> <li>• I was treated with respect at my placement/by my field instructor/by my liaison. (Competency 2)</li> <li>• I felt comfortable being myself (age, race, ability, sexual orientation, religion, etc.) in my agency/with my field instructor. (Competency 2)</li> <li>• My agency/field instructor provided opportunities to discuss issues related to diversity and social justice. (Competencies 2-3)</li> <li>• I was able to practice in an environment that provided services to diverse client systems. (Competency 2)</li> <li>• My field instructor challenged me to think about how issues of oppression and social justice affect client systems. (Competency 3)</li> <li>• My field placement used research-based evidence to inform social work practice. (Competency 4)</li> <li>• My field placement provided opportunities for me to learn, examine, and apply policy. (Competency 5)</li> <li>• My placement provided me with an opportunity to work with individuals. (Competencies 6–9)</li> <li>• My placement provided me with an opportunity to work with families. (Competencies 6–9)</li> <li>• My placement provided me with an opportunity to work with groups. (Competencies 6–9)</li> <li>• My field placement had assignments for me with communities/organizations. (Competencies 6–9)</li> <li>• My field instructor contributed to my achievement of core competencies and challenged me to excel in demonstrating competencies.</li> <li>• My liaison was familiar with the foundation curriculum, the advanced curriculum, and the core competencies.</li> </ul>
Field instructor	Liaison, OFE	<ul style="list-style-type: none"> <li>• The liaison was attuned to issues of diversity and social justice and challenged me to consider them as was appropriate. (Competencies 2-3)</li> <li>• The liaison was open to assisting with and discussing issues related to diversity and social justice. (Competencies 2-3)</li> <li>• The OFE provided me with a comprehensive orientation.</li> <li>• I understand my responsibilities as a field instructor.</li> <li>• I have a basic understanding of the MSW curriculum and CSWE core competencies.</li> <li>• I felt comfortable bringing up issues pertaining to diversity and social justice as they arose. (Competencies 2-3)</li> </ul>
Liaison	Agency, field instructor	<ul style="list-style-type: none"> <li>• The field instructor treated students with respect and worked well with students from diverse backgrounds. (Competency 2)</li> </ul>

*Note.* OFE = Office of Field Education; CSWE = Council on Social Work Education.

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

As described in detail above, field placement sites are carefully recruited and screened and are not approved by the OFE without an on-site visit. Once field sites are approved and students are placed, FFLs actively monitor the effectiveness of field settings and conduct on-site visits each semester.

In addition to the policies and procedures detailed in the previous section, the OFE engages in a number of strategies to monitor student learning and field setting effectiveness:

- Random calls by the assistant dean and the director of the OFE to students and field instructors to inquire about the student experience.
- Quarterly liaison meetings and seminars: Liaisons are required to attend quarterly meetings with the OFE to learn about initiatives affecting field education and report on their experiences with their students in the field. Discussions and seminars encourage participation from all liaisons to report on challenges and successes in student field experiences, providing a dynamic exchange of ideas for best practices in field education. Seminars occur on the same days as liaison meetings and are required for new liaisons. Existing liaisons are encouraged to attend. Seminars include material specific to liaison duties and expectations, focusing on the liaison role in supporting students' efforts toward competency.
- Field education roundtable: The OFE provides at least four opportunities throughout the year for students to discuss their experiences in field with OFE faculty. Roundtable discussions are topic based to invite students to speak to issues of particular concern to them and their experiences, including student challenges in field education, the field-to-work pipeline, navigating conversations in the current political landscape in field, and hot topics in field education.
- Monthly reports: Each month, students are invited to report information about their field experiences to their FFLs. Three questions appear at the bottom of the monthly report and are visible only to the student and the liaison, in response to which students may report more openly about potential issues key to their experience. The questions include opportunity to provide a yes/no response and a text box in which to elaborate:
  - Do you have any concerns related to supervision or your placement in general?
  - Is there anything you would like to discuss with your liaison at this time?
  - Overall, do you believe that you are being given the opportunities necessary to achieve the learning objectives?

Liaisons must respond immediately on seeing any information in this section of the monthly report.

- End-of-year evaluation: At the end of the academic year, students, field instructors, and FFLs are asked to respond to an assessment tool that allows them to evaluate the quality of the

practice site and to recommend whether the site should continue to be used as a field placement. Within these evaluations are questions specific to assessing the opportunities available to students to achieve competency in all nine competencies.

**M2.2.9: The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master’s students hold a master’s degree in social work from a CSWE-accredited program and have 2 years post-master’s social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.**

Requirements to become a field instructor can be found in the *Field Education Manual* (see Volume 3) and on the school’s field education web page, which also includes an online application for new field instructors: <http://www.ssw.umaryland.edu/field-education/field-instructor-notebook/>.

Field instructors for the MSW Program must meet the following criteria:

- have an MSW from a CSWE-accredited program;
- have a license in Maryland (LGSW, LCSW, or LCSW-C) or in the state where they work (the minimum level of the required license is an LGSW-Maryland [graduate level]);
- be on site at least 50% of the time that a student is in placement to provide instruction and supervision;
- have 3 years of post-MSW experience and have worked at the practice setting for at least 6 months;
- have developed professional competence through 3 or more years of related, post-MSW social work practice experience; and
- understand and use the program’s competencies in their work with students (the combination of required credentials and years of practice experience enables field instructors to develop and assign appropriate student learning opportunities in order for students to demonstrate program competencies).

The assistant dean of field education may grant a waiver of the licensing requirement in special circumstances. In very rare instances when a student is placed in a practice site that can offer excellent practice opportunities but does not employ an MSW-level social worker to serve as a field instructor, the student is assigned an on-site task supervisor and receives MSW supervision from a full-time faculty member, or the agency is permitted to contract with a licensed, MSW-level social worker to fulfill the field instructor role in collaboration with the on-site task supervisor. Under this model, the liaison works more closely with the student, the task supervisor, and the field instructor and ensures that the contracted field instructor has expertise in the agency’s service type and clients.

Guidelines for the use of non-MSW field instructors require the following:

- the field instructor has an equivalent graduate degree in a related field and practice experience relevant to the student's specialization;
- the student has only one placement with a non-MSW field instructor; and
- the agency, the liaison, and field coordinator establish a two-tiered system of supervision of the student experience in which the field instructor of record is from another discipline, but a second tier of supervision that includes an appropriately licensed social worker takes place on a routine schedule to guarantee that the student receives training on the unique social work perspective. Under this model, the second-tier supervisor joins supervision meetings on a bimonthly basis, consults closely with the field instructor, and works closely with the liaison on assessment of student performance. Where possible, the liaison may perform in the role of second-tier supervisor.

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

Orientation, training, and continuing dialogue are all part of the OFE field calendar (see *Field Manual*, Appendix A, in Volume 3). These activities are organized far in advance to allow field instructors to plan and participate in the development of their professional teaching skills. Ongoing dialogue gives the OFE the ability to stay current about community needs and practice and to use feedback to enhance future orientations and training. Dialogue among all parties strengthens all aspects of the field program.

**Field Instructor Orientation**

New field instructors are required to attend the New Field Instructor Orientation that is offered at the beginning of each academic year prior to the entrance of students into their field placements. Three orientations take place at the Baltimore campus and one at the USG campus. When a social worker is approved by the school to become a field instructor, he or she is provided with a link to register for one of four orientations. Some large agencies register their new field instructors and notify the school when their staff will attend. In addition to the main orientation, field coordinators frequently have one-on-one meetings with new field instructors to discuss the OFE placement process, policies, requirements, and procedures for employment-based placements.

The OFE training manager, in collaboration with all field coordinators, conducts these orientations. The orientations are delivered in person for a full day, and participants receive five CEUs. Online orientation is being developed for field instructors to enable those with tight schedules some additional orientation options and as an ongoing resource for field instructors when questions arise following orientation. The following topics are covered during orientation:

- School mission and goals
- EPAS and field requirements

- Program competencies, behaviors, and the dimensions: knowledge, skills, values, cognitive and affective processes
- The role of the field instructor, liaison, field coordinators, and task supervisors
- The MSW curriculum
- Student Learning Agreement/Student Assessment
- Requirements of field instructors and students
- Nature and purpose of written assignments
- Competency-based assessment tools and grading
- Student Orientation to the practice site to include safety
- How to use the EFN
- Anticipating and responding to field issues
- Integration of class and field
- Skill development to increase the capacity of field instructors to develop learning opportunities, supervise, and assess students in relation to their attainment of the program's competencies

## **EPAS 2015**

All new and returning field instructors and FFLs receive orientation and training on the 2015 EPAS and the Learning Agreement related to competencies, behaviors, and dimensions under the 2015 standards. Many of the workshops and trainings are conducted in community practice sites around the state of Maryland to ensure that all stakeholders are familiar with the competency-based curriculum and assessment model. In addition, online training related to EPAS has been developed by the field staff to allow as many field instructors as possible to participate in these workshops and to gain a better understanding of the 2015 EPAS, which inform the school and social work education in general. These training videos can be found on the school's website: <http://www.ssw.umaryland.edu/about-the-ssw/competency-assessment/videos/field-training/>.

## **Continuing Dialogue with and Training of Field Instructors**

In addition to the main orientation received by all field instructors, FFLs and field coordinators maintain ongoing contact with field instructors, practice settings, agency coordinators, and administrators through a variety of means. Continuing dialogue takes place during site visits by FFLs, at Field Advisory Committee meetings, at supplemental trainings for field instructors, and as a result of formal evaluations of the OFE. Further communication occurs depending on student issues/problems, the practice experience of the field instructor, and other factors that may affect a student's learning. All of these contacts provide opportunities for feedback to the OFE faculty about the student, school policies and procedures, and the MSW field program.



### **Field Advisory Committee**

The Field Advisory Committee is composed of invited field instructors, a student, several FFLs, and other interested UMSSW faculty. The members serve for 1- or 2-year terms, allowing for a wider representation of community stakeholders to have dialogue with UMSSW faculty and staff. The members advise, recommend, and provide feedback to the OFE about issues of mutual concern. There is ongoing communication between committee members and the assistant dean and director of field education. Discussions can include procedures for field processes, changes in human services in the larger community, and research and grant opportunities to advance social work knowledge and practice. Through continuing dialogue, the practice sites and their representatives are able to understand the school and its mission, goals, curriculum, competencies, and students. In turn, the school gains valuable information about the practice sites, student achievement of competencies, and potential new placements.

### **Field Instructor Trainings**

The OFE offers two or three training workshops to all field instructors each semester. The training manager, in collaboration with the school's faculty, organizes the training schedule for all field instructors and conducts training at the Baltimore and USG campuses and at large field agency locations. Attendance at trainings is voluntary for field instructors, but interest is generally strong, and they typically receive free CEUs as an incentive to attend.

A summary of trainings is displayed below. One objective of each workshop is to provide theory and practice skills for effective field teaching. Past evaluations of training are continuously reviewed to improve the workshops and to obtain suggestions for future topics of interest, and feedback about and training evaluations overall has been very positive. In addition, we are beginning to video record our field instructor offerings to develop our capacity to offer workshops online. We currently have one offering online for field instructors. Examples of training workshops offered in recent years are presented in the table below:

Table 13. *Office of Field Education Trainings*

<b>Date</b>	<b>Title</b>	<b>Presenter</b>	<b>Audience</b>	<b>Location</b>
4/26/17	Faculty Field Liaison – Creating Teachable Moments	Gisele Ferretto	FFLs	Baltimore campus
2/15/17	Faculty Field Liaison – Teachable Moments and the Development of the PIP	Gisele Ferretto	FFLs	Baltimore Campus
1/24/17	Incorporating Macro Practice Experiences in Field	Dr. Amanda Lehning and Dr. Michael Reisch	Field instructors, FFLs	Shady Grove campus
11/2/16	Field Instructor Strategies for Providing Clinical Feedback on Process Recordings	Dr. Caroline Burry	Field instructors, FFLs, agency coordinators	Baltimore campus
10/24/16	Incorporating Macro Practice Experiences in Field	Dr. Amanda Lehning and Dr. Michael Reisch	Field instructors, FFLs, agency coordinators	Baltimore campus
9/28/16	Faculty Field Liaison Seminar	Laura Loessner and Dr. Samuel Little	FFLs	Baltimore campus
6/3/16	Teaching Students Results- Based Accountability Strategies: Expanding the Bench	Dr. Clara B. Lee	Field instructors	Baltimore campus
5/11/16	Field Instructor and Field Liaison Appreciation Day: Modeling and Teaching Field Students: Resilience to Compassion Fatigue	Dr. Roger S. Friedman	Field instructors, FFLs	Baltimore campus
3/11/16	SBIRT for Field Instructors Training Social Work Students on Evidenced-Based Screening and Brief Intervention Referral to Treatment	Dr. Paul Sacco and Michelle Beaulieu		Baltimore and Shady Grove campuses
2/17/16	Creating Teachable Moments: Field Education Liaison Seminar	Gisele Ferretto	FFLs	Baltimore campus
11/17/15	Field Instructor Use of Clinical Theory and Evidence for Instruction of Students in the Field	Dr. Joan Pittman	Field instructors	Baltimore campus

<b>Date</b>	<b>Title</b>	<b>Presenter</b>	<b>Audience</b>	<b>Location</b>
5/19/15	SBIRT for Field Instructors Training Social Work Students on Evidenced-Based Screening and Brief Intervention Referral to Treatment	Dr. Paul Sacco		Baltimore campus
5/19/15	Field Instructor and Field Liaison Appreciation Event: Navigating Conversations in the Field Concerning Race and Racism	Adar Ayira	Current field instructors and FFLs	Baltimore campus
4/29/15	Gambling: Integration of Evidence-Based Practices in Field Settings	Dr. Paul Sacco	FFLs, field instructors	Baltimore campus
3/31/15	Teaching Students Boundaries in the Field	Dr. Deborah Gioia	FFLs, field instructors	Baltimore campus
12/4/14	Field Instructors' Use of Clinical Theory and Evidence for Instruction of Students in the Field	Dr. Joan Pittman	FFLs, field instructors	Shady Grove campus
11/19/14	Liaison Seminar: Teachable Moments	Gisele Ferretto	FFLs	Baltimore campus
10/17/14	Teaching Professional and Ethical Responsibilities to Social Work Interns	Gisele Ferretto	Field instructors	Baltimore campus
10/17/14	Field Instruction Strategies to Develop Student Competency	Gisele Ferretto	Field instructors	Baltimore campus
9/26/14	Confidentiality in Social Work School	Gisele Ferretto	All social workers at BCPS	BCPS Social Worker Fall Staff Meeting
9/26/14	Field Instruction Strategies to Develop Student Competency	Gisele Ferretto	Field instructors at BCPS	BCPS Social Worker Fall Staff Meeting

<b>Date</b>	<b>Title</b>	<b>Presenter</b>	<b>Audience</b>	<b>Location</b>
9/17/14	Strategies to Develop Student Competency	Gisele Ferretto	FFLs	Baltimore campus
9/5/14	Teaching Professional and Ethical Responsibilities to Social Work Interns	Gisele Ferretto	Field instructors	Baltimore campus
9/5/14	Field Instruction Strategies to Develop Student Competency	Gisele Ferretto	Field instructors	Baltimore campus
8/27/14	Field Instruction Strategies to Develop Student Competency	Gisele Ferretto	Field instructors at UM School Mental Health Program, School of Medicine, Dept. of Psychiatry	UM School Mental Health Program, School of Medicine, Dept. of Psychiatry
8/20/14	Teaching Professional and Ethical Responsibilities to Social Work Interns	Gisele Ferretto	Current field instructors	Shady Grove campus
8/20/14	Field Instruction Strategies to Develop Student Competency	Gisele Ferretto	Current field instructors	Shady Grove campus
8/4/14	Teaching Professional and Ethical Responsibilities to Social Work Interns	Gisele Ferretto	Field instructors at Baltimore VA Medical Center	Baltimore VA Medical Center
7/15/14	Field Instruction Strategies to Develop Student Competency	Gisele Ferretto	Field instructors at Sheppard Pratt and Mosaic Community Services Behavioral Health	Sheppard Pratt

<b>Date</b>	<b>Title</b>	<b>Presenter</b>	<b>Audience</b>	<b>Location</b>
7/14/14	Teaching Professional and Ethical Responsibilities to Social Work Interns	Gisele Ferretto	Field instructors	Harford County, MD
7/14/14	Field Instruction Strategies to Develop Student Competency	Gisele Ferretto	Field instructors	Harford County, MD
6/30/14	Teaching Professional and Ethical Responsibilities to Social Work Interns	Gisele Ferretto	Field instructors	Easton, MD
6/30/14	Field Instruction Strategies to Develop Student Competency	Gisele Ferretto	Field instructors	Easton, MD
6/19/14	Teaching Professional and Ethical Responsibilities to Social Work Interns	Gisele Ferretto	Field instructors at Baltimore City Office of the Public Defender	Baltimore City Office of the Public Defender
6/19/14	Field Instruction Strategies to Develop Student Competency	Gisele Ferretto	Field instructors at Baltimore City Office of the Public Defender	Baltimore City Office of the Public Defender
5/20/14	Field Instruction Strategies to Develop Student Competency	Gisele Ferretto	Field instructors	Baltimore campus
5/20/14	Field Instructor Appreciation Event: LGBTQ	Dr. Lori Messenger	Field instructors	Baltimore campus
4/30/14	Liaison Training on the New EFN Forms	Andrea Judson	FFLs	Baltimore campus
4/16/14	Focus Group of Pilot Participants Field Instructors and Liaisons	Gisele Ferretto and Andrea Judson	Participants in field EPAS pilot	Baltimore campus

<b>Date</b>	<b>Title</b>	<b>Presenter</b>	<b>Audience</b>	<b>Location</b>
4/15/14	Liaison Seminar: Corrective Action Plans	Gisele Ferretto	FFLs	Baltimore campus
3/31/14	Shady Grove Field Instruction Training	Dr. Joan Pittman and Dr. Kathleen Deal	New field instructors	Shady Grove campus
2/18/14	Liaison Seminar: Teachable Moments	Gisele Ferretto	FFLs	Baltimore campus
1/9/14	Pilot Training for IV-E and SWCOS Foundation Students On the New Content and Forms	Gisele Ferretto and Andrea Judson	Foundation students in faculty field units	Baltimore campus
11/22/13	Pilot Training for IV-E and SWCOS Field Instructors: Implementation of EPAS in Field and Demonstration of Skills	Gisele Ferretto and Andrea Judson	Faculty field instructors and FFLs of faculty field placements	Baltimore campus

*Note.* FFLs = faculty field liaisons; BCPS = Baltimore City Public Schools; UM = University of Maryland; Dept. = department; LGBTQ = lesbian, gay, bisexual, transgender, and queer; EFN = Electronic Field Notebook; EPAS = Educational Policies and Accreditation Standards; SWCOS = Social Work Community Outreach Service.

## Assessment of the OFE

At the end of the academic year, all students, field instructors, and FFLs assess the OFE. Stakeholders are asked to provide feedback about their experiences with the OFE, including the placement process, liaison activities, the *Field Education Manual*, the EFN, orientation, training, and accessibility of the field faculty. Results provide an opportunity for additional dialogue with the practice sites and field instructors. Field instructors also evaluate and provide feedback to the OFE about its support of their role as primary supervisors for students. Overall, the OFE uses feedback from these evaluations for continual improvement in the support of students, field instructors, FFLs, and the field education experience.

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

The school has many years of experience with employment-based field placements. On average, there are 25 students who are approved for employment-based placements each year and another 20 students who are placed through the Title IV-E Education for Public Child Welfare Program. Over time, policies and procedures have been reevaluated and refined. If the school policies described below are not met, a student is not approved for an employment-based placement. As in non-employment-based placements, students are assessed on the nine CSWE competencies and related behaviors for both generalist practice and their specialization in clinical or macro practice. Students have the same required number of field hours as those students who are not simultaneously employed. The school does not grant credit for previous work or life experience. This policy appears in the *Field Education Manual* (see Volume 3) and in the school's *Course Catalog*:  
<http://www.ssw.umaryland.edu/admissions/academic-catalog--viewbook/>.

## Policies

Specific policies exist to ensure the role of student as learner. This role is related to the learning opportunities that reflect the program's competencies and characteristic behaviors and dimensions.

- To be eligible for an employment-based placement, a student must be a full-time employee and in good standing for at least 6 months prior to the start of the academic year in which he or she is applying for an employment-based placement.
- A student can submit to have an employee-based placement for either their generalist curriculum or advanced curriculum. This option is also open to students who were admitted with advanced standing status.

- Employment-based field education placements are approved for organizations with multiple divisions, which have the capacity to provide opportunities for students to work with diverse client systems and to demonstrate the social work competencies and behaviors identified by UMSSW. The practice site must be able to demonstrate that a student's employment responsibilities are separate and distinct from the proposed field education assignments/activities. This can be addressed by reassignment of the student to another unit, division, or department, with a field instructor who is not the student's work supervisor, for the days that he or she is in field placement.
- The availability of release time for the student for coursework and field education must be ensured.
- Field education assignments and the supervisor must differ from those associated with a student's employment.
- The Learning Agreement must be educationally focused, not centered solely on agency services, and it must meet the criteria established for all field education placements.
- The field instructor must meet the same requirements as all other field instructors: have an MSW degree with 3 years of post-master's experience and be licensed in the state where practice is taking place. Prior to a student referral for an employment-based placement, the field instructor and the assignment must be approved by the OFE. The transfer to the new unit, division, or department begins on the first day of field placement.

## **Procedures**

- A student who satisfies the eligibility requirements and wants to pursue this option submits a prescreening form for an employment-based field education placement to the OFE along with his or her application for a field placement. After review of the prescreening form, the OFE will notify the student if he or she is eligible to apply for an employment-based field education placement.
- If eligible, a student must submit an electronic proposal for employment-based field education. Copies of the employment-based field education prescreening and proposal forms are available on the EFN. The proposal identifies both the unit (division or department) within the agency where the student is currently employed and his or her work assignment in that unit. The new assignment also is identified and includes the requisite reduction in workload. The student, the work supervisor, the field instructor, and the agency executive must sign the proposal. Submission of a proposal does not guarantee approval.
- Once a site is approved, carefully developed policies and procedures are in place for employment-based field placements to ensure the role of students as learners. The Learning Agreement focuses on educational assignments/activities that provide students with opportunities to demonstrate social work competencies and behaviors.



## **IMPLICIT CURRICULUM**

### *EDUCATIONAL POLICY 3.0—DIVERSITY*

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

### *Accreditation Standard 3.0—Diversity*

UMSSW has had a long-standing commitment to creating a diverse, inclusive, and culturally responsive climate for all its stakeholders—students, staff, faculty, and community partners alike. That said, we have possibly worked harder in the last several years than ever before to critique and challenge ourselves to do more and better in this arena. Reasons for the quickening pace and deepening of our efforts are numerous. We are located in an increasingly diverse geographic region, with more diversity among our students, staff, and faculty than at any time in our history. In 2015, we felt our city rocked by the death of Freddie Gray in police custody and the subsequent uprising that affected our campus and many of the neighborhoods in which UMSSW community members live and work. Most recently, shifts in the national political climate and federal policies since the 2016 Presidential election, particularly policies affecting immigrant communities, have created confusion, anxiety, and fear among our students and the communities we serve and with whom we partner. These events have stimulated us to reflect on our continual efforts to create an inclusive school community and a more just society and to critically examine where and how we should dedicate our resources in the future to achieve the greatest impact.

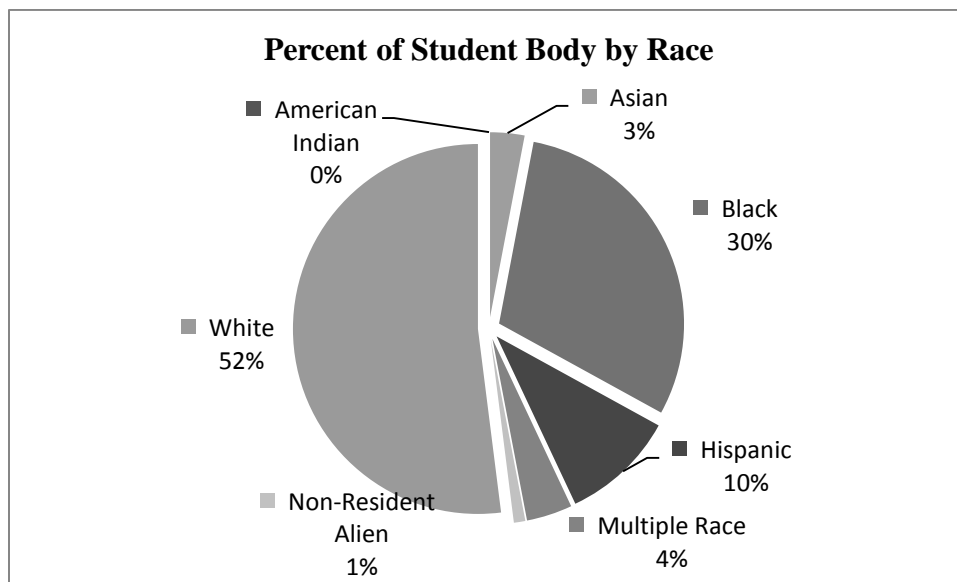
We begin this section with brief descriptions of the diversity of our faculty, staff, and students and the foundational policies and procedures in place in the school and guiding the UMB and USG campuses to ensure that we continue to recruit and support a diverse group of students, faculty, and staff and maintain a safe environment free of discrimination and harassment. We then highlight, in Section 3.0.1, our specific and continuous efforts to strengthen our implicit curriculum through institutionalized improvements. This is followed, in Section 3.0.2, with a description of how these efforts help promote an inclusive environment in which an array of conversations and forums organized and promoted by our students and faculty can flourish. In Section 3.0.3, we outline several specific plans to continually

improve the learning environment and make certain we model and reaffirm core social work values for diversity and cultural humility.

## UMSSW Diversity

### Students

The admissions team works hard to recruit a diverse class of MSW students each year, and team members attend a number of events annually where they target diverse and first-generation college students for recruitment. As a result, the percentage of nonwhite students who enroll in our program every year is significant and has been increasing over the past several years. *Figure 2* documents that nearly 50% of our student body in the past academic year, 2016–17, was nonwhite.



*Figure 2.* Numbers and Percentages of Student Body by Race/Ethnicity, 2016 - 2017

The UMB campus conducted an analysis in spring 2017 of admission and retention data for all its schools over a 5-year period (see Table 14). When we examine admissions, enrollment, retention, and graduation data together for that 5-year period, we get a picture of our program’s performance in serving African American and Hispanic students as compared with white students. While we admit higher percentages of African American and Hispanic students who apply than we do white students who apply, and retain similar percentages of students across all three racial/ethnic categories at the 1-year mark, Hispanics have the highest retention rate by Year 3, and African Americans fall below both whites and Hispanics. The five-percentage-point difference between whites and African Americans in their graduation rates is concerning to us, and we are currently seeking to better understand this finding and identify intervention strategies—in addition to those described below—to support students.

Table 14. *Application, Admission, Enrollment, and Retention by Race and Ethnicity, Fall 2012–Fall 2016*

Race/ ethnicity	Number of applications received	Percentage admitted who applied	Total Percentage of enrollment	Percentage 1-year retention	Percentage graduation rate
African American	812	90.8	26.5	90.6	87.4
Hispanic	267	90.3	7.9	95.5	95.5
White	2131	87.3	57.3	91.6	92.5

### Faculty and Staff

The school has a strong commitment to increasing diversity among its faculty, staff, and administrative leadership. Demographic data (see Figure 3) on UMSSW employees—compiled by UMB for the campus’ annual Affirmative Action Plan and showing the latest data from the 2014–15 and 2015–16 academic years—indicate that about 35% of our employees are minorities and 74% are female. Minimal change in the percentages of minority and female staff and faculty occurred between 2014 and 2016, with a small increase in minorities and a slight decrease in females.

The Office of the President has been very supportive of efforts to recruit faculty of color by providing extra funds for recruitment. Faculty search committees, all of which intentionally have diverse membership appointed by the dean, recruit applicants, review curriculum vitae, select applicants for interviews, prepare applicants for visits to the school and with faculty, interview and evaluate candidates, and recommend them to the dean for faculty appointments. Announcements of position vacancies are posted on the websites of national associations, including CSWE, NASW, and the Society for Social Work and Research and in various publications including the *Chronical of Higher Education*, the *Baltimore Sun*, and the *Washington Post*. Announcements are also always posted in publications targeting underrepresented minorities, such as *Hispanic Outlook* and the *Journal of Blacks in Higher Education*.

In addition, faculty members are encouraged to reach out to their professional networks to identify potential candidates, and active recruitment takes place at the CSWE Annual Program Meeting. Similar attention is given to posting announcements at regional and national conferences or symposia conducted throughout the academic year. In addition, the dean has initiated a formal mentorship program designed to assist tenure-track assistant professors’ progress to associate professorship and to maintain a high retention rate.

As an example of the impact of these efforts, we have successfully hired a racially diverse group of six new clinical and tenure-track faculty in the past 2 years: two African American women, two white women, one Hispanic male, and one white male. We have also recently recruited and hired two African American administrative leaders: the assistant dean of admissions and the assistant dean and director of field education. Nevertheless, as a large school with a talented group of faculty who are very competitive nationally, we also regularly lose faculty to either retirement or movement to other opportunities.

## AAP Plan Summary

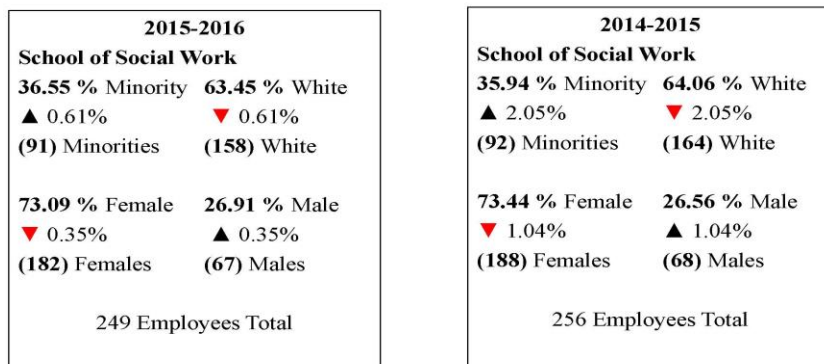


Figure 3. University of Maryland, Baltimore, Affirmative Action Plan (AAP) Summary, 2014–16.

### UMB and UMSSW Policies

UMB and UMSSW policies against discrimination are reflected in the practices of the program and guide faculty, students and staff who work and learn at both the Baltimore and Shady Grove campuses, thereby creating a positive learning climate that seeks, and is supportive of, diversity. UMB is accredited by the Middle States Commission on Higher Education. UMB is an equal-opportunity institution with respect to both education and employment. In educational programs, UMB does not discriminate on the basis of race, color, religion, national origin or ancestry, sex, sexual orientation, gender identity or expression, physical or mental disability, marital status, protected veteran's status, or age in its programs and activities.

All faculty, staff, and students are required to complete an online Title IX training each year. The policies and procedures related to sexual harassment and nondiscrimination can be found at <https://www.umaryland.edu/oac/areas-of-responsibility/nondiscrimination-policies/>

Statements and links to nondiscrimination policies and Americans with Disabilities Act of 1990 (ADA) policies and accommodations are also provided in the MSW Program's *Student Handbook* (see Volume 3) and *Field Education Manual* (see Volume 3).

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

While demographic diversity among students, faculty, and staff and consistent and clear university policies provide a foundation for a diverse learning environment for students, we recognize continual and critical self-reflection about our institutional practices as necessary to truly generate inclusivity and a culturally responsive school. Indeed, in development of the UMSSW 2012–2017 Strategic Plan, diversity was one of the key themes adopted. The primary goal of this theme is to *create an atmosphere that fosters cultural responsiveness within the school and the community*. Language about cultural *responsiveness* was chosen, rather than cultural *competence*, with the acknowledgement that self-reflection, increased awareness, and cultural understanding and humility are life-long processes for individuals and institutions and that we must be vigilant in continually seeking new insights and making concrete improvements.

Over the past several years, there are a number of specific ways in which we have carefully assessed and improved the way we do our work and enhance our climate of inclusion. These strategies include (a) the creation of a new faculty, staff, and student Diversity and Anti-Oppression Committee; (b) new communication strategies to raise issues of concern and respond in a timely and effective way to local and national events; (c) explicit curriculum review and revision; (d) faculty-development efforts to ensure consistently strong instruction in both classroom and field settings; and (e) increased student support through significant expansion of scholarships, revision of the structure of our main Student Orientation, and creation of a peer-mentoring program and a pilot writing course.

**Diversity and Anti-Oppression Committee**

In 2014, the faculty approved a new Diversity and Anti-Oppression Committee composed of faculty, staff, students, and school administration. As stated in the Faculty Plan of Organization (FPO), this committee works with other stakeholders within the school and the larger community to foster an atmosphere of cultural responsiveness, equity, and inclusiveness. The purpose of the committee is to advance social justice principles and to combat racism and all forms of oppression in the school, the university, and the larger community. The committee makes policy and programmatic recommendations to relevant decision-making bodies about the curriculum, the school and campus environment, and the Strategic Plan in response to faculty, staff, and student concerns. The committee serves as a repository of public information pertaining to the school’s efforts to address issues of diversity, racism, oppression, and inclusiveness.

Since its inception, this committee has worked with the Masters Program Committee to establish new diversity principles and review diversity courses. It has also organized various discussion forums, institutionalized as monthly “Chat and Chews,” to provide an ongoing safe space for UMSSW community members to express their feelings about current events and foster a stronger sense of community and inclusion in the school. For instance, the group played a vital role in creating spaces for

dialogue and fostering a supportive and inclusive environment during the difficult period following the death of Freddie Gray in Baltimore. Other Chat and Chew topics within the last year have included the following:

- four Post-Election Processing sessions (facilitated by faculty and students);
- Lost Without Imagery: A Social Justice Poetry Workshop (co-facilitated by one PhD and one MSW student);
- Processing the SOWK 630: Social Work Practice with Individuals' Critical Autobiography Assignment (facilitated by faculty); and
- Agents of Social Work or Social Control (facilitated by faculty).

### **School-Wide Communications**

In May 2015, on news of the death of Freddie Gray in police custody and in response to the uprising in Baltimore that followed, UMSSW administration quickly responded to hold an all-school town hall meeting to provide support, process feelings, and begin to create a plan to help the community heal. A banner on which students, staff and faculty could express their thoughts and feelings was also placed in the lobby of the school to provide a space for reflection and communication, and this remained throughout the year. The Diversity and Anti-Oppression Committee, in partnership with the Office of Student Services (OSS), also co-facilitated a number of debriefing and dialogue sessions for UMSSW community members in addition to meeting with students individually to provide support.

The administration also developed a website, *SSW Responds*, to keep the school community informed about school closings/class cancellations and ongoing volunteer, support, and social action opportunities alongside community partners. Soon after these initial responses, administrative leaders and faculty began discussions about more effective ways to communicate with the UMSSW community, including alumni and community partners, when significant and traumatic events occur locally or nationally.

The *SSW Responds* website was not initially intended to be a standing website, but faculty, staff, student, and alumni feedback suggested that our community wanted a website to which they could always go to (a) get help and resources; (b) learn about volunteer and giving opportunities; (c) keep updated on policies and social actions related to a number of current issues; and (d) keep abreast of school-wide accomplishments in the areas of education, training, research, and community impact. The newly revised *SSW Responds* website was launched in May 2017 and now serves as a critical tool in our efforts as a large school to communicate with and foster a sense of community among UMSSW stakeholders. The site can be viewed at <https://www.sswresponds.info/>.

One of the current issues on the *SSW Responds* website is immigration. With new federal immigration policies and the current administration's discussions about more active deportation of undocumented immigrants and the building of a wall on the border with Mexico, many in the school have been

activated to respond. One way in which our students have responded is to urge the school to declare itself a “sanctuary campus.” This is a complicated issue, and school leadership and faculty have held numerous discussions with students regarding this request. As a member of the larger campus, the School could not make such a decision alone. As this issues continues to be explored and discussed, the dean, administrative leaders, and faculty have crafted a statement of support for students and affirmed their commitment to protect undocumented students to the best of their ability. This statement was sent to all UMSSW stakeholders and appears on the school’s website:  
<http://www.ssw.umaryland.edu/about-the-ssw/ssw-news/latest-news/>.

Another result of these conversations has been the creation of an Immigration Workgroup composed of students, faculty, and administration that is working to identify additional ways in which the school can ensure undocumented and other immigrant students feel a strong sense of belonging in and support from the school and campus.

### **Explicit Curriculum Review and Revision**

While our explicit curriculum is the topic of another section of this report, efforts we have made to review our explicit curriculum in the past few years are intricately tied to our success in fostering a strong implicit curriculum. Indeed, faculty model cultural humility in the classroom and how to respectfully engage in difficult and emotional conversations around “isms” and oppression, and without adequate attention to issues of diversity and oppression in the classroom and effective facilitation of challenging conversations that result from the introduction of these topics as they relate to social problems, policies, and social work practice, we cannot successful foster a strong implicit curriculum.

Some feedback on MSW student surveys from the past couple years also suggested that students wanted more diversity content—particularly content that related to structural racism and antiracist social work practice—in their classes. In light of student feedback, and as part of our ongoing review and renewal of our curriculum, we developed a special topics course co-taught by two alumni (an African American male and a white female) titled *Perspectives on Racism and Racial Equity in Social Work Practice*. This course provides students with a critical understanding of institutional racism and the ways that concepts such as power and privilege affect institutions, social service agencies, social workers, and clients, and it teaches them how to cultivate antiracist social work practices. It has been offered twice since its development and has received positive student evaluations. The MPC is reviewing the course to determine whether it should become a permanent offering in the curriculum.

The MPC has also facilitated a 2-year process of critical reflection about diversity content in the curriculum. The MPC and the Faculty Organization (FO) approved newly developed master’s curriculum diversity principles in spring 2016:

The following principles are grounded in:

- UMB’s core value of creating a “culture that is enriched by diversity and inclusion, in the broadest sense, in its thoughts, actions, and leadership;”
- School of Social Work’s strategic plan to “Create an atmosphere that fosters cultural responsiveness” and to “Prepare students to work with diverse populations”; and the
- MSW program goal “to prepare students to practice effectively with, and on behalf of, systems and people of diverse backgrounds and needs.”

### **Curriculum Diversity Principles**

**Principle 1:** The MSW Curriculum will include content on the history of oppression and social exclusion and theoretical frameworks that interpret these phenomena.

**Principle 2:** Students will understand how their own frame of reference, personal biases, and values affect how they interact with clients and communities.

**Principle 3:** All MSW courses will foster critical analysis of the implications of diversity for social work and social welfare through class sessions and readings with a primary focus on diversity issues, and at least 1 assignment with a diversity component.

**Principle 4:** All MSW field placements and learning contracts will include ongoing opportunities to apply and expand on the diversity content gained in coursework.

In the 2016–17 academic year, every curriculum committee examined how well these principles were being covered in their area of the curriculum and identified ways in which their area of the curriculum could be strengthened. The MPC examined the feedback and ideas from curriculum committees and came to consensus about three changes to be implemented over the next few years:

- A three-credit course in the generalist year should be developed to sufficiently introduce students to diversity and oppression content. This course will identify and teach one or two power and oppression frameworks, provide clear assignments with reflective and experiential components that have application to practice/field, and be taught in a way that ensures consistency across all sections and allows students to effectively process this emotional content.
- All courses across the curriculum will strengthen the infusion of diversity and oppression content, with each course drawing on and having an assignment that requires application of the frameworks covered in the new generalist course described above.
- With the integration of the three-credit course, the application of frameworks, and the infusion of content across all courses, the advanced diversity course requirement would no longer be necessary and would be dropped.

The MPC work plan for the 2017–18 academic year includes an environmental scan to gather information and ideas about best teaching practices of this content (from both in- and outside the social



work profession), which will lead to a formal proposal about specific curriculum changes and a draft of the proposed new course being delivered to the FO in spring 2018.

### Faculty Teaching Development

Overall, students in the MSW Program continue to rate their instructors well on the two questions directly related to diversity found on course evaluations (see Table 15). Results are fairly consistent from one semester to the next, and those data from spring 2017 evaluations show that the vast majority of students feel that instructors encourage diverse points of view and that courses include content related to the experiences of diverse populations. These results reflect an 80% response rate and provide a fair representation of the perceptions of the student body.

Table 15. *Course Evaluation Results Spring 2017*

<b>Question statement (80% response rate)</b>	<b>Faculty receiving a 4 (agree) or 5 (strongly agree)</b>	<b>Average</b>
The instructor encouraged open discussion of diverse points of view.	85%	4.37
The course included content related to the experiences of the diverse populations with whom social workers work.	83%	4.35

Nonetheless, qualitative comments on MSW surveys, course evaluations, and discussions during Deans’ Q & A sessions each semester and conversations at other school-wide events indicate that students continue to be eager for more diversity content and skill-building in their MSW coursework, and they expect faculty to do more and better in their facilitation of difficult conversations in their classrooms, particularly regarding topics of racism and gender identity.

To respond to student feedback and build faculty skills, the Office of Academic Affairs (OAA) organized a faculty teaching development series that has run over the past 2 years. All workshops have focused on issues of diversity and oppression and aimed to build faculty awareness of current topics and skills in facilitating effective classroom conversations. The teaching development sessions held thus far have been as follows:

- Classroom Facilitation: Navigating Difficult Conversations (Dr. Tanya Sharpe and Dr. Geoffrey Greif);
- Micro-aggressions & Classroom Cultures (Dr. Nadine Finigan-Carr);
- Implicit Bias (Dr. Megan Meyer and Dr. Wendy Shaia);
- Evidence-Based Teaching and Learning - What Really Works? (Dr. Donna Harrington);

- Navigating Different Political & Religious Positions in the Classroom (Dr. Debbie Gioia and Dr. Michael Reisch); and
- Creating Gender Affirming Classrooms (Dr. Marlene Matarese, Ms. Laura Loessner, and Ms. Sarah Maher [student]).

Sessions have been well-attended (ranging from 15–20 faculty per session), and the instructional design team is working to create online versions of these sessions so that faculty who were unable to attend the in-person sessions can learn from each other and experts in the field. The instructional design team has also posted many other diversity-related resources online for faculty in a newly created teaching toolbox which can be viewed at <https://sites.google.com/site/sswideateam/faculty>.

In addition to this development series and the associated online resources, the OAA organized a day-long adjunct appreciation and development day in June 2017, with all faculty invited to attend a morning workshop on creating inclusive classrooms conducted by Russell McClain, associate dean for diversity and inclusion at the UMB School of Law. Feedback about the workshop was very positive, and faculty indicated they looked forward to more workshops that built on this content in the future.

The OFE has also increased its efforts to equip field instructors and FFLs with the skills to foster inclusive field placement environments. A list of recent trainings is presented in Section 2.2.10 of this report but one such example, from May 2015, is the annual field instructor and field liaison appreciation event titled “Navigating Conversations in the Field Concerning Race and Racism.” The speaker A. Adar Ayira, project manager at Associated Black Charities and a founding member of Baltimore Racial Justice Action, worked with participants to build their skills to facilitate discussions of race, racism, and privilege with graduate social work students placed in their agencies. Over 150 field instructors and liaisons attended the event.

### **Academic Supports for Success**

Because of its focus on graduate and professional education and its highly competitive admissions process, UMSSW does not admit students who do not meet or only marginally meet institutional qualifications. However, the school does have resources to support and retain students who are struggling. Many resources are located centrally at the UMB and USG campuses, such as academic coaching and writing support, but we have developed supplemental services, including a new peer-mentoring program developed and instituted through our OSS.

The OSS assists in retention efforts by offering psychosocial support to students in crisis, referrals to appropriate on- and off-campus resources, academic coaching, and peer tutoring. In 2014, the OSS created an advisory group to gather student input on issues related to the general student experience and ways of increasing students’ sense of support and connectedness. As a result, additional programming

was implemented (peer mentoring, changes in orientation and enhanced website content, a pilot writing course, and increased numbers of scholarships).

### ***Orientation***

On the basis of student evaluations of our main fall orientations at the Baltimore and Shady Grove campuses, in which students expressed desire for more small-group experiences and interactions with program faculty, we dramatically revised the structure of the orientation in 2015 to promote greater cohesion and cohort connection. As a result, all incoming students now participate in a multifaceted orientation process.

Prior to the day-long, in-person orientation, students are required to review a series of online videos related to resources that are available to them and related to ethics in the field of social work. The in-person orientation is structured to maximize student interactions with each other, faculty, and support service staff. During the morning of the in-person orientation, students are exposed to academic and ethics information related to both our program and the social work field in general, and each year we feature a keynote faculty speaker who shares his or her personal perspective on what diversity and social justice in social work have meant to them during their careers.

Students then participate in a resource fair aimed at helping them to make personal connections with the resource providers they learned about in the online videos and learn about ways to get involved on campus, with Student Government Association (SGA) groups, and in the community. Students spend the early afternoon in small groups, each facilitated by two faculty members, that aim to further stimulate a sense of cohesion and community with classmates and faculty. These small-group sessions are coordinated according to their SOWK 630 (*Social Work Practice with Individuals*) classes and are followed by social work topical sessions. One such session held at the Baltimore campus is a walking historical tour of the West Baltimore community focusing on issues of social justice.

### ***Peer Mentoring***

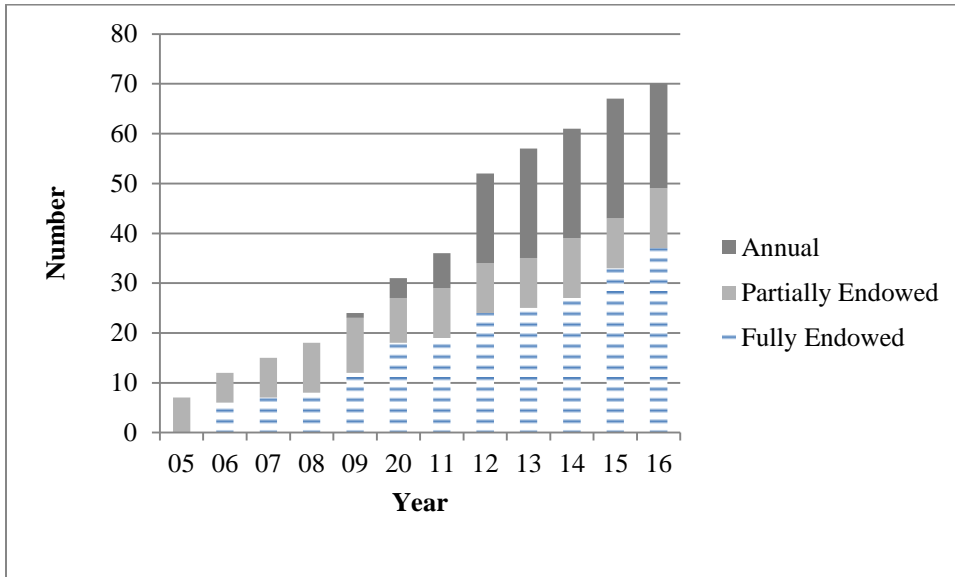
The school began a peer-mentoring pilot program in 2016 as a way to support incoming students. Twenty-three advanced students were trained to serve as mentors to incoming students. Mentor–mentee matches were created using an application taking into account criteria deemed important to the student (e.g., race/ethnicity, first-generation status, gender, age). The matching process is illustrated in Figure 3. This program has been very well received by students and has almost doubled in its number of mentor–mentee matches for this upcoming academic year.

### *Pilot Writing Course*

During the 2015–16 academic year, the MSW Program, in collaboration with the UMB campus Writing Center, piloted two sections of a one-credit professional writing course for students who needed to build their writing skills. Both sections enrolled well and received very positive evaluations overall. The MPC is currently reviewing this strategy, along with others, to determine whether the course should become a permanent offering.

### *Student Scholarships*

The Office of Development has worked tirelessly over the past decade to significantly grow our scholarship program to better support students in need and recruit highly competitive applicants (see Figure 4). We now award over 70 merit scholarships to incoming foundation and advanced students each year.



*Figure 4.* Privately funded scholarships.

As we distribute this growing number of scholarships, we are very mindful of the need to ensure that our pool of recipients represents the diversity of the school. For the 2015–16 (see Figure 5) and 2016–17 (see Figure 6) academic years, the makeup of the scholarship recipient pools was racially and ethnically diverse.

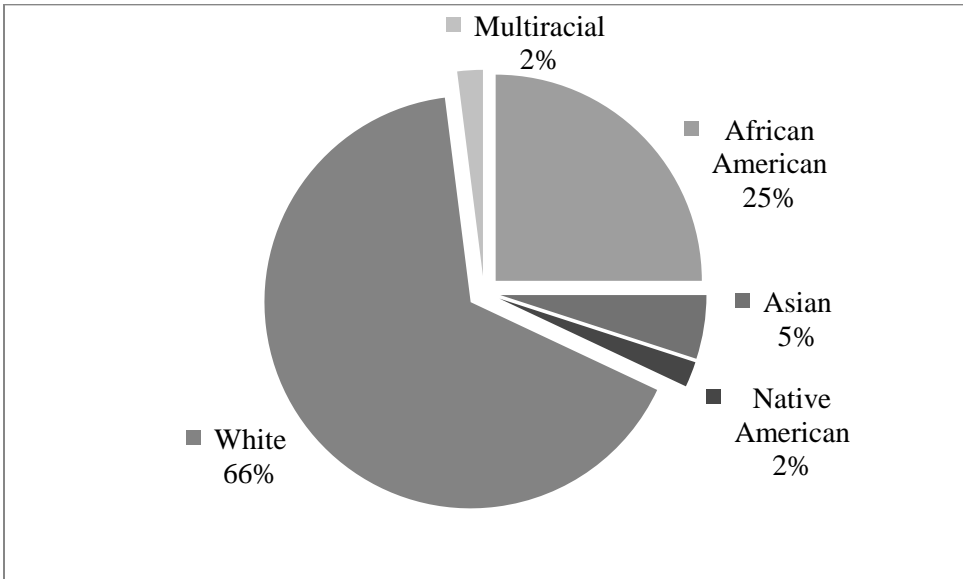


Figure 5. Distribution of scholarships by race/ethnicity, 2015–16.

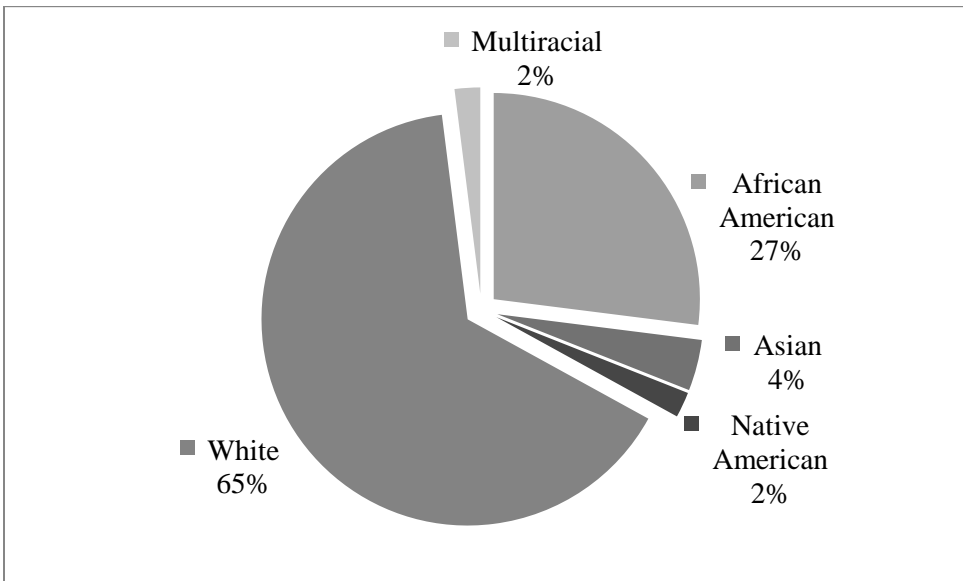


Figure 6. Distribution of scholarships by race/ethnicity, 2016–17.

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

All the efforts described in the previous section affirm the school’s respect for diversity and difference and commitment to creating an inclusive environment. These efforts help to create a stimulating

environment open to celebrating diversity as well as confronting tough issues related to structural oppression. Indeed, our large and diverse faculty, staff, and student body gives us the latitude to foster discussions of a wide range of views on any matter, and the efforts described above generate a climate that fosters numerous events creating a rich and vibrant implicit climate for critical conversations across an array of dimensions of diversity. These events promote cultural competence and encourage involvement within the community aimed at having a lasting impact.

Below is just a sampling of UMSSW diversity-related events initiated by students and (see Table 16), faculty (see Table 17), over the past few years. The sheer volume and wide array of topics represented help demonstrate that attention to diversity and difference is a high priority for UMSSW, and they show how our efforts described above promote a sense of inclusion and a stimulating learning environment for all students.

Table 16. *Sampling of Student-Initiated Events Related to Diversity and Difference (2014–17)*

Event	Date
Lesbian, Gay, Bisexual, Transgender, Queer, Allies Union (LBGTQAU) student group held a panel discussion on transgender life and related issues.	Feb. 2014
Continued Ferguson Discussion <i>Hosted by AOWG, OASIS, and SGA to reflect on the impact of race on society and ourselves and also to discuss action steps</i>	Nov. 2014
Hosted by TIKKUN (Jewish social work student organization), talk by assistant director of Baltimore County Department of Social Services, Judith Schagrin, MSW, who is the recipient of the National Association of Public Child Welfare Administrator award	Apr. 13, 2015
Walking Tour of West Baltimore <i>The student group Community Action Network facilitated a walking historical tour of the West Baltimore community, one of the first free black areas in the city, focusing on issues of Irish immigration and current issues of social justice. The tour concluded at a locally owned restaurant.</i>	Aug. 2015
Public Health, Public Policy, and Public Action: Lessons from the Baltimore Uprising <i>Talk by Dr. Lawrence Brown, Morgan State University, School of Community Health and Policy</i>	Sept. 21, 2015
Cultural Awareness and Social Work Panel <i>TIKKUN hosted a panel of speakers, including the director of Adelante Familia and an LCSW-C with CHANA. The speakers provided information about the importance of cultural awareness when working with diverse populations such as Hispanic, Jewish, and African American clients.</i>	Nov. 9, 2015
LASO Student Group Movie Screening: <i>Which Way Home</i> <i>Screening of a movie about the journey of unaccompanied minors</i>	Nov. 30, 2015
ChristmaHanuKwanzica <i>Jewish, Christian, and African American student groups collaborated to host a winter holiday festival focusing on the traditions from various cultures.</i>	Dec.7, 2015
Documentary Screening: <i>Baltimore: Anatomy of an American City</i> <i>Hosted by the Community Action Network, with discussion</i>	Dec. 9,2015
Global Mix and Mingle <i>Interprofessional campus-wide event to connect student interested in global education</i>	Dec. 12, 2015
Video Screening and Discussion: <i>Skin Deep</i> <i>Hosted by OASIS, screening and discussion of film confronting the reality of race relations in</i>	Feb. 18, 2016

Event	Date
<i>American today</i>	
Black History Month Celebration <i>Hosted by OASIS, featuring a video "Why Don't We Have a White History Month?", poets, dance by Creative Alliance, and a community activist speaker</i>	Feb. 29, 2016
Purim Masquerade Party <i>Hosted by Tikkun student group, celebrating Jewish culture and the holiday</i>	Mar. 23, 2016
Working with Domestic Violence Victims <i>House of Ruth and TIKKUN Jewish student group hosted a presentation about how to detect and intervene with domestic violence victims.</i>	Apr. 18, 2016
Documentary Screening: Black Panthers: Vanguard of the Revolution <i>CAN, OASIS, CSF, and other student groups hosted this movie screening</i>	May 2, 2016
Missionary Monday <i>CSWF hosted this event with speaker Angela Wakley, MSW, talking about her experience as a missionary (with a Q&amp;A session).</i>	May 2, 2016
Black Lives Matter Forum for Discussion <i>The Anti-Oppression Workgroup (AOWG) facilitated a meeting, in collaboration with the Diversity and Anti-Oppression Committee, about the Black Lives Matter movement.</i>	May 10, 2016
Organizing for Justice in Baltimore: Maryland Communities United and the Struggle for Public Housing <i>With guests John Comer, co-director and lead organizer of Maryland Communities United and residents from a number of public housing projects (evening series hosted by SOWK 631)</i>	Sept. 14, 2016
Vigil for Black Lives Taken <i>Held on the lawn in front of the School of Social Work</i>	Oct. 10, 2016
UMB and Anti-Racism: A History and Discussion <i>Hosted by the AOWG and OASIS student groups along with clinical instructor Lane Victorson, taking a look at UMB's history with anti-racism work and its relationship to the surrounding community.</i>	Oct. 17, 2016
Anti-Racist Clinical Workshop <i>Hosted by the Alliance of Anti-Racist Social Work Practitioners, with guest presenters Shawna Murray-Browne, Duane Haley, and Everett Smith, all licensed and practicing social workers, and including three interactive discussions</i>	Nov. 12, 2016
<i>13TH Documentary Screening and Reflection/Discussion</i> <i>Hosted by the Alliance of Anti-Racist Social Work Practitioners student group</i>	Dec. 5, 2016
Nonviolent Active Bystander Training <i>Hosted by AOWG and students to train in the practice of responding helpfully and nonviolently when witnessing hate speech or harassment</i>	Jan. 20, 2017
Ally Training! <i>LUCHA hosted a training on how to be an effective and supportive ally to the undocumented community.</i>	Feb. 13, 2017
Black History Month Celebration <i>Hosted by OASIS</i>	Feb. 20, 2017
Learn About the World of Jewish Cultures <i>Hosted by TIKKUN, this event promoted learning about different Jewish cultures and the oppression and history of people from different backgrounds.</i>	Feb. 20, 2017
Intentional Social Work Practice: Exploring Anti-Racism, Pro-Blackness and Mindfulness in	Feb. 25, 2017

Event	Date
Action Workshop <i>Hosted by the OASIS and Alliance student groups, with guest presenter Shawna Murray-Browne, LCSW-C, this workshop focused on the words and labels used in all levels of social work practice.</i>	
Being Jewish and in the Military <i>Hosted by TIKKUN, this event featured guest speaker Craig Rabinowitz, a member of the Air Force Reserve talking about his experiences being Jewish and being part of the military.</i>	Apr. 3, 2017
What's Black in Baltimore, A Showcase of Black Owned Businesses in Baltimore <i>Hosted by OASIS, with Harbor Bank of Maryland and other minority businesses</i>	Apr. 17, 2017

*Note.* AOWG = Anti-Oppression Work Group; OASIS = Organization of African-American Students in Social Work; SGA = Student Government Association; LASO = Latin American Student Organization; CAN = Community Action Network; CSWF = Cristian Social Work Fellowship; TIKKUN; UMB = University of Maryland, Baltimore; LUCHA = Latinx Unidos for Community Healing and Awareness.

Table 17. *Sampling of Faculty-Initiated Events Related to Diversity and Difference (2014–17)*

Event	Date
Daniel Thursz Social Justice Lecture: We Who Believe in Freedom Cannot Rest: Lessons from Black Feminism <i>With guest speaker Professor Patricia Hill Collins, University of Maryland, College Park</i>	Apr. 3, 2014
Undoing Racism Community Organizing <i>Presentation to faculty, students, and local community members</i>	Apr. 21, 2014
The Field Education Office conducted a field instructor LGBTQ training to assist field instructors in identifying common challenges that LGBTQ students face in field placements, creating opportunities for discussion about sexuality and identity issues in practice within supervision, assisting LGBTQ social work students in their decision-making processes, and advocating on LGBTQ issues in their agencies and communities.	May 20, 2014
Associate professor Dr. Joan Davitt presented a movie, <i>The New Stonewall: Fighting LGBTQ Discrimination in Care Systems</i> , followed by an expert panel discussion.	Sept. 30, 2014
Ferguson and Beyond: Toward a More Equitable, Safe and Just Society <i>Presentation hosted by UMSSW and the UMB Carey School of Law, with guest speaker Georgetown Law professor Paul Butler, JD, and panelists associate professor Dr. Corey Shdaimah (UMSSW) and a UMB Carey School of Law professor</i>	Oct. 13, 2014
Richman Family Visiting Professor Lecture <i>Speaker: Theresa B. Moyers</i>	Mar. 4, 2015
SSW Town Hall Meeting: <i>Gathering of the SSW community the morning after the uprising in Baltimore that followed the death of Freddie Gray.</i>	Apr. 2015
Global/Local Social Work Lectures: Supporting Survivors of Sex Trafficking <ul style="list-style-type: none"> <li>• Supporting Survivors of Sex Trafficking in the Philippines/Preventing Sex Trafficking of Children in Maryland <i>Moderator: Kelley Macmillan, PhD, MSW</i></li> <li>• Economic Empowerment for Survivors of Sex Trafficking: What We Can Learn from Philippine Case Studies <i>With Laura Cordisco Tsai, PhD, MSSW</i></li> </ul>	Apr. 14, 2015



Event	Date
<ul style="list-style-type: none"> <li>Issues of Sex Trafficking Within the Child Welfare Population <i>With Nadine Finigan-Carr, PhD</i></li> </ul>	
<p>We Are All Americans: Towards a New American Demos <i>With Heather McGhee, JD, president of Demos, speaking on relationships between political, economic, and racial inequality</i></p>	Apr. 23, 2015
<p>People and Planet Conference <i>SWCOS co-sponsored a half-day free conference that included workshops and conversations about what it would take to build a new economy in Maryland that is better for people, the planet, and our democracy.</i></p>	Sept. 19, 2015
<p><i>Nine Years Under</i>—Meet the Author and Book Signing <i>Award-winning author Sheri Booker talked about her experience working in a funeral home and recited poetry.</i></p>	Sept. 28, 2015
<p>Building Bridges to End IPV—Building Interdisciplinary Bridges in Health Care to End Intimate Partner Violence <i>With keynote speaker Jacqueline Campbell, PhD, RN, FAAN, UMSSW, in partnership with the Maryland Department of Health &amp; Mental Hygiene, presented its first annual symposium to address intimate partner violence as a continuing public health crisis.</i></p>	Oct. 2, 2015
<p>Daniel Thursz Social Justice Lecture: Pariahs to Partners: How Parents and Their Allies Changed New York City’s Child Welfare System <i>With David Tobis, PhD, founder/senior partner, Maestral International</i></p>	Nov. 18, 2015
<p>Community + Land + Trust: Tools for Development without Displacement <i>Harry Smith of Dudley Street Neighborhood Initiative (director of sustainable economic development) and Dudley Neighbors, Inc., spoke on a successful land trust development in Boston and was joined by local advocates and policy experts with a vision to enhance neighborhoods instead of developers’ profits and gentrification.</i></p>	Jan. 28, 2016
<p>In Our Words: Stories from Survivors of Human Trafficking- <i>Hosted by UMSSW’s Child Trafficking Initiative</i></p>	Feb. 10, 2016
<p>Working with Refugees and Immigrants from Central America: Social Work and Law Perspectives <i>This program presented discussions of legal and social issues affecting refugees and immigrants from Central America and, importantly, the roles that both clinical and macro social workers play in meeting these population’s immediate needs and providing for longer term family, community, and societal opportunities. All presenters had extensive experience working with these groups.</i></p> <p><i>Speakers:</i></p> <ul style="list-style-type: none"> <li><i>Maureen Sweeney, JD, director, Immigration Clinic, UMB Carey School of Law</i></li> <li><i>Elizabeth Hood, LCSW-C, ESOL intervention specialist, High Point High School, Beltsville, MD</i></li> </ul> <p><i>Panel respondents:</i></p> <ul style="list-style-type: none"> <li><i>Claire Brackmann, LGSW, child and adolescent therapist, Key Point Health Services, Baltimore, MD</i></li> <li><i>Tiziana DiFabio, LCSW-C, MPH, bilingual mental health counselor, Identity, Inc., Gaithersburg, MD, and Northwood High School Wellness Center, Silver Spring, MD</i></li> <li><i>Stacia Hines, LGSW, child and family therapist, Linkages to Learning, Montgomery County Public Schools, Rockville, MD</i></li> </ul>	Feb. 22, 2016
<p>Using Research to Change the World (Or At Least a Neighborhood) <i>Presenter: John M. Wallace, Jr., PhD, Philip Hallen chair in community health and social justice,</i></p>	Apr. 5, 2016

Event	Date
<i>University of Pittsburgh School of Social Work</i>	
Daniel Thursz Social Justice Lecture: Relationship Between Political Equality and Social Justice <i>With Kurt Schmoke, JD, former mayor of Baltimore and current president of the University of Baltimore</i>	Apr. 12, 2016
<i>Live Young Blood: Film Screening and Q &amp; A</i> With the director, Bobby Marvin Holmes, and UMSSW associate professor Dr. Tanya Sharpe, whose research is focused on coping with homicide violence and victimization in the African American community	Apr. 25, 2016
2016 Richman Innovation Lecture This event addressed several important questions about how technologies can be used to improve clinical care for individuals with mental illness. <ul style="list-style-type: none"> <li>• <i>Speakers:</i></li> <li>• <i>Jay Unick, PhD, MSW, associate professor, MDSSW</i></li> <li>• <i>Diane Seybolt, PhD, director of research, The Systems Evaluation Center, University of Maryland School of Medicine</i></li> <li>• <i>Julie Kreyenbuhl, PhD, PharmD, associate professor of psychiatry, University of Maryland School of Medicine</i></li> <li>• <i>Dudley Greer, MSW, LCSWC, director, behavioral health outreach, HealthCare Access Maryland, Baltimore, MD</i></li> </ul>	Apr. 26, 2016
<i>Thinking Money: Film Screening and Panel</i> <i>Studio-taped panel discussion of Thinking Money: The Psychology Behind Our Best and Worst Financial Decisions, a film that uses a mix of humor, on-the-street interviews, and provocative insights from innovative thinkers to explore why we spend, why we save (or do not), and how we think about money</i>	Apr. 27, 2016
Refugees from the Middle East: Global and Local Issues <i>Hosts:</i> <ul style="list-style-type: none"> <li>• <i>Jody Olsen, PhD, MSW, visiting professor, UMSSW</i></li> <li>• <i>Goli Bellinger, MSW, adjunct instructor, UMSSW</i></li> </ul> <i>Guest speakers:</i> <ul style="list-style-type: none"> <li>• <i>Sara Rudolph, social work student, UMSSW</i></li> <li>• <i>Shaina Ward, MSW, Refugee Council USA, Washington, DC</i></li> <li>• <i>Zainab Chaudry, Council on American–Islamic Relations, Washington, DC</i></li> <li>• <i>Kevin Meadowcroft, senior program manager, International Rescue Committee, Baltimore, MD</i></li> </ul>	Oct. 24, 2016
Daniel Thursz Social Justice Lecture: 2016 Election and the Future of Social Justice in America <i>With E. J. Dionne, columnist, Washington Post; DeRay Mckesson, civil rights activist, Black Lives Matter; and Kimberly Moffitt, PhD, associate professor, Department of American Studies, University of Maryland, Baltimore County</i>	Nov. 15, 2016
Reflections on Our Times and a Life of Social Action <i>Guest speaker Marshall “Eddie” Conway, former minister of defense of the Baltimore Black Panthers, talked about his life engaged in the struggle for liberation and justice and offered reflections on the current political moment and lessons from the political actions and analysis of the Black Panther movement.</i>	Dec. 6, 2016
Webinar Series on Difficult Dialogues in Personal Finance: African Americans and Financial Literacy <i>Hosted by Dr. Christine Callahan, PhD, MSW (research assistant professor, Financial Social Work</i>	Feb. 28, 2017

Event	Date
<i>Initiative, UMSSW), this webinar built a financial professionals foundation for cultural understanding by taking a deeper look at the economic progression of the African American community from slavery to civil rights, analyzing both the strides made and setbacks experienced during that time.</i>	
Daniel Thursz Social Justice Lecture: Economics, Race and Justice in the 21st Century: Perspective on Our Nation's Future With Julianne Malveaux, PhD, president emerita, Bennett College for Women, economist, author, and commentator	Ap. 6, 2017

*Note.* LGBTQ = lesbian, gay, bisexual, trans, and queer; UMSSW = University of Maryland School of Social Work; UMB = University of Maryland, Baltimore; SWCOS = Social Work Community Outreach; ESOL = English for speakers of other languages.

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

The various activities and efforts detailed above demonstrate our commitment to fostering a diverse and inclusive school community and learning environment to affirm and support persons with diverse identities. We recognize that our work to achieve our Strategic Plan goal for diversity and inclusion will never be finished. With this in mind, we will continue the work toward these efforts in the following specific ways:

**All-School Conversations and Strategic Plan Committee Work**

Administrators, faculty and staff will work to create ongoing spaces in which to welcome critical reflection on the school climate. For instance, every academic year begins with an all-school meeting at which over 250 staff and faculty gather for a lunch, a dean’s welcome, a variety of presentations and group exercises, and general socializing. In fall 2016, UMSSW representatives from the campus Diversity Advisory Committee (DAC) conducted an exercise in which all attendees were asked to identify specific ways in which the school could foster a more diverse and inclusive culture. The exercise resulted in over 20 pages of notes, which DAC members analyzed and developed into themes, which were presented at the last FO meeting of the academic year in May 2017. DAC members will also be making a similar presentation to all staff in summer 2017, and the information gathered will guide committees working across the school in their reflections on specific ways in which they can contribute to our newly crafted 2018–22 Strategic Plan specific to the following diversity goal: “Develop proactive approaches that align all aspects of policy, program and practice at the UMSSW with goals of inclusivity, equity and social justice.” At the fall 2017 all-school meeting, attendees will participate in an exercise in which they will identify a variety of performance indicators that we could use to measure our progress toward this goal.

## **Climate Survey**

As part of the UMB campus Strategic Plan, campus administration conducted a climate survey that attempted to assess how well UMB is doing to achieve the following goal: “Create a culture of diversity, inclusion, transparency, and accountability.” While there are no data reported about the UMSSW responses specifically, the school is considering whether it wants to conduct a similar survey annually that could be useful in assessing school climate from the different perspectives of faculty, staff, and students.

## **Communications**

The *SSW Responds* website will continue to be a go-to source for students, faculty, staff, and alumni for information on (a) help and resources, (b) volunteer and giving opportunities, (c) policies and social actions related to a number of current issues, and (d) school-wide activities and accomplishments in the areas of education, training, research, and community impact.

## **Teaching Development: A Community of Learning**

Two new initiatives will complement and build on the teaching development series offered over the past 2 years to continue to build faculty pedagogy:

- One of our newly hired clinical faculty members, Ms. Victoria Stubbs, is developing an additional teaching support system for faculty in the form of an ongoing teaching seminar and community of learning to be offered to a small cohort of faculty each year, targeted to those who are new to teaching (doctoral students and new tenure-track or adjunct faculty) but open to all faculty. Ms. Stubbs will pilot this model in the 2017–18 academic year. The model will include (a) a number of group conversations during the academic year structured around common teaching challenges, with an emphasis on those related to creating inclusive classroom environments, and (b) teaching observations and feedback sessions to improve pedagogical practices. In addition to the cohort series, Ms. Stubbs will coordinate a small team of faculty who are willing to meet at a moment’s notice with faculty struggling with challenging classroom dynamics to strategize and offer suggestions on how to foster constructive conversations in the classroom and regain a positive classroom climate. This team will also be available, if needed, to co-facilitate tough and emotional conversations in the classroom related to diversity and oppression.
- The associate dean for academic affairs will continue to work with the assistant dean for instructional technology, OAA, and the Graduate School to create robust online content related to diversity and oppression and make it easily available to faculty for their teaching development. For instance, the UMB Graduate School is working with experts from across the campus and state to create an online certificate in cultural competency; the online modules for

this certificate will be completed in fall 2017 and available to UMSSW faculty in the next academic year regardless of whether they intend to pursue full certification.

### **Diversity and Anti-Oppression Committee and Other School-Wide Workgroups**

The Diversity and Anti-Oppression Committee will continue to be active in the coming years under the direction of two newly elected co-chairs, tenured professor Dr. Tanya Sharpe and clinical faculty member Mr. Adam Schneider. They will conduct a new Chat & Chew series, provide guidance to the MPC in its work to revise the curriculum, and work closely with student groups and other diversity-related workgroups to maintain open spaces for dialogue about both the school climate and critical local and national events as they emerge.

One such group is the Immigration Workgroup, which will continue to work to identify ways in which the school can ensure that undocumented and other immigrant students feel a strong sense of belonging in and support from the school. Another group is the Access to Justice Initiative, in collaboration with the UMB School of Law, which in April 2017 conducted a teach-in on criminal justice reform and the U.S. Department of Justice consent decree with the city of Baltimore. Over 80 people attended, and a variety of active community organizations working on police and criminal justice reform in Baltimore spoke and discussed ways for students, faculty, and staff to get involved. This group is planning future activities and actions to engage the UMSSW community in criminal justice advocacy and to connect with the American Academy of Social Work and Social Welfare's grand challenge of Smart Decarceration.

### *EDUCATIONAL POLICY 3.1—STUDENT DEVELOPMENT*

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

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

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

**Admissions**

**M3.1.1: The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master’s program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master’s social work programs are not to repeat what has been achieved in their baccalaureate social work programs.**

UMSSW recruits a talented pool of applicants from across the Baltimore/Washington, DC, metro region and the nation through a variety of recruiting methods and activities. Recruitment efforts include open houses/information seminars at both the Baltimore and Shady Grove locations, visits to all of the seven BSW programs in Maryland, and visits to large universities in the region that do not have BSW programs. Coppin State College and Bowie State University are specifically targeted, with the goal of maintaining a diverse student body. Graduate school fairs in Washington, DC, Pennsylvania, and Maryland are attended, and local agencies in the regions served by the off-campus sites are visited. New, more attractive and inviting brochures and other publications have been developed (see <http://www.ssw.umaryland.edu/admissions/request-information/>) to attract students to Maryland and to increase applications from students who may not have otherwise considered social work as a profession.

Student recruitment and admission to UMSSW is led by the assistant dean for admissions, who is responsible for providing the strategic vision and leadership for the admissions operation, including the recruitment of students, the ongoing development of application materials, the management of the application process and scholarship selection, and the informing of applicants about their acceptance into the MSW Program. The assistant dean reports directly to the associate dean for student affairs (ASDA) and works collaboratively with that dean and the MSW Program.

An associate director, an admissions coordinator (at the USG location), two admissions counselors, and an information technology (IT) applications administrator assist the assistant dean of admissions. Under the supervision of the assistant dean of admissions, the associate director of admissions is responsible for the coordination and facilitation of recruitment events and territories; development and updating of recruitment materials; prospective student campus visits/consultations (individuals and groups); maintenance and updating of the online application system; and provision of assistance to the supervision of the admissions counselors, student workers, and volunteer admissions ambassadors. The admissions coordinator serves as an academic advisor and assists with planning and facilitating recruitment outreach efforts for the Shady Grove campus. Admission counselors consult with applicants in the process of completing the online application; direct students to information and

appropriate staff; and ensure timely communication of deadlines, missing items, and other important aspects of applying to graduate school. The IT applications administrator serves the Admissions office by providing ongoing support for the Central Recruitment Management Systems and integrated technical platforms.

The assistant dean of admissions prepares periodic reports to the faculty regarding the applicant pool. The assistant dean works closely with the faculty Admissions Committee, which comprises one student and seven faculty members and is chaired by a faculty member, as specified in the FPO. It is through this committee that the faculty exercises its responsibility for the admissions process. Faculty on this committee are charged with developing policy around the criteria for admission, formulating a recruitment strategy, and assisting in the review of applications. Major shifts in admissions policy are recommended to the faculty for approval. The chair of this committee is an associate professor with more than 6 years at the school.

In addition to managing the admission staff and working with the faculty Admissions Committee, the assistant dean of admissions, in collaboration with the associate dean of student affairs, convenes an advisory Enrollment Management Committee on a monthly basis. This group examines all aspects of recruitment, enrollment, and retention and strives to improve the process for students entering the school and the nature of the communications and services that students receive from all branches of the administration (see Table 18).

Table 18. *Enrollment Management Committee*

<b>Name</b>	<b>Title</b>	<b>Role(s)</b>
Jessica Rider Amin	Academic and enrollment services specialist	Admissions/recruitment and advisement at USG
Matt Conn	Assistant dean of communications	Marketing/branding/communications
Samuel Little	Assistant dean of field education	Field practicum coordination
Megan Meyer	Associate dean of academic affairs and the Master's Program	Class schedule and size/faculty and adjunct faculty
Karen Oppenheimer	Associate dean of student affairs	Enrollment management/student retention/ student compliance
Joan Pittman	Program director at USG	MSW at USG

Name	Title	Role(s)
Kimberly Saunders	Assistant dean for admissions	Enrollment management, admissions, recruitment, scholarship selection
Nakiya Schurman	Academic advisor	Curriculum overviews, sample plans of study
Gene Severance	Director of finance	Budget
Dawn Shafer	Assistant dean of student services	Student services
Scott Stafford	Associate director of admissions	Admissions, recruitment, scholarships
Danielle White	Director of registration	Registration/class schedule and size

*Note.* USG = Universities at Shady Grove.

### Admissions Criteria

Admission criteria are identical for students applying to either the Baltimore or Shady Grove campuses and are described in the school's *Viewbook* and the *MSW Academic Catalog & Application Instructions*, which can be accessed on our website at <http://ssw.umaryland.edu/admissions/academic-catalog--viewbook>.

These criteria include the following:

- A baccalaureate degree from a regionally accredited college or university.
- A minimum of 60 credit hours in the liberal arts.
- For full-status admission to the regular MSW Program, a minimum GPA of 3.0 on the last 60 credits leading to the award of the baccalaureate degree. Advanced standing applicants must have a 3.0 GPA on the last 60 credits leading to the award of the BSW and a 3.0 GPA on the 120 credits leading to the award of the BSW. They must be able to complete our program within 6 years after their graduation from their BSW program. (Graduate Record Examination or Miller's Analogy Test scores are required by anyone with a GPA below 2.5.)
- Written responses to three admission essay questions, which ask about a relevant social problem, experience with diversity, and ethical standards (see Table 19, p. 296, in Section 3.1.2).
- Three personal references, which can be submitted by professors, employers, supervisors, professional colleagues, and community associates. These references are asked to comment on an applicant's academic aptitude, ability to work with others, capacity for self-development,



and dependability. Advanced standing applicants must submit a specific recommendation from the director of the BSW program they attended indicating whether the director recommends the applicant for advanced standing.

- International students must also submit a Test of English as a Foreign Language or an International English Language Testing System score to demonstrate English proficiency if they have not been in the United States for more than 5 years and/or if they did not receive a degree from a U.S. college or university.
- Transfer students must submit a brief written statement describing why they are requesting a transfer; a copy of their practicum/field work evaluation(s), if applicable; and a recommendation from their current or a former faculty advisor that speaks to their academic standing in their MSW program.
- Applicants who indicate on their application form that they have any criminal convictions or current criminal charges must submit (a) a certified copy of the disposition of the charge(s) entered by the court; (b) a copy of the charging document(s) and/or the official police report; and (c) a personal statement describing the charges in their own words, with a description of their response to the charges, of actions taken since the conviction, and of how they think the incident will affect their ability to work in the social work field. A personal interview may be required.

### **How BSWs Avoid Repeating Content**

A review of policies and procedures is underway to develop additional approaches to avoiding course content repetition. Currently, students who have earned their BSW can avoid repeating what they have achieved in their BSW in two ways. First, they can apply and be admitted to our advanced standing program and, therefore, not repeat any content. Second, those not admitted to our advanced standing program are strongly encouraged to take exemption exams for three nonpractice courses, as described below.

#### ***Advanced Standing***

Advanced standing is an admissions classification available only to students who have received a BSW degree from a CSWE-accredited program within the last 5 years. Students from all other disciplines (e.g., psychology, human services, criminal justice) are not eligible for advanced standing. The advanced standing curriculum does not duplicate any courses or content areas already mastered from BSW program requirements. An overview of the advanced standing classification can be found in our *Academic Catalog* (online at [http://ssw.umaryland.edu/media/ssw/admissions/catalogs/2016-17-Catalog\\_Final.pdf](http://ssw.umaryland.edu/media/ssw/admissions/catalogs/2016-17-Catalog_Final.pdf)).

#### ***Exemption Exams***

As stated on our admissions website (<http://ssw.umaryland.edu/admissions/msw-program-overview/exemption-exams>) and the Accepted Student Checklist, exemption exams are available for students who feel prepared to demonstrate their competence in the following nonpractice foundation courses:

- SOWK 600 (*Social Welfare and Social Policy*),
- SOWK 670 (*Social Work Research*), and
- SOWK 645 (*Human Behavior and the Social Environment*).

Passage of an exemption exam exempts the student for that course, but *no credit* is awarded. That is, there is no reduction of the number of credits (60) required for the master's degree. After passing exemption exams for generalist courses, a student will take additional course work (as electives), providing all prerequisites for the chosen courses have been met. Exemption exams are open to all entering students. Those who should seriously consider taking exemption exams include students with graduate degrees or credits in closely related fields, BSWs who are not accepted into our advanced standing program, and social science majors with strong preparation in one or more of the course areas. For an overview of each course, please refer to descriptions in the *Student Handbook* (Volume 3).

All exams are closed book and 3 hours in duration. Responses to exemption exam questions are provided in writing and are graded by faculty who teach the respective courses—often by the course chair. No exam may be attempted more than once, and an exemption exam may not replace a course that a student has taken in the MSW Program. There is no fee for these examinations.

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

**Application Evaluation**

UMSSW, as a professional school of the University of Maryland, establishes its own criteria and admits students to the MSW Program in accordance with the standards put forth in CSWE policies related to admission. The standards are determined by the Admissions Committee, approved by the faculty, and carried out by the Admissions Office under the leadership of the assistant dean for admissions. Students are only admitted in the fall and the spring. Students are informed of their acceptance by April for the fall semester and on a rolling basis for the spring semester. Applicants are asked to specify at which site they plan to complete their program—Baltimore or Shady Grove. The criteria for admission are the same for both sites.

UMSSW seeks to enroll highly qualified students who will contribute to the profession of social work in the state, the region, the nation, and internationally. “Highly qualified” students are those who have demonstrated academic excellence, a desire and ability to work with people from a range of backgrounds, knowledge of self, and a commitment to working with diverse populations in the role of an ethical social work professional. Consideration is given to professional and volunteer experiences, feedback from professional references, and distinctive characteristics (Peace Corps and/or AmeriCorps experience, foreign language proficiency, unusual geographic background). The role of the social work professional is emphasized in the application process, with potential students being asked to review a statement—the Requirements for Success—designed to prepare new social work students for success in the program. This statement, included in the application packet, is signed when an applicant accepts an offer for admission. The Requirements for Success statement covers a number of important issues, a few of which are paraphrased below:

- Social work is a profession, governed by a *Code of Ethics*, which student practitioners are required to uphold.
- The MSW curriculum prepares people to work with critically important aspects of others’ lives. This responsibility necessitates a significant commitment by the MSW student to master the principles on which the profession is based.
- The MSW Program is a rigorous one. The total time commitment expected of an MSW student normally precludes the possibility of working full-time while enrolled as a full-time student.

The qualities of future students are further emphasized by the questions applicants must respond to as part of the application process. Table 19 shows the questions related to applicants’ interest in social work, a population-specific problem, diversity, a case plan (for advanced standing students only), and an optional statement of special circumstances:

Table 19. *Admissions Application Questions*

<b>Question</b>	
1.	Describe your interest in pursuing a Master’s in Social Work at the University of Maryland and why it is a good fit for your educational and professional goals. Please include any relevant information from current or previous experiences (e.g. employment, volunteer, academic, and/or personal) that have influenced your decision.
2.	Define a social problem affecting a population of specific interest to you that you would want to work with in the future. Please examine the relevancy of the problem to the field of social work, how you came to identify and understand it as a social problem, societal factors that have contributed to the problem, and specific ways that you, as a social worker, could address the problem.
3.	Social workers are expected to work with individuals, families, groups, and communities from diverse backgrounds in a caring and respectful fashion. Using a specific experience you’ve had with an individual or group different than you (in terms of race, socioeconomic background, gender, disability, religion, sexual orientation, culture, age, etc.), discuss what challenges and lessons you learned from this situation. How did the interaction affect your personal views about this individual/group and your

	overall perspective on diversity?
4.	<p>Please choose a direct practice example on individuals, group, family or organization and describe it, disguising names and identifying information. Please introduce the example with a brief paragraph describing the agency, its function, and its purpose.</p> <p>Your description headings should include:</p> <ul style="list-style-type: none"> <li>• Assessment: a summary of the essential case data (age, ethnicity, race, presenting problem, history of the problem, coping abilities. If group or organization, describe the type of group/organization, membership make up, and purpose).</li> <li>• Case plan: describe the plan and how it relates to the assessment evaluation.</li> <li>• Interventions: describe and analyze your practice interventions and how they are related to the case plan or assessment formulation.</li> <li>• Evaluation: critically analyze the strength and limitations of your intervention. With hindsight, how might you have intervened differently and why?</li> </ul> <p>The Direct Practice example should be 500 words or less.</p>
5.	<p>Optional: Please address any other considerations (e.g. previous academic performance, financial, balancing work, family, and/or other commitments with school) that you would like the Admissions Committee to be aware of when reviewing your application.</p>

These questions enable the school's Admissions Committee to examine applicants' experiences not only academically but also socially/interpersonally and ethically.

Applications are also reviewed by admissions staff and selected alumni outside of the Admissions Committee. All application reviewers are trained by the assistant dean of admissions prior to their first review. Each application for the incoming class receives a second reading by the assistant dean for admissions prior to the final admissions decision. The reviewing process begins in early November and continues through mid-April. After the closing date for applications, the deadline date for submitting supporting documentation is typically extended for up to 2 weeks.

### **Application Decisions and Contingent Conditions**

After final admission decisions have been reached, admission letters are mailed to applicants. Applicants who are accepted also receive an e-mail notification stating that their acceptance letter has been processed and is being mailed and/or posted within their individualized application tracker. Provisional admission status is granted to applicants who have not submitted a final transcript with the Office of Admissions. These applicants are given a deadline by which UMSSW must receive their final transcript reflecting the conferral of a bachelor's degree or their offer of admission will be rescinded.

Applicants who were accepted in the previous year but did not enroll or formally defer their enrollment for 1 year have to reapply (unless they could not attend for an extraordinary reason). Their reapplication materials must be updated with a new application fee, any new transcripts, one or more personal references, and a new personal statement. Applicants who were denied admission in a previous year are free to reapply. Once a student has matriculated into the program, he or she may withdraw for up to a

year on “academic leave” after getting approval from the associate dean for student affairs. Students must complete the MSW within 4 years of initial matriculation.

**M3.1.3: The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services\*, or covered under a memorandum of understanding with international social work accreditors.**

Advanced standing is an admissions classification available only to students who received a BSW degree from a CSWE-accredited program within the last 5 years. Students from all other disciplines (e.g., psychology, human services, criminal justice) are not eligible for advanced standing. These students must have earned a minimum GPA of 3.0 on a 4.0-point scale on the last 120 credits that appear on their bachelor’s degree transcript and a 3.0 GPA on the last 60 semester hours. Applicants must also be recommended for advanced standing by their department chair. Applicants with a C grade in a practice class (also frequently called “methods” or “interventions”) are ineligible for advanced standing. In addition, applicants must have passed a field practicum or have earned a B or better at programs that award grades for field.

The advanced standing curriculum does not duplicate any courses or content areas already mastered from BSW program requirements. An overview of the advanced standing classification can be found in our *Academic Catalog* ([http://ssw.umaryland.edu/media/ssw/admissions/catalogs/2016-17-Catalog\\_Final.pdf](http://ssw.umaryland.edu/media/ssw/admissions/catalogs/2016-17-Catalog_Final.pdf)).

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

A statement about transfer credit is included in the *Academic Catalog*. It states that students who have completed courses in other accredited MSW programs, up to the generalist foundation curriculum, may transfer those credits. A transfer student follows the same application process as any other applicant. A transcript from the original MSW program is required. When a transfer student has completed some, but not all, of the generalist curriculum course requirements, a decision is made on an individual basis after consultation with the assistant dean for student affairs as to which completed courses fulfill the school’s generalist requirements. The associate dean may seek the opinions of the coordinators of particular course sequences in deciding about course fulfillment. This process may include communication with the transfer applicant’s original school of social work to determine what their courses entailed and often includes the submission of course syllabi to substantiate specific course content. Students must complete a minimum of 30 credits at the UMSSW to be eligible for the MSW degree. The entire MSW Program, including transfer credits and UMB coursework, must be completed within 6 years.

A small number of students transfer credits each year, and no student has ever been admitted with transfer credits from a nonaccredited program. Under certain circumstances and on request, a student may receive a maximum of six transfer (elective) credits for a course in which a grade of A or B was earned in another discipline within 4 years prior to enrollment year; each course will be individually assessed for social work relevancy. Official determination of allowable credit for work completed elsewhere will be made at the time of admission, but an unofficial evaluation is available on request. No credit will be allowed after the student's initial registration at UMSSW.

A course that is considered to have content that is equivalent to a required course but has only two credits may be accepted for transfer. The student in that case will be exempt from taking the course but be required to take the additional credits in the specific sequence. Students transferring courses from a quarterly system must also make up the difference in credits.

On rare occasions, when a student has completed a master's- or PhD-level course at another university, a specific advanced-level requirement may be waived. This decision is made by the ASDA in consultation with the chair of the sequence that has immediate oversight over the course or with the chair of the MPC. This waiver does not exempt the student from the credit; it affords the student the opportunity to take an additional elective.

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

Students who ask about receiving credit for work experience are directed to the following policy statement found in both our *Academic Catalog* and our *Student Handbook* (see Volume 3) regarding credit for work experience: "The Council on Social Work Education does not allow accredited MSW programs to provide credit for work experience. However, experience does make for a stronger applicant in the admissions process and a more successful student."

### **Advisement, Retention, and Termination**

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

#### **Academic Advising**

Academic advising is provided by the Office of Records and Registration (ORR). The academic advisor holds group advising sessions each semester in advance of registration dates and is also available via e-mail, Skype, personal appointment, and phone. The academic advisor manages the *Academic Advising* web page ( <http://www.ssw.umaryland.edu/academics/advising/> ), which provides

all students with tools to map and manage their academic curriculum as well as access to school and campus support resources. Students are encouraged to speak with the school's academic advisor to develop an educational plan that meets the academic requirements to complete the program within the prescribed time frame. In addition, the academic advisor and the staff of the ORR are available to meet about curriculum matters, the structure of the academic program, academic rules, and degree requirements.

In addition to group sessions and one-on-one meetings, the academic advisor and the director of the MSW Program organize an open house each fall prior to registration for spring classes to provide students with specific information about the school's specializations and areas of focus. Faculty chairs of the clinical and macro specializations and each area of focus and field education faculty participate, offering students the opportunity to hear about and explore the different program tracks. Online videos on the clinical and macro specializations and each area of focus are also available for students to view on the school's website at ( <http://www.ssw.umaryland.edu/academics/msw-program/> ). Students are encouraged to view these videos before attending the open house and to come prepared with specific questions for faculty chairs.

Special advising sessions are organized for spring-admitted part-time students and advanced standing students. Both spring admits and advanced standing students receive direct outreach due to the nature of their program. Advanced standing students are required to attend an advising session scheduled in April every year prior to new-student registration. These sessions provide information about curriculum requirements, how advanced standing students are entering the program, and navigation of the advanced year, and they offer an opportunity to meet and speak with OFE coordinators and other administrators. Participants in these advising sessions include the associate dean for academic affairs and the MSW Program, the assistant dean of field education, the ASDA, the academic advisor, the director of records and registration, and field education coordinators. Advanced standing students who are unable to attend this advising session because of distance or other reasons must arrange to speak with the academic advisor prior to registration.



## **Faculty Professional Advising**

Students are encouraged to meet with faculty members for professional advising. While all faculty meet regularly with students, select faculty serve as chairs of major curriculum areas: clinical and macro specializations, each area of focus, and our dual-degree programs. Some chairs hold advising sessions in addition to the group sessions at the open house described above. Group and individual meetings include discussions about the marketplace for jobs in a student's area of specialized practice, advice about the plausible outcomes of different specializations, specific trainings or extracurricular activities that can complement MSW courses, and general advice about how students can strategically package or frame their social work skill set to potential employers. Faculty members are available for professional advising during office hours and by appointment. Students can find faculty members' biographies on the school's website to determine research interests, subject areas of expertise, and courses taught.

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

### **Academic Policies and Procedures for Evaluating Students' Academic and Professional Performance**

The *MSW Student Handbook* (see Volume 3) details all of the school's policies and procedures for evaluating students' academic and professional performance. The handbook describes essential requirements of the program and refers students to the *NASW Code of Ethics*. It also details policies on grading, class attendance, and incomplete grades; criteria for academic risk, academic failure, suspension, or dismissal; processes for a leave of absence or voluntary withdrawal from the school; and academic judiciary processes for both student grievance and student review. Each of these is summarized below and can be found in the *Student Handbook* on our website (<http://www.ssw.umaryland.edu/students/student-handbook/>):

#### ***Essential Requirements and the NASW Code of Ethics***

Matriculation into the school requires a certain essential level of cognitive, emotional, and communication skill. Students must be able to acquire client-related information, communicate effectively, and maneuver physically in an adequate manner so that service can be provided to client populations. Students must be also able to problem solve through analysis, synthesis, and reasoning. Problem solving must occur in a timely fashion. Students must possess the emotional health required for full use of their intellectual abilities, exercise good judgment, and promptly complete all of the responsibilities related to service to clients. This includes being able to function in stressful situations



and adapt to changing environments. Students must be able to perform their duties with compassion, integrity, and concern for others. Social work is a profession governed by a code of ethics that student practitioners are required to uphold. The NASW *Code of Ethics* is provided on the NASW website: [www.socialworkers.org/pubs/code/code.asp](http://www.socialworkers.org/pubs/code/code.asp).

### ***Graduation Requirements***

To be eligible for the MSW degree, students must have fulfilled within a 4-year period, from the date of initial registration, the course requirements as prescribed by the curriculum, totaling a minimum of 60 semester hours, must have a cumulative GPA of B (3.0 on a 4.0-point scale) for all classroom courses, and must have passed all field courses.

### ***Academic Risk***

Academic risk occurs when a student

- has an overall GPA below 3.0,
- earns an F (failure) in a course,
- has six or more credits of unbalanced Cs, and/or
- has demonstrated unsatisfactory performance in a field practicum.

It is expected that students who are at academic risk will contact the academic advisor to review their education plan to meet the academic requirements and complete the program within the prescribed time frame.

### ***Academic Failure***

Academic failure occurs when a student

- has 12 credits of unbalanced Cs,
- has nine credits of unbalanced Cs plus an F, and/or
- earns six credits of F. A second earned F cannot be repeated and indicates academic failure even if the first F has been replaced by a higher grade.

Students who have demonstrated academic failure will be dismissed from the program.

### ***Suspension or Dismissal***

Suspension is the denial of enrollment for a specified period of time, not to exceed 1 academic year. Request for reinstatement is referred to the chair of the SRC. Dismissal is denial of enrollment for an indefinite period of time. Grounds for suspension or dismissal include academic failure; academic risk; problematic professional behavior, including ethical violations; academic dishonesty; conviction of a crime; and falsifying information on the admission application.

### *Leave of Absence*

MSW students may take a leave of absence for up to two semesters. The leave of absence is to be used by students who, due to extenuating circumstances, do not plan to enroll for a semester. Students who do not resume studies after two semesters of approved leave must apply for readmission through the Office of Admissions. Leaves of absence must be requested in writing by a student using the Request for a Leave of Absence form and must be submitted to the ORR for approval. Students who discontinue studies without an approved leave of absence must reapply for admission.

### *Voluntary Withdrawal*

Students may withdraw from the school at any time during the academic year but may not resort to withdrawal to preclude current or impending failures. Students who withdraw understand that they are financially liable for semester tuition and fees as outlined in the UMB Refund Schedule for Withdrawal <https://www.umaryland.edu/registrar/academic-calendar/refund-schedule/>. Withdrawing from a semester does constitute a semester leave of absence on a student's record.

A student wishing to withdraw must complete the Withdrawal Form, which can be found on the school's website ([www.ssw.umaryland.edu/students/forms/](http://www.ssw.umaryland.edu/students/forms/)). This is to be used by students who are registered and want to drop all courses after the semester has begun. The completed form should be submitted to the ORR. The period from the date instruction begins determines the percentage of a student's tuition that is refundable as follows:

- 1%–10% of the semester: 90%;
- 11%–25% of the semester: 50%;
- 26%–50% of the semester: 25%; and
- no refund after 50% of the semester has elapsed.

Actual dates are published online by the UMB Office of the Registrar under “Refund Schedule for Withdrawal.”

### *Student Grievance*

A student may grieve actions of the faculty, administrators, and/or staff at the school. The Student Grievance Committee (SGC), a standing committee of the faculty, will review any grievance brought to it on one or more of the following bases:

- Arbitrary and capricious action on the part of a faculty member in, but not limited to, evaluations or grading. (As defined by the Board of Regents University System of Maryland [USM] Policy II-1.20, “the term ‘arbitrary and capricious’ grading means: 1) the assignment of

a course grade to a student on some basis other than performance in the course; 2) the assignment of a course grade to a student by unreasonable application of standards different from the standards that were applied to other students in that course; or 3) the assignment of a course grade by a substantial and unreasonable departure from the instructor's initially articulated standards.”)

- Violation of due process according to generally accepted norms of the university community by faculty, administrators, and/or staff.
- Any behavior that violates the USM Policy on Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity (III-1.00).  
<http://www.usmd.edu/regents/bylaws/SectionIII/III100.html>

The purpose and procedures of the SGC can be found in the *Student Handbook* (Volume 3).

### ***Grievances against Faculty***

The grievant (student) and faculty member whose action is the subject of the grievance shall meet. It is the responsibility of the student to request the meeting.

- Failing resolution in the meeting, the grievant should meet and discuss the matter with the associate dean for student affairs or the associate dean for academic affairs.
- Failing resolution in this meeting, the student shall arrange to communicate and meet with the GC chair. (If the grievance is against the SGC chair, the next senior-in-rank SGC committee member shall assume the chair role on a pro tem basis.)
- There may be situations in which the before-established channels cannot be followed due to the nature of the allegation (e.g., when there is a reasonable fear of retaliation), and the student may then go directly to the SGC chair.

### ***Grievances against Administrators, Exempt Staff, or Nonexempt Staff***

- Arranged by the grievant, a meeting to discuss the matter shall be held with the associate dean for student affairs or the associate dean for academic affairs.
- Failing resolution at this meeting, a meeting shall be arranged with the SGC chair.
- There may be situations in which the before-established channels cannot be followed due to the nature of the allegation (e.g., when there is a reasonable fear of retaliation), and the student may then go directly to the SGC chair.

### ***Documentation/Decision Process***

Once the above procedures have been completed, the grievant must submit to the SGC chair a written grievance petition including the following:

- a statement that the grievance falls within the scope of the committee;

- facts that clearly delineate and support the grievance, with copies of all relevant documentation attached; and
- a description of the specific steps that the student has taken in an attempt to resolve the conflict through established institutional channels prior to submission of the matter to the committee.

The student is encouraged to keep and present in support of the grievance a record of all meetings and what is found to be an unsatisfactory resolution of each step.

### ***SGC Chair Review/Response***

- On receipt of the grievance submission, the SGC chair will review the petition to determine whether it constitutes a grievance that falls within the scope of the SGC in keeping with SGC internal procedures.
- When a petition is determined to fall within SGC purview, the SGC chair shall notify the person(s) named in the grievance (respondent[s]) and provide them with a complete copy of the petition.
- The SGC chair shall offer mediation of the grievance to the parties, and if mediation is to be used, all parties must accept it, and a resolution will be offered by the SGC chair. (Mediation is not binding and does not preclude continuation of the grievance by the student.)
- If mediation fails to resolve the grievance, the SGC chair shall appoint faculty members and a student representative for each grievance as needed, following committee procedure. This constitutes the Grievance Review Committee (GRC). (No SGC member may be appointed to the GRC if the member is a respondent of the alleged grievance.) In addition, the respondent is notified within 14 calendar days to submit a written response.

### ***Time Restrictions and Notifications***

- A written grievance petition shall be submitted to the SGC chair within 60 calendar days of the action/incident/grading or, if later, within 60 calendar days of the student's knowledge of the action/incident. (Note: The 60 calendar days for a grade grievance begins the day that the grade is posted, not when the student becomes aware of the grade.)
- The SGC chair will notify the respondent when the procedures (mediation) have failed to produce a solution and request a written response from the respondent within 14 calendar days of the receipt of this notification. The respondent's written response will be shared with the student.
- If a GRC Committee meeting is necessary, the recommendation should be completed or a status report generated within 30 calendar days of the committee's receipt of the grievance petition.
- The SGC chair will be notified of the committee's recommendation, and then this recommendation will be forwarded to the dean for final decision. (If the respondent is the

dean, and the grievance was sustained, then the recommendation will be forwarded instead to the president of the university for decision and final action.)

- The required timetable for the grievance review and recommendation may be suspended for the period of June 16–August 31, as determined by SGC chair.

#### ***Grievance Review Committee Meeting***

- The SGC Chair will provide all received documents (grievant and respondent) to the GRC Chair.
- The GRC Committee will convene within 14 calendar days, if practical, to consider the grievance petition and response. The Committee may request additional information or a meeting with both parties. If additional written information is obtained from either party, it shall be sent to the parties at least 7 calendar days before a meeting date.
- The GRC Committee may request the student and respondent to appear before the Committee. If so, both parties may bring an advocate. (Advocates may not be attorneys.)
- The grievant has the option of deciding whether the committee's student representative shall participate in the meeting.

#### ***Decision***

- The dean will consider the GRC recommendation and the documentation prior to making a decision on the grievance. The dean may accept, modify, or reject the committee recommendation.
- The dean's decision, which is final, will be sent in writing to the student, the respondent, the SGC chair, and the GRC chair.

#### ***Grievance Process Synopsis***

If a student (grievant) believes that he or she has a grievance based upon the before listed information, they should:

1. meet with the respondent (faculty, administrator, or staff person) to discuss and attempt to clarify/resolve the issue,
2. meet with the advisor/associate dean to discuss and attempt to resolve the issue if Step 1 is unsuccessful,
3. meet/communicate with the SGC chair to discuss the grievance if Step 2 is unsuccessful,
4. provide documentation to the SGC chair as requested after meeting (this should occur within the time frame noted above),
5. meet with the SGC chair and the respondent for mediation if offered,
6. meet with GRC if requested, and
7. receive a final decision from the dean.

## **Informing Students of Academic Policies and Procedures**

Students are informed of the criteria for evaluating their performance in a number of ways:

1. Before entering the program, students can review the *MSW Academic Catalog* on our website, which details many of these same policies and procedures in the section on “General Information” ([http://www.ssw.umaryland.edu/media/ssw/admissions/catalogs/2016-17-Catalog\\_Final.pdf](http://www.ssw.umaryland.edu/media/ssw/admissions/catalogs/2016-17-Catalog_Final.pdf)).
2. All enrolled students are asked to read the entire *Student Handbook* (see Volume 3) when they complete the online portion of their orientation. Students are reminded about the handbook during our in-person orientation and are referred to the handbook when any question or issue arises while they are in the program. The handbook is available for students to review on our website (<http://www.ssw.umaryland.edu/students/student-handbook/>.)
3. All new students are also provided with a UMSSW lanyard with a USB drive, which contains a /Flash link to the *Student Handbook*.
4. The school’s grading policy and academic integrity statement are on each course syllabus. Faculty typically reviews these during the first session of each class every semester.
5. When a student meets the criteria for academic risk, they receive a letter from the associate dean for student affairs informing them of their status and detailing the implications of this status for their plan of study.

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

### **Academic Policies and Procedures for Terminating a student’s enrollment for Academic and Professional Performance**

The *Student Handbook* (see Volume 3) details the academic requirements for successful completion of the MSW Program. The policies for academic failure, suspension, and dismissal and the SRC policies and procedures are detailed below:

#### ***Academic Failure***

Academic failure occurs when a student

- has 12 credits of unbalanced Cs or
- has nine credits of unbalanced Cs plus an F or
- earns six credits of F. A second earned F cannot be repeated and indicates academic failure even if the first F has been replaced by a higher grade.

Students who have demonstrated academic failure will be dismissed from the program.

### ***Suspension or Dismissal***

Suspension is the denial of enrollment for a specified period of time, not to exceed 1 academic year. Request for reinstatement is referred to the chair of the SRC.

Dismissal is denial of enrollment for an indefinite period of time.

Grounds for suspension or dismissal include the following: academic failure; academic risk; problematic professional behavior, including ethical violations; academic dishonesty; conviction of a crime; and falsifying information on the admission application. To be considered for readmission, a dismissed student must submit an application for admission to the school, meet all admission requirements, and be judged on his or her merits in relation to the pool of applicants. In addition, applicants for readmission must submit a personal statement describing their understanding of the grounds for their dismissal and their plans for success in the program should they be readmitted.

The Office of Admissions will refer applications for readmission of students who have been dismissed to the Office of the Dean or designee. If admission is granted, at least 2 years from the time of dismissal must have elapsed before matriculation will be permitted. If the recommendation is to admit a previously dismissed student, it is anticipated the student will be required to start the entire program from the beginning. Previously earned credits are not automatically accepted. However, once readmitted, an applicant may request in writing that a review of his or her previous transcript be completed for acceptance of prior credits. The review will be facilitated by the Office of Admissions.

### ***SRC: Purpose, Scope, and Procedures***

The SRC, a standing committee of the faculty, is responsible for reviewing allegations of academic dishonesty and/or unprofessional (problematic) behavior of students in the classroom, the field instruction setting, and the school community at large that are brought before it by members of the school community. In addition, the committee reviews allegations of illegal behavior and/or convictions of crime by students that are brought to its attention. Members of the school community include faculty, field instructors, students, and staff.

The SRC shall consist of the chair, four faculty members, (selection and representation as delineated in the FPO), one student representative designated by the SGA (a second student representative may be appointed to serve as an alternate), a representative from the Field Education Office, the assistant dean for student services (ex-officio), and the ASDA (ex-officio).

## ***Definitions***

Academic dishonesty includes, but is not limited to, the following behaviors:

- false reporting of practice in the field placement;
- false reporting of classroom work as it affects the evaluation of a student's performance;
- bribery, seduction, or threats in relation to performance evaluation; and
- cheating and/or plagiarism, whether by using work as one's own and/or without citation, regardless if taken from the internet, printed materials, or work produced by others (see the *NASW Code of Ethics*, Standard 4.08).

Problematic behavior includes, but is not limited to, the following:

- commission or omission of any act whose commission or omission does not conform to generally accepted standards of responsible professional practice (see, e.g., the *NASW Code of Ethics*);
- behavior that jeopardizes the safety or rights of students, faculty, staff, or clients of the school, the university, or a field instruction site;
- theft of property;
- malicious destruction or damage to property belonging to others;
- threat or commission of physical violence against any person;
- abusive, obscene, or violent behavior while on university property or participating in university activities;
- use, possession, or distribution of illegal drugs;
- falsification, forgery, or modification of any official document or written communication;
- knowingly passing a worthless check or money order in payment of financial obligations to the university;
- failure to follow the rules and regulations of field instruction sites participating in the school's program; and
- commission or omission of any act whose commission or omission would provide cause for denial or revocation of a social work license

Conviction of a crime occurs when a student has been convicted of criminal behavior or sentenced to probation before judgment by a court of legal jurisdiction.

## ***Procedures***

The SRC will consider student referrals from the Office of the Dean, the Office of Field Education, faculty, and students.



- The Office of the Dean may refer students for conviction of a crime, academic risk, and/or review of the educational progress of the student when considered necessary.
- The Office of Field Education may refer students for
  - rejection by three different field agencies;
  - being asked to leave a field agency;
  - withdrawal from field instruction when performance is not of passing quality;
  - receipt of an F in field instruction; or
  - field performance that is judged to place a student at risk for academic failure, an inability to adequately carry out field assignments, and/or other problematic behavior.
- The Office of the Dean, the Office of Field Education, faculty, and/or students shall refer students for allegations of acts of academic dishonesty.
- The associate dean for student affairs and the associate dean for academic affairs may refer students for:
  - academic risk or failure and
  - problematic behavior or any violation of the university's student policies (<https://www.umaryland.edu/university-life/student-policies/>) or the *NASW Code of Ethics*.

The referring party bringing the allegation must provide the SRC with a detailed written statement of the allegations, providing as much supporting documentation as possible, including the student's written material and corroborating statements of other faculty, staff, agency personnel, students, or others, if applicable.

- Referrals for academic dishonesty: In cases of alleged academic dishonesty, a review by the SRC will be initiated either by a student, a member of the faculty, or a member of the administration.
  - When a student suspects that an act of academic dishonesty has occurred, the student will consult with the SRC chair.
  - When a faculty member suspects that an act of academic dishonesty has occurred, the faculty member shall offer to meet with the suspected student to clarify the concerns. If the matter cannot be resolved, the faculty member shall put in writing to the SRC the action that he or she is taking. The referral letter shall describe the alleged act of dishonesty, when and under what circumstances it occurred, the faculty member's subsequent actions, and the rationale for the faculty member's decision. The faculty member shall notify the student of the referral and retain pertinent documentation of the incident in his or her files.
- Referrals for conviction of a crime:
  - On referral by the Dean's Office of a student convicted of a crime, the Dean's Office will advise the student of the referral to the committee. The Dean's Office will

provide the committee with a report presenting the specifications of the conviction. The student will be asked to provide the committee with a written response reviewing the circumstances of the conviction and to present a review of the circumstances at a committee hearing.

- Referrals of demonstrated inability to adequately carry out field assignments:
  - The OFE will notify the student in question of a referral to the SRC and provide the SRC chair with documentation of the student's performance by the field instructor, the field liaison, and any other relevant source.
  - The student will be asked to provide the committee with a written response and a review of the field performance, and he or she will be asked to present a review of the performance at an SRC hearing.
  - When the committee considers OFE referrals, a student's field liaison will be asked to attend.

#### ***Documentation/Decision Process***

Copies of the referral letter and supporting materials shall go to the SRC chair, who will be responsible for sending copies to the student and the committee members.

- The SRC chair shall review the referral and its supporting documents and make a decision to accept or reject the case for review. The chair shall notify the parties of the decision and provide the parties with details of the charge(s).
- If the case is to be reviewed, the SRC chair shall convene the committee within 10 working days, if practical. Under extenuating circumstances, the chair may, on request, allow the student additional time to prepare a response to the allegations. If graduation is imminent and contingent on the actions of the SRC, the committee shall convene at its earliest opportunity.

#### ***Hearing***

- The SRC chair shall set a time convenient to all parties to hear arguments, allow points to be clarified, and collect any additional information that the committee deems relevant.
- The student shall have the option of discussing his or her educational performance and/or charges of problematic behavior with the committee. Students may choose not to attend the hearing.
- Students have the option of deciding whether the committee's student representative will remain a part of the committee process.
- Students who choose to meet with the committee may bring support persons to the hearing. Each student may bring one support person, although it is not required. The support person may choose to make a brief statement of support on behalf of the student but may not ask questions of the committee or of other witnesses. By university policy, the support person may

not be an attorney (practicing or otherwise). Students cannot be accompanied by attorneys at these hearings unless the subject of the review concerns alleged criminal behavior for which criminal charges are or may be pending. In such instances, attorneys may be present to advise their clients but may not address the committee directly.

- At the conclusion of the hearing, the chair will excuse everyone in attendance except the committee members. The committee will first discuss and then vote on whether to uphold the allegations in the referral. The committee shall determine whether it believes the incident occurred and whether it meets the standards of academic dishonesty or unprofessional (problematic) behavior
- If the allegations are not upheld, the deliberations are ended, and the chair will send the dean a letter to that effect. If the committee does uphold the allegations in the referral, it will next deliberate on, formulate, and vote on recommendations. The chair will forward the committee's written recommendations and a copy of the proceedings to both the dean and the student.

Examples of recommendations from the SRC to the dean are as follows:

- Take no action.
- Place the student on academic probation.
- Suspend the student.
- Dismiss the student.

The SRC chair will keep a record of the proceedings.

### ***Notification***

The student will be informed of the dean's decision regarding the disposition of the hearing in writing, usually within 2 weeks of the hearing. The Dean's Office will also inform the student that he or she may receive a copy of the committee's written recommendation and a tape recording of the hearing, if he or she wishes. All communication from this point forward will be with the Dean's Office only. If the case is heard and the charges of problematic behavior, academic dishonesty, or criminal conviction are not substantiated, the written material shall be expunged.

### **Informing Students of Academic Policies and Procedures**

The ORR provides the ADSA with a report at the end of each semester, on grade completion, identifying students who are at academic risk. The ADSA reviews the academic record of each at-risk student and sends a memo via e-mail and postal mail informing the students of their academic risk

status, and the students are reminded of the academic standards in this memo. The language below is included in each letter:

*The purpose of this memo is to remind you of the school's academic standards:*

- *A cumulative grade point average of 3.0 in the foundation curriculum is required for enrollment in advanced field instruction.*
- *A cumulative grade point average of 3.0 for all classroom courses and a grade of "P" in field instruction courses are required for graduation.*
- *Two failing grades, even if the courses in which they were earned are repeated, constitute academic failure which results in dismissal from the school.*
- *Twelve credits of unbalanced "C"s or 9 credits of unbalanced "C"s plus an "F" constitute academic failure which results in dismissal from the school.*
- *The policies on academic risk and academic dismissal can be found in the "MSW Student Policies and Procedures" section of the MSW Student Handbook which is available on the school's website.*

A student who has been at academic risk may subsequently meet the criteria for academic failure.

Any student who has earned a failing grade in a course automatically meets the criteria of academic risk and is notified. In addition, prior to receiving the academic risk memo, a student is contacted by the ADSA to be notified of receipt of the failing grade by the ORR and is encouraged to check his or her record if he or she believes there has been an error. A student may also contact his or her professor to clarify the grade submission as needed.

Students who receive an academic risk memo may be referred to the academic advisor for plan of study assistance or resource referral, referred to ESDS on campus for assessment of needs, or be asked to schedule an appointment with the ADSA.

## **Student Participation**

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

Many opportunities exist for students to participate in the life, policies, and shared governance of the school and campus. Such participation is encouraged in multiple ways, starting with our admissions and orientation processes and carrying through to graduation and alumni relations. Below, we describe the rights and responsibilities of the UMSSW Student Government Association (SGA) and the University Student Government Association (USGA), student representation on faculty committees, and student participation in ongoing feedback and advisory systems (course, field, and MSW evaluations and surveys; Dean's Q & A sessions; Student Services Advisory Groups; and monthly SGA officer meetings with the dean).

Our newly created Admissions Ambassadorial Program, which enlists advanced students to serve as recruitment liaisons for the Office of Admissions, and the Career Development Advisory Group are also highlighted as a means of illustrating our ongoing efforts to respond to student feedback, create new opportunities to integrate students into school governance, and make program improvements. SGA student interest groups are described in Section 3.1.10 below. Each section provides web links where applicable.

## SGA

Students at both the Baltimore and USG campuses have the opportunity to organize and affect school and campus-wide policies and programming through the school SGA, the UMB campus USGA, and a newly created Shady grove campus Graduate Student Association being formalized in Fall 2017. Information about the first three governance bodies can be found in the *Student Handbook* (Volume 3) on the school website (<http://www.ssw.umaryland.edu/students/student-handbook/>), the UMSSW SGA webpage (<http://www.ssw.umaryland.edu/students/sga/>), and the USGA webpage (<http://www.ssw.umaryland.edu/students/sga/usga/>). The Shady Grove campus student association by-laws and guidelines are still being finalized, but our social work students at USG formed their own SGA group this past year Their efforts are highlighted on the USG website at <https://www.shadygrove.umd.edu/news-events/news/shady-grove-social-work-student-association-fall-2005-activities>

Our active SGA participates fully in the school's governance. The executive board consists of five elected officers: president, vice president, treasurer, corresponding secretary, and recording secretary. The SGA's primary mission is to consistently work toward making the student experience at UMSSW as fulfilling and rewarding as possible. The SGA does this in the following ways:

- by assessing and addressing student needs, ideas, and concerns and bringing these to the attention of the UMSSW and university administration;
- by sponsoring student activities and encouraging student participation in supported groups to create a sense of connection to UMSSW and to Baltimore communities;
- by committing to providing a positive and accepting space for discussion;
- by working closely with the OSS to appoint student representatives to serve on faculty committees.

Student leaders also play a major part in planning graduation via the UMSSW Graduation Planning Committee. They establish the convocation program in conjunction with faculty representatives appointed by the dean, select the student speaker, decide on recipients of the SGA Exemplary Faculty Award, select the recipient for the Student Service Award, and decide what mementos students receive as graduation favors.

The SGA is annually funded from student activity fees. These fees are disbursed to the various recognized and supported student organizations for promotion of the organizations' goals. In addition, each SGA-affiliated student organization appoints a member to the SGA executive body to represent their respective organization at monthly meetings. Meeting dates and times are advertised daily in *The Bulletin* on the school's website (<https://www.mysswbulletin.info>).

In collaboration with the OSS, the SGA Board holds monthly meetings open to all students, is the liaison with the campus USGA, elicits feedback from the student body, communicates student ideas and concerns to the faculty and administration, and meets monthly with the dean of the school. During these meetings, the dean asks for feedback about new or proposed policies. For example, the USM policy on tuition, fees, and charges requires deans to inform students and elicit feedback from them about possible increases. This is accomplished through the SGA monthly meetings.

In 2016, an SGA student leadership and team-building retreat was organized by the assistant dean for student services. During this day-long event, students and supporting faculty members engaged in problem solving, team building, and a values-clarification exercise at a ropes and challenge course off campus. This event was designed to promote cohesion among the group and to provide time for the group to begin planning for larger cross-school events to better serve the student body. Satisfaction survey results revealed that 100% of participants found the retreat to be valuable and would suggest that it become a part of regular programming.

## USGA

The USGA is a student senate elected by students in the major programs and schools on campus (see Table 20). It is led by an executive board of six. The USGA is dedicated to improving life at the university through cultural and social programming and to improving student communication at institutional levels. Through the USGA, students have a voice in university governance. The USGA appoints student representatives to the USM Student Council and to the state's Student Advisory Council of the Maryland Higher Education Commission. A weekly e-mail sent to all students, *Campus Life Weekly with USGA* (which can be found at <http://www.umaryland.edu/campuslifeweekly/>) contains university-related announcements and information about events of interest to students. Further, the USGA is responsible for deciding how the annual UMB student activity fee, paid by all students, is allocated.

Table 20. *University Student Government Association*

School	Number of unit representatives
School of Dentistry	5
Carey School of Law	6
School of Medicine	6
School of Nursing	11
School of Pharmacy	5
School of Social Work	7
Graduate School	8

## Faculty Committees

The FPO articulates clear guidelines for student representation and voting rights on most faculty committees, stating the following:

*Student representatives may serve on the Ph.D., Master's and Baccalaureate Student Organizations and committees. Service on the following committees shall include one voting student per committee. The SGA and the administration shall help identify students for these committees: Admissions Committee, Clinical Concentration Committee, Macro Concentration Committee, Field Education Committee, Global Initiatives Committee, Master's Program Committee, SWCOS Committee, Student Grievance Committee, Student Review Committee and the Baccalaureate Program Committee. Students are excluded from the Faculty Executive Committee, the Faculty Grievance Committee, and the APT (Appointment Promotion and Tenure) Committee. Students have full deliberation and voting rights in the committees on which they serve.*

Table 21. *Faculty Committees with Student Representatives*

	Committee
1.	Admissions Committee
2.	Clinical Concentration Committee
3.	Diversity and Anti-Oppression Committee
4.	Field Education Committee
5.	Global Initiatives Committee
6.	Macro Concentration Committee
7.	Master's Program Committee
8.	Student Grievance Committee
9.	Student Review Committee
10.	Baccalaureate Committee
11.	Social Work Community Outreach Service (SWCOS) Committee

The student representatives on the committees noted in Table 21 are not viewed as token members. Rather, they are relied on to be active participants, and their opinions and collaborative efforts on subcommittees are valued. For instance, during the 2016–2017 academic year, the MPC revised the

graduating MSW student survey and created a new foundation student survey. Student representatives on the MPC provided vital feedback and elicited feedback from students at the monthly SGA meeting.

While chairs of faculty committees may actively recruit students to participate, the SGA Board is responsible for making appointments to faculty committees. The list in Table 22 of faculty committees with a student member can also be found on the school's student services SGA page:

<http://www.ssw.umaryland.edu/sga/>.

In addition to faculty committees, students participate in advisory bodies for some administrative units in the school: the Student Services Advisory Board, the Field Education Advisory Council, the Career Development Advisory Group, and the Alumni Board. Students are informed of these opportunities by a recruitment e-mail sent prior to the beginning of the school year and during the first SGA meeting of the year. Students complete a statement of interest and are appointed to an advisory group by the SGA president in collaboration with the assistant dean of student services. Students serve for at least 1 academic year.

### **Ongoing Communications and Student Feedback**

In addition to robust participation by students in the SGA and on faculty governance and administrative committees, there are multiple mechanisms through which students are kept informed about ways to participate in the school and to provide feedback. The various communication tools below are used to disseminate information to students:

- *The Bulletin* (<https://www.mysswbulletin.info/>),
- The Elm (<http://elm.umaryland.edu/>),
- the UMSSW Facebook page (<https://www.facebook.com/UMSSW>),
- UMSSW Twitter (<https://twitter.com/mdsocialwork>),
- television monitors in the School of Social Work lobby,
- e-mails from administrative deans, and
- advertisements and flyers generated by student organizations themselves.

Student feedback and opinions about policies, programming, and student services is sought through a variety of means:

- course evaluations,
- field evaluations,
- an orientation satisfaction survey,
- an advising satisfaction survey,
- an MSW graduating student survey,
- an MSW foundation student survey,
- student affairs surveys,
- Dean's Q & A sessions,



- Lunches with the Dean,
- the Student Services Advisory Board,
- the FEAC,
- the Career Development Advisory Group,
- the Admissions Ambassadorial Network, and
- the online SSW Solutions Form (link identified daily *The Bulletin*).

Two significant efforts recently developed by the assistant dean for admissions and the assistant dean for student services, described in turn below, were in direct response to feedback received on some of the surveys listed above. MSW surveys indicated that students desired additional guidance both during the admissions process and with career counseling and development throughout their program.

### ***Admissions Ambassadorial Network***

In fall 2016, the Office of Admissions created an Admissions Ambassadorial Network, which consists of UMSSW students who are either current graduate students or alumni who completed their MSW degree within the past 5 years. Admissions ambassadors are charged with assisting with prospective student recruitment and mentoring activities. The goal of the ambassadorial initiative is to provide the Office of Admissions with a resource of current and past UMSSW students who will serve as a pre-matriculation advisory and outreach group. To that end, the ambassadors assist the school in creating and facilitating outreach services to enhance current recruitment processes and provide an additional modality of feedback—ultimately, creating a fluid student success and support system.

The network comprises various levels of current UMSSW students and alumni volunteers. Divided into three participant tiers, ambassadors are selected on the basis of various factors, such as their academic classifications, interests, skills, diverse demographics, and availability. Tier 1 (*alumni ambassadors*) includes recent alumni who are readily available to provide e-mentoring and to attend recruitment events. Tier 2 (*admissions ambassadors*) includes current MSW students who have completed at least 1 year of graduate coursework (part-time or full-time). Tier 3 (*emerging ambassadors*) includes first-year graduate students. Senior admissions ambassadors (admissions student workers and returning ambassadors) and admissions staff train all admissions ambassadors, with overall supervision from both the assistant dean and the associate director of admissions. The school shows its appreciation for the service and commitment of admissions ambassadors by providing the following incentives:

- \$200 stipend per semester (10 admissions-level ambassadors),
- \$100 stipend per semester (five emerging-level ambassadors), and
- \$50 gift card (five alumni-level ambassadors).

Participants also receive a certificate of participation appreciation during a sponsored annual luncheon.

### *Career and Professional Development*

In spring 2016, the school established a Career Development Advisory Group made up of students, faculty, and alumni. At the group’s recommendation, a survey was sent to all currently enrolled students asking for their input regarding the career-related services that they felt were most important. These recommendations are being used to enhance current services and create new career advising and development offerings. Below (see Table 22) are some of the current career development opportunities offered annually and advertised on the Student Services website at <http://www.ssw.umaryland.edu/student-services/career-development--licensing-information/>.

Table 22. *List of Current Career Development Opportunities*

<b>Career Development Opportunity</b>
“Ask an Alum” career lunch panel
Networking reception
Alumni speaker series
Career workshops (e.g., licensing, LGSW preparation, résumé and interview readiness)
Individual career-related appointments
Alumni résumé review
Mock interviews
Job fair
Online job board
Student career website

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

Students have the opportunity to organize in their interests through both the school SGA and the campus USGA, described above. The SGA Board, in collaboration with the OSS, oversees the organization of student groups. While the formation and dissolution of student groups is always ongoing, as current events stimulate action and student interests change, approximately 10 student groups are active in any given year. Significant effort is made to encourage students to develop their leadership skills and styles and their ability to identify what is important to them related to their specific group. Students are encouraged to work with individual faculty advisors who have an expertise in their area of study, and they often create an organizational platform to help their cause be heard. Through the participation of student organizations, the life of the school is greatly enriched, and students both gain a greater sense of community and build their organizational skills.

Specific organizations sponsor educational forums, organize multicultural activities, and invite outside speakers to the school. In addition, students from these groups are involved in social action and volunteer events in the community; are represented on Maryland NASW–sponsored committees and boards; and attend CSWE conferences as volunteers and participate in paper and poster presentations. Highlights of student activities and initiatives in recent years include student leaders’ class gifts,

fundraising phone-a-thons, diversity forums, clothing drives for the homeless, and a voters' registration drive. Overall, the school has student leaders who are committed to sponsoring activities that enrich the cultural milieu on campus. Standout events from the 2015–16 academic year are presented in Table 23.

Table 23. *Highlights of Student Government Association Events, 2015–16*

<b>Event</b>
Screening of <i>13th</i> (documentary) with reflection group
Vigil for Black Lives Taken
Nonviolent Active Bystander Training
Effecting Policy: Postcard Campaign
Curious about Macro: Panel Discussion
<i>Live Young Blood</i> : Documentary Screening and Discussion
Coffee and a Cause
<i>Black Panthers</i> : Documentary Screening
Grant Writing Workshop
Cultural Awareness Holiday Celebration
Black Lives Matter Forum

Table 24 provides an overview of all active student organizations at UMSSW within the past year. Descriptions of each student group can be found on the SGA webpage (<http://www.ssw.umaryland.edu/sga/sga-supported-groups/>).

Table 24. Active Student Organizations: Baltimore and Shady Grove Campuses

<b>Student Government Association, Executive Board and Support Groups</b>
1. Executive Board: Five elected positions
2. Alliance of Anti-Racist Social Work Practitioners
3. Anti-Oppression Work Group
4. Community Action Network
5. Coalition for Military Awareness
6. Christian Social Work Fellowship
7. International Social Work Organization
8. Latinx Unidos for Community Healing and Awareness
9. Lesbian Gay Bisexual Transgender Queer Allies Union
10. Macro Student Union
11. MSW-SO at the Universities at Shady Grove
12. Organization of African-American Students in Social Work
13. Tikkun (Social Work Jewish Student Group)

### ***EDUCATIONAL POLICY 3.2—FACULTY***

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

### ***Accreditation Standard 3.2—Faculty***

The high-quality and dedicated faculty at UMSSW is its greatest strength. The number of faculty and their deep experience in practice, teaching, and research help the school to achieve its stated goals. For the 2016–17 academic year, the school’s full-time equivalent (FTE) faculty number was 93.1. Faculty include tenured/tenure-track assistant/associate/full professors, clinical assistant/associate/full professors, clinical instructors, field liaisons and adjunct faculty (see Table 25 and Table 26).

The following Faculty Summary Table, Part 1 and Part 2 provide the information requested in Accreditation Standard 3.2.1 – 3.2.4. This includes both faculty employed in full-time and part-time positions within the past academic year. Faculty are listed from highest to lowest rank in the following order: a) deans, b) professors, c) associate professors, d) assistant professors, e) directors, f) clinical instructors, g) faculty field liaisons, and h) adjunct faculty.

Table 25. Faculty Summary Table - Part 1

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Date of Appointment	Ethnicity/Race	Gender	Teaching Practice Courses	Years of Practice Experience		Years of Employment as Full Time Educator				**% Time Assigned to MSW Program
									*Previous Positions		*Current Position		
							Post BSW	Post MSW	BSW	MSW	BSW	MSW	
R	Barth	Dean, Professor	July, 2006	White	Male	No	0	38	0	24	n/a	11	100
M	Meyer	Associate Professor and Associate Dean for Academic Affairs and the MSW Program	July, 2000	White	Female	Yes	0	22	0	0	n/a	16	100
P	Sacco	Associate Professor and Associate Dean for Research	July, 2009	White	Male	Yes	0	10	0	0	n/a	7	100
C	Bright	Associate Professor and Associate Dean for Doctoral and Post-Doctoral Education	July, 2008	White	Female	Yes	0	4	0	1.5	n/a	7	100

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Date of Appointment	Ethnicity/Race	Gender	Teaching Practice Courses	Years of Practice Experience		Years of Employment as Full Time Educator				**% Time Assigned to MSW Program
									*Previous Positions		*Current Position		
							Post BSW	Post MSW	BSW	MSW	BSW	MSW	
S	Little	Clinical Assistant Professor and Assistant Dean and Director of Field Education	December, 2013	African American	Male	No	0	43	0	5	n/a	3	100
J	Belcher	Professor	August, 1987	White	Male	Yes	0	37	0	0	n/a	30	100
F	DiBlasio	Professor	August, 1986	White	Male	Yes	3	39	0	4	n/a	31	100
G	Greif	Professor	September, 1984	White	Male	Yes	0	42	0	0.4	n/a	33	100
D	Harrington	Professor	September, 1995	White	Female	No	0	0	0	0	n/a	5	100
M	Reisch	Professor	July, 2008	White	Male	Yes	0	38	21	34	n/a	9	100
J	Swanberg	Professor	July, 2013	White	Female	No	0	0	13	16.5	n/a	4	100
C	Munson	Professor	September, 1992	White	Male	Yes	0	48	0	16	n/a	25	100
H	Ahn	Associate Professor	January, 2009	Asian	Female	No	0	5	0	0	n/a	3	100
M	Bellin	Associate Professor	August, 2006	White	Female	Yes	0	3	0	0	n/a	10	100
L	Berlin	Associate Professor	July, 2011	White	Female	No	0	0	0	0	n/a	5	100
C	Burry	Associate Professor	August, 1997	White	Female	Yes	0	37	4	0	n/a	20	100

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Date of Appointment	Ethnicity/Race	Gender	Teaching Practice Courses	Years of Practice Experience		Years of Employment as Full Time Educator				**% Time Assigned to MSW Program
									*Previous Positions		*Current Position		
							Post BSW	Post MSW	BSW	MSW	BSW	MSW	
J	Cagle	Associate Professor	July, 2012	White	Male	Yes	0	10	0	7	n/a	5	100
A	Cohen-Callow	Clinical Associate Professor	July, 2018	White	Female	Yes	0	23	0	0	n/a	6	100
K	Collins	Associate Professor	September, 2006	White	Female	Yes	24	24	10	10	n/a	11	100
J	Davitt	Associate Professor	July, 2012	White	sis-Female	Yes	7	5	0	10	n/a	5	100
B	Deforge	Associate Professor	July, 2002	White	Male	No	0	0	0	0.5	n/a	15	100
J	Frey	Associate Professor	August, 2006	White	Female	Yes	0	20	0.5	12	n/a	11	100
D	Gioia-Hasick	Associate Professor	September, 2006	White	Female	Yes	0	36	0	5	n/a	11	100
K	Hopkins	Associate Professor	August, 1999	White	Female	Yes	0	10	0	6	n/a	16	100
B	Lee	Associate Professor	July, 2007	White	Female	No	2	4	0	0	n/a	10	100
N	Negi	Associate Professor	July, 2008	South Asian	Female	No	0	2	0	0	n/a	9	100
Ed	Pecukonis	Associate Professor	July, 1983	White	Male	Yes	0	34	0	8	n/a	18	100

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Date of Appointment	Ethnicity/Race	Gender	Teaching Practice Courses	Years of Practice Experience		Years of Employment as Full Time Educator				**% Time Assigned to MSW Program
									*Previous Positions		*Current Position		
							Post BSW	Post MSW	BSW	MSW	BSW	MSW	
J	Pittman	Clinical Associate Professor and Director MSW program at USG	July, 2009	White	Female	Yes	0	15	0	0	n/a	8	100
S	Ringel	Associate Professor	June, 2002	White	Female	Yes	0	33	0	3	n/a	15	100
T	Sharpe	Associate Professor	July, 2007	African American	Female	Yes	0	21	0	0.2	n/a	10	100
T	Shaw	Associate Professor	July, 2007	White	Male	Yes	0	20	0.4	0	n/a	10	100
C	Shdaimah	Associate Professor	January, 2006	Jewish	cisgender woman	Yes	0	0	0	7	n/a	12	100
F	Strieder	Clinical Associate Professor	November, 2000	German	Male	No	0	30	0	0	n/a	16	100
GJ	Unick	Associate Professor	July, 2009	White	Male	No	0	2	0	1	n/a	7	100
M	Woolley	Associate Professor	July, 2010	Mixed	Male	Yes	0	12	0	7	n/a	7	100
F	Chappell	Clinical Assistant Professor	January, 2006	White	Male	No	0	26	0	0	n/a	10	100
S	Dababnah	Assistant Professor	July, 2014	Arab	Female	Yes	0	7	0	0.2	n/a	3	100



First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Date of Appointment	Ethnicity/Race	Gender	Teaching Practice Courses	Years of Practice Experience		Years of Employment as Full Time Educator				**% Time Assigned to MSW Program
									*Previous Positions		*Current Position		
							Post BSW	Post MSW	BSW	MSW	BSW	MSW	
J	DeVylder	Assistant Professor	May, 2014	White	Male	No	0	1	0	0	n/a	3	100
G	Gopalan	Assistant Professor	April, 2013	South East Asian/Indian	Female	Yes	0	11	0	0	n/a	4	100
A	Lehning	Assistant Professor	July, 2013	White	Female	Yes	0	2	0	0.3	n/a	4	100
K	Liggett-Creel	Clinical Assistant Professor	November, 2016	White	Female	Yes	0	17	0	0	n/a	2	100
T	Rose	Assistant Professor	April, 2012	African American	Female	Yes	0	12	0.2	0.2	n/a	2.5	100
M	Smith	Assistant Professor	July, 2012	African American	Female	Yes	0	4	0	0	n/a	5	100
M	Tuten	Assistant Professor	August, 2014	White	Female	Yes	0	29	0	0	n/a	3	100
J	Olsen	Visiting Assistant Professor	January, 2010	White	Female	No	0	45	0	0.7	n/a	7	100
R	Davis	Clinical Instructor, Assistant Director, SWCOS	June, 2011	White	Female	Yes	0	13	0	0	n/a	4	100

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Date of Appointment	Ethnicity/Race	Gender	Teaching Practice Courses	Years of Practice Experience		Years of Employment as Full Time Educator				**% Time Assigned to MSW Program
									*Previous Positions		*Current Position		
							Post BSW	Post MSW	BSW	MSW	BSW	MSW	
D	Linsenmeyer	Clinical Instructor and Educational Director, Title IV-E Educational Program	February, 2000	White	Female	No	41	41	0	0	n/a	1	100
B	Mayden	Clinical Assistant Professor and Executive Director, Promise Heights	August, 2005	African American	Female	No	0	39	0	0	n/a	12	100
W	Shaia	Clinical Assistant Professor and Executive Director, SWCOS	June, 2013	African American	Female	No	0	16	0	3	n/a	3	100
C	Wirt	Clinical Instructor and Assistant Director, Title IV-E Program	June, 2011	White	Male	Yes	20	13	0	0	n/a	4	100
E	Ames-Messinger	Clinical Instructor	August, 2016	White	Female	No	5	0.5	0	0	n/a	1	100

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Date of Appointment	Ethnicity/Race	Gender	Teaching Practice Courses	Years of Practice Experience		Years of Employment as Full Time Educator				**% Time Assigned to MSW Program
									*Previous Positions		*Current Position		
							Post BSW	Post MSW	BSW	MSW	BSW	MSW	
K	Baker	Clinical Instructor	August, 2012	African American	Female	No	0	9	0	0	n/a	4	100
C	Beegle	Clinical Instructor	August, 2012	White	Male	No	0	7	0	0	n/a	5	100
D	Chop	Clinical Instructor	December, 2013	White	Female	No	0	23	0	0	n/a	4	100
R	Deacon	Clinical Instructor	July, 2000	White	Female	No	0	16	0	0	n/a	17	50
R	Donegan	Clinical Instructor	June, 2011	White	Female	No	0	0	0	0	n/a	7	100
G	Ferretto	Clinical Instructor	January, 1997	White	Female	No	0	34	0	0	n/a	20	100
G	Franklin	Clinical Instructor	September, 2016	White	Male	No	0	36	0	0	n/a	1	100
D	Harris	Clinical Instructor	July, 2016	African American	Female	No	0	11	0	0	n/a	1	100
L	Loessner	Clinical Instructor	January, 2014	White	Female	Yes	0	21	0.2	0.3	n/a	2	100
B	Nathanson	Clinical Instructor	September, 2012	White	Female	No	0	38	0	0	n/a	5	100
C	Phelps	Clinical Instructor	August, 2011	White	Female	No	0	16	0	0	n/a	6	100

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Date of Appointment	Ethnicity/Race	Gender	Teaching Practice Courses	Years of Practice Experience		Years of Employment as Full Time Educator				**% Time Assigned to MSW Program
									*Previous Positions		*Current Position		
							Post BSW	Post MSW	BSW	MSW	BSW	MSW	
S	Resta	Clinical Instructor	July, 2003	White	Male	No	0	30	0	0	n/a	14	70
A	Schneider	Clinical Instructor	July, 2016	White	Male	Yes	0	7	0.3	1	n/a	1	100
P	Smith	Clinical Instructor	August, 2004	White	Male	Yes	0	28	0	3	n/a	13	70
E	Smith	Clinical Instructor	August, 2014	White/White	Male	No	1	6	0	0	n/a	2	100
S	Snowden	Clinical Instructor	June, 2012	African American	Female	No	9	30	0	0	n/a	5	100
S	Stephens	Clinical Instructor	January, 2011	African American	Female	No	0	25	0	3	n/a	6	100
V	Stubbs	Clinical Instructor	March, 2016	African American	Female	Yes	0	15	0.1	1	n/a	1	100
T	Sydnor-Diggs	Clinical Instructor	July, 2016	African American	Female	No	12	10	0	0	n/a	1	100
H	Taylor	Clinical Instructor	January, 2014	African American	Female	No	0	13	0	0	n/a	3	100
L	Victorson	Clinical Instructor	August, 2005	White	Male	Yes	0	17	0	0	n/a	12	100
S	Westgate	Clinical Instructor	July, 2016	White	Female	No	0	10	0	3	n/a	4	100

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Date of Appointment	Ethnicity/Race	Gender	Teaching Practice Courses	Years of Practice Experience		Years of Employment as Full Time Educator				**% Time Assigned to MSW Program
									*Previous Positions		*Current Position		
							Post BSW	Post MSW	BSW	MSW	BSW	MSW	
M	Beaulieu	Adjunct Faculty	December, 2014	White	Female	No	0	28	0	0	n/a	0.5	10
G	Berry	Adjunct Faculty	September, 2006	African American	Female	Yes	0	27	0	10	n/a	11	10
A	Blum	Adjunct Faculty	April, 2013	White	Male	Yes	0	21	0	0	n/a	2.5	30
C	Callahan	Adjunct Faculty	July, 2012	White	Female	Yes	0	24	0	0	n/a	5	10
J	Carter	Adjunct Faculty	August, 2014	White	Male	Yes	0	7	0	0	n/a	3	10
E	Chakmakian	Adjunct Faculty	August, 2014	White	Female	Yes	19	19	5	0	n/a	3	20
A	Chatterjee	Adjunct Faculty	September, 2013	South Asian	Female	No	0	3	0	0	n/a	4	10
P	Clarkson Freeman	Adjunct Faculty	March, 2011	Asian	Female	No	0	3	0	5	n/a	6	30
C	Coffill	Adjunct Faculty	January, 2014	White	Female	Yes	0	8	0	0	n/a	3	10
C	Cofone	Adjunct Faculty	January, 2013	White	Male	Yes	0	18	0	0	n/a	3	10
C	Crumpton	Adjunct Faculty	September, 2011	White	Male	No	0	0	0	0	n/a	6	30

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Date of Appointment	Ethnicity/Race	Gender	Teaching Practice Courses	Years of Practice Experience		Years of Employment as Full Time Educator				**% Time Assigned to MSW Program
									*Previous Positions		*Current Position		
							Post BSW	Post MSW	BSW	MSW	BSW	MSW	
V	Cruz	Adjunct Faculty	August, 2016	Hispanic	Female	Yes	0	11	0	0	n/a	1	10
G	De Leonardis	Adjunct Faculty	September, 2004	White	Female	Yes	0	28	0	1.5	n/a	13	20
T	Donovan	Adjunct Faculty	January, 2006	White	Male	Yes	0	25	0	0	n/a	14	10
R	Durso	Adjunct Faculty	August, 2013	African American	Female	No	34	32	0	0	n/a	1	10
A	Ekas-Mueting	Adjunct Faculty	July, 2012	White	Female	Yes	0	23	6	6	n/a	1	10
K	Elie	Adjunct Faculty	January, 2016	White	Female	Yes	0	15	0	0.3	n/a	1	20
C	Engers	Adjunct Faculty	August, 2016	White	Female	No	0	16	2	0	n/a	1	10
L	Fedina	Adjunct Faculty	September, 2013	White	Female	No	0	4	0	0	n/a	4	20
N	Finigan-Carr	Adjunct Faculty	January, 2013	African American	Cis-gender Female	No	0	0	0	0	n/a	4	10
M	Fitzgerald	Adjunct Faculty	August, 2016	White	Female	No	0	0	0	0	n/a	1	20
H	Flanagan	Adjunct Faculty	July, 2009	White	Female	Yes	0	27	0	0	n/a	1	20

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Date of Appointment	Ethnicity/Race	Gender	Teaching Practice Courses	Years of Practice Experience		Years of Employment as Full Time Educator				**% Time Assigned to MSW Program
									*Previous Positions		*Current Position		
							Post BSW	Post MSW	BSW	MSW	BSW	MSW	
R	Friedman	Adjunct Faculty	January, 2007	White	Male	Yes	0	37	0	5	n/a	12	20
S	Fuld	Adjunct Faculty	January, 2016	White	Female	Yes	0	6.5	0	0	n/a	1	20
E	Greeno	Adjunct Faculty	August, 2011	White	Female	No	19	18	0	0	n/a	6	20
S	Hageman	Adjunct Faculty	July, 2013	White	Female	Yes	0	3	0	0	n/a	4	20
D	Haley	Adjunct Faculty	August, 2015	African American	Male	No	0	3	0	0	n/a	2	20
A	Henneberger	Adjunct Faculty	January, 2015	White	Female	No	0	0	0	0	n/a	2	10
M	Hodorowicz	Adjunct Faculty	August, 2015	White	Female	Yes	0	10	0	0	n/a	2	20
O	Howard	Adjunct Faculty	August, 2007	African American	Male	Yes	0	21	0	0	n/a	11	10
E	Jackson	Adjunct Faculty	August, 2013	African American	Male	Yes	1	7	0	0.9	n/a	4	30
M	Kazmierski	Adjunct Faculty	January, 2016	White	Female	Yes	18	16	0	0	n/a	1	20
D	Kleiner	Adjunct Faculty	January, 2009	White	Male	Yes	0	0	0	0	n/a	8	10

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Date of Appointment	Ethnicity/Race	Gender	Teaching Practice Courses	Years of Practice Experience		Years of Employment as Full Time Educator				**% Time Assigned to MSW Program
									*Previous Positions		*Current Position		
							Post BSW	Post MSW	BSW	MSW	BSW	MSW	
L	Klingenmaier	Adjunct Faculty	August, 2013	White	Female	Yes	0	5	0.1	0	n/a	4	10
S	Klumpner	Adjunct Faculty	August, 2014	Multiracial	Female	Yes	0	3	0	0.2	n/a	3	10
P	Kolodny	Adjunct Faculty	August, 2005	White	Female	Yes	0	0	0	0	n/a	12	20
E	Kuperman	Adjunct Faculty	January, 2017	White	Female	Yes	0	13	0	0	n/a	1	10
M	Leschak	Adjunct Faculty	January, 2016	White	Female	No	0	4	0	0	n/a	1	10
L	Lewis	Adjunct Faculty	June, 2003	White	Male	No	28	26	0	0	n/a	14	70
J	Maxfield-DeCarlo	Adjunct Faculty	August, 2008	White	Female	No	0	20	0	0	n/a	7	40
R	McKinney	Adjunct Faculty	September, 2010	White	Female	Yes	17	16	0	0	n/a	7	10
H	Mirabella	Adjunct Faculty	August, 2016	White	Female	Yes	0	2	0	0	n/a	1	10
A	Mollette	Adjunct Faculty	September, 2006	White	Female	Yes	0	16	0	0	n/a	11	30
C	Moon	Adjunct Faculty	January, 2015	White	Female	No	0	5	0	0	n/a	2	20



First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Date of Appointment	Ethnicity/Race	Gender	Teaching Practice Courses	Years of Practice Experience		Years of Employment as Full Time Educator				**% Time Assigned to MSW Program
									*Previous Positions		*Current Position		
							Post BSW	Post MSW	BSW	MSW	BSW	MSW	
J	Mulhern	Adjunct Faculty	December, 2016	White	Male	Yes	21	20	0	0	n/a	1	10
M	Ofonedu	Adjunct Faculty	September, 2012	African American	Female	Yes	0	12	0	0	n/a	5	50
J	Pierson	Adjunct Faculty	July, 2004	White	Female	Yes	0	42	0	5	n/a	13	40
G	Reid	Adjunct Faculty	August, 2004	White	Female	Yes	0	37	0	1.2	n/a	13	10
W	Reidy	Adjunct Faculty	January, 2015	White	Male	Yes	0	40	0	0.7	n/a	2	10
S	Reiman	Adjunct Faculty	January, 2016	White	Female	No	0	8	0	0	n/a	1	30
E	Reitz	Adjunct Faculty	January, 2016	White	Male	No	0	0	0	0	n/a	1	30
C	Rollo	Adjunct Faculty	January, 2009	White	Female	Yes	0	15	0	0	n/a	8	10
A	Rosenbaum	Adjunct Faculty	January, 2006	White	Male	Yes	0	34	0	0	n/a	11	40
A	Rothschild	Adjunct Faculty	June, 2009	White	Female	Yes	0	29	0	0	n/a	8	20
M	Salus	Adjunct Faculty	January, 2012	White	Female	Yes	0	35	0	0	n/a	5	10

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Date of Appointment	Ethnicity/Race	Gender	Teaching Practice Courses	Years of Practice Experience		Years of Employment as Full Time Educator				**% Time Assigned to MSW Program
									*Previous Positions		*Current Position		
							Post BSW	Post MSW	BSW	MSW	BSW	MSW	
W	Saur	Adjunct Faculty	August, 2013	White	Male	Yes	0	40	0	5	n/a	4	40
R	Schiff	Adjunct Faculty	August, 2011	White	Male	Yes	0	37	0	2	n/a	6	90
S	Shipe	Adjunct Faculty	January, 2015	White	Female	No	0	9	0	10	n/a	2	20
L	Siegel	Adjunct Faculty	August, 2016	Jewish	Female	Yes	0	32	0	0	n/a	1	20
D	Sinclair	Adjunct Faculty	August, 2014	White	Female	Yes	0	19	0	0	n/a	3	30
J	Singer	Adjunct Faculty	August, 2011	Jewish	Male	Yes	0	32	0	0	n/a	6	30
C	Smith	Adjunct Faculty	January, 2016	White, Non-Hispanic	Male	No	0	26	0	0	n/a	1	30
S	Stoddard	Adjunct Faculty	August, 2015	White	Female	No	0	0	0.6	0.3	n/a	2	20
C	Taylor	Adjunct Faculty	July, 2013	White	Female	No	0	21	0	0	n/a	4	20
M	Thiel	Adjunct Faculty	September, 2011	Asian	Female	No	0	17	0	0	n/a	6	10
C	Vogel	Adjunct Faculty	August, 2010	White	Female	Yes	0	20	0	0	n/a	7	50

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Date of Appointment	Ethnicity/Race	Gender	Teaching Practice Courses	Years of Practice Experience		Years of Employment as Full Time Educator				**% Time Assigned to MSW Program
									*Previous Positions		*Current Position		
							Post BSW	Post MSW	BSW	MSW	BSW	MSW	
S	Wiechelt	Adjunct Faculty	August, 2016	White	Female	Yes	0	18	10	6	n/a	1	10
L	Wise	Adjunct Faculty	September, 2016	White	Female	No	0	0	0	0	n/a	1	10
A	Abramson	Faculty Liaison	August, 2010	White	Female	No	0	33	0	0	n/a	7	20
K	Allen	Faculty Liaison	August, 2016	White	Female	No	11	9	0	0	n/a	1	20
G	Anderson	Faculty Liaison	September, 2015	White	Male	No	0	0	0	0	n/a	2	20
I	Backman	Faculty Liaison	September, 2010	White	Female	No	0	40	0	0	n/a	7	40
S	Blount	Faculty Liaison	August, 2016	African American	Female	No	11	6.5	0	0	n/a	1	20
C	Bordone	Faculty Liaison	August, 2013	White	Female	No	7	15	0	0	n/a	4	40
E	Byergo	Faculty Liaison	August, 2013	White	Female	No	0	27	0	0	n/a	4	20
C	Cox-Branch	Faculty Liaison	August, 2015	African American	Female	No	0	0	0	0	n/a	2	20
C	Day	Faculty Liaison	June, 2013	African American	Female	No	5	20	0	0	n/a	3	40

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Date of Appointment	Ethnicity/Race	Gender	Teaching Practice Courses	Years of Practice Experience		Years of Employment as Full Time Educator				**% Time Assigned to MSW Program
									*Previous Positions		*Current Position		
							Post BSW	Post MSW	BSW	MSW	BSW	MSW	
A	Elkins	Faculty Liaison	August, 2012	White	Female	Yes	0	30	3	0	n/a	22	20
J	Hartin	Faculty Liaison	July, 1994	White	Male	No	0	37	0	0	n/a	23	20
T	Hickman	Faculty Liaison	August, 2005	African American	Female	No	0	46	0	0	n/a	12	40
H	Holloway	Faculty Liaison	August, 2015	African American	Male	No	1	10	0	0	n/a	2	40
P	Kaplan	Faculty Liaison	August, 2013	White	Male	No	0	40	0	0	n/a	4	20
M	Kennai	Faculty Liaison	September, 2014	White	Female	Yes	0	31	0	0	n/a	3	20
W	Krauch	Faculty Liaison	September, 2005	White	Male	No	8	46	0	0	n/a	12	20
E	Loy	Faculty Liaison	January, 2009	White	Female	No	0	29	0	0.1	n/a	8	20
B	Miller	Faculty Liaison	August, 2014	White	Female	No	0	45	8	3	n/a	3	20
L	Norman	Faculty Liaison	July, 2015	White	Female	No	0	21	0	0	n/a	2	20
J	Ogg	Faculty Liaison	January, 2015	White	Female	No	0	30	0	0	n/a	2	20

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Date of Appointment	Ethnicity/Race	Gender	Teaching Practice Courses	Years of Practice Experience		Years of Employment as Full Time Educator				**% Time Assigned to MSW Program
									*Previous Positions		*Current Position		
							Post BSW	Post MSW	BSW	MSW	BSW	MSW	
N	Pines	Faculty Liaison	August, 2010	White	Female	No	0	37	0	0	n/a	7	20
C	Reilly	Faculty Liaison	August, 2014	White	Female	No	0	0	0	0	n/a	3	20
S	Scriggins	Faculty Liaison	September, 2008	White	Female	No	0	44	0	0	n/a	9	40
D	Shaw	Faculty Liaison	August, 2014	White	Female	No	0	12	0	0.8	n/a	3	40
D	Smith	Faculty Liaison	August, 2013	African American	Female	No	20	14	0	0	n/a	4	20
C	Swope	Faculty Liaison	January, 2016	White	Female	No	0	9	0	0	n/a	1	20
M	Wood	Faculty Liaison	September, 2016	African American	Female	No	0	42	0	0	n/a	1	20
P	Young	Faculty Liaison	August, 2013	White	Female	No	0	38	0	0	n/a	4	20

*Note.* \*Combine full-time and part-time work into a full-year equivalence years of full-time teaching. \*\*If part-time, identify percent of a full-time workload assigned to the program.

Table 26. *Faculty Summary Table - Part 2*

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Time in Position		Tenure		Tenure-Track	
			Part Time	Full Time	Yes	No	Yes	No
R	Barth	Dean, Professor		x	x			
M	Meyer	Associate Professor and Associate Dean for Academic Affairs and the MSW Program		x	x			
P	Sacco	Associate Professor and Associate Dean for Research		x	x			
C	Bright	Associate Professor and Associate Dean for Doctoral and Post-Doctoral Education		x	x			
S	Little	Clinical Assistant Professor and Assistant Dean and Director of Field Education		x		x		x
J	Belcher	Professor		x	x			
F	DiBlasio	Professor		x	x			
G	Greif	Professor		x	x			
D	Harrington	Professor		x	x			
M	Reisch	Professor		x	x			
J	Swanberg	Professor		x	x			
C	Munson	Professor		x	x			

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Time in Position		Tenure		Tenure-Track	
			Part Time	Full Time	Yes	No	Yes	No
H	Ahn	Associate Professor		x	x			
M	Bellin	Associate Professor		x	x			
L	Berlin	Associate Professor		x	x			
C	Burry	Associate Professor		x	x			
J	Cagle	Associate Professor		x	x			
A	Cohen-Callow	Clinical Associate Professor		x		x		x
K	Collins	Associate Professor		x	x			
J	Davitt	Associate Professor		x	x			
B	Deforge	Associate Professor		x	x			
J	Frey	Associate Professor		x	x			
D	Gioia-Hasick	Associate Professor		x	x			

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Time in Position		Tenure		Tenure-Track	
			Part Time	Full Time	Yes	No	Yes	No
K	Hopkins	Associate Professor		x	x			
B	Lee	Associate Professor		x	x			
N	Negi	Associate Professor		x	x			
Ed	Pecukonis	Associate Professor		x	x			
J	Pittman	Clinical Associate Professor, and Director MSW program at USG		x		x		x
S	Ringel	Associate Professor		x	x			
T	Sharpe	Associate Professor		x	x			
T	Shaw	Associate Professor		x	x			
C	Shdaimah	Associate Professor		x	x			
F	Strieder	Clinical Associate Professor		x		x		x



First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Time in Position		Tenure		Tenure-Track	
			Part Time	Full Time	Yes	No	Yes	No
GJ	Unick	Associate Professor		x	x			
M	Woolley	Associate Professor		x	x			
F	Chappell	Clinical Assistant Professor		x		x		x
S	Dababnah	Assistant Professor		x		x	x	
J	DeVylder	Assistant Professor		x		x	x	
G	Gopalan	Assistant Professor		x		x	x	
A	Lehning	Assistant Professor		x		x	x	
K	Liggett-Creel	Clinical Assistant Professor		x		x		x
T	Rose	Assistant Professor		x		x	x	
M	Smith	Assistant Professor		x		x	x	

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Time in Position		Tenure		Tenure-Track	
			Part Time	Full Time	Yes	No	Yes	No
M	Tuten	Assistant Professor		x		x	x	
J	Olsen	Visiting Assistant Professor		x		x		x
R	Davis	Clinical Instructor, Assistant Director, SWCOS		x		x		x
D	Linsenmeyer	Clinical Instructor and Educational Director, Title IV-E Educational Program		x		x		x
B	Mayden	Clinical Assistant Professor and Executive Director, Promise Heights		x		x		x
W	Shaia	Clinical Assistant Professor and Executive Director, SWCOS		x		x		x
C	Wirt	Clinical Instructor and Assistant Director, Title IV-E Program		x		x		x
E	Ames-Messinger	Clinical Instructor		x		x		x
K	Baker	Clinical Instructor		x		x		x

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Time in Position		Tenure		Tenure-Track	
			Part Time	Full Time	Yes	No	Yes	No
C	Beegle	Clinical Instructor		x		x		x
D	Chop	Clinical Instructor		x		x		x
R	Deacon	Clinical Instructor	x			x		x
R	Donegan	Clinical Instructor		x		x		x
G	Ferretto	Clinical Instructor		x		x		x
G	Franklin	Clinical Instructor		x		x		x
D	Harris	Clinical Instructor		x		x		x
L	Loessner	Clinical Instructor		x		x		x
B	Nathanson	Clinical Instructor		x		x		x
C	Phelps	Clinical Instructor		x		x		x
S	Resta	Clinical Instructor	x			x		x

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Time in Position		Tenure		Tenure-Track	
			Part Time	Full Time	Yes	No	Yes	No
A	Schneider	Clinical Instructor		x		x		x
P	Smith	Clinical Instructor	x			x		x
E	Smith	Clinical Instructor		x		x		x
S	Snowden	Clinical Instructor		x		x		x
S	Stephens	Clinical Instructor		x		x		x
V	Stubbs	Clinical Instructor		x		x		x
T	Sydnor-Diggs	Clinical Instructor		x		x		x
H	Taylor	Clinical Instructor		x		x		x
L	Victorson	Clinical Instructor		x		x		x
S	Westgate	Clinical Instructor		x		x		x
M	Beaulieu	Adjunct Faculty	x			x		x

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Time in Position		Tenure		Tenure-Track	
			Part Time	Full Time	Yes	No	Yes	No
G	Berry	Adjunct Faculty	x			x		x
A	Blum	Adjunct Faculty	x			x		x
C	Callahan	Adjunct Faculty	x			x		x
J	Carter	Adjunct Faculty	x			x		x
E	Chakmakian	Adjunct Faculty	x			x		x
A	Chatterjee	Adjunct Faculty	x			x		x
P	Clarkson Freeman	Adjunct Faculty	x			x		x
C	Coffill	Adjunct Faculty	x			x		x
C	Cofone	Adjunct Faculty	x			x		x
C	Crumpton	Adjunct Faculty	x			x		x
V	Cruz	Adjunct Faculty	x			x		x

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Time in Position		Tenure		Tenure-Track	
			Part Time	Full Time	Yes	No	Yes	No
G	De Leonardis	Adjunct Faculty	x			x		x
T	Donovan	Adjunct Faculty	x			x		x
R	Durso	Adjunct Faculty	x			x		x
A	Ekas-Mueting	Adjunct Faculty	x			x		x
K	Elie	Adjunct Faculty	x			x		x
C	Engers	Adjunct Faculty	x			x		x
L	Fedina	Adjunct Faculty	x			x		x
N	Finigan-Carr	Adjunct Faculty	x			x		x
M	Fitzgerald	Adjunct Faculty	x			x		x
H	Flanagan	Adjunct Faculty	x			x		x
R	Friedman	Adjunct Faculty	x			x		x

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Time in Position		Tenure		Tenure-Track	
			Part Time	Full Time	Yes	No	Yes	No
S	Fuld	Adjunct Faculty	x			x		x
E	Greeno	Adjunct Faculty	x			x		x
S	Hageman	Adjunct Faculty	x			x		x
D	Haley	Adjunct Faculty	x			x		x
A	Henneberger	Adjunct Faculty	x			x		x
M	Hodorowicz	Adjunct Faculty	x			x		x
O	Howard	Adjunct Faculty	x			x		x
E	Jackson	Adjunct Faculty	x			x		x
M	Kazmierski	Adjunct Faculty	x			x		x
D	Kleiner	Adjunct Faculty	x			x		x
L	Klingenmaier	Adjunct Faculty	x			x		x

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Time in Position		Tenure		Tenure-Track	
			Part Time	Full Time	Yes	No	Yes	No
S	Klumpner	Adjunct Faculty	x			x		x
P	Kolodny	Adjunct Faculty	x			x		x
E	Kuperman	Adjunct Faculty	x			x		x
M	Leschak	Adjunct Faculty	x			x		x
L	Lewis	Adjunct Faculty	x			x		x
J	Maxfield-DeCarlo	Adjunct Faculty	x			x		x
R	McKinney	Adjunct Faculty	x			x		x
H	Mirabella	Adjunct Faculty	x			x		x
A	Mollette	Adjunct Faculty	x			x		x
C	Moon	Adjunct Faculty	x			x		x
J	Mulhern	Adjunct Faculty	x			x		x



First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Time in Position		Tenure		Tenure-Track	
			Part Time	Full Time	Yes	No	Yes	No
M	Ofonedu	Adjunct Faculty	x			x		x
J	Pierson	Adjunct Faculty	x			x		x
G	Reid	Adjunct Faculty	x			x		x
W	Reidy	Adjunct Faculty	x			x		x
S	Reiman	Adjunct Faculty	x			x		x
E	Reitz	Adjunct Faculty	x			x		x
C	Rollo	Adjunct Faculty	x			x		x
A	Rosenbaum	Adjunct Faculty	x			x		x
A	Rothschild	Adjunct Faculty	x			x		x
M	Salus	Adjunct Faculty	x			x		x
W	Saur	Adjunct Faculty	x			x		x

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Time in Position		Tenure		Tenure-Track	
			Part Time	Full Time	Yes	No	Yes	No
R	Schiff	Adjunct Faculty	x			x		x
S	Shipe	Adjunct Faculty	x			x		x
L	Siegel	Adjunct Faculty	x			x		x
D	Sinclair	Adjunct Faculty	x			x		x
J	Singer	Adjunct Faculty	x			x		x
C	Smith	Adjunct Faculty	x			x		x
S	Stoddard	Adjunct Faculty	x			x		x
C	Taylor	Adjunct Faculty	x			x		x
M	Thiel	Adjunct Faculty	x			x		x
C	Vogel	Adjunct Faculty	x			x		x
S	Wiechelt	Adjunct Faculty	x			x		x

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Time in Position		Tenure		Tenure-Track	
			Part Time	Full Time	Yes	No	Yes	No
L	Wise	Adjunct Faculty	x			x		x
A	Abramson	Faculty Liaison	x			x		x
K	Allen	Faculty Liaison	x			x		x
G	Anderson	Faculty Liaison	x			x		x
I	Backman	Faculty Liaison	x			x		x
S	Blount	Faculty Liaison	x			x		x
C	Bordone	Faculty Liaison	x			x		x
E	Byergo	Faculty Liaison	x			x		x
C	Cox-Branch	Faculty Liaison	x			x		x
C	Day	Faculty Liaison	x			x		x
A	Elkins	Faculty Liaison	x			x		x

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Time in Position		Tenure		Tenure-Track	
			Part Time	Full Time	Yes	No	Yes	No
J	Hartin	Faculty Liaison	x			x		x
T	Hickman	Faculty Liaison	x			x		x
H	Holloway	Faculty Liaison	x			x		x
P	Kaplan	Faculty Liaison	x			x		x
M	Kennai	Faculty Liaison	x			x		x
W	Krauch	Faculty Liaison	x			x		x
E	Loy	Faculty Liaison	x			x		x
B	Miller	Faculty Liaison	x			x		x
L	Norman	Faculty Liaison	x			x		x
J	Ogg	Faculty Liaison	x			x		x
N	Pines	Faculty Liaison	x			x		x

First Initial Faculty Member	Surname of Faculty Member	Current Rank or Title	Time in Position		Tenure		Tenure-Track	
			Part Time	Full Time	Yes	No	Yes	No
C	Reilly	Faculty Liaison	x			x		x
S	Scriggins	Faculty Liaison	x			x		x
D	Shaw	Faculty Liaison	x			x		x
D	Smith	Faculty Liaison	x			x		x
C	Swope	Faculty Liaison	x			x		x
M	Wood	Faculty Liaison	x			x		x
P	Young	Faculty Liaison	x			x		x

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

As the 169 curriculum vitae (CVs) included later indicate (see Volume 3 for an extensive CV packet), faculty members teaching in the MSW Program have a wealth of experience as social work practitioners in a range of settings, including child welfare, gerontology, health, mental health, employee assistance, practice with immigrants, addictions, advocacy, research, and more.

**Full-Time faculty**

The 70 full-time faculty for the 2016–17 academic year includes eight professors, 26 associate professors, 13 assistant professors, and 23 clinical instructors. The dean; the associate deans for academic affairs, research, and the doctoral program; and the directors of the OFE, SWCOS, and Title IV-E program are included in this count. Thirty-one full-time faculty members have tenure, and seven who are on tenure-track faculty lines do not have tenure. All tenured and non-tenured faculty on tenure lines have doctorates.

All but five of the full-time tenure-track and clinical faculty have MSW degrees. Dr. Harrington was hired to teach primarily in the Doctoral Program and has directed the program for the past decade. Drs. Berlin and DeForge also primarily teach in the Doctoral Program, but both teach research and human behavior MSW courses as well. Dr. Shdaimah has extensive macro legislative practice experience and for this reason has received a CSWE waiver to teach our macro methods course SWOA 710 (*Legislative Processes in Social Welfare*). Dr. Swanberg also has extensive practice experience in public policy and teaches policy courses. Other faculty without MSWs are in clinical or research faculty positions and do not have standard teaching loads, but when they teach MSW courses as supplements to their other duties, they teach only research, human behavior or policy courses.

Faculty credentials are not only related to holding the MSW degree. Faculty members often have practiced extensively before entering academia and continue to practice in agencies in the area, consult on national and international issues, and publish in peer-reviewed journals and textbooks (see Faculty Summary Table 25 and Table 26 and CVs in Volume 3). The school's full-time faculty is strongly associated with the social work profession and has extensive teaching experience. The curriculum committees are chaired by faculty with extensive experience in academia and at the school.

Our faculty productivity, overall, has increased significantly in the last decade. UMB conducts an annual faculty productivity survey, and the reports below (see Table 27 and

Table 28) indicate that the school is producing more work in almost every category we measure. Moreover, the average productivity of each faculty member has also increased dramatically. For example, in 2006-7, the average peer-reviewed publication-per-faculty member was 1.11. By 2015-16, the ratio had increased to 2.44. In other words, the growth in the output of the school is not the result of increased faculty numbers, but of the greater productivity of the faculty.

Table 27. *Faculty Noninstructional Productivity Analysis in Numbers, Years '06-'07 to '15-'16*

Productivity area		'06-'07	'07-'08	'08-'09	'09-'10	'10-'11	'11-'12	'12-'13	'13-'14	'14-'15	'15-'16
1.	Principle investigator	10	30	28	29	43	19	25	56	80	92
2.	Published books	1	2	7	2	6	6	0	10	10	6
3.	Refereed works published	41	71	79	73	111	69	76	129	179	176
4.	Nonrefereed works published	14	21	22	26	34	30	21	46	49	49
5.	Creative activities	5	52	16	91	1,071	88	70	99	158	11
6.	Papers presented	46	64	88	73	105	70	58	174	192	179
	<b>Total scholarly productivity</b>	<b>107</b>	<b>210</b>	<b>212</b>	<b>265</b>	<b>1,327</b>	<b>263</b>	<b>225</b>	<b>458</b>	<b>588</b>	<b>421</b>
7.	Review panels	5	14	13	34	26	13	8	48	40	38
8.	Manuscripts read/reviewed	111	136	225	258	308	221	228	228	526	500
9.	Editor/associate editor	23	34	38	38	50	37	36	58	57	64
10.	Office holder	11	13	12	18	19	9	8	17	19	15
11.	Departmental committees	135	171	145	118	188	121	124	225	233	237
	<b>Total professional services</b>	<b>285</b>	<b>368</b>	<b>433</b>	<b>466</b>	<b>591</b>	<b>401</b>	<b>404</b>	<b>576</b>	<b>875</b>	<b>854</b>
	<b>Total scholarly and professional</b>	<b>392</b>	<b>578</b>	<b>645</b>	<b>731</b>	<b>1,918</b>	<b>664</b>	<b>629</b>	<b>1,034</b>	<b>1,463</b>	<b>1,275</b>
12.	Undergraduate advisor days	72	29	26	7	10	0	0	73	0	1
13.	Days with K-12	306	662	553	406	680	68	269	793	1,426	1,334
14.	Days with government agencies	513	277	232	463	431	409	120	688	902	1,069
15.	Days with nonprofit organizations	217	675	621	375	645	752	361	1,298	1,047	1,213
16.	Days with businesses	25	61	20	22	99	6	11	353	30	14
	<b>Total days</b>	<b>1,061</b>	<b>1,675</b>	<b>1,426</b>	<b>1,266</b>	<b>1,855</b>	<b>1,235</b>	<b>761</b>	<b>3,132</b>	<b>3,405</b>	<b>3,630</b>



Table 28. *Faculty Noninstructional Productivity Analysis in Ratios, Years '06-'07 to '15-'16*

Productivity area		'06-'07	'07-'08	'08-'09	'09-'10	'10-'11	'11-'12	'12-'13	'13-'14	'14-'15	'15-'16
1.	Principle investigator	0.27	0.64	0.65	0.66	0.66	0.50	0.69	0.89	1.01	1.28
2.	Published books	0.03	0.04	0.16	0.05	0.09	0.16	0.00	0.16	0.13	0.08
3.	Refereed works published	1.11	1.51	1.84	1.66	1.71	1.82	2.11	2.05	2.27	2.44
4.	Nonrefereed works published	0.38	0.45	0.51	0.59	0.52	0.79	0.58	0.73	0.62	0.68
5.	Creative activities	0.14	1.11	0.37	2.07	16.48	2.32	1.94	1.57	2.00	0.15
6.	Papers presented	1.24	1.36	2.05	1.66	1.62	1.84	1.61	2.76	2.43	2.49
	<b>Total scholarly productivity</b>	<b>2.89</b>	<b>4.47</b>	<b>4.93</b>	<b>6.02</b>	<b>20.42</b>	<b>6.92</b>	<b>6.25</b>	<b>7.27</b>	<b>7.44</b>	<b>5.85</b>
7.	Review panels	0.14	0.30	0.30	0.77	0.40	0.34	0.22	0.76	0.51	0.53
8.	Manuscripts read/reviewed	3.00	2.89	5.23	5.86	4.74	5.82	6.33	3.62	6.66	6.94
9.	Editor/associate editor	0.62	0.72	0.88	0.86	0.77	0.97	1.00	0.92	0.72	0.89
10.	Office holder	0.30	0.28	0.28	0.41	0.29	0.24	0.22	0.27	0.24	0.21
11.	Departmental committees	3.65	3.64	3.37	2.68	2.89	3.18	3.44	3.57	2.95	3.29
	<b>Total professional services</b>	<b>7.70</b>	<b>7.83</b>	<b>10.07</b>	<b>10.59</b>	<b>9.09</b>	<b>10.55</b>	<b>11.22</b>	<b>9.14</b>	<b>11.08</b>	<b>11.86</b>
	<b>Total scholarly and professional</b>	<b>10.59</b>	<b>12.30</b>	<b>15.00</b>	<b>16.61</b>	<b>29.51</b>	<b>17.47</b>	<b>17.47</b>	<b>16.41</b>	<b>18.52</b>	<b>17.71</b>
12.	Undergraduate advisor days	1.95	0.62	0.60	0.16	0.15	0.00	0.00	1.16	0.00	0.01
13.	Days with K-12	8.27	14.09	12.86	9.23	10.46	1.79	7.47	12.59	18.05	18.53
14.	Days with government agencies	13.86	5.89	5.40	10.52	6.63	10.75	3.33	10.92	11.42	14.85
15.	Days with nonprofit organizations	5.86	14.36	14.44	8.52	9.92	19.79	10.03	20.60	13.25	16.85
16.	Days with businesses	0.68	1.30	0.47	0.50	1.52	0.16	0.31	5.60	0.38	0.19
	<b>Total days</b>	<b>28.68</b>	<b>35.64</b>	<b>33.16</b>	<b>28.77</b>	<b>28.54</b>	<b>32.49</b>	<b>21.14</b>	<b>49.71</b>	<b>43.10</b>	<b>50.42</b>

Faculty members have also been widely recognized for their excellence in teaching, service and social work practice. Within the last seven years, several faculty have received awards from the USM Board of Regents and NASW, Maryland Chapter (Table 29)

Table 29. *Faculty Teaching and Service Awards*

Board of Regents Awardees	
2015-2016	Karen Hopkins, Associate Professor - Teaching
2014-2015	Bronwyn Mayden, Clinical Assistant Professor – Public Service
2013-2014	Megan Meyer, Associate Professor - Teaching
2009-2010	Geoffrey L. Greif, Professor - Teaching
NASW-MD Awardees	
2017	Lifetime Achievement Award: Carlton Munson, Professor Field Instructor of the Year: Program Award Lane Victorson, Clinical Instructor
2016	Social Worker of the Year: Gisele Ferretto, Clinical Instructor Educator of the Year: Tanya Sharpe, Associate Professor Field Instructor of the Year: Henriette Taylor Clinical Instructor & Field Instructor
2015	Social Worker of the Year: Fredrick Strieder, Clinical Associate Professor Educator of the Year: Corey Shdaimah, Associate Professor
2013	Lifetime Achievement: Jody Olsen, Professor Educator of the Year: Michael Reisch, Professor
2012	Social Worker of the Year: Carole Alexander Lifetime Achievement Award: Dick Cook (retired) Educator of the Year: Megan Meyer, Associate Professor
2011	Educator of the Year: Megan Meyer, Associate Professor
2010	Social Worker: Jeff Singer, Adjunct Faculty
2009	Educator of the Year : Edward Pecukonis, Associate Professor
2008	Educator of the Year: Paul Ephross, Professor (deceased)
2007	Educator of the Year: Geoffrey L. Greif, Professor

## **Part-Time faculty**

The 99 part-time faculty for the 2016-2017 academic year includes three clinical instructors, 68 adjunct faculty and 28 field liaisons. Calculation of the percentage of time each has contributed to the MSW program gives us our FTE for all part-time faculty: 23.1.

In the 2016–17 academic year, 125 courses out of a total of 289 courses were taught by part-time faculty. Our adjuncts who teach practice classes, all but one of whom have a minimum of 2 years of post-MSW practice experience, bring expertise to the classroom as community organizers, agency directors, and academics from other institutions and as agency-based and private practitioners. They are rich in practice wisdom, skill, and enthusiasm for the profession of social work. They are in leadership positions at hospitals; departments of social service; federal, state, and local agencies; community outreach centers; and other universities. They afford our students the opportunity to learn from practicing social workers about the situations that social workers face on a daily basis. The one adjunct faculty without an MSW degree has a graduate degree in art therapy and teaches an art therapy class. The other adjunct faculty without MSW degrees only teach research, policy or human behavior courses.

Appointments of adjunct faculty are recommended to the associate dean for the Master's Program by the chairs of the various curriculum areas and/or by course coordinators. This support for adjunct faculty is important since it is the course coordinator who meets with adjuncts and guides them through the course syllabus. In addition, when an adjunct is new to the system, the associate dean meets with him or her to discuss teaching in general and how a class may be taught, to make suggestions about assignments and grading, and to provide an overview of the school's curriculum. These supports exist in addition to an online adjunct orientation and in-person orientation and teaching development sessions through which adjunct faculty can develop a sense of deeper integration into the school and a sense of community and comradery with other full- and part-time faculty.

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

As indicated by faculty curriculum vitae (see Volume 3) and the Faculty Summary Form (see Table 25 and Table 26) all faculty members who teach practice courses (except, as described above, Dr. Shdaimah, who has extensive macro legislative practice experience and for this reason has received a CSWE waiver to teach our macro methods course SWOA 710 (*Legislative Processes in Social Welfare*) and Peggy Kolodny who has a degree in art therapy and a waiver to teach SWCL 720 (*Art Therapy in Clinical Social Work Practice* ) have MSW degrees from CSWE-accredited master's

programs and 2 or more years of post-MSW experience. The assistant dean of field instruction has more than 30 years of post-MSW experience. Adjunct or full-time faculty who do not hold an MSW only teach foundation or advanced policy, research, or human behavior courses.

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

The 70 full-time faculty—supplemented by 23.1 FTE clinical, adjunct, and liaison faculty—were responsible for 935 FTE students during the 2016–17 academic year. Therefore, the UMSSW faculty-to-student ratio is 1:10. This ratio is calculated on the basis of the workload allocations for different categories of faculty. Tenured/tenure-track faculty are expected to dedicate 50% of their time to teaching and are required to fulfill a five-course load, making each course count as 10% of their time/load. The FTE for faculty teaching part-time, therefore, was calculated on the basis of how many courses they taught in the 2016–17 academic year, with each course counting as 10% FTE. For instance, an adjunct faculty member, research professor, or clinical instructor teaching one class was counted as 10% of an FTE. An adjunct faculty teaching two classes was counted as 20% FTE. With nearly 40% of our MSW classes taught by part-time faculty, we recognize the value of those employed within the school and actively practicing social work in a variety of settings across the region to our educational mission.

The faculty size is commensurate with the number and types of curricular offerings. The size of our program and the breadth of faculty experience provides students with exceptional access to those who have expertise in the knowledge and skills related to clinical and macro practice, policy and research, and human behavior. Our faculty size and expertise also affords us the opportunity to offer two specializations, five areas of focus, and an array of three-credit and one-credit electives. Average class size for all MSW courses also demonstrates adequate faculty resources to achieve program goals.

Class sizes are equivalent at both the Baltimore and Shady Grove campuses and are detailed in Table 30. This table shows that practice classes are capped at 24 students, and policy, research, and human behavior classes are capped at 29 students. In many instances, class sizes are smaller than these caps. Macro courses, faculty research courses, and special topic elective courses, for instance, regularly have smaller enrollment numbers. Only when enrollment drops below 10 students do we consider canceling a course.

Table 30. *Faculty Size Commensurate with Curricular Offerings*

Course	Number of sections per course (a)	Maximum class size per section (b)	Maximum number of students per course (a*b)	Maximum Faculty:Class Size ratio (a*b)/a
<b>Generalist: Baltimore campus</b>				
SOWK 600: Social Welfare and Social Policy	14	29	406	1:29
SOWK 630: Social Work Practice with Individuals	15	24	360	1:24
SOWK 631: Social Work Practice with Communities and Organizations	15	24	360	1:24
SOWK 632: Social Work with Groups and Families	15	24	360	1:24
SOWK 645: HBSE	14	29	406	1:29
SOWK 670: Social Work Research	13	29	377	1:29
SOWK 635/636: Field Practicum I & II	27	12	317	1:12
<b>Advanced: Baltimore campus</b>				
Specialization in Clinical Practice (SWCL)	79	24	1,896	1:24
Specialization in Macro Practice (SWOA)	17	24	408	1:24
Advanced research courses	21	29	609	1:29
Advanced policy courses	21	29	609	1:29
SWCL 794/795: Advanced Clinical Field Practicum II for Clinical Practice	30	12	360	1:12
SWOA 794/795 Advanced Macro Field Practicum II	5	12	60	1:12
<b>Generalist: Shady Grove campus</b>				
SOWK 600: Social Welfare and Social Policy	2	29	58	1:29

<b>Course</b>	<b>Number of sections per course (a)</b>	<b>Maximum class size per section (b)</b>	<b>Maximum number of students per course (a*b)</b>	<b>Maximum Faculty:Class Size ratio (a*b)/a</b>
SOWK 630: Social Work Practice with Individuals	3	24	72	1:24
SOWK 631: Social Work Practice with Communities and Organizations	3	24	72	1:24
SOWK 632: Social Work Practice with Groups and Families	3	24	72	1:24
SOWK 645: Human Behavior and the Social Environment	2	29	58	1:29
SOWK 670: Social Work Research	2	29	58	1:29
SOWK 635/636: Foundation Field Practicum I and II	5	12	60	1:12
<b>Advanced: Shady Grove campus</b>				
Specialization in Clinical Practice (SWCL)	12	24	288	1:24
Specialization in Macro Practice (SWOA)	N/A	N/A	N/A	N/A
Advanced research courses	2	29	58	1:29
Advanced policy courses	2	29	58	1:29
SWCL 794/795: Advanced Clinical Field Practicum II	4	12	48	1:12
SWOA 794/795 Advanced Macro Field Practicum II	N/A	N/A	N/A	N/A

Overall, our large size of 70 full-time faculty and 99 part-time faculty affords us the ability to maintain reasonable class sizes and faculty workloads that allow for adequate time for teaching, advising, service, and scholarship. In addition, whenever full-time faculty receive a grant or take on service responsibilities that go above and beyond the call of duty, we are able to effectively recruit, orient, and support a talented pool of part-time faculty to teach MSW courses.

**M3.2.4: The master’s social work program identifies no fewer than six full-time faculty with master’s degrees in social work from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty has a master’s degree in social work and a doctoral degree, preferably in social work.**

As the Faculty Summary Form (see Table 25 and Table 26) indicates, UMSSW has far more than six full-time faculty with MSWs from CSWE-accredited programs dedicated to its MSW Program. Indeed, the majority of the full-time MSW Program faculty members have a master’s degree in social work, and all those in tenured/tenure-track and clinical professor roles have a doctoral degree, the majority in social work.

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

UMSSW, being a large school, has a few different categories of faculty that enable it to achieve its institutional priorities and the MSW Program’s mission. All tenured/tenure-track assistant/associate/full professors have PhDs; are hired with the expectation that they will balance their teaching, research, and services duties; and are on 10-month contracts. Tenured/tenure-track professors’ workload includes five courses, one of which can be a liaison load of five or six students. Nearly half of the tenured and tenure-track faculty carry liaison responsibilities. Clinical assistant/associate/full professors have PhDs and fulfill a variety of roles, which can include teaching in the MSW Program but may also include administrative posts, and many have 10-month contracts. For instance, both the assistant dean for field education and the director of SWCOS are clinical assistant professors. Neither teaches any MSW classes, unless time affords, but both manage large staffs who provide field instruction for MSW students. Both of these roles, and all field faculty, are full-time and on 12-month contracts.

Clinical assistant/associate/full professors and clinical instructors (who typically do not have a PhD), who are hired primarily to teach in the MSW Program, teach eight courses a year, one of which can be a liaison load of five or six students. Research faculty are hired to support externally funded research projects and do not have any teaching expectations, but they sometimes teach an MSW course or two as a supplement to their duties or to fulfill workload if grant activity should fluctuate from one year to

the next. Those who taught one or two courses in the past year are considered part-time faculty, like adjunct faculty, in the MSW Program FTE faculty count. The different faculty categories and different workload expectations are detailed in Table 31.

Table 31. *Faculty Categories by Work Load*

<b>Title</b>	<b>Course load</b>	<b>Research</b>	<b>Service</b>
Tenured/tenure-track Assistant/Associate/full	50% teaching: Five courses (one can be as a liaison)	40%	10%
Clinical Assistant/Associate/Full	80% teaching: Eight courses (one can be a liaison)	Encouraged but not expected	20%
Clinical Instructor	Faculty duties within this category vary. Those hired solely to teach in the MSW Program have the following course load: 80% teaching: 8 courses (1 can be a liaison)	Not expected	20%
Research Assistant/Associate/Full	None	100%	None

All full-time faculty responsibilities (other than those of research professors) include school, professional, and community service. Service includes oversight and development of the curriculum and assistance with the governance of the school. In relation to curriculum, all faculty are assigned at least one curriculum area, with most faculty serving on two different curriculum area committees. Faculty also serve on committees that focus on admission, retention, and field instruction as well as specialized committees that deal with instruction-related needs (e.g., the Global Initiatives Committee). Search committees are appointed by the dean following consultation with the FEC. Service on committees is fulfilled through a combination of faculty choice, workload considerations (when the dean appoints faculty to ad hoc committees), and election by the faculty body.

Curriculum development and oversight is carried out specifically by the MPC. The MPC consists of representatives from the various sequences, specializations, and concentrations. The associate dean for the Master’s Program is ex-officio on the MPC.

Many committee assignments are decided by faculty vote, guided by committee composition requirements detailed in the FPO. The dean takes into consideration committee assignments and workload when specific assignments are made by his office that requires ad hoc service, such as to the Faculty Search Committee and the Strategic Planning Committee. Faculty members also serve on university-wide committees, at least one of which, the Faculty Senate, they are elected to by the faculty. The dean appoints other faculty to perform university service as needed. Community service is also a way that faculty members contribute to the profession. While class size is capped at 24 for practice and



methods courses and 29 for lecture classes (research, human behavior, and policy), faculty also have the option of involving advanced students in research that the faculty member is directing (SOWK 789 [Faculty Initiated Independent Research Project] offerings are independently led faculty research courses). These courses are capped at 17 students and faculty can teach these as one of the course units per year.

Classes are offered mornings, afternoons, and evenings on both the Baltimore and Shady Grove campuses. The schedule is floated up to 1 year in advance so that in February faculty members can select courses for the upcoming fall as well as the next spring. This enables the associate dean to respond to faculty with special needs (e.g., parental care at home, child-care arrangements) in developing the academic schedule. These faculty members can usually choose their schedules, with the caveat that the administration will try to ensure a fair allocation of work assignments. Adjuncts are hired after faculty have been assigned.

A faculty member may teach during the summer session and is compensated at a rate slightly higher than what an adjunct would be paid for the same session. Summer session courses may be considered part of the five-unit workload.

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

Being very productive and active as a whole, our faculty demonstrate ongoing professional development as teachers, scholars, and practitioners in many ways. Below are some highlights of the types of activities that demonstrate the breadth of activity in which faculty regularly and consistently engage to advance the profession of social work and achieve institutional priorities, followed by a list of some of the institutional supports UMSSW provides to encourage professional development and engagement among faculty:

**UMSSW Faculty and the Grand Challenges for Social Work Initiative**

- UMSSW faculty and PhD students have helped to author five of the working papers that undergird the 12 grand challenges.
- Richard Barth, Nancy Dickinson, and Terry Shaw are authors of the paper “Ending Severe and Fatal Maltreatment of Children,” written for the End Family Violence Grand Challenge.
- Christine Callahan and Jodi Frey are authors of “Financial Capability and Asset Building for All,” written for the Build Financial Capability for All Grand Challenge.
- Sarah Butts and Matthew Uretsky are authors on “The Grand Challenge of Ending Homelessness,” written for the End Homelessness Grand Challenge.

- Former master's student Michael Walter is an author of "The Grand Challenge of Promoting Equality by Addressing Social Stigma," a paper written for the Grand Challenge to Achieve Equal Opportunity and Justice.
- Jordan DeVlyder authored "Prevention of Schizophrenia and Severe Mental Illness," a paper written for the Ensure Healthy Development for All Youth Grand Challenge.

### **Faculty and Staff Are Well Represented in Professional Service**

- Seventeen School of Social Work faculty are editors, consulting editors, associate editors, or editorial board members for 26 journals.
- Fifteen faculty serve on boards of national organizations addressing the research, teaching, or service needs of our profession. These include the American Academy for Social Work and Social Welfare, the Society for Social Work and Research, the American Public Health Association, the Society for Prevention Research, CSWE, and NASW.
- Faculty of the school serve on 54 different boards and commissions in Baltimore and Maryland.

### **Faculty Leadership in the Development and Evaluation of an Array of Interventions**

- Reinforcement-based treatment (RBT), co-developed by UMSSW assistant professor Michelle Tuten, is listed in the Substance Abuse and Mental Health Services Administration's National Registry of Evidence-Based Programs and Practices. RBT is a comprehensive approach that can be used with various populations to help clients initiate abstinence, prevent relapses early in the recovery process, and maintain sobriety on an ongoing basis. It is therefore an ideal model for clinicians, administrators, case management professionals, and others who work with substance abusers.
- Multiple family groups: Assistant professor Geetha Gopalan has been funded by the National Institute of Mental Health to understand the implementation of multiple family groups in child welfare. The evidence-based multiple family group behavioral parent training intervention (the 4Rs and 2Ss strengthening families program [\[http://nrepp.samhsa.gov/ProgramProfile.aspx?id=41\]](http://nrepp.samhsa.gov/ProgramProfile.aspx?id=41)) was originally provided by advanced mental health practitioners to reduce child disruptive behavior difficulties. Dr. Gopalan's study will assess whether the program can be delivered by child welfare caseworkers in community-based organizations to support placement-prevention services for child welfare-involved families.
- Partners for parenting in Early Head Start: Associate professor Lisa Berlin's grant-funded work (U.S. Department of Health and Human Services/Administration for Children and Families) has explored the effects of an attachment-based intervention on toxic stress among children in Early Head Start. The goal of this randomized trial is to evaluate federally funded Early Head Start services with a supplemental evidenced-based parenting program, attachment and biobehavioral catch-up. Participants are 208 low-income, predominantly Latina mothers and their 6- to 18-month-old children. Key outcome assessments include observed parenting

- behaviors and children's stress regulation, measured both behaviorally and biologically (e.g., through salivary cortisol levels).
- UMB and Florida State University collaboration on suicide prevention: Led by associate professor Jodi Jacobson Frey at UMSSW, with a 4-year grant (\$1.28 million) from the Centers for Disease Control and Prevention, UNSSW and the Florida State University College of Social Work will evaluate new online suicide screening and prevention tools aimed at decreasing suicide rates among middle-aged men. Specifically, the project will examine an online screening tool developed by Screening for Mental Health, Inc., and an online therapeutic program called *man therapy*. Both interventions target men ages 35–64, who are at higher risk for suicide.

In addition to the highlights above, there are a number of ways in which the UMSSW provides institutional support to faculty to facilitate their ongoing professional development:

- Continuing professional education: Faculty members can enroll in courses at a 20% discount. A number of nationally known experts have participated in the Continuing Education Program.
- Designated Research Initiative Fund (DRIF): The DRIF provides start-up money for faculty interested in pursuing new topics of research. This has been a good way for assistant professors to launch research. Funds are assigned on a competitive basis, and no applications from the school's faculty have been rejected. The expectation is that publications or a proposal for a larger grant will emerge from projects funded under this initiative.
- Teaching release: Faculty policy for the last 8 years has been to provide release time for assistant professors and associate professors without tenure. During their first 6 years, assistant professors are relieved of four courses of teaching responsibilities to pursue scholarship. They can take the four-course reduction all at once or can spread it out by taking one course off at a time. Associate professors without tenure also are eligible for a reduction of four courses in their teaching load over the course of the first 3 years of their contract. This approach to non-tenured faculty development has been seen by many to be extremely helpful in their progress toward promotion.
- Faculty development accounts: Every tenured/tenure-track and clinical professor receives a generous annual faculty development account, which can be used for conference travel and trainings related to research and teaching.

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

As indicated by faculty curriculum vitae (see Volume 3), social work faculty are active scholars who embrace social work's long-standing commitment to human rights and social equality. As a school of social work that is a component of a large research university, UMSSW accords great importance to scholarship, within both itself and the University of Maryland at large. While there are no specific

expectations concerning grant funding, every faculty member is expected to publish and contribute to the social work literature.

In addition to research and scholarship, community service is also highly valued. Faculty participation in campus-wide groups; local, state, and national associations; councils, task forces; and boards further demonstrates social work values in action. Those who are involved in these key activities will be more effective in the classroom and be in better positions to shape the profession of social work in Maryland and nationally. Through service and scholarship, faculty members also extend their influence to national and international arenas. Community service is reflected in the workload report or end-of-year statement given to the dean. The scholarship and community service areas are also evaluated by the APT Committee when decisions are to be made concerning promotion and tenure.

Through active research agendas and service contributions, the faculty models for MSW students various core social work values and behaviors, such as those of life-long learning, civility and cultural humility, professionalism and commitment to advancing the profession of social work, and the pursuit of scientifically based interventions and policy advocacy.

#### *EDUCATIONAL POLICY 3.3—ADMINISTRATIVE AND GOVERNANCE STRUCTURE*

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

#### *Accreditation Standard 3.3—Administrative Structure*

### **Overview: University System of Maryland and UMB Administration and Governance**

#### **Maryland Higher Education Commission (MHEC)**

UMB is one of 57 colleges and universities and more than 151 private career schools within the state of Maryland. These institutions are overseen at the state level by the MHEC, which is the state's higher education coordinating board responsible for establishing statewide policies for Maryland public and private colleges and universities and for-profit career schools. MHEC also administers the state's financial aid programs.

The commission's 12 members are appointed by the governor. MHEC coordinates the growth and development of postsecondary education in Maryland. In keeping with the goals outlined in the State Plan for Postsecondary Education, the commission establishes statewide policies for public and private colleges and universities and for private career schools. The commission reviews and approves the

startup and continuation of new colleges and universities in Maryland as well as requests for new academic programs at established schools, including those in the USM.

## **USM**

The USM was established by the Maryland General Assembly in 1988 from the merger of the five University of Maryland institutions and the six members of the State University and College System of Maryland. Today, the USM comprises a system office led by a chancellor; two regional higher education centers; and 12 institutions, including UMB.

The mission of the USM is to improve quality of life for the people of Maryland by providing a comprehensive range of high-quality, accessible, and affordable educational opportunities; engaging in research and creative scholarship that expand the boundaries of current knowledge; and providing knowledge-based programs and services that are responsive to the needs of the citizens of the state and the nation. The USM fulfills its mission through the effective and efficient management of its resources and the focused missions and activities of each of its component institutions. The USM's programs and activities have a significant impact on quality of life in Maryland, creating social and economic benefits for people throughout the state and beyond. A 17-member Board of Regents (BOR), including one full-time student, governs the USM. Appointed by the governor, the regents oversee the system's academic, administrative, and financial operations; formulate policy; and appoint the USM chancellor and the presidents at each of the system's institutions. With the exception of the student member, each regent is appointed for a term of 5 years and may not serve more than two consecutive terms. The student regent is appointed for a 1-year term and may be reappointed. Regents serve on the board without compensation.

## **UMB**

UMB has a dynamic system of leadership and governance that enables the institution to fully realize its mission and goals. The BOR, in consultation with the USM chancellor, appoints the president of UMB, who serves as the chief executive officer.

The president of UMB appoints the deans of the professional schools and the Graduate School as well as all vice presidents. The deans report directly to the president and have responsibility for academic affairs, administration, research, development, IT, and communications within the schools. It is the role of the central administration to address enterprise-wide issues; ensure that auditing, planning, reporting, and other accountability processes are adhered to; coordinate liaison with external shareholders; and support the deans and faculty of the schools in their academic enterprises. The administration is led by a chief academic and research officer senior vice president who reports to the president.

Just as the president is responsible to the chancellor and the BOR, the deans and vice presidents are responsible to the president and undergo decanal and administrative review. President Perman, consistent with UMB's Policy on Review of Chief Academic/Administrative Officers of the University, engages in both formative and summative reviews of the chief academic and administrative

officers to enhance leadership effectiveness and provide accountability in ensuring fidelity to the university’s vision, mission, and values. In addition, these individuals are also subject to review under UMB’s Performance Development Program. An organizational chart of the UMB leadership structure and lines of reporting is presented in Figure 7.

The USM Policy on Shared Governance in the University System of Maryland rests final authority and responsibility for the welfare of USM institutions with the chancellor and presidents but requires informed participation at every institutional level by faculty, students, staff, and administrators. The policy specifies that faculty, students, and staff shall have opportunities to participate in decisions that relate to mission and budget priorities; curriculum, course content, and instruction; research; appointment, promotion, and tenure of faculty; human resources policies; selection and appointment of administrators; issues that affect the ability of students to complete their education; and other issues that affect the overall welfare of the institution. The faculty, staff, and student governance bodies at UMB adhere to this principle.

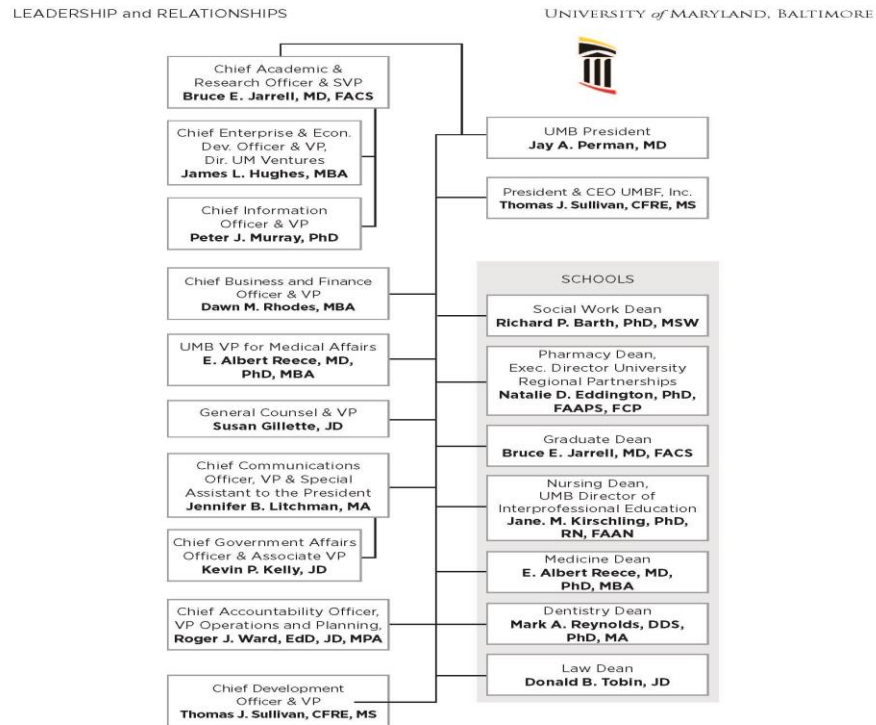


Figure 7. University of Maryland, Baltimore: Leadership and relationships.

### USM and UMB Shared Governance

Elected UMB faculty, students, and staff participate in the USM shared governance structures — the Council of University System Faculty, the USM Student Council, and the Council of

University System Staff. In addition, UMB adheres to the USM system of shared governance, in which faculty, staff, and students discuss and provide input on major issues affecting UMB through UMB governance structures and school-based committees.

As mandated by USM policy, UMB has a Faculty Senate, a Staff Senate, and a university SGA that serve as the elected shared governance bodies for their constituencies. These bodies adhere to the USM requirements that “[a]t least 75% of the voting members shall be elected by their constituencies” and “[s]uch bodies should elect their own presiding officers.” The UMB president and other senior administrators meet monthly with these elected representative bodies or their executive councils and regularly generate action items. These groups also meet collectively in a Shared Government Summit with senior leadership.

Each of the schools at UMB also has established policies for organizing students and faculty shared governance. Likewise, the key decisions in curriculum, student advancement, and faculty appointment and tenure are made at the school level.

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

UMSSW, as one of UMB’s six free-standing professional schools, has the same status and reporting relationship within the university as UMB’s other schools: dentistry, law, medicine, nursing, and pharmacy. The school’s chief executive officer, the dean, is appointed by the president of UMB and is directly responsible to the president. This same reporting relationship holds for all professional schools at UMB.

UMSSW has an exceptional degree of autonomy in determining and achieving goals and other aspects of program planning. Within the broad parameters of university’s mission and goals, the school conducts its own strategic planning process, plans its own budget, and is responsible for administration of all its programs. An organizational chart of administrative structure and lines of reporting is presented in Figure 8.

The school is not departmentalized and has a single faculty encompassing both faculty primarily associated with the MSW Program at UMB and faculty primarily associated with the BSW Program at University of Maryland, Baltimore County (UMBC). Several faculty teach at both campuses. The faculty exercises control over curriculum and related academic matters; participates in the planning, execution, and evaluation of policy regarding the school in its relationship to the university; and attends to all matters related to faculty governance through the FO.

The FO is organized into standing committees to accomplish its work, which includes the Faculty Executive Committee (FEC). All standing committees of the FO are accountable to the FEC for proper performance of their duties. The FEC is responsible for

- setting the dates and agendas for FO meetings,
- acting on behalf of the FO between meetings,
- conducting other business brought to it, and
- conducting studies and evaluations of the operation of the school.

The FEC consists of nine members plus a chair. Five of its members hold senior rank (associate or full professor); the other four may be of any rank. At least one of these five members shall be a regular faculty member of the BSW Program and one a regular faculty member of the MSW Program. All are elected at large by the FO for 2-year terms.

The FO committees associated with curriculum are discussed below in Section 3.3.2, and those associated with recruitment, hiring, promotion, and tenure are discussed in Section 3.3.3.



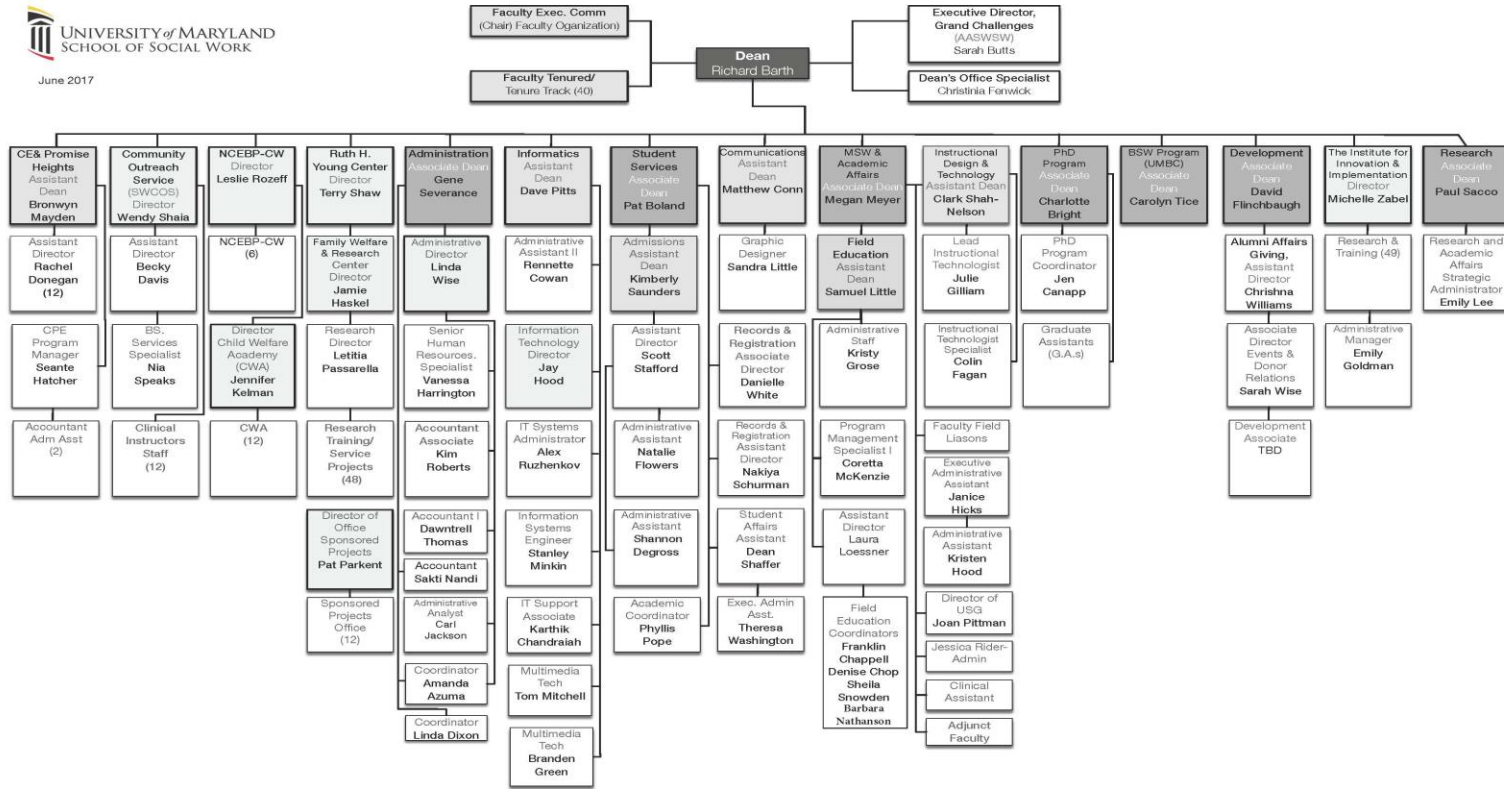


Figure 8. University of Maryland School of Social Work organizational chart, May 2017.

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

The School of Social Work faculty is fully responsible for setting academic standards for the admission of students, organizing and conducting the programs of study leading to degrees conferred by the university, establishing rules and procedures for evaluating the performance of students, determining the conditions for graduation, and recommending degrees for students who have successfully fulfilled those conditions.

The FO, which reviews and votes on recommendations made by administration and other faculty committees, is the ultimate decision-making body regarding curriculum for the school. Examples include new degree programs, changes in curriculum requirements, major changes in educational policies or admission policies, and initiation or discontinuation of programs. The FO also approves and reviews courses and curricula and deliberates and decides on issues of curriculum integration, both in class and field. Major curriculum revisions require concurrence by the full FO. Even major curriculum changes, such as changes in degree programs within the school, are decided solely within the school and are not reviewed by the UMB vice president for academic affairs or the Faculty Senate.

Several standing FO committees deal with curriculum. These include the Baccalaureate, Master's, and Doctoral Program committees and various master's curriculum area committees. The MPC is the faculty body responsible for coordinating all activities of the faculty dealing with curriculum at the master's level. It has the authority to initiate proposals to improve curriculum. The MPC reports directly to the FO and recommends on all actions in the master's curriculum. Typically, the committee reviews materials and proposals from the curriculum areas of the school and approves new course offerings. The chair of MPC is elected at large for a 2-year term.

For purposes of managing discrete aspects of the curriculum, the faculty meets in 13 curriculum area committees corresponding to parts of the curriculum. They are the Foundation, Clinical and Macro specializations, Field Instruction, Global Education, Human Behavior and the Social Environment, Social Policy, and Research Committees and the committees in five areas of focus: Aging, Families and Children, Health, Behavioral Health, and Community Action and Social Policy Committees.

The purpose of each of these curriculum committees is oversight of educational policy and courses within its jurisdiction. Each committee elects a chair annually. Faculty members regularly assigned to teach courses shall elect a course coordinator for each course, whose responsibility will be to coordinate the different sections to ensure adherence to course objectives. The duties of the curriculum committee chairs are to convene meetings as needed; represent, or appoint the person who represents, the committee on the MPC; be responsible for the conformity to a common syllabus of the same numbered courses within their curriculum area; orient faculty to the courses to be taught and the function of the course within the curriculum; advise the administration concerning courses to be taught and who is to

teach them within the curriculum area; and take such other action as needed to develop, implement, coordinate, and evaluate the curriculum of the school.

Faculty are also members of other school committees as part of their authority and responsibility regarding curriculum. These include the Admissions Committee, the Doctoral Program Committee, and the Baccalaureate Program Advisory Committee.

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

**Joint Faculty and Administrative Authority**

USM and UMB policies give the faculty of UMSSW the authority to formulate, modify, and implement policies pertaining to recruiting, hiring, retention, promotion, and tenure and the development, assignment, and evaluation of faculty. In the USM, all faculty appointment, promotion, and tenure decisions are campus specific. At UMB, they are school specific. No university-wide faculty body evaluates faculty for appointment, promotion, or tenure. The school's statement of appointment, promotion, and tenure (APT) policies has been approved by the legal staff of the university and the president of UMB.

Overall school policy for hiring and APT rests with the FO through the FEC. Within the USM, APT decisions are campus specific. Since the school is administratively linked on two campuses, UMB and UMBC, there are distinct committees responsible for APT. The school's autonomy in faculty personnel decisions, therefore, is carried out through five separate committees: the Faculty Search Committee (FSC); the Graduate Program Tenure Track APT Committee (APT); the Graduate Program Contractual, Fixed-Term Clinical and Research Track Faculty Review and Promotion (CFRP) Committee; the Baccalaureate Program's Promotion and Tenure (BPT) Committee; and the Committee for Comprehensive Review of Tenured Faculty. All five committees make recommendations to the dean of the School of Social Work and are detailed below:

**Faculty Search Committee**

The FSC recruits faculty and reviews applications for faculty positions. The FSC makes recommendations to the dean concerning applications for faculty positions. The FSC is appointed on an ad hoc basis by the dean, in consultation with the FEC as needed. The faculty and administration work together to determine the school-needed areas of growth and retrenchment and to develop recruiting plans accordingly.

## **APT Committee**

### ***Function***

The APT Committee shall have the authority to make recommendations to the dean on actions regarding appointment of faculty to clinical, research, or tenure tracks and promotion and tenure of tenure-track faculty. The procedures that the committee is charged with following are detailed in a separate document, "Guidelines for Faculty Appointments, Promotion and Tenure," as approved by the FO, the dean, the president of the university, and the chancellor of the USM.

### ***Composition***

The APT Committee is elected directly by the FO. All members of the APT Committee must hold senior rank with tenure; at least three of the five members must hold the rank of professor. All members shall be elected for 2-year terms. The chair of the APT Committee shall be elected annually by the APT Committee from among its members. Because recommendations for professor rank may be voted on only by full professors, in those instances when there is a candidate for professor, any associate professors (to a maximum of two) must be temporarily replaced for consideration of that particular position, with full professors appointed by the FEC.

### ***Process***

During the summer months, the chair of the APT will assume caretaker responsibilities for the committee. It is understood that actions of the APT Committee directly related to crucial decisions such as tenure, promotions, or appointments should be confined to the academic year and avoided during the summer months unless the entire committee is able meet. The APT Committee shall, in all its activities, conform to both the university's and the school's statements of policy and procedures with regard to its operation, and it shall maintain adequate records to attest to the fact that it has done so.

## **CFRP Committee**

### ***Function***

The CFRP Committee shall have the authority to make recommendations to the dean on actions regarding contract renewals; regularly scheduled reviews; and promotion of contractual, fixed-term clinical and research track faculty. The procedures that the committee is charged with following are detailed in a separate document, "Guidelines for Faculty Appointments, Promotion and Tenure," as approved by the FO, the dean, the president of the university, and the chancellor of the USM.

### ***Composition***

The CFRP Committee is elected directly by the FO. All members of the CFRP Committee must hold the rank of assistant professor or higher on the tenure, research, or clinical tracks. At least two of the four members of the CFRP Committee must hold senior rank on the tenure, clinical, or research tracks.

All members shall be elected for 2-year terms. The chair of the CFRP Committee must hold senior rank and shall be elected annually by the CFRP Committee from among its members.

In addition to the four elected members of the CFRP Committee, one member of the APT Committee will participate in each review conducted by the CFRP Committee. The CFRP Committee chair will notify the APT Committee chair by September 15 of each year of the number and types of reviews to be conducted that academic year. The APT Committee will then select one APT Committee member to serve on each of the CFRP reviews.

Because recommendations for clinical or research associate or full professor rank may be voted on only by faculty at the same or higher rank (from any track), in those instances in which there is a candidate for promotion, any member of the CFRP Committee at a lower rank must be temporarily replaced, for consideration of that particular position, with faculty at the same or higher rank than that being applied for (from any track), to be appointed by the FEC.

### ***Process***

During the summer months, the chair of the CFRP Committee will assume caretaker responsibilities for the committee. It is understood that actions of the CFRP Committee directly related to crucial decisions, such as reviews or promotions, should be confined to the academic year and avoided during the summer months unless the entire committee is able to meet. The CFRP Committee shall, in all its activities, conform to both the university's and the school's statements of policy and procedures with regard to its operation, and it shall maintain adequate records to attest to the fact that it has done so.

## **BPT Committee**

### ***Function***

The BPT Committee is the committee responsible for reviewing UMBC-based faculty for promotion and tenure. The procedures that the BPT Committee is charged with following are detailed in a separate document, "Guidelines for Promotion & Tenure of Social Work Faculty at UMBC."

### ***Composition***

The BPT Committee is composed of five faculty members who are senior in rank to the candidate being considered and two UMBC student delegates, who participate in the evaluation of the candidate's teaching and related activities only. Procedures for selection of members to this committee are spelled out in the detailed "Guidelines" and the UMBC *Faculty Manual*.

### ***Process***

The BPT Committee shall, in all its activities, conform to both the university's and the school's statements of policy and procedures for promotion and tenure of UMBC-based social work faculty. Following these specified guidelines, the committee reports its findings and recommendations to the dean of the School of Social Work.

## **Committee for Comprehensive Review of Tenured Faculty**

### ***Function***

The Committee for Comprehensive Review of Tenured Faculty will (a) conduct, according to the standards that protect academic freedom, a collegial assessment of professional achievement in teaching, scholarship, and community service and (b) prepare a written report to be submitted by April 15th of the review year to the faculty member under review, and then to the Dean.

### ***Composition***

The Faculty Organization shall elect a full professor (not scheduled for Comprehensive Review that year) who shall serve as Chair for all Comprehensive Review Committees for that year. Each Comprehensive Review Committee shall consist of this elected Chair and two additional tenured faculty members of any rank. One member will be selected by the reviewee and the second member will be selected by the Chair from a list of three members put forth by the reviewee. Faculty members being reviewed by the Committee on APT for promotion to Professor may not participate on a Comprehensive Review Committee during the academic year in which they are being considered for promotion.

### ***Process***

The Committee's work will be guided by the University of Maryland School of Social Work's "Policy and Procedures for Comprehensive Review of Tenured Faculty."

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

#### **Associate Dean for Undergraduate Studies**

Carolyn Tice, MSW, PhD, serves as the chief administrative officer of the school's Baccalaureate Program at UMBC. Since the Baccalaureate Program is a full department at UMBC, the associate dean is responsible for all functions related to the academic leadership and administration of the department. These include recruitment and retention of high-quality faculty, supervision of all student outcomes, oversight and administration of the curriculum, budget management, community liaison, and academic leadership at UMBC commensurate with the position of department chair. The associate dean reports to the dean of the School of Social Work.

### **Associate Dean for Academic Affairs and the Master's Program**

Megan Meyer, MSW, PhD, is responsible, with the guidance of the faculty, for developing and administering the curriculum. The associate dean establishes the class schedule, assigns faculty, hires adjunct faculty, and monitors the effectiveness of teaching. The associate dean supervises the assistant dean for graduate field instruction, the director of USG MSW Program, and the assistant dean for information technology and design.

### **Director of the MSW Program at USG**

Joan Pittman, MSW, PhD, is responsible, under the supervision of the associate dean for academic affairs and the Master's Program, for directing the MSW Program at the Shady Grove campus. She identifies and recommends to the associate dean adjunct faculty to teach USG courses, supports faculty and students at the USG campus, conducts orientations and cohort-building events for students, liaisons with the assistant dean for student supports regarding student services, and generally oversees the development and maintenance of the MSW Program at the Shady Grove campus.

**M3.3.4 (a): The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from an accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.**

Associate Dean Meyer obtained her MSW and PhD in social welfare from the University of California, Los Angeles, School of Public Policy and Social Research, Department of Social Welfare. She has held the position of associate dean for academic affairs and the Master's Program since 2013 and has been on the faculty of UMSSW for 17 years, as an assistant and then an associate professor. She has held prior curriculum leadership roles in the school as the chair of the school's macro concentration and the chair of its area of focus on community action and social policy.

Her more than 15 years of teaching experience (during which time she has been recognized for her teaching performance: USM Board of Regents' Teaching Excellence Award; NASW–Maryland Educator of the Year; multiple Dean's Teaching Awards) and several years of leadership and administrative experience, including a 2-week course at Harvard's Management Development Program on a CSWE scholarship, have equipped her with the skills to effectively lead the Master's Program.

During her time as associate dean, she has played a central role in a variety of initiatives that have increased the school's impact and enhanced the quality of its programming. These efforts include the following: establishing the satellite campus at USG, where students specialize in behavioral health; launching a new Human Services Leadership and Management Certificate Program, delivered through the school's Continuing Professional Education Program in collaboration with her colleague Dr. Karen Hopkins; improving communications and team dynamics across multiple departments within the

school; establishing more efficient processes for course scheduling; awarding an increasing number of student scholarships; and recruiting, orienting, and managing 80 adjunct faculty members annually.

Dr. Meyer has also contributed to the implicit curriculum. In collaboration with colleagues and students, she helped establish a new school-wide Diversity and Anti-Oppression Committee, responsible for fostering a culturally responsive curriculum and school climate, and in May 2015 she moderated a campus-wide forum, “A Discussion about Race in Baltimore following the Civil Unrest,” following the death of Freddie Gray. This forum was organized (and streamed live) to help the campus community process the events, discuss ways in which the campus could examine and strengthen its efforts to create a culturally responsive culture, and identify action steps to achieve greater racial equity in Baltimore.

Dr. Meyer is a member of CSWE, NASW, the Association of Community Organization and Social Administration, and the Association for Research on Nonprofit Organizations and Voluntary Associations. She presents regularly at conferences and serves on the editorial board of the *Journal of Community Practice*.

**M3.3.4 (b): The program provides documentation that the director has a full-time appointment to the social work master’s program.**

Associate Dean Meyer is a full-time tenured associate professor in the School of Social Work. Her biography and CV can be viewed on the school’s website:

<http://www.ssw.umaryland.edu/academics/faculty-bios/megan-meyer/>.

**M3.3.4 (c): The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.**

The dean, in consultation with the associate dean for academic affairs and the Master’s Program, determines the associate dean’s assigned time to provide educational and administrative leadership to the program. Currently, the associate dean dedicates 100% of her time to these duties and has 100% release time from teaching responsibilities, which is sufficient to fulfill the duties of this role.

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

Samuel B. Little, MSW, PhD, is the assistant dean and director of field education and carries overall responsibility for the administration of the Field Instruction Program. This includes the placement of



students, the development and approval of placement sites, the approval of field instructors, and the development and maintenance of administrative policies and procedures that support these activities. The seven professional staff, one of whom serves as the field coordinator for the USG program, and the two administrative assistants who work in the Office of Field Education, report to the assistant dean.

**3.3.5 (a): The program describes the field education 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.**

Dr. Samuel B. Little is the assistant dean and director of field education at the School of Social Work, UMB; an adjunct professor at Howard University’s School of Social Work in Washington, DC; and the founding president of the National Alliance of Resident Services in Affordable and Assisted Housing. He is an accomplished professional with experience in the management of diverse functions of field education combined with leadership of public housing programs globally, having served as associate deputy director at the Housing Authority of Baltimore City, executive director of resident services at the District of Columbia Housing Authority, and executive vice president for resident and community services at the Philadelphia Housing Authority. In each of these positions, he developed social work internships, supervised the preparation of grants, conducted performance reviews of human service programs, managed research projects on public housing matters, collaborated with foundation officials on best practice housing programs to enhance the well-being of families, and prepared testimonies for Congressional hearings and community meetings on housing policies and redevelopment principles.

Dr. Little was executive vice president at the Alliance Network, based in Denver, Colorado. In this role, he designed affordable homeownership programs and community economic partnerships in the Caribbean Islands, Central America, Panama, and Singapore. He partnered with a vast network of redevelopment organizations to transform blighted communities into neighborhoods of choice while creating programs that provide alternative education, health, employment, and other components that improve quality of life for families.

Dr. Little is an active member of CSWE, NASW, the Mid-Atlantic Consortium of Directors of Field Education, and the Network for Social Work Management, and he is chairman of the Homelessness Social Work Council. He speaks regularly at public housing and social work conferences on capacity-building programs for families, and he conducts certification training for resident commissioners, resident advisory boards, resident councils, and employees of public and assisted housing agencies in various regions of the country. His most recent publication (co-authored) is “Responding to the Grand Challenge to End Homelessness: The National Homelessness Social Work Initiative” (2016, *Families in Society: The Journal of Contemporary Social Services*, 97, 153–159).

**M3.3.5 (b): The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-master’s social work practice experience.**

The assistant dean for field education received his MSW from the University of Pennsylvania and his PhD in social work from the University of Maryland. He brings to this position more than 30 years of post-master’s practice experience in social work. His biography and CV can be viewed on the school’s website: <http://www.ssw.umaryland.edu/academics/faculty-bios/samuel-little/>.

**M3.3.5 (c): The program describes the procedures for calculating the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master’s program. The program demonstrates this time is sufficient.**

The dean and associate dean for the Master’s Program, in consultation with the assistant dean for field education, determine the assistant dean’s assigned time to provide educational and administrative leadership to the Field Education program. Currently, the assistant dean dedicates 100% of his time to these duties and has 100% release time from teaching responsibilities, which is sufficient to fulfill the duties of this role.

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

### **OFE Faculty**

The OFE leadership includes the assistant dean and director (Dr. Samuel Little) and the assistant director (Ms. Laura Loessner). In addition to these leadership positions, seven faculty field coordinators (one of whom is dedicated to the USG program), an office manager, and a program administrative specialist staff the field office. Six of these positions are full-time (12 months) and one is part-time. The field coordinator from the USG campus regularly comes to the Baltimore campus to attend staff and committee meetings; to provide training to students, field instructors, and liaisons; and to attend to any other business related to field education. Her frequent presence contributes to the consistency of field policies and procedures between sites, allows for her full participation in decision making, and facilitates her access to the assistant dean of field education. Each year, OFE staff place students with a pool of approximately 322 approved field agencies, 607 approved field instructors and 62 FFLs who work with the program to provide quality field practicum experiences for these students and monitor their progress in achieving the core CSWE competencies. A Title IV-E (child welfare) program and two community-outreach programs housed within UMSSW—SWCOS and PH—and international

field placements in London, England, and Cochin, India, provide additional placement options for students. These options are described in the *MSW Field Education Manual* in Volume 3.

## **EFN**

Prior to 2007, the OFE managed field applications and student placement information manually using FOSSE, a database within the Microsoft Office Suite. FOSSE was effective in its time but proved to be limited as the department faced significant growth in student enrollment and expansion of field agencies regionally, coupled with the inordinate cost and time associated with mailing information to hundreds of students and agencies. The need to develop an effective electronic tool became evident given the broad range of field education data collected from the various entities and managed by the OFE. Thus, the OFE sought to develop an electronic tool that would enable students, field instructors, and liaisons to communicate and submit performance-related documentation as required.

Managing field operations in a program as large as UMSSW requires technology to enable effective monitoring and evaluation of practicum experiences. As the program expanded, faculty in the OFE developed the EFN to aid in the coordination process of the field practicum. The EFN also ensures that the practicum experience is structured around the 2015 EPAS and the nine social work competencies. The EFN design includes assignments and assessment tools structured on the behaviors students master to demonstrate competence, offering consistency for field instructors and liaisons in assessing student performance.

The EFN houses information about students, agencies, field instructors, and liaisons for all phases of the practicum experience. Students complete field applications in the EFN that become the material for electronic referrals to agencies and form the platform for completing practicum assignments and assessments. Agencies complete applications describing the experiences they offer that both inform the approval process for their participation in the program and provide information to students seeking a practicum. As part of the approval process, field instructors also complete an application that links to their agencies and students. Once in practicum, students, field instructors, and field liaisons use the EFN to manage all assignments, assessments, and other activities that encompass the field experience. The EFN links those assignments—Learning Agreements, process recordings, and monthly reports—to the nine CSWE competencies and offers information to students, field instructors, and field liaisons on how each assignment must be completed. The Learning Agreement in the EFN also forms the basis for student assessment, guiding field instructors and field liaisons in evaluating student performance on the basis of the nine CSWE competencies.

## **Field Education Committees**

Several committees have responsibility for enhancing the quality of the field education experience for students. They include the following:

### *Field Education Curriculum Committee*

Membership on the Field Education Curriculum Committee includes five faculty members elected by the faculty body who have staggered 2-year terms. One voting student may also be a member. This committee reviews field education policies and procedures; recommends to the MPC policies, procedures, and changes in the curriculum that will strengthen field education; and consults with the assistant dean and director of field education. Other responsibilities of this committee include approving the field syllabi; assisting in the integration of classroom content and field assignments; monitoring classroom assignments, which are implemented at field sites; and providing suggestions for faculty speakers and content for field instructor workshops.

### *Field Education Advisory Council*

The FEAC comprises field instructors, FFLs, students, and other stakeholders who are committed to maintaining excellence in all aspects of field education. Established in 2014, the FEAC has as its primary objective the strengthening of field education in the MSW Program through action planning, recruitment of high-quality field placement sites, and identification of innovations and best practices in field education that could be implemented in the school's program. Meetings are held four times during the academic year, at which times members make recommendations to the assistant dean and director of field education to expand program capacity, enhance quality in field education, and contribute to the development of competent social work professionals.

### *EDUCATIONAL POLICY 3.4—RESOURCES*

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

### *Accreditation Standard 3.4—Resources*

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

The School of Social Work adheres to the same basic budgetary and financial policies of the university as all other UMB schools. These policies allow each school to have substantial autonomy over its budget development and administration. The fiscal year begins on July 1 and follows the Maryland state budget cycle. The budgeting process begins in late spring of the current fiscal year. At that time, the UMB administration will make available an online budget template for the next fiscal year. Both revenues and expenses are included in the process. This template is referred to as the "working budget." Income is classified as either "special funds" or "general funds." Income from tuition and grants are considered "special funds." The State of Maryland's appropriation to the school is

considered “general funds.” The funding of the budget for instruction and nongrant operations of the school is heavily dependent on revenue from tuition and fees. Of the school’s fiscal year 2017 proposed budget for the MSW Program—\$11,303,991—only about 7% is supported by state funds.

The tuition and fees revenue projections are based on expected enrollment. These estimates are submitted to the UMB Budget Office in the preceding fall in expectation of budget preparation beginning in the spring. The estimates are based on the work of the Enrollment Management Committee and include full- and part-time in-state and out-of-state students. Fees are directly proportional to enrollment. The tuition and fees estimates may be reworked in the spring as actual applications are submitted and the acceptance process has taken place.

The expense portion of the budget template includes funds for salaries, fringe benefits, travel, faculty development, and other operating expenses. All beginning expense budget amounts are based on the previous year’s budget. The dean is able to shift monies between these categories. Once the budget is approved by the president as part of the total UMB budget, the dean has substantial authority in the administration of the budget, within established university procedures.

To fully explain the school’s budget, however, it must be pointed out that two important expense centers—*central administrative support* and *building maintenance*—are handled centrally by UMB and do not appear in the school’s budget. They represent a significant contribution to the working of the school.

In addition, there are other, special central fund sources for which the school can apply. Two such sources are the DRIF and the Recruitment and Retention Fund. DRIF funds are allocated to UMB schools on the basis of the indirect costs generated from externally funded grants and contracts generated by each individual school. The purpose of the DRIF is to provide seed money to faculty to support research. These funds can be used for personnel, such as research and graduate assistants, or other expenses (e.g., equipment support). In fiscal year 2017, the school received \$485,000 from DRIF. Recruitment and Retention funds may be used if there is a need to respond to a counteroffer for one of our current faculty or a highly prized candidates we are seeking to recruit to the School of Social Work.

Allocation of funds is sufficiently stable to permit program planning and implementation. The Office of the President would provide funds if there were a shortfall attributable to tuition. In addition, the school maintains a reserve fund to ensure continuity across 2 years of downturn. During that time, we would have the opportunity to make adjustments in our expenditures to balance our budget. See Table 32 for the CSWE Program Expense Budget. This demonstrates UMSSW compliance with Accreditation Standard 3.5.1.

Table 32. Program Expense Budget for University of Maryland School of Social Work

**Program Expense Budget**  
 Council on Social Work Education  
 Commission on Accreditation  
 EPAS 2015

Type of Program: \_\_\_\_\_ Baccalaureate        X   Master's

Program Expenses	Previous Year 2016		Current Year 2017		Next Year 2018	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	4,640,878		4,869,705		4,939,705	
Support Staff	1,576,252		1,930,100		1,960,100	
Temporary or Adjunct Faculty & Field Staff	838,567		846,100		850,000	
Fringe	1,728,209		2,130,403		2,151,707	
Supplies & Services	502,611		644,882		650,000	
Travel	151,632		182,080		185,000	
Student Financial Aid	355,658		379,057		385,000	
Technological Resources	320,467		321,664		370,000	
Other (Specify)						
<b>TOTAL</b>	10,114,274	-----	11,303,991	-----	11,491,512	-----

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

As a large organization, we are constantly using resources to address challenges and improve our MSW Program. A few of our most recent staffing additions that were a response to specific challenges and needs are summarized below:

#### **Assistant Dean for Instructional Technology and Design**

As pedagogical practices have evolved, more students and faculty are desiring and expecting the integration of e-learning practices into teaching. The school does not intend to develop an online MSW program at this point, but in fall 2017, we hired an assistant dean for instructional technology and design to oversee our instructional technologists, develop standards and supports for the creation of hybrid and online content, and find innovative ways to integrate e-learning more effectively throughout our curriculum. To this end, the assistant dean serves as a strategic partner to leadership for matters concerning instructional design and serves as the school's representative in campus-wide initiatives related to instructional technology.

#### **Clinical Instructors**

In 2016, UMSSW conducted a search for three clinical faculty members whose primary responsibilities would be to teach MSW classes. The need for more faculty dedicated solely to teaching was identified as the research productivity of more tenure-track faculty increased and these faculty members were, on average, teaching fewer classes. The search committee for these positions actively sought candidates who demonstrated both exceptional teaching and, in particular, effective skills in teaching content on diversity. We were thrilled to hire two faculty who were among the exceptional adjunct faculty who had taught with us for years, Susan Westgate and Adam Schneider, and a clinical instructor who had served as a field coordinator in our OFE for years, Victoria Stubbs. These faculty have regularly received Dean's Teaching Awards as a result of their exceptional dedication and consistently strong student course evaluations, and they help to ensure that we continue to provide high-quality instruction in the MSW Program.

#### **USG Academic and Enrollment Services Specialist**

Our new program at USG has generated great interest among prospective students and grown steadily in the last 2 years. As a result, we decided to increase the number of students in the program from 100 to 150. With increasing enrollment, it was clear that our Office of Admissions and the director of the USG program needed additional administrative assistance. This new staff position, which began in spring 2017, is responsible, under the direction of the assistant dean for admissions, for outreach and recruitment of USG prospective students and assists the director of the USG Program in USG student advising, cohort building, and overall program coordination.

### **Academic and Research Administrator**

In our drive to grow our research program, the dean and faculty determined that additional support was needed to support faculty in pre- and post-grant award processes. The associate dean for academic affairs was also experiencing greater demands in recruiting, hiring, and orienting adjunct faculty and in making improvements to MSW Program advising and communications. The academic and research administrator has worked closely with the associate dean for academic affairs to create a new advising open house and advising videos for the main website; establish a new online adjunct orientation and teaching development day to better integrate, orient, and develop the teaching skills of adjunct faculty; and improve the communication and organizational culture for adjuncts. She is currently working with our assistant dean for communications to improve marketing and web content related to the MSW Program.

### **Field Coordinators**

The school has experienced steadily increasing challenges in identifying and securing new field placement agencies in the Baltimore metro region. The reasons for this include greater competition from an increasing number of MSW programs in the state, the emergence of online programs, and changes in the field that limit the number of social workers able or willing to dedicate the time necessary to serve as field instructors for students. In response, we have strengthened our staffing in the OFE by adding two field coordinator positions. These staff members are able to share the load of placing students, and they enable all coordinators to engage in greater outreach and recruitment of agencies and field instructors. In addition, they offer greater support and training to those field instructors currently volunteering their time to our students.

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

### **Administrative and Program Staff**

#### *The Dean*

The dean acts as UMSSW's executive officer, administering the school under the supervision of the president of UMB. In addition to the dean, the School of Social Work has the following administrative officers, appointed by the dean:



### ***Associate Dean for Academic Affairs and the Master's Program***

The associate dean is responsible, with the guidance of the faculty, for developing and administering the curriculum. The associate dean establishes the class schedule, assigns faculty, hires adjunct faculty, and monitors the effectiveness of teaching. The associate dean supervises the assistant dean for graduate field instruction, the director of the USG MSW Program, and the assistant dean for informatics. The associate dean has a 100% release time from teaching responsibilities.

### ***Director of the MSW Program at the Universities of Shady Grove***

The director of the MSW Program at USG is responsible, under the supervision of the associate dean for academic affairs and the Master's Program, for directing the MSW Program at the Shady Grove campus. She identifies and recommends to the associate dean adjunct faculty to teach USG courses, supports faculty and students at the USG campus, conducts orientations and cohort-building events for students, liaisons with the assistant dean for student supports regarding student services, and generally oversees the development and maintenance of the MSW Program at the Shady Grove campus.

### ***Associate Dean for Administration***

The associate dean for administration is responsible for all administrative functions of the school, including budget control, human resources, the physical plant, and liaison with parallel campus offices.

### ***Associate Dean for Research***

The associate dean for research is responsible for assisting the faculty and administration in developing an efficient and effective research infrastructure. The associate dean also helps to coordinate efforts of the school with those of the UMB Office of Research Development.

### ***Associate Dean for Undergraduate Studies***

The associate dean serves as the chief administrative officer of the school's Baccalaureate Social Work Program at UMBC. Since the Baccalaureate Program is a full department at UMBC, the associate dean is responsible for all functions related to the academic leadership and administration of the department. These include recruitment and retention of high-quality faculty, supervision of all student outcomes, oversight and administration of the curriculum, budget management, community liaison, and academic leadership at UMBC commensurate with the position of department chair. The associate dean reports to the dean of the School of Social Work.

### ***Assistant Dean for Field Education***

The assistant dean carries overall responsibility for the administration of the Field Instruction Program and brings to this position more than 30 years of post-master's experience in social work.

### ***Associate Dean for Doctoral and Post-Doctoral Program***

The associate dean has responsibility for the administration of the PhD Program. This includes recruiting students into the program, overseeing admissions, providing orientation for new students and faculty members, assigning graduate assistantships, supervising courses, conducting comprehensive examinations, approving dissertation committees, and assuring that graduate school policies and procedures are followed.

### ***Associate Dean for Student Affairs***

The associate dean has overall responsibility for recruitment, progression, and retention of the MSW student body. This responsibility includes administrative development and oversight of the ORR, academic advising, the Office of Admissions, and the OSS. Participation in campus and school committees related to student affairs, provision of services for students with disabilities, and veterans' services are also part of this role. The associate dean coordinates graduation certification in collaboration with the associate director of records and registration.

### ***Assistant Dean for Student Services***

The assistant dean is responsible for the support service areas of student services and the SGA in the MSW Program. These activities include enriching overall quality of life for all students; personal counseling, with referrals to campus resources; student activities; career development; peer mentoring; and coordination of student orientation, job fair, and graduation ceremonies. The assistant dean reports to the associate dean for student affairs.

### ***Assistant Dean for Informatics***

The assistant dean is responsible for addressing the audio, video, and computer needs of the School of Social Work in curriculum and administration. This responsibility includes participating in campus, community, state, and national activities in IT; serving as liaison between the FO and the administration in the development and implementation of an IT agenda; developing and implementing a strategic plan for infusion of technology into the classroom; overseeing administrative database management and program support; and providing training and advising in technology to faculty, staff, students, and administrators.

### ***Assistant Dean of Instructional Design and Technology***

The assistant dean for instructional design and technology reports to the associate dean for academic affairs and provides for the overall strategic planning, coordination, and implementation of the school's IT services. The assistant dean serves as a strategic partner to leadership for matters concerning instructional design and serves as the school's representative in campus-wide initiatives related to IT. The assistant dean reports to the associate dean for the Master's Program.

***Director of the Child Welfare Academy of the Ruth H. Young Center for Families and Children***

The mission of the Ruth H. Young Center for Families and Children is to promote the safety, permanence and stability, and well-being of children, youths, families, and communities through education and training, research and evaluation, and best practice service programs. The Child Welfare Academy is one of the programs under the Ruth H. Young Center. A component of the academy is the Education for Public Child Welfare program (Title IV-E), a partnership between UMSSW and the Maryland Department of Human Resources to prepare BSW and MSW candidates for public child welfare social work practice.

***Assistant Dean for Admissions***

The assistant dean directs the admissions operations of the school. In collaboration with faculty and alumni, the assistant dean recruits and admits students to the MSW Program, assumes responsibility for public information about the MSW Program and the field of social work, advises applicants, manages the administrative process of admissions, and assumes responsibility for staying current with trends in the field of social work and graduate education. The assistant dean for admissions reports to the associate dean for administration.

***Director for Continuing Professional Education***

The Director for Continuing Professional Education is responsible for the development and execution of a continuing professional education program that advances the skills and knowledge base of practicing social workers and other human service professionals in the region.

***Associate Dean for Development***

The associate dean is responsible for working with the administration of the school and the school's Board of Advisors to plan, coordinate, and implement a development program to provide resources for the school in support of its mission, goals, and priorities. The associate dean attends quarterly meetings of the Alumni Board. The Alumni Board currently has seven members and is seeking to enlarge its membership. Current members are graduates from the last 10 years. Alumni also serve key roles as members of the school's Board of Advisors; at any one time, over one-third of the board are alumni. Development efforts include capital campaigns, annual giving, major individual gifts, foundation and corporate grants, phone-a-thons, and direct mail campaigns. The director is also responsible for alumni relations and supervises an assistant director. The director reports to the dean.

### ***Director of Social Work Community Outreach Service***

The director is responsible for the overall operations of SWCOS, including response to community requests for assistance, field instruction of students, service delivery, organizational development, program development and design, liaison with community agencies, coordination with other parts of the university, and resource development and management. The director reports to the dean.

### **Social Work Administrator's Group**

The school has a monthly administrative meeting (the Social Work Administrator's Group) attended by all of the aforementioned administrators, the associate dean for the undergraduate program, and the chair of the FEC (ex-officio). This group addresses issues of cross-cutting concern, including communications, IT, enrollment management, emergency planning, master calendaring, and resources.

### **Technological Resources**

Sufficient funds have been allocated to provide necessary equipment to attain program goals. Computing technology is upgraded as necessary. Faculty have access to the software they request and to their own printers and dual monitors. The Media Center is a broadcast-quality facility, with plans to provide increased access to distance learning/conferencing opportunities for faculty and students.

### **Informatics Office**

The Informatics Office is one of the core sources of support at the School of Social Work. The staff maintains the audio, video, and computer technology equipment that supports the learning and research environments of the school. The Informatics Office consists of the Computer Center, the Computer Training Classroom, computer services, IT services, and the Media Center. The Informatics staff are present to support the technology needs of the School of Social Work. The Computer Center is the open computer lab for students, administrators, faculty, and staff within the School of Social Work. It is equipped with Windows-based computers, high-speed printers, and document scanners. Some of the software titles available for use include Microsoft Office (Access, Excel, PowerPoint, Publisher, and Word), ArcGIS, NVivo, and SPSS. All computers are attached to the internet as well as campus network resources such as the Blackboard course management system, databases, electronic reserves, and other online research information.

### **Support Staff**

The current number of support staff is adequate to manage the complexity of the school's program. Each faculty member is assigned a support staff member (see Table 33.) It has been possible to give every faculty member a personal computer and training on the use of Outlook Calendar, thereby

decreasing the burden imposed on support staff. When large, externally funded projects are obtained, the school has also obtained funds to provide staff to manage the day-by-day operations of the projects. This information is not included here.

Table 33. *Support Staff Assignments*

<b>Administrative or faculty assignment</b>	<b>Support staff</b>
Dean	Executive administrative assistant II
Associate dean for academic affairs and the Master's Program	Program administrative specialist Academic program specialist Academic and research administrator
Director of MSW Program at Shady Grove	Academic and admissions coordinator
Associate Dean for student affairs	Director, records and registration Assistant director, records and registration Records and registration coordinator
Assistant dean for instructional design and technology	Instructional technology lead Instructional technology specialist
Associate dean for research	Academic and research administrator
Associate dean for development	Assistant director of alumni relations/annual giving Assistant director, Events
Assistant dean, Institute for Innovation and Implementation	Director of finance
Associate dean for Administration	Facility/event specialist Coordinator
Assistant dean for field instruction	Program administrative specialist Administrative assistant II
Assistant dean for student services	Program administrative specialist
Assistant dean for admissions	Assistant director Academic and admissions coordinator Administrative assistant II Administrative assistant II
Assistant dean for informatics	Information systems engineer Instructional tech specialist

Administrative or faculty assignment	Support staff
	Instructional tech specialist
Assistant dean for information technology and design	Lead instructional technologist Instructional tech specialist
Assistant dean, continuing and professional education	Program manager (funded by external funds) Academic coordinator (funded by external funds) Administrative assistant II (funded by external funds)
Director of the Social Work Community Outreach Service (SWCOS)	Assistant director, SWCOS (grant funded) Program coordinator

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

The following narrative discusses the comprehensive library holdings and electronic access and other information and education resources available to UMSSW students, faculty, and staff, enabling the School of Social Work to achieve its mission and goals at both the Baltimore and Shady Grove campuses. First, the narrative discusses the Health Sciences and Human Services Library on the Baltimore campus, and then it discusses the Priddy Library at USG.

**Library Report: The Health Sciences and Human Services Library at University of Maryland, Baltimore**

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

Distinguished as the first library established by a medical school in the United States, the Health Sciences and Human Services Library (HS/HSL) is the primary source of journal literature, clinical information sources, and research support for faculty, staff, and students of UMB. The HS/HSL website (<http://www.hshsl.umaryland.edu>) provides access to a full range of information services and resources, including e-books and online journals, course materials, research databases, web-based reference services, the UMB Digital Archive, and interlibrary loan (ILL). Faculty, staff, and students can easily access the HS/HSL's online resources from off campus. The library's electronic reserves system and a virtual library orientation are accessible to students via Blackboard.

The library has a collection valued at \$29 million and an annual budget of \$2.3 million. The holdings includes 363,204 print volumes, over 17,350 e-books, 161,435 monographs, and access to approximately 4,524 current online journals. The HS/HSL provides access to 116 research databases, including essential sources for searching social sciences literature and clinical information such as PsycINFO, SocINDEX, Web of Science, Scopus, Social Work Abstracts, and Health and Psychosocial Instruments.

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

The HS/HSL prides itself on providing excellent and knowledgeable customer service in person, through electronic resources, and via outreach efforts. The library staff consists of 56 people, 25 of whom are master's-level librarians who are trained to provide high-quality services to the professional schools at UMB, including UMSSW. One faculty librarian is dedicated to serving the information needs of the school and maintains strong connections between the school and the library.

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

The library does not have a separate budget specifically for social work library resources. There are resource packages, such as SAGE Premier (\$100,571), extensively used by social work faculty and students, but the interdisciplinary nature of the university negates the need to keep separate budgets for each school. However, the library does track expenditures for the social work course reserves collection. In fiscal year 2016, the library spent \$2,057 on reserve material to support School of Social Work classes. The library purchases all items requested for course reserves. As stated above, the library's total collection budget is 2.3 million.

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

In fiscal year 2016, the library building had 301,675 visitors, the library's website had 1,205,700 visits, and 17,358 items were circulated. (The library does not track visitor affiliation data.)

School of Social Work online reserve materials were as follow: spring 2017: 821 items; fall 2016: 643 items; fiscal year 2016 reserve materials loaned at Information Services Desk: 349; and fiscal year 2016 books loaned in social sciences classifications: 1,075.

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

The library houses 45 group-study rooms (11 of which have LCD displays that support collaborative work), 103 study carrels, and three quiet floors. It provides 56 public-access computers, many data ports, two video-conference rooms, and two open wireless networks for laptops and mobile devices. A presentation practice studio equipped with audio/video capture and editing capabilities allows students and faculty to develop, practice, and evaluate presentations. The library's Innovation Space offers three 3D printers, two 3D scanners, a plotter for poster printing, Google Cardboard viewers, and more. Three computer learning labs in the building are used by library staff for course-integrated instruction and workshops.

The library has eight printers, three copiers, and five scanners, including a high-speed, touch-screen KIC (Knowledge Imaging Center) scanner.

- **Circulation policies and procedures (policy and procedures to ensure that books or other materials required or recommended in social work courses are made available to students).**

The HS/HSL's policies and procedures regarding circulation, collection development, copyright and fair use policy for electronic and print reserves, and more can be accessed from the library website under "About the Library" (<http://www.hshsl.umaryland.edu/about/policies.cfm>).

- **Library's online catalogue, email, computerized search services, document delivery, interlibrary loan (identify per-fee versus non-fee), media, and other related services available to students (include other libraries outside the educational institution to which students have regular access and the appropriateness of each library's holdings for social work).**

The HS/HSL online catalogue contains the holdings of the 18 USM and Affiliated Institution (USMAI) libraries. Users may limit their searched to the UMB campus. And using the OneSearch tool, users may simultaneously search for books and articles in the online catalogue. This fast and easy search engine/discovery tool is prominently located on the library's web page.

The book collections at USMAI libraries support a variety degree programs in the social sciences, including social work, sociology, anthropology, and psychology. Students and faculty on the UMB campus may request and borrow books from other USMAI libraries. These books are sent directly to the HS/HSL for easy pick up. Students and faculty may also use the ILL service to order books and articles that are not licensed or owned by the HS/HSL. Materials ordered through ILL usually arrive within 24 hours. In fiscal year 2016, 8,517 items were delivered through ILL; 85% (7,218 items) were delivered at no charge. ILLs are free for students.

UMSSW students have the option to attend classes at USG. These students have access to the HS/HSL's databases, online journals, and e-books. Moreover, USG has its own library—the Priddy Library—which houses a collection of over 10,000 books. The Priddy Library is a LEED-certified building providing ample study space and an on-site librarian dedicated to Shady Grove-based students and faculty.

HS/HSL librarians have also created a number of subject guides related to social work that are available from the library website:

- *Social Work,*
- *Health Policy,*
- *Evidence-Based Practice in Social Work,*
- *Social Policy,*
- *Literature Reviews,* and
- *Tests and Measures.*



- **Reference coverage and related services (comment on the availability of library staff to provide reference help on social work topics to faculty and students).**

In addition to 25 faculty librarians, the HS/HSL employs seven library specialists trained in reference interactions. During the academic year, reference services (including in-person assistance, telephone, e-mail, and online chat) are available 89 hours per week. *Research Connection* (<https://www.hshsl.umaryland.edu/services/researchconnection.cfm>) is the library's comprehensive suite of research services available to faculty, staff, and students. It includes research consultations; collaborations on systematic reviews; and services in research data management, expert literature searching, research impact, and more.

- **Is there a library staff member assigned to a liaison role for the social work program? (If yes, describe the nature of this role vis-à-vis the social work program.)**

One librarian, the *social work librarian*, works directly with the school to foster relationships with faculty and administration and promote awareness of library services to faculty and students. In this role, the social work librarian is the main contact person for UMSSW-related library questions. Services provided by the social work librarian are outlined in the following section.

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

The social work librarian's responsibilities include the following:

- Delivering dynamic instruction and expert research consultations to faculty and students, emphasizing searching skills, finding quality evidence, critical appraisal of resources, and information management. (Virtual reference consultations are offered using join.me software.)
- Designing and delivering research and information-management workshops, in person and virtually.
- Collaborating with colleagues to develop and deliver innovative programs and services in the areas of expert searching/systematic reviews, research impact, scholarly communication, data management, and more.
- Assessing the research impact of scholarship to support faculty promotion, tenure, and grant applications.
- Participating actively in committees within the School of Social Work.
- Collaborating with UMSSW on grant-funded outreach projects.
- Holding weekly onsite office hours at the School of Social Work.

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

The library welcomes suggestions for developing the collection and provides a recommendation form on the library website. Requests can also be made via e-mail and telephone. The collection development librarian and the social work librarian determine whether a recommended item is within the scope of the library collection. If an item is requested and acquired, the requestor is notified once it becomes available. Acquisitions deemed of general interest are announced broadly across the School of Social Work. Also, faculty from each school, including the School of Social Work, attend HS/HSL-hosted meetings about building library collections while considering the constraints of the HS/HSL budget.

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

The social work librarian regularly announces new resources with a social work focus broadly through e-mail notifications at the school. New resources are also announced through banners on the library website, through HS/HSL updates on the website, and in the library newsletter.

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

Online databases used heavily, but not exclusively, by the School of Social Work are PsycINFO, PsycTESTS, SocINDEX, and Social Work Abstracts. Below are fiscal year 2016 statistics reflecting the number of times these resources were searched:

PsycINFO	24,234
PsycTESTS	7,852
SocINDEX	14,060
Social Work Abstracts	9,580

In fiscal year 2016, the HS/HSL’s online guide focusing on social work was accessed 4,489 times (see <http://guides.hshsl.umaryland.edu/socialwork>).

Selected social work online journal usage statistics (accesses) for fiscal year 2016 are as follows:

<i>Research on Social Work Practices</i>	2,785
<i>Social Science &amp; Medicine</i>	2,394
<i>Social Work</i>	2,373
<i>Journal of Child and Family Studies</i>	1,317
<i>Health and Social Work</i>	943
<i>Journal of Health &amp; Social Behavior</i>	686

<i>Social Science Review</i>	675
<i>Journal of Social Work Education</i>	625
<i>American Journal of Family Therapy</i>	624
<i>Clinical Social Work Journal</i>	616

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

In fiscal year 2016, there were 47 individual research consultations and 16 instructional sessions (with 369 attendees). These instructional sessions were embedded throughout the curriculum and evaluated by a survey at the end of each session. A sample of the questions asked are as follows: “Did your instructor explain the material in a clear manner?” “What are the most significant things that you learned during this session?” “Instructor worked well with the class and encouraged student participation?” Current results from surveys suggest that students are very satisfied with instructors and the instruction sessions. The types of presentations delivered included sessions on qualitative cross-cultural research, research methods, citation management using RefWorks, finding measures, and an overview of systematic reviews.

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

The HS/HSL building is conveniently located two blocks southwest of the School of Social Work. It serves as a learning center on campus, providing students, faculty, and staff with quiet study space and IT for research, study, and writing.

- **Library hours for the main library and social work collection library for the full calendar year. (Are there requests for additional hours from social work students? If yes, discuss the library’s response).**

During the academic year, the HS/HSL is open 116 hours per week. The library building opens at 6:00 AM and closes at 1:00 AM. During the summer, the HS/HSL is open 78 hours per week.

In 2015, the HS/HSL hosted a student open forum that focused on library hours and student safety. In response to excellent suggestions from students, the library extended its morning hours, adding 10 hours per week. The HS/HSL also altered weekend hours to accommodate student requests.

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

In 2013–14, before beginning work on a library-wide strategic plan, a team at the library organized a “strategic listening tour” to gain input from students, faculty, and staff. This effort to understand how the library might better contribute to the success of its users incorporated town hall meetings and focus group–style discussions with user groups throughout campus, including the School of Social Work.

Working with the SGA and the Graduate Student Association and through a variety of promotion mechanisms, students were invited to attend an open forum held in the library. In addition, library leadership developed and implemented an online survey that provided an opportunity for any member of the university community to participate in shaping the HS/HSL's future.

All classes and workshops offered by the HS/HSL are evaluated after each session. Surveys are administered as the HS/HSL develops new and evaluates current programs and services (e.g., Clinical and Translational Science Institute needs assessment, Systematic Review Service assessment, Presentation Practice Studio satisfaction, research consultation satisfaction, 3D printing satisfaction). Selected annual surveys include the following:

**New student survey:** Each spring semester, the HS/HSL surveys new students in each school, soliciting opinions on such topics as the features they liked most and least in their previous academic libraries, what services and resources they have used so far at the HS/HSL, how they would rate staff support and building facilities in the library, and what communication methods they prefer by which to stay informed about library programs, resources, and services. Sample comments from the survey are provided below in Table 34.

**Library Genie survey –:** An annual online survey is linked from the library website and is widely distributed. This open-ended survey requests that users tell us their “three wishes” for making improvements to the HS/HSL.

**Resource usage survey:** One month each year, at selected times, an online survey measures which users are accessing specific resources, their school affiliation, and the purpose of the use.

Table 34. *Library New Student Survey: Qualitative Comments*

<b>2017 New Student Survey comments</b>
(Q4) Is there any service that your former library at your previous university provided that we don't?
<ul style="list-style-type: none"> <li>• None</li> <li>• Yes. Better heating and cooling management. You never froze during winter or cook during summer in the library</li> <li>• Coffee shop</li> <li>• Online chat with a librarian 24/7</li> <li>• FULL SIZE SCANNERS. Seriously I can't believe HS/HSL doesn't have a scanner larger than Legal sized.</li> </ul>
(Q5) Now that you have been here a semester...Never visited the Library. Please explain or comment
<ul style="list-style-type: none"> <li>• They should better manage the heating and cooling system of the study rooms. They were extremely cold during this winter session</li> <li>• I haven't had the chance to get to the library for research. I utilize the internet which has been working for</li> </ul>

me.
<ul style="list-style-type: none"> <li>• I study or use the computer labs in the SSW bldg. Never really needed to be in the main library.</li> </ul>
(Q6) Now that you have been here a semester...Have never used Library Services. Please explain.
<ul style="list-style-type: none"> <li>• I've only consulted with a librarian when professors had them come to our classes</li> </ul>
(Q8) Library Faculty and Staff at the HS/HSL are... (Comments)
<ul style="list-style-type: none"> <li>• When asked resource reference questions such as "where is there a notary?" 3 staff members were unsure (for students, there is a notary in each school, per the registrar's office) although I was eventually given a sheet with an outside-business notary info. &amp; the evening staff didn't know how to change the stapler &amp; didn't try my suggestions (just wanted to wait on other staff member to return)</li> </ul>
(Q9) Please rate the following Information Resources provided by the Library (Comments)
<ul style="list-style-type: none"> <li>• just not many books available -- I also think it would be beneficial to have at least one copy of all class-required books available on reserve</li> <li>• The website is slightly difficult to navigate, and often times when I try to narrow searches, the databases do not respond.</li> <li>• OneSearch is a little confusing - I still don't fully understand how it works/where it is gathering results from</li> </ul>
(Q10) Please rate the library facility. (Comments)
<ul style="list-style-type: none"> <li>• Perhaps post a prominent sign at the third floor main stairway entry informing people that all subsequent floors are quiet floors unless in study rooms.</li> <li>• It's always really cold in the group study spaces in the library.</li> </ul>
(Q13) In what type of environment are you most productive?
<ul style="list-style-type: none"> <li>• Quiet, well-lit, open, accessible outlets</li> <li>• One that is comfortable and quiet and that has a lot of natural light.</li> <li>• Structured or relaxing (coffee shop type/desk &amp; height-adjustable chair) or a comfortable couch (rarely, but sometimes)</li> </ul>

*Note.* Twenty-six (out of 97 total) School of Social Work (SSW) students responded to survey. Q = question; HS/HSL = Health Sciences and Human Services Library.

Service improvements and enhancements made as a result of user feedback include the following: purchase of rolling white boards, new comfort seating, and a full-size scanner; installation of an all-gender restroom and water bottle-filling stations; improvements to heating/cooling system; and development of a bioinformatics program and research data management services.

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

An area of concern is the rising cost of journals in all disciplines supported by the library. Journal prices continue to increase by 5%–7% each year. From 2012 to the present, journal prices in the social sciences have increased 31%. This, combined with a flat resources budget, has resulted in difficult

collection decisions. A team of librarians reevaluate the HS/HSL's journal collection every year and, on the basis of cost-per-use data and other criteria, make cuts to resources. The School of Social Work has partnered in making collection decisions. The library's executive director meets three times each year with the dean of the School of Social Work, and school faculty have participated in meetings at the HS/HSL addressing the challenges facing the library collection. In June 2017, several School of Social Work faculty attended a "collections summit" at the HS/HSL to review challenges facing library collections and brainstorm creative solutions to maintain a balanced collection that supports UMB's research, teaching, outreach, and clinical-care mission.

### **Librarian's Report: Priddy Library at the Universities at Shady Grove**

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

The Shannon and Michael Priddy Library at USG provides excellent support to UMSSW. The Priddy Library has approximately 2,480 print books and several DVDs related to social work in its collection.

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

In addition, through the Priddy Library, students, faculty, and staff gain access to additional resources housed at the university partner libraries in the USMAI) to support their research needs. They can also request materials through document delivery services or materials not owned by USMAI libraries through ILL services.

Students can access print textbooks required for their classes through the Priddy Library's course reserves program. This is a critical service due to the rising costs of textbooks.

When on campus, students and faculty have access not only to the electronic journals owned by UMB Libraries but also those owned by the University of Maryland, College Park (UMD). This includes additional databases (some 15) related to social work available through UMD Libraries. UMB faculty and students also have access to over 15,000 e-books through a USMAI demand-driven acquisition program.

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

The UMB graduate program in social work has a subject-specialist librarian assigned as its liaison librarian.

The library staff has been trained to provide assistance to social work students through one-on-one and/or small-group research consultations, and they also answer research questions via chat and e-mail.

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

The Priddy Library does not allocate a separate budget for social work library resources. However, course reserve materials are purchased as faculty request them every semester (the total number of items on course reserves for the SSW—UMB and UMBC combined—was 308).

For UMB's MSW Program, the Priddy Library relies on the online resources subscribed to by UMB and UMD. The library's collection budget for fiscal year 2016 was \$88,000.

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

During fiscal year 16, according to the library's gate count 249,813 patrons entered or exited the facility (foot count).

We had 112,063 visitors consulting the library's website; of those 86,358 were unique pageviews. The library's group study rooms were reserved 5,399 times.

- **Equipment and Technology**

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

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

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

The Bookeye scanner is another heavily used technology item at Priddy Library. Students and faculty are able to scan documents, books, and other items and save those scans to a USB or send them directly to their e-mail to view later. This technology is extremely useful in tandem with our course reserve program as it allows students to scan the information they need for classes.

The library also has 69 iPads, six laptops, and five digital audio recorders available for checkout to students, faculty, and staff; in addition, there are 44 desktop computers throughout the library.

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

- **Circulation policies and procedures (to ensure that books or other materials required or recommended in social work courses are made available to students).**

The Priddy Library follows UMD Libraries' borrowing policies and procedures:

<http://www.lib.umd.edu/access/borrow-policies>.

Circulation policies and procedures can be accessed from the library's website:

<https://shadygrove.umd.edu/library/borrow>.

- **Library's online catalogue, e-mail, computerized search services, document delivery, ILL (identify per-fee versus non-fee), media, and other related services available to students (include other libraries outside the educational institution to which students have regular access and the appropriateness of each library's holdings for social work).**

Patrons of the Priddy Library can access an online catalogue that contains the collections of the 18 USMAI Libraries.

Students, faculty, and staff can request and borrow materials from any of the 18 USMAI Libraries; these materials are sent to the Shady Grove campus (or wherever a borrower has chosen) for pickup.

Borrowers can access materials not available through USMAI Libraries by using the ILL service to requesting that they be sent directly to their home campus library.

Librarians have developed a number of social work and related subject and course guides, which are accessible through the library website: <http://libguides.shadygrove.umd.edu/>.

- **Reference Coverage and Related Services (comment on the availability of library staff to provide reference help on social work topics to faculty and students).**

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

All Priddy Library staff develop and deliver hands-on, drop-in workshops focused on various software tools and skills that students can use in their classes and future careers. Topics include everything from designing an academic poster to using the citation manager Zotero to creating an online map. The workshops are held in the library's Col-Lab, a collaborative space that students, faculty, and staff can



also reserve for student club meetings, faculty- or student-led discussions, and informal presentations. It is an area for engaging in debates, working on projects, and sharing ideas.

- **Is there a library staff member assigned to a liaison role for the social work program? (If yes, describe the nature of this role vis-à-vis the social work program.)**

The UMSSW has a subject-specialist librarian assigned as its liaison librarian. Liaison librarians provide support for the teaching and research needs of UMB faculty and students. Liaison librarians maintain ongoing relations with librarians from the main UMB campus library and academic programs.

The social work librarian is embedded in the course-management system (Blackboard) when a faculty member feels that this online presence is needed to support students' access to resources and to improve their research skills.

Liaison librarians regularly hold one-on-one and/or small-group research consultations with faculty and students in addition to answering research questions via chat and e-mail.

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

The social work librarian's responsibilities are as follows:

- serves as library liaison to specified programs, which duties involve but are not limited to promoting services available through the Priddy Library, providing information-literacy instruction, supporting faculty research, creating web and digital content, and developing and managing collections in assigned subject areas;
- designs and delivers research and information-literacy workshops to individuals and groups;
- provides general and specialized information assistance and research consultations in person, by phone, by e-mail, and through chat;
- discovers and implements innovative technologies to advance teaching and learning, research, communication, collaboration, and information literacy;
- maintains a strong knowledge of current and emerging trends, particularly in the areas of information-literacy instruction, assessment, and research methods;
- participates actively in committees at USG and UMD; and
- participates in professional development activities such as continuing education, service to the library community, and scholarship/creativity.

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

The Priddy Library has an online form for faculty to recommend the purchase of materials: <https://www.shadygrove.umd.edu/library/purchase-0>. Requests can also be made through e-mail.

The social work librarian is the one who determines whether recommended material fits the scope of the collection, USG program needs, and the availability of funds for purchase.

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

The social work librarian or an acquisition staff member send an e-mail to the faculty member who requested the material to inform him or her of its arrival.

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

As mentioned, social work students access UMB's subscribed online databases. Priddy Library has no information on how many students access social work materials or how many times they access these resources.

LibGuides statistics: Social Work : 3,290 views.

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

In fiscal year 2016, there were two library-instruction sessions and 17 research-consultations meetings.

The Priddy Library has just begun to evaluate, thorough surveys, the learning outcomes of each library instruction session if it is longer than 30 minutes.

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

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

To provide an optimal environment for research, study, and socialization, the library has designated distinct areas throughout the building for quiet or interactive group work, depending on users' needs. Students, faculty, and staff can take advantage of silent and quiet study areas, where they will find

perfect environments in which to focus. The rest of the library is considered an open area with conversations, food, and drink allowed and where groups can meet to work on projects or to socialize.

- **Library Hours for the main library and social work collection library for the full calendar year (Are there requests for additional hours from social work students? If yes, discuss the library's response).**

The library hours are as follows:

8:00 AM to 10:00 PM, Monday–Friday;

9:00 AM–7:00 PM, Saturday; and

12:00 PM—10:00 PM, Sunday.

Night Owls service: 10:00 PM–3:00 AM, Sunday–Thursday.

USG students and faculty can take advantage of the Night Owls service, which opens the library doors as indicated above. This grants our users a safe space to study and/or meet with their colleagues to prepare their projects.

During exam times, the library extends its hours of operation during Fridays and Saturdays to accommodate students' needs.

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

USG has conducted three different surveys for the last 2 years: one for undergraduate students, one for graduate students, and one for faculty. These are sent out via e-mail.

Of 138 faculty members, 123 responded to the latest survey. Seventy-nine were “satisfied” or “very satisfied” with the library; 53 were “satisfied” or “very satisfied” with the library having books on course reserve for their students.

One-hundred and sixty-two graduate students responded in the latest survey. They rated themselves as being between “very satisfied” and “extremely satisfied” with library services:

- research consultation: 73;
- in-class library sessions: 58;
- hands-on workshops: 78;
- books on course reserve: 102;
- Night Owls service: 114; and
- group study rooms: 132.

Improvements have been made as a result of user feedback. For example, library hours were extended to 3 AM.

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

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

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

Including leased spaces, the School of Social Work currently has 73,834 net assignable square feet (NASF). This total comprises 11,000 NASF of leased space located at 307 West Baltimore Street; 1,593 NASF at 1701 Madison Street; and 3,000 NASF at 55 Paca Street to house the Business Offices. The remaining 63,834 NASF is within three on-campus buildings located at 525 West Redwood Street (the two largest building are conjoined and share the same main entrance) and 550 West Baltimore Street. The school’s on-campus buildings are considered to be in good physical condition. UMB space available for instruction and offices is broken out in Table 35.

Table 35. *Instructional and Office Space*

<b>Description</b>	<b>Existing inventory</b>
Classrooms and support spaces	11,560
Class laboratory and support spaces	1,520
Open lab	491
Research laboratory and support spaces	0
Faculty office and support spaces <sup>4</sup>	28,852
Staff office and support spaces	23,073
Conference rooms	3,053
Lounges	5,285
<b>TOTAL</b>	<b>73,834</b>

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<sup>4</sup> Includes 11,000 NASF of leased space at 307 West Baltimore Street and 1,593 NASF of leased space at 1701 Madison Avenue (both in Baltimore).

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

The UMB and USG campuses are committed to the principles of equal access and opportunity for persons with disabilities, in compliance with the Section 504 of the Rehabilitation Act of 1973, the ADA, and the ADAAA. The UMB campus ESDS ( <http://www.umaryland.edu/disabilityservices/> ) in consultation with the school's ADSA, approves all student accommodations, including those for students at the Shady Grove campus. The typical types of accommodations students receive are extended time on exams and papers, tutors, permission to tape record lectures, handicap parking permits, enlargement of print of required readings, note takers in class, and enhanced computer technology so that papers can be written and articles read from the internet.

Both the Baltimore and Shady Grove campuses have sufficient classroom space to provide for students who need separate quiet rooms for testing. With lead time, ESDS will assist with video captioning and transcription. Individual instructors will provide enlarged text unless students have their own software that can be provided by ESDS. On rare occasions, we have hired interpreters for students who are hearing impaired.

## ASSESSMENT

### *EDUCATIONAL POLICY 4.0—ASSESSMENT OF STUDENT LEARNING OUTCOMES*

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

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

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

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

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

### *Accreditation Standard 4.0—Assessment*

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

**The plan includes: a) a description of the assessment procedures that detail when, where, and how each competency is assessed for each program option, b) at least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations, c) an explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0, d) benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark,**

e) An explanation of how the program determines the percentage of students achieving the benchmark, f) copies of all assessment measures used to assess all identified competencies.

UMSSW is committed to creating a learning organization that consistently and systematically gathers data to assess students’ success in achieving proficiency in the nine CSWE social work competencies and to assess the implicit environment that supports their learning. This section first covers assessment of student competence; it concludes with assessment of the implicit curriculum. It highlights the use of data as an organizational self-reflection tool to continuously improve processes to support student learning.

**Introduction to the Competency-Based Assessment Process Under 2008 to 2015 EPAS: Overview of Competency-Assessment Process at UMSSW**

Students are measured on competencies at the generalist level and at the specialization level in either clinical or macro practice. Faculty and program administrators use the data to assess students’ achievement of learning outcomes and to improve students’ preparedness as professional social workers. Built into this process is a feedback loop to continuously evaluate and strengthen school pedagogy and assessment methods. (Nomenclature: *Practice behaviors* is used when discussing the 2008 EPAS and *behaviors* is used when discussing the 2015 EPAS.)

The SSW was not reviewed under 2008 EPAS (see Table 36 for timeline of postponement dates). However, the implementation of the self-study process and competency measurement began at the time of the initial CSWE notification of review for reaffirmation of accreditation, which was to take place under the 2008 EPAS. The reaffirmation due date was postponed (see Table 36) until October 2017. UMSSW ultimately opted to accept an administrative extension for reaffirmation of accreditation until June 2018 for review under the 2015 EPAS as CSWE prepared for the new standards.

Table 36. *Change in Review Timeline from 2008 EPAS to 2015 EPAS*

Scheduled for October 2016	Postponed to October 2017	Administrative adjustment to June 2018
Notification of reaffirmation decision date scheduled for October 2016 under 2008 EPAS	Approval for 1-year postponement of reaffirmation decision date to October 2017 under 2008 EPAS	Two meeting “administrative adjustment” until decision date June 2018 under 2015 EPAS

Note. EPAS = Educational Policies and Accreditation Standards.

This description of our competency-based assessment plan covers implementation processes in response to both the 2008 EPAS 10 competencies and the 2015 EPAS nine competencies. We feel it is important that we illustrate both as that provides the story of how we arrived at the school’s current assessment strategies, which have been refined over the years.

Figure 9 and Figure 10 present an overview of the development and implementation of assessment methods under the 2008 EPAS through the transition to the development and implementation of methods under the 2015 EPAS. Figure 9 illustrates the process from curriculum mapping to the development and

implementation of the assessment process using the 2008 EPAS. It demonstrates the feedback loop created to continuously use data to improve both the assessment process and the data collection process, thus establishing a culture of organizational learning.

*Figure 10* illustrates the transition from the 2008 EPAS to the 2015 EPAS. The school *remapped* and refined the 2015 nine-competency-assessment process to capture the new competencies and dimensions, and it continued to implement a self-reflective learning process to make continuous improvements.



Figure 9. Explicit curriculum assessment planning and implementation process: 2008 Educational Policies and Accreditation Standards (EPAS), 10 core competencies. UMSSW= University of Maryland School of Social Work; UMB = University of Maryland, Baltimore; CITS

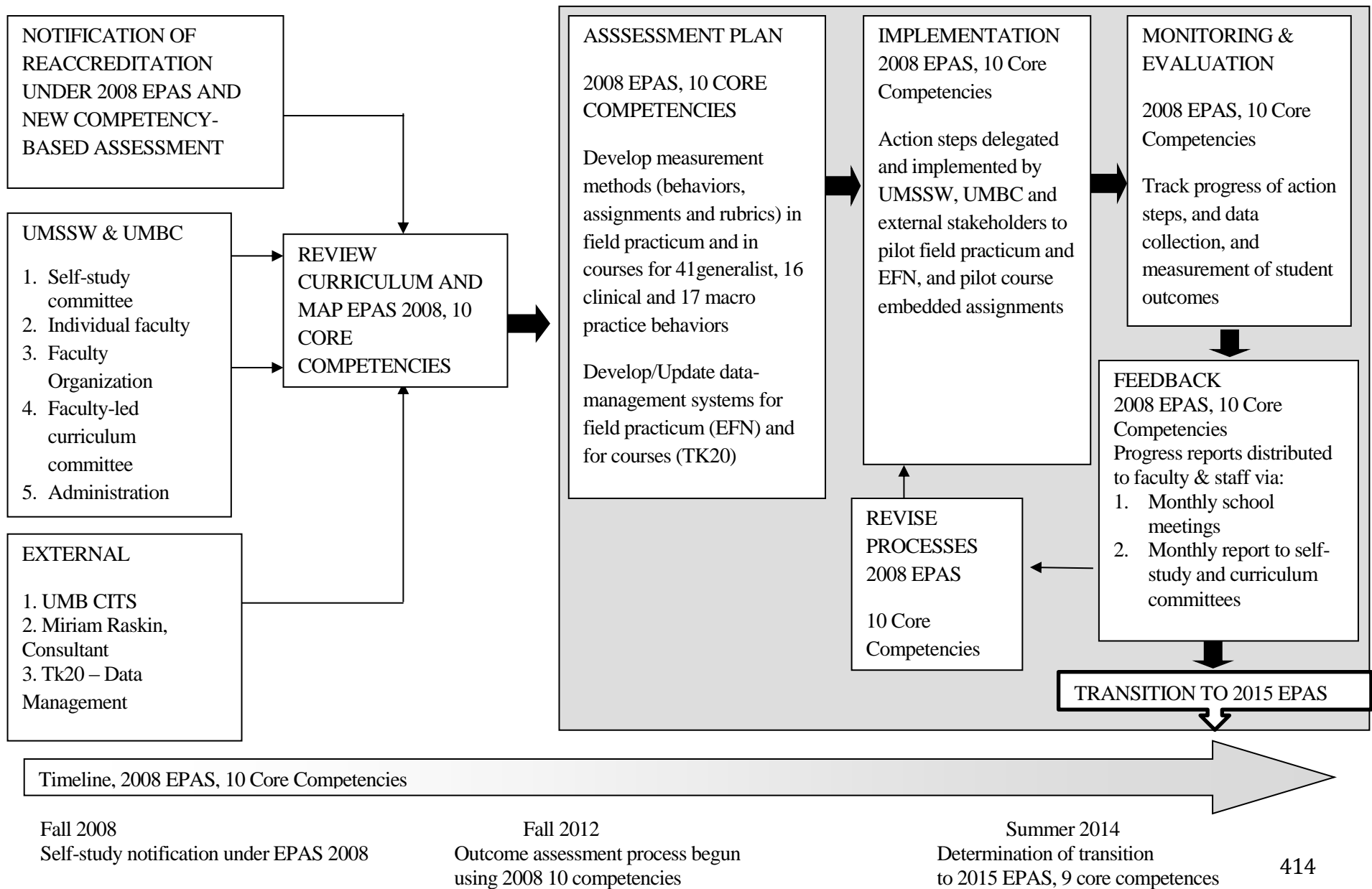
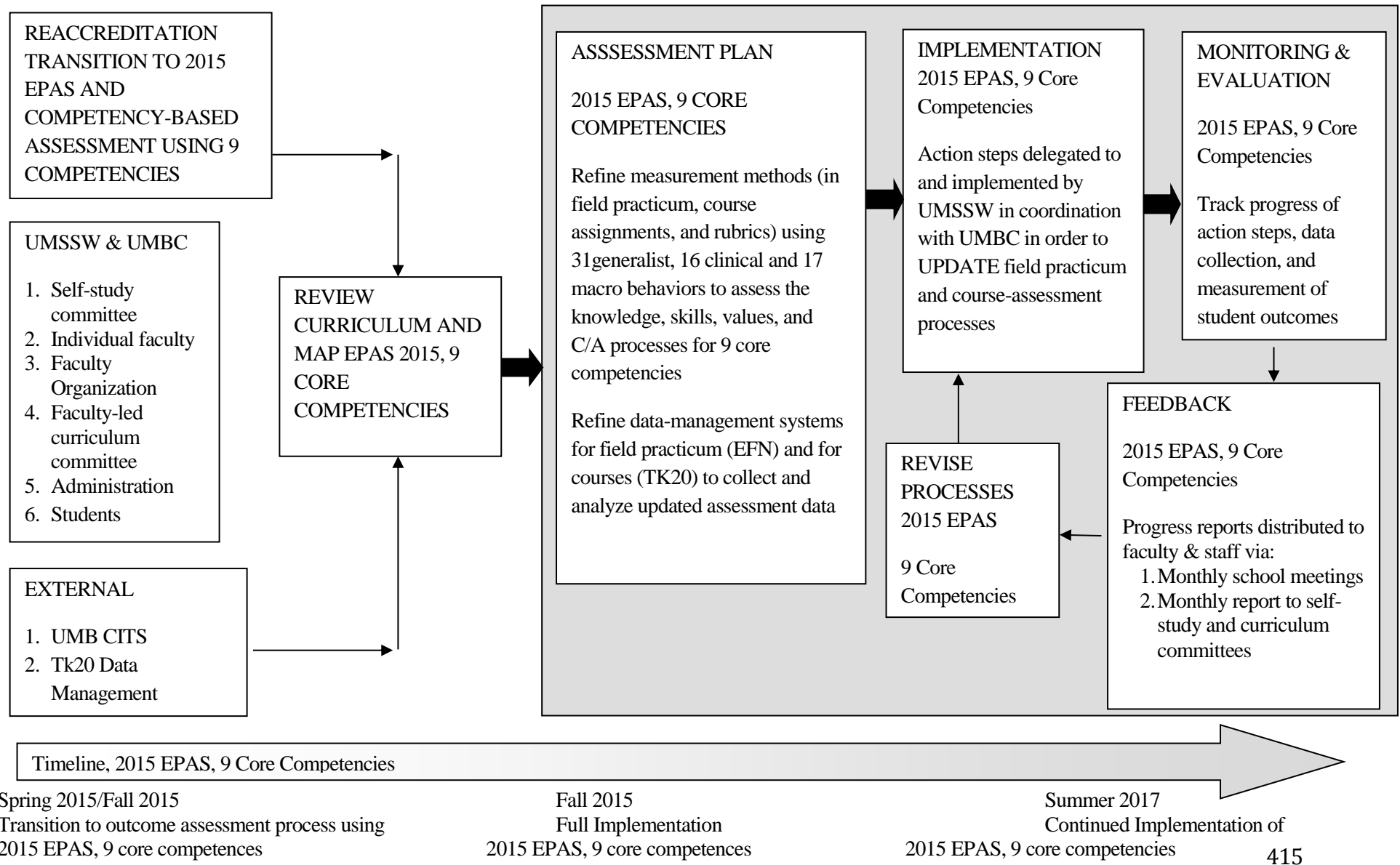


Figure 10. Explicit curriculum assessment planning and implementation process: 2015 EPAS, Nine Core Competencies. UMSSW= University of Maryland School of Social Work; UMB = University of Maryland, Baltimore; CITS = Center for Information Technology Services; C/A



## Developing the Assessment Plan for 2008 EPAS

In 2008, faculty, administrators, and staff began reviewing the program curriculum to ensure alignment with the 2008 EPAS and, following that, alignment with the 2015 EPAS.

On notification of our reaffirmation process under the 2008 EPAS, multiple internal and external stakeholders—including faculty, students, staff, and outside consultants—were convened to review the standards (see *Figure 10*). In response to the 10 CSWE core competencies, key stakeholders began reviewing the curriculum and mapping out the 10 competencies and 41 practice behaviors for generalist practice.

Simultaneously, key stakeholders familiar with the specializations in clinical and macro practice began crafting advanced-level practice behaviors relevant to each of the competencies.

For example, macro faculty convened a group of faculty, staff, and adjunct faculty who were practitioners in the field to review key macro skills as they related to courses offered. Faculty interviewed a number of alumnae working in macro practice to explore what they felt were important macro practice behaviors related to the 10 competencies, and the process included a review of the Network for Social Work Management's *Human Services Management Competencies*.<sup>5</sup> Clinical faculty convened their own group to go through a similar process. For the 2008 EPAS, 16 practice behaviors were identified for the clinical specialization, and 17 were identified for the macro specialization.

Stakeholders then went through an extensive process to determine the methods to assess students' competency levels. After exploring the limited literature on best practices related to learning-outcome assessment, a decision was made to measure the 2008 EPAS 10 competencies and 41 generalist practice behaviors with embedded assignments in courses and in field practicum.

A continuous process began in which, first, faculty reviewed generalist practice courses to determine where embedded assignments should be used to measure competencies. Second, faculty reviewed clinical and macro courses to determine where embedded assignments should be used to measure advanced competencies. Concurrently, field staff, field coordinators, field instructors, and field liaisons were engaged in developing the existing EFN to integrate competency assessment into the field practicum Learning Agreement-Assessment process.

Careful attention was given to ensure that the 41 practice behaviors were measured across the six generalist courses. All competencies and associated practice behaviors are measure in multiple courses. For example, for Competency 1 in the 2008 EPAS—"Conduct one's self in a professional manner"—there were six practice behaviors. Assignments were embedded in three different courses to measure practice behaviors for the competency, and all six practice behaviors were measured in field practicum.

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<sup>5</sup> Hassan, A., & Wimpfheimer, R. S. (n.d.). *Human services management competencies*. The Network for Social Work Management. Retrieved from <https://socialworkmanager.org/wp-content/uploads/2016/01/Competency-Brochure-4-19-15-With-Forms.pdf>

When possible, this was done similarly in the clinical and macro specializations. Students were assessed in all required courses that were specific to their specialization, and they were assessed in their advanced policy and advanced research courses.

The field office, along with key stakeholders, began working to develop examples of activities that field instructors and students might consider as part of the students' Learning Agreements. Working with key faculty, lists of activities were developed that would give students an opportunity to practice and demonstrate their level of competency. These lists were populated into the EFN and became guiding examples for field instructors and students to use when identifying students' assignments. For example, for Competency 7—"Assess individuals, families, groups, organizations, and communities"—some potential options are (a) identify client/group/community strengths and needs and discuss with supervisor; (b) complete intakes/psychosocial evaluations/needs assessments and other paperwork according to agency protocols; (c) collect, organize, and analyze client data to determine appropriate interventions; and (d) complete a client genogram and/or eco-map as part of a client assessment.

Using the literature to identify best practices in rubric development, faculty were provided with an orientation on how to develop and use them. After developing the assignments, rubrics for embedded assessment assignments were created on a four-point scale (1 = unsatisfactory, 2 = needs improvement, 3 = proficient, 4 = exemplary).

Simultaneously, stakeholders working with the OFE assessment developed a four-point scale in collaboration with our consultant, Miriam Raskin (1 = unsatisfactory, 2 = needs improvement, 3 = proficiency, 4 = exceeds expectations). The scale also included a "no opportunity" response. This was added to the EFN so that field instructors could assess students and enter their scores directly there.

This process was inclusive of *both* the Baltimore and Shady Grove campuses.

While identifying and developing assignments and creating rubrics, a determination was made on how best to manage the massive amounts of data that would be collected. In light of there being over 900 students measured on 41 practice behaviors in six different courses in generalist practice, a decision was made to purchase a data management system. After gathering bids for multiple software packages and finalizing the purchase in 2014, we began implementing the system.

First, we worked with the vendor, Tk20, to integrate the 10 competencies and the associated generalist practice and specialized practice behaviors into their system. We created special reports to present 2008 competency data. Next, Tk20 was integrated with the Blackboard learning management system, which ultimately would allow faculty to enter competency data for analysis.

The system was again retooled when we decided to migrate over to the 2015 EPAS, with its nine competencies and associated behaviors. From fall 2015 to spring 2016, we continued to collect data for the 2008 EPAS, but we also began working with the CSWE crosswalk to make alterations in the competencies and behaviors that needed to be changed in the Tk20 system. By fall 2016, we transitioned to the collection of data under the 2015 EPAS and had fully integrated the Tk20 system such that faculty entered embedded-

assignment assessment scores directly into a TK20 link embedded in our Blackboard learning management system.

The same process of data collection is used for both the Baltimore and Shadow Grove campuses.

### **Pilot Testing**

Initial implementation efforts focused on generalist practice assignments and rubrics to pilot test the process before moving on to specialized practice assessment. Training materials were developed and orientations provided to tenure and nontenure faculty as well as to some 100 adjunct faculty and faculty liaisons. Videos covered content such as what competency assessment, embedded assignments, and rubrics are; how to use rubrics; collecting data with Excel; and using Tk20. Videos are updated as appropriate and made available through the School of Social Work website:

<http://www.ssw.umaryland.edu/about-the-ssw/competency-assessment/>.

In fall 2014, embedded assignments were used to assess students on the 2008 EPAS and 41 practice behaviors in all six generalist courses. A pilot-testing process was implemented. Because the Blackboard–Tk20 link was not operational, faculty entered data into Excel spreadsheets designed specifically to be uploaded into Tk20. At the end of the semester, Excel spreadsheets were sent to the self-study team members working on the data. The team members then worked with Tk20 staff to upload the data. Our first set of data for students attending the Baltimore and Shady Grove campuses was in Tk20 and available for review by January 2015.

In spring 2015, we began to roll out assessment in our specialized practice courses. The same process was used, such that faculty developed embedded assignments that could be used in courses in which assessment would take place. Rubrics were developed for each of the competencies and the associated practice behaviors, and all faculty teaching courses using assessment assignments were provided with orientation and training, as mentioned above.

Simultaneously, field instructors were pilot testing the competency-assessment process by entering their fall competency-assessment scores (considered midterm grades) into the EFN for students in *both* generalist practice and specialized practice at both the Baltimore and Shady Grove campuses. Spring 2015 competency-assessment scores were exported from the EFN, manipulated, and then uploaded into Tk20.

To better understand how the assessment process was progressing, a Qualtrics survey was distributed to faculty at the end of the spring 2015 semester. The data derived were used to refine the orientation and training process for the following academic year.

### **Overview of Monitoring and Evaluation for 2008 EPAS**

Remaining consistent with a learning-organization framework, ongoing monitoring by the self-study team members took place throughout the academic year. The main focus during this period was implementing the competency-assessment process.

The first year of pilot testing met a number of barriers, including faculty and adjunct faculty not clearly understanding what competency assessment was, why it was being done, how to use assessment processes, how to enter data in Excel, and how to share it with the self-study team. Sometimes barriers were the result of user error, and sometimes they were due to glitches in the technical system.

At this point, evaluation of the data was at a rudimentary level. Data were reviewed for accuracy and completeness. Using the Tk20 system, assessment of the appropriate alignment of assignments with rubrics and rubrics with practice behaviors was reviewed. Alignment of practice behaviors with competencies was reviewed to ensure that calculations of competency scores would be correct. Low response rates and some misalignment of rubrics with practice behaviors and practice behaviors with competencies necessitated in-depth analysis and work with the Tk20 staff.

Simultaneously, OFE staff were assessing how field instructors and students experienced the EFN and the Learning Agreement-Assessment process. Staff used Qualtrics surveys distributed to field instructors and students and ran focus groups with each population separately to gain more in-depth information about their experiences. As a result, a number of changes were made, including alterations in the layout of the EFN and a change in the rubric from four points to five points, as discussed in the section.

### **How Students Are Assessed and the Percentages of Students Achieving Benchmarks Are Determined**

Throughout the full year of the implementation of the pilot process, monthly reports were provided to the self-study committee, faculty course coordinators, the faculty body at large at FO meetings, faculty on the MPC, and the Clinical and Macro Committee members. Faculty were instructed to introduce and review competency assessment in their courses, and field staff consistently trained and provided feedback to field instructors and FFLs.

This effort served to introduce the concepts of competency-based assessment and to infuse it throughout the faculty and student body as a means of beginning to change the organizational culture around the use of outcomes-based assessment. Further, it served to introduce the faculty and student body to creating a learning-organization environment in which competency data were used to evaluate the MSW Program as a means of improving it on an ongoing basis.

### **Transition to the 2015 EPAS**

Soon after the 2014 CSWE annual program meeting, a decision was made to change to a review under the 2015 EPAS as part of an administrative extension (see Table 36). This necessitated a transition in the assessment process as we migrated from the 10 competencies under the 2008 EPAS to the nine competencies under the 2015 EPAS. The CSWE crosswalk between the two competency lists became available and was an important resource that aided in this transition.

The self-study committee members—along with the coordinators of the generalist practice curriculum, the chairs of the clinical and macro practice curricula, and MPC members—began analyzing the curriculum to remap the new competencies and determine where and how they could be measured. Clinical and macro chairs, course coordinators, and committee members began reviewing advanced-level behaviors for alignment with the new competencies and for changes that needed to be made in their descriptions.

Field staff began going through a similar process, reviewing the 10 competencies and making changes within the EFN, including updating corresponding activities that provided students with experience to advance their knowledge, skills, values, and cognitive/affective processes related to the competencies. Similarly, once the clinical and macro level competencies had been reviewed and finalized, staff began making alterations in the EFN and updating corresponding activities.

The use of Tk20 for the data collection process and analysis was also updated. In fall 2014, the SSW and Tk20 staff worked together to develop a plan to make the changes. In spring 2015, the groups began working to enter the nine new competencies and updated assignments, rubrics, and holistic competency score formulas.

By fall 2015, all course assignments and rubrics and the Tk20 and EFN systems were in the process of being updated with the 2015 EPAS nine competencies, 31 generalist behaviors, 16 clinical behaviors, and 17 macro behaviors. At this time, faculty were also able to enter the assessment scores directly into the integrated Blackboard–Tk20 system, no longer having to use Excel spreadsheets to collect data. End of the year, competency-assessment data from field practicum were exported from the EFN and uploaded into Tk20 for spring 2016. These data were used to work with Tk20 to develop the appropriate reports under EPAS 2015 and to review the assessment and data-entry process. The SSW had its first full year of data for EPAS 2015, nine competencies, and the outcome data posted on its website:

<http://www.ssw.umaryland.edu/about-the-ssw/competency-assessment/> .

### **2015 EPAS: An Overview of When, Where, and How Each Competency Is Assessed for Each Program Option**

This section discusses when in the year, where in the curriculum, and how each competency is assessed under the 2015 EPAS. All processes presented apply to students at both the Baltimore and Shady Grove campuses. Each competency description, along with its associated behavior, was presented in the curriculum map earlier in this document in response to Accreditation Standard 2.0.3.

Highlighted below are the multiple measures used to evaluate competencies (Measure 1: Field assessment; Measure 2: Course-embedded assignments). All course-embedded assessments are completed by program-designated faculty who teach the individual courses, and all field assessments are completed by program-designated field instructors.

Table 37, Table 38, and Table 39 below show *when* in a semester students are measured on competencies and *where* in the students' progression through the program they are measured on each competency. These tables also show *how* competencies are measured in (a) real or simulated assignments in field practicum and (b) course-embedded assessments/assignments.

The three tables below are broken into generalist practice (Table 37) and the specializations in clinical (Table 38) and macro practice (Table 39). They provide a snapshot of when in the academic year and in what courses competencies are assessed as well as the dimensions measured in those courses: knowledge, skills, values, and cognitive and affective processes. The discussion applies to students on the Baltimore and Shady Grove campuses.

Embedded assessment assignments are “common” assignments that have been developed by faculty for all sections of a particular course. They may be administered in the fall or spring semester for students in generalist practice and in the fall and spring semesters for those in clinical or macro specializations, depending on when a student takes a particular course. For example, Table 37 shows that a generalist student can take SOWK 600 (*Social Welfare and Social Policy*) in the fall or spring and, therefore, will be assessed during the semester that they take the course. On the other hand, generalist students can only take SOWK 632 (*Social Work Practice with Groups and Families*) in the spring, and therefore all students are assessed on embedded assignments in that course during the spring semester. Table 38 and Table 39 provide overviews for the clinical and macro specializations, respectively.

In field practicum, students work with their field instructor at the beginning of the year to develop a Learning Agreement. This plan is based on a mutual analysis of students' level of competence in the nine core competency areas. It becomes the guiding framework for identification of real or simulated activities that will give students a learning experience that moves them toward greater achievements of competency. The Learning Agreement also becomes the benchmark on which students are evaluated on their levels of competency at the end of the first semester. These data are not used for students' final assessments but, instead, become useful data for field instructors and students to use to continue developing learning opportunities for the second semester. The final field assessment that is completed by field instructors at the end of the spring semester constitutes the data from real or simulated activities and is used to assess student competency on learning outcomes.



Table 37 . *Generalist Practice: Courses and the Competencies and Dimensions Measured*

Course	Semester assessed	Competency (Comp) with measures of Knowledge (K), Skills (S), Values (V), and Cognitive/Affective Processes (C/A)								
		Comp 1: Ethical and Professional Development	Comp 2: Diversity and Difference	Comp 3: Human Rights and Justice	Comp 4: Research –Practice	Comp 5: Social Policy	Comp 6: Engage	Comp 7: Assess	Comp 8: Intervene	Comp 9: Evaluate
SOWK 630: Individuals	Fall	K, S, V, C/A	K, S, V, C/A				K, S, C/A	K, S, C/A		
SOWK 631: Org. and Comm.	Fall			K, S, V, C/A						
SOWK 645: HBSE	Fall							K, S, V, C/A	K, S, V, C/A	K, S, V, C/A
SOWK 600: Social Policy	Fall or spring					K, S, C/A				
SOWK 670: Research	Fall or spring				K, S, V, C/A					
SOWK 632: Groups and Families	Spring	K, S, C/A							K, S	K, S, C/A
SOWK 636: Field Practicum I	Spring	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A

*Note.* Professional and Ethical Development = Demonstrate Ethical and Professional Development; Diversity and Difference = Engage Diversity and Difference in Practice; Human Rights and Justice = Advance Human Rights and Social, Economic, and Environmental Justice; Research–Practice = Engage in Practice-informed Research and Research-informed Practice; Social Policy = Engage in Policy Practice; Engage = Engage with Individuals, Families, Groups, Organizations, and Communities; Assess = Assess Individuals, Families, Groups, Organizations, and Communities; Intervene = Intervene with Individuals, Families, Groups, Organizations, and Communities; Evaluate = Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities; Individuals = Social Work Practice with Individuals; Org. and Comm. = Social Work Practice with Communities and Organizations; HBSE = Human Behavior and the Social Environment; Social Policy = Social Welfare and Social Policy; Research = Social Work Research; Groups and Families = Social Work Practice with Groups and Families; Field Practicum I = Foundation Field Practicum I.

Table 38. *Clinical Specialization: Courses and the Competencies and Dimensions Measured*

Course	Semester assessed	Competency (Comp) with measures of Knowledge (K), Skills (S), Values (V), and Cognitive/Affective Processes (C/A)								
		Comp 1: Ethical and Professional Development	Comp 2: Diversity and Difference	Comp 3: Human Rights and Justice	Comp 4: Research–Practice	Comp 5: Social Policy	Comp 6: Engage	Comp 7: Assess	Comp 8: Intervene	Comp 9: Evaluate
SWCL 700: Paradigms	Fall or spring	K, S, V, C/A					K, S, V, C/A	K, S, C/A	K, S, V, C/A	K, S, C/A
SWCL 744: Psychopathology	Fall or spring		K, S, V, C/A		K, S, C/A			K, S, V, C/A	K, S, V, C/A	
All advanced policy courses	Fall or spring			K, S, C/A		K, S, C/A				
All advanced research courses	Fall or spring				K, S, C/A					
SWCL 795: Field Practicum II	Spring	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A

*Note.* Professional and Ethical Development = Demonstrate Ethical and Professional Development; Diversity and Difference = Engage Diversity and Difference in Practice; Human Rights and Justice = Advance Human Rights and Social, Economic, and Environmental Justice; Research–Practice = Engage in Practice-informed Research and Research-informed Practice; Social Policy = Engage in Policy Practice; Engage = Engage with Individuals, Families, Groups, Organizations, and Communities; Assess = Assess Individuals, Families, Groups, Organizations, and Communities; Intervene = Intervene with Individuals, Families, Groups, Organizations, and Communities; Evaluate = Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities; Paradigms = Paradigms of Clinical Social Work Practice; Field Practicum II = Advanced Clinical Field Practicum II.

Table 39. *Macro Specialization: Courses and the Competencies and Dimensions Measured*

Course	Semester assessed	Competency (Comp) with measures of Knowledge (K), Skills (S), Values (V), and Cognitive/Affective Processes (C/A)								
		Comp 1: Ethical and Professional Development	Comp 2: Diversity and Difference	Comp 3: Human Rights and Justice	Comp 4: Research–Practice	Comp 5: Social Policy	Comp 6: Engage	Comp 7: Assess	Comp 8: Intervene	Comp 9: Evaluate
SWOA 703: Program Dev.	Fall or spring	K, S, V, C/A	K, V, C/A	K, C/A	K, S, C/A		K, S	K, S, C/A	K, S, V, C/A	K, S, C/A
SWOA 704: Comm. Organizations	Fall or spring	K, S, V, C/A	K, V, C/A	K, C/A	K, S, C/A		K, S	K, S, C/A	K, S, V, C/A	K, S, C/A
SWOA 707: Social Policy	Fall or spring	K, S, V, C/A	K, V, C/A	K, C/A	K, S, C/A	K, S, C/A	K, S	K, S, C/A	K, S, V, C/A	K, S, C/A
All advanced policy courses	Fall or spring			K, S, C/A		K, S, C/A				
All advanced research courses	Fall or spring				K, S, C/A					
SWCL 795: Field Practicum II	Spring	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A	K, S, V, C/A

*Note.* Professional and Ethical Development = Demonstrate Ethical and Professional Development; Diversity and Difference = Engage Diversity and Difference in Practice; Human Rights and Justice = Advance Human Rights and Social, Economic, and Environmental Justice; Research–Practice = Engage in Practice-informed Research and Research-informed Practice; Social Policy = Engage in Policy Practice; Engage = Engage with Individuals, Families, Groups, Organizations, and Communities; Assess = Assess Individuals, Families, Groups, Organizations, and Communities; Intervene = Intervene with Individuals, Families, Groups, Organizations, and Communities; Evaluate = Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities; Program Dev. = Program Development; Comm. Organizations = Community Organization; Social Policy = Social Policy and Social Change; Field Practicum II = Advanced Clinical Field Practicum II.

Students progressing through the program have to take a set of required courses. As Table 37 shows, to ensure that students are assessed on all competencies, the SSW implemented an assessment process in which all generalist practice students are assessed in the six required foundation courses—SOWK 600 (*Social Work and Social Policy*), SOWK 630 (*Social Work Practice with Individuals*), SOWK 631 (*Social Work Practice with Communities and Organizations*), SOWK 632 (*Social Work Practice with Groups and Families*), SOWK 645 (*Human Behavior and the Social Environment*), SOWK 670 (*Social Work Research*) and SOWK 636 (*Foundation Field Practicum II*) - at the end of the second semester of the generalist practice year.

Faculty teaching all sections of a course must administer a *common assignment* used to assess generalist practice students' level of competency (see, the generalist practice master syllabi and rubrics identified in Table 40). While students are assessed on each competency with one measure in real or simulated practice in SOWK 636 (*Foundation Field Practicum II*), they are also assessed with a second measure, a course-embedded assignment. Some competencies are measured with *multiple* course-embedded assignments. For example, as noted in Table 37, Competency 8 (Intervene with Individuals, Families, Groups, Organizations, and Communities) is first measured by two course-embedded assignments, one in SOWK 645 (*Human Behavior and the Social Environment*) and one in SOWK 632 (*Social Work Practice with Groups and Families*).

Similarly, for the clinical and macro specializations, students are assessed in their field practicum and in the required courses. Table 38 provides an overview of the clinical competencies, the courses in which assessment occurs, and the dimensions assessed. For these students, there are two clinical courses required of all clinical specializers that have therefore been designated as courses in which course-embedded assessments are administered: SWCL 700 (*Paradigms for Clinical Social Work Practice*) and SWCL 744 (*Psychopathology*).

Students in clinical practice are also measured on specific competencies noted in Table 38 in their advanced policy and advanced research courses. While these courses vary in content, faculty have developed assignments that test students on identified behaviors that cut across all policy and research courses and, thus, are assessed with a common rubric (see the master syllabi and rubrics identified in the Table 41 below). Students are assessed on each competency with one measure in real or simulated practice in SWCL 795 (*Advanced Clinical Field Practicum II*). They are also assessed with a second measure, a course-embedded assignment. Some competencies are measured with multiple course-embedded assignments. For example, as noted in Table 38, Competency 4 (Engage in Research-informed Practice and Practice-informed Research) is measured by two course-embedded assignments, one in SWCL 744 (*Psychopathology*) and one in advanced research courses.

Table 39 provides an overview of the macro competencies, descriptions of the behaviors for the competency, the course(s) in which assessment occurs, and the assignment(s) used to measure the behavior for students specializing in macro practice. For students in macro practice, there are three required macro courses (macro students must take at least one of the three) that have therefore been designated as courses in which course-embedded assessment assignments are administered: SWOA 703 (*Program Development*), SWOA 704 (*Community Organization*), and SWOA 707 (*Social Policy and*

*Social Change*). Students in macro practice are also measured on specific competencies (noted in Table 39) in their advanced policy and advanced research courses. While these courses vary in content, faculty have developed assignments that test students on identified behaviors that cut across all advanced policy and advanced research courses and, thus, can be assessed with a common rubric (see the master syllabi and rubrics identified in the Table 42).

Students are assessed on each competency with one measure in real or simulated practice in SWOA 795 (*Advanced Macro Field Practicum II*). They are also assessed with a second measure, a course-embedded assignment. Some competencies are measured with *multiple* course-embedded assignments. For example, as noted in Table 39, Competency 4 (Engage in Practice-informed Research and Research-informed Practice), is measured by course-embedded assignments that are assigned in SWOA 703 (*Program Development*), SWOA 704 (*Community Organization*), and SWOA 707 (*Social Policy and Social Change*), and it is also assessed in an advanced research course. Students may be assessed on competencies multiple times if they take two or more of the following: SWOA 703 (*Program Development*), SWOA 704 (*Community Organization*), and SWOA 707 (*Social Policy and Social Change*).

## **Summary**

### ***Field***

All students are measured in field practicum to assess them on real-world practice. In collaboration with their field instructors, students identify learning activities in which they must engage in the nine core competencies. A common field assessment rubric is used to evaluate students, and it is listed at the end of each syllabus and noted in Table 40, Table 41, and Table 42 below.

At the end of the fall semester, students receive a mid-semester evaluation from their program-designated field instructors on the 31 generalist behaviors, the 16 clinical behaviors, or the 17 macro behaviors that make up the nine competencies, depending on their individual status in the SSW. This mid-semester assessment is used to inform the spring semester learning activities. At the end of the spring semester, program-designated field instructors reassess students on the same behaviors, and these scores are used to calculate a holistic competency score. Students at the Baltimore and Shady Grove campuses are assessed in the exact same way.

### ***Courses***

Faculty assess students using course-embedded assessment assignments in six generalist practice courses, two clinical courses, and three macro courses. Advanced students, whether in clinical or macro practice, are assessed in core required methods courses and are also assessed on designated competencies in their advanced policy and advanced research courses. Each of these embedded assignments is referenced in the next section, and they are listed (along with their associated assessment rubrics) at the end of each syllabus. Assessment may take place in either the fall or the spring semester, depending on when students complete the courses in which assessments are administered. Course assessment scores on behaviors are

used to calculate a holistic competency score. Students, whether at the Baltimore campus or the Shady Grove campus, are assessed in the same manner.

Overall assessment scores are monitored throughout the academic year. Final scores are calculated in July and published on the school's website by August.

### **How Students Are Assessed and the Percentages of Students Achieving Benchmarks Are Determined**

As discussed earlier, there are real or simulated activities in field practicum and course-embedded assessment assignments that are both used to evaluate students on each behavior that operationalizes a competency. This means that if a competency has multiple behaviors, at a minimum there will be one assignment in field practicum and one embedded assignment in a designated course used to assess students on that competency. Competencies are assessed for generalist (see Table 40), clinical (see Table 41), and macro (see Table 42) practice.

Each table identifies a number of factors: The competency (Column 1); the associated competency benchmark (Column 2); each of the measures used to assess the competency, including field assessment and embedded course assignments (Column 3); the performance description (behaviors; Column 4); and the associated dimensions on which students are assessed (Column 5). Each table also details the assessment procedures along with specific reference to the page number on which the assignments and rubrics can be found (Column 6), the outcome measure benchmark (Column 7), and the assessment procedure for calculating holistic competency scores (Column 8).

Table 40 exemplifies the many measures that are used to measure holistic competencies. For example, in generalist practice, for Competency 1 (Demonstrate Ethical and Professional Behavior), five behaviors are assessed to determine proficiency in the competency. The benchmark is set with an expectation that at least 80% of students will achieve competency. Each of these five behaviors is assessed with different measures that ultimately create the holistic competency score, as described in the table. For example, Behavior 1.1 is measured with two assignments in the spring. The first measure is in SOWK 632 (*Social Work Practice with Groups and Families*), and the second measure is in SOWK 636 (*Foundation Field Practicum II*), in which all five dimensions are measured. In SOWK 632 (*Social Work Practice with Groups and Families*), an in-class ethics exercise is used as an embedded assessment assignment to measure Behavior 1.1. It is noted that this assignment measures the five dimensions as well. Remaining with Competency 1, the second behavior (1.2) is also measured twice but with different assessment instruments. Students are measured on Behavior 1.2 in field practicum in the spring semester. They are measured a second time with an embedded assignment in SOWK 630 (*Social Work Practice with Individuals*), which is a process recording.

Field assessments are scored on a five-point scale, as noted in the tables: 1 = unsatisfactory, 2 = needs improvement, 3 = developing, 4 = proficient, 5 = outstanding, and there is an option for "no opportunity." Students must score a minimum of 4 or more to demonstrate proficiency on the competency in field.

Course-embedded assignments are scored on a four-point scale, as noted in the tables: 1 = unsatisfactory, 2 = needs improvement, 3 = proficient, and 4 = exemplary. Students must score a minimum of 3 or more to demonstrate proficiency on the competency in the course-embedded assessment assignment.

### **Benchmarks and Competency Scoring**

As noted in Table 40, Table 41 and Table 42 the expectation is that a minimum of 80% of students will demonstrate proficiency in each of the nine competencies in generalist practice and each of the nine competencies in their specialization. The rationale for this benchmark is that a convincing majority of our students should demonstrate proficiency in each competency by the end of their field placement. UMSSW has a competitive admissions process, and we certainly only admit those whom we expect to succeed. That said, we know a small percentage of students will struggle at some point during the program, for a variety of reasons (e.g., inadequate academic preparation at the undergraduate level, overly ambitious scheduling, sudden life changes/events that are out of their control). Therefore, we set a realistic benchmark, expecting a large majority of our students to reach proficiency in each competency.

A holistic competency score is calculated by taking the average of the percentage of students who score 4 or better on the field assessment measure and of the percentage of students who score 3 or better on the course-embedded assignment measure(s). For example, if 75% of students score a 4 or better on their field assessment for Competency 1 and 85% of students score a 3 or better on their course-embedded assessment assignment for Competency 1, then the average percentage of those who have demonstrated competency on either the field or course assessment or both is  $85\% + 75\%/2 = 80\%$ .

Fall 2016–spring 2017 summary data are provided under Standard 4.0.2. Overall assessment scores are monitored throughout the academic year. Final holistic competency scores are calculated in July and published on the school’s website by August. The fall 2016–spring 2017 holistic competency scores for the Baltimore campus, the Shady Grove campus, and the aggregate of the two are provided under Standard 4.0.3 and are published on the school’s website at <http://www.ssw.umaryland.edu/about-the-ssw/competency-assessment/>.

### **Copies of Assessment Measures Used to Assess Identified Competencies**

All assignment descriptions and associated rubrics can be found at the end of each syllabus included in Volume 2. Table 40, Table 41, and Table 42 identify the page numbers where the assignments and rubrics can be found in Volume 2.

The assessment process is implemented in the exact same manner and with the exact same measures for students at the Baltimore campus and those at the Shady Grove campus.

Table 40. *How Generalist Behaviors and Dimensions Are Measured in Real or Simulated Practice Experience and with Course-Embedded Assignments (Note. All the Generalist Competency Tables below Should be Considered as One Table)*

<b>Generalist</b>							
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>							
<b>Competency</b>	<b>Competency benchmark</b>	<b>Measure</b>	<b>Performance description</b>	<b>Dimension(s)</b>	<b>Assessment procedures assignment and rubric location</b>	<b>Outcome measure benchmark</b>	<b>Assessment procedures: Competency</b>
Generalist  Competency 1:  Demonstrate Ethical and Professional Behavior	80%	Measure 1, Competency 1: Field assessment	<ul style="list-style-type: none"> <li>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (1.1)</li> </ul>	Knowledge, Values, Skills, C/A	For Measure 1, Competency 1:  Average of student scores on Field Assessment Items 1.1–1.5  See p. 1622 for for rubric	For Measure 1, Competency 1:  Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment.	1. Calculate students' average competency score on Measure 1, field assessment.
			<ul style="list-style-type: none"> <li>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (1.2)</li> </ul>	Values, C/A			2. Determine the percentage of students who attained a 4 or better on field assessment.
							3. Calculate students' average competency score on Measure 2, embedded assignments, to determine the percentage who attained a 3 or better



**Generalist**  
**Competency 1: Demonstrate Ethical and Professional Behavior**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
			<ul style="list-style-type: none"> <li>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (1.3)</li> </ul>	Knowledge, Values, Skills, C/A			on course-embedded assessments.
			<ul style="list-style-type: none"> <li>Use technology ethically and appropriately to facilitate practice outcomes (1.4)</li> </ul>	Knowledge, Values, Skills, C/A			4. Calculate the average percentage of students who achieved the benchmark on field assessment and the benchmark on course-embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the average score for course assessment(s).
			<ul style="list-style-type: none"> <li>Use supervision and consultation to guide professional judgment and behavior (1.5)</li> </ul>	Knowledge, Values, C/A			
		Measure 2, Competency 1: In-class ethics assignment in SOWK 632: <i>Social Work Practice with Groups and Families</i>	<ul style="list-style-type: none"> <li>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (1.1)</li> </ul>	Knowledge, Skill, C/A	For Measure 2, Competency 1: Average of student scores on course assignments in Column 3 for 1.1, 1.2, 1.5, as measured by criteria defined	For Measure 2, Competency 1: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on the competency in course assessment.	

**Generalist**  
**Competency 1: Demonstrate Ethical and Professional Behavior**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		Measure 2, Competency 1:  Process recording in SOWK 630: <i>Social Work Practice with Individuals</i>	<ul style="list-style-type: none"> <li>• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (1.2)</li> <li>• Use supervision and consultation to guide professional judgment and behavior (1.5)</li> </ul>	Values, C/A  Knowledge, Values, C/A	in assignment rubric  See p. 665 for ethics assignment and rubric 666  See p. 626 for process recording description and 627 for rubric		Average percentage of students who achieved proficiency on at least one measure = $(75+82)/2 = 78.5\%$ .  5. Determine whether this percentage meets the competency benchmark.

**Generalist**  
**Competency 2: Engage Diversity and Difference in Practice**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency	
Generalist Competency 2: Engage Diversity and Difference in Practice	80%	Measure 1, Competency 2: Field assessment	<ul style="list-style-type: none"> <li>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (2.1)</li> </ul>	Knowledge, Values, Skills, C/A	For Measure 1, Competency 2:  Average of student scores on Field Evaluation Items 2.1–2.3	For Measure 1, Competency 2:  Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment.	1. Calculate students' average competency score on Measure 1, field assessment.	
			<ul style="list-style-type: none"> <li>Present themselves as learners and engage clients and constituencies as experts of their own experiences (2.2)</li> </ul>	Knowledge, Skills, C/A	See p. 1622 for rubric			2. Determine the percentage of students who attained a 4 or better on field assessment.
			<ul style="list-style-type: none"> <li>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (2.3)</li> </ul>	Values, C/A				

**Generalist**  
**Competency 2: Engage Diversity and Difference in Practice**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		Measure 2, Competency 2: Critical autobiography in SOWK 630: <i>Social Work Practice with Individuals</i>	<ul style="list-style-type: none"> <li>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (2.1)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 2: Competency 2:  Average of student scores on course assignments in Column 3 for 2.1, as measured by criteria	For Measure 2: Competency 2: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on the competency in course	determine the percentage who attained a 3 or better on course-embedded assessments.  4. Calculate the average

**Generalist**  
**Competency 2: Engage Diversity and Difference in Practice**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
			<ul style="list-style-type: none"> <li>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (2.3)</li> </ul>	Knowledge, Values, C/A	defined in assignment rubric  See p. 622 for assignment description and 625 for rubric	assessment.	percentage of students who achieved the benchmark on field assessment and the benchmark on course-embedded assignment to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of

**Generalist**  
**Competency 2: Engage Diversity and Difference in Practice**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
							<p>students who achieved proficiency on at least one measure = <math>(75+82)/2 = 78.5\%</math>.</p> <p>5. Determine whether this percentage meets the competency benchmark.</p>

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency		
Generalist  Competency 3:  Advance Human Rights and Social, Economic, and Environmental Justice	80%	Measure 1, Competency 3: Field assessment	<ul style="list-style-type: none"> <li>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (3.1)</li> </ul>	Knowledge, Values, Skills, C/A	For Measure 1, Competency 3:  Average of student scores on Field Evaluation Items 3.1 and 3.2  See p. 1622 for rubric	For Measure 1, Competency 3:  Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment.	1. Calculate students' average competency score on Measure 1, field assessment.  2. Determine the percentage of students who attained a 4 or better on field assessment.		
			<ul style="list-style-type: none"> <li>Engage in practices that advance social, economic, and environmental justice (3.2)</li> </ul>	Knowledge, Values, Skills, C/A					
		Measure 2, Competency 3: Advocacy assignment in SOWK 631: <i>Social Work Practice with Communities and Organizations</i>	<ul style="list-style-type: none"> <li>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (3.1)</li> </ul>	Knowledge. Skills. Values, C/A	For Measure 2, Competency 3:  Average of student scores on course assignments in Column 3 for 3.1 and 3.2, as measured by criteria defined in assignment	For Measure 2, Competency 3: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on the competency in course assessment.	3. Calculate students' average competency score on Measure 2, embedded assignments, to determine the percentage who attained a 3 or better on course assessments.		
			<ul style="list-style-type: none"> <li>Engage in practices that advance social, economic, and environmental justice (3.2)</li> </ul>	Knowledge. Skills. Values, Cognitive Processes (C/A)					
									4. Calculate the

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
					rubric  See p. 650 for assignment description and p. 652 for rubric		average percentage of students who achieved the benchmark on field assessment and the benchmark on course-embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students who achieved proficiency on at least one measure = $(75+82)/2 = 78.5\%$ .



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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
							5. Determine whether this percentage meets the competency benchmark.

**Generalist**

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

<b>Competency</b>	<b>Competency benchmark</b>	<b>Measure</b>	<b>Performance description</b>	<b>Dimension(s)</b>	<b>Assessment procedures assignment and rubric location</b>	<b>Outcome measure benchmark</b>	<b>Assessment procedures: Competency</b>
Generalist Competency 4:  Engage in Practice-informed Research and Research-informed Practice	80%	Measure 1, Competency 4: Field assessment	<ul style="list-style-type: none"> <li>Use practice experience and theory to inform scientific inquiry and research (4.1)</li> </ul>	Knowledge, Skills	For Measure 1, Competency 4:  Average of student scores on Field Evaluation Items 4.1–4.3  See p. 1622 for rubric	For Measure 1, Competency 4:  Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment.	1. Calculate students' average competency score on Measure 1, field assessment.  2. Determine the percentage of students who attained a 4 or better on field assessment.  3. Calculate students' average competency score on Measure 2, embedded assignments, to determine the percentage who attained a 3 or better on course assessments.
			<ul style="list-style-type: none"> <li>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (4.2)</li> </ul>	Knowledge, Skills, C/A			
			<ul style="list-style-type: none"> <li>Use and translate research evidence to inform and improve practice, policy, and service delivery (4.3)</li> </ul>	Knowledge, Values, Skills, C/A			
		Measure 2, Competency 4: Final evidence-based assignment and worksheet critique in SOWK 670: <i>Social Work</i>	<ul style="list-style-type: none"> <li>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (4.2)</li> </ul>	Knowledge, Values, Skills, C/A	For Measure 2, Competency 4:  Average of student scores on course assignments in Column 3 for 4.2, as measured by criteria	For Measure 2, Competency 4: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on the competency in course	4. Calculate the average percentage of students who achieved the benchmark on field assessment and the benchmark on

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		<i>Research</i>			<p>defined in assignment rubric</p> <p>See pgs. 704 and 708 for assignment descriptions and p. 710 for rubric</p>	assessment.	<p>course-embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students that achieved proficiency on at least one measure = <math>(75+82)/2 = 78.5\%</math>.</p> <p>5. Determine whether this percentage meets the Competency Benchmark.</p>

**Generalist  
Competency 5: Engage in Policy Practice**

<b>Competency</b>	<b>Competency benchmark</b>	<b>Measure</b>	<b>Performance description</b>	<b>Dimension(s)</b>	<b>Assessment procedures assignment and rubric location</b>	<b>Outcome measure benchmark</b>	<b>Assessment procedures: Competency</b>
Generalist Competency 5: Engage in Policy Practice	80%	Measure 1, Competency 5: Field assessment	<ul style="list-style-type: none"> <li>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (5.1)</li> </ul>	Knowledge	For Measure 1, Competency 5:  Average of student scores on Field Evaluation Items 5.1–5.3  See p. 1622 for rubric	For Measure 1, Competency 5:  Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment.	1. Calculate students' average competency score on Measure 1, field assessment.  2. Determine the percentage of students who attained a 4 or better on field assessment.  3. Calculate students' average competency score on Measure 2, embedded assignments, to determine the percentage who attained a 3 or better on course assessments.
			<ul style="list-style-type: none"> <li>Assess how social welfare and economic policies impact the delivery of and access to social services (5.2)</li> </ul>	Knowledge, Skills, C/A			
			<ul style="list-style-type: none"> <li>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (5.3)</li> </ul>	Knowledge, Values, Skills, C/A			
		Measure 2, Competency 5: Policy analysis in	<ul style="list-style-type: none"> <li>Identify social policy at the local, state, and federal level that impacts well-being, service</li> </ul>	Knowledge, Skills, C/A	For Measure 2, Competency 5:  Average of	For Measure 2, Competency 5: Students must score a minimum	4. Calculate the average percentage of students who achieved the benchmark on

**Generalist**  
**Competency 5: Engage in Policy Practice**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		SOWK 600: <i>Social Welfare and Social Policy</i>	<p>delivery, and access to social services (5.1)</p> <ul style="list-style-type: none"> <li>Assess how social welfare and economic policies impact the delivery of and access to social services (5.2)</li> </ul>	Knowledge. Skills, C/A	<p>student scores on course assignments in Column 3 for 5.1 and 5.2, as measured by criteria defined in assignment rubric</p> <p>See p. 591 for assignment description and 592 for rubric</p>	rating of 3 out of 4 to demonstrate proficiency on the competency in course assessment.	<p>field assessment and the benchmark on course-embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students who achieved proficiency on at least one measure = <math>(75+82)/2 = 78.5\%</math>.</p> <p>5. Determine whether this percentage meets the competency benchmark.</p>

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
<b>Generalist Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	80%	<b>Measure 1, Competency 6:</b> Field assessment	<ul style="list-style-type: none"> <li>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (6.1)</li> </ul>	Knowledge, Skills, C/A	<b>For Measure 1, Competency 6:</b> Average of student scores on Field Evaluation Items 6.1 and 6.2  See p. 1622 for rubric	<b>For Measure 1, Competency 6:</b> Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment.	<ol style="list-style-type: none"> <li>Calculate students' average competency score on Measure 1, field assessment.</li> <li>Determine the percentage of students who attained a 4 or better on field assessment.</li> <li>Calculate students' average competency score on Measure 2, embedded assignments, to determine the percentage who attained a 3 or better on course assessments.</li> </ol>
			<ul style="list-style-type: none"> <li>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (6.2)</li> </ul>	Knowledge, Values, Skills, C/A			
		<b>Measure 2, Competency 6:</b> Process recording in SOWK 630: <i>Social Work</i>	<ul style="list-style-type: none"> <li>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (6.2)</li> </ul>	Knowledge, Skills, C/A	<b>For Measure 2: Competency 6:</b> Average of student scores on course assignment in	<b>For Measure 2: Competency 6:</b> Students must score a minimum rating of 3 out of 4 to demonstrate	<ol style="list-style-type: none"> <li>Calculate the average percentage of students who achieved the benchmark on field assessment and the benchmark on course-</li> </ol>

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		<i>Practice with Individuals</i>			<p>Column 3 for 6.2 as measured by criteria defined in assignment rubric</p> <p>See p. 626 for assignment description and p. 627 for rubric</p>	<p>proficiency on the competency in course assessment.</p>	<p>embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students who achieved proficiency on at least one measure = <math>(75+82)/2 = 78.5\%</math>.</p> <p>5. Determine whether this percentage meets the competency benchmark.</p>

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
Generalist Competency 7:  Assess Individuals, Families, Groups, Organizations, and Communities	80%	Measure 1, Competency 7: Field assessment	<ul style="list-style-type: none"> <li>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies (7.1)</li> </ul>	Knowledge, Skills, C/A	For Measure 1, Competency 7:  Average of student scores on Field Evaluation Items 7.1–7.4	For Measure 1, Competency 7:  Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment.	1. Calculate students' average competency score on Measure 1, field assessment.
			<ul style="list-style-type: none"> <li>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (7.2)</li> </ul>	Knowledge, Values, Skills, C/A	See p. 1622 for rubric		2. Determine the percentage of students who attained a 4 or better on field assessment.
			<ul style="list-style-type: none"> <li>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and</li> </ul>	Knowledge, Values, Skills, C/A			3. Calculate students' average competency score on Measure 2 and Measure 3, embedded assignments, to determine the percentage who attained a 3 or better on course assessments.



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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
			constituencies (7.3)				4. Calculate the average percentage of students who achieved the benchmark on field assessment and the benchmark on course-embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students who achieved proficiency on at least one measure = $(75+82)/2 = 78.5\%$ .
			<ul style="list-style-type: none"> <li>Select appropriate intervention strategies based on the</li> <li>assessment, research knowledge, and values and preferences of clients and constituencies (7.4)</li> </ul>	Knowledge, Values, Skills, C/A			
		Measure 2, Competency 7: Psychosocial assessment in SOWK 630: <i>Social Work Practice with Individuals</i>	<ul style="list-style-type: none"> <li>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies (7.1)</li> </ul>	Knowledge, Skills, C/A	For Measure 2, Competency 7: Average of student scores on course assignment(s) in Column 3 for 7.1–7.3, as measured by criteria defined in assignment rubric	For Measure 2, Competency 7: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on the competency in course assessment.	
		Measure 2, Competency 7: HBSE theories in SOWK 645: <i>Human</i>	<ul style="list-style-type: none"> <li>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary</li> </ul>	Knowledge, Skills, Values, C/A			

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		<i>Behavior and the Social Environment</i>	theoretical frameworks in the analysis of assessment data from clients and constituencies (7.2)		See p. 28 for assignment description and p. 629 for rubric		5. Determine whether this percentage meets the competency benchmark.
		Measure 2, Competency 7: Psychosocial assessment in SOWK 630: <i>Social Work Practice with Individuals</i>	<ul style="list-style-type: none"> <li>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (7.3)</li> </ul>	Knowledge, Skills, Values, C/A	See p. 684 for assignment and 689 for rubric		

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
Generalist Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 1, Competency 8: Field assessment	<ul style="list-style-type: none"> <li>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (8.1)</li> </ul>	Knowledge, Values, Skills, C/A	For Measure 1, Competency 8:  Average of student scores on Field Evaluation Items 8.1–8.5	For Measure 1, Competency 8:  Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment.	<ol style="list-style-type: none"> <li>Calculate students' average competency score on Measure 1, field assessment.</li> <li>Determine the percentage of students who attained a 4 or better on field assessment.</li> <li>Calculate students' average competency score on Measure 2 and Measure 3, embedded assignments, to determine the percentage who attained a 3 or better on course assessments.</li> <li>Calculate the</li> </ol>
			<ul style="list-style-type: none"> <li>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (8.2)</li> </ul>	Knowledge, Values, Skills, C/A	See p. 1622 for rubric		
			<ul style="list-style-type: none"> <li>Use inter-professional collaboration as appropriate to achieve beneficial practice</li> </ul>	Knowledge, Values, Skills			

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
			outcomes (8.3)				average percentage of students who achieved the benchmark on field assessment and the benchmark on course-embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students who achieved proficiency on at least one measure = $(75+82)/2 = 78.5\%$ .  5. Determine whether this percentage meets
			<ul style="list-style-type: none"> <li>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (8.4)</li> </ul>	Knowledge, Values, Skills, C/A			
			<ul style="list-style-type: none"> <li>Facilitate effective transitions and endings that advance mutually agreed-on goals (8.5)</li> </ul>	Knowledge, Skills			
		Measure 2, Competency 8: HBSE theories in SOWK 645: <i>Human Behavior and the Social Environment</i>	<ul style="list-style-type: none"> <li>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (8.2)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 2, Competency 8: Average of student scores on course assignment in Column 3 for 8.2 and 8.5, as measured by criteria defined in assignment rubric	For Measure 2, Competency 8: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on the competency in course assessment.	
		Measure 2, Competency 8: Final exam in SOWK	<ul style="list-style-type: none"> <li>Facilitate effective transitions and endings that advance mutually agreed-on goals (8.5)</li> </ul>	Knowledge, Skills	See p. 667 for		

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

<b>Competency</b>	<b>Competency benchmark</b>	<b>Measure</b>	<b>Performance description</b>	<b>Dimension(s)</b>	<b>Assessment procedures assignment and rubric location</b>	<b>Outcome measure benchmark</b>	<b>Assessment procedures: Competency</b>
		632: <i>Social Work Practice with Groups and Families</i>			assignment and p. 669 for rubric		the competency benchmark.

**Generalist**

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

<b>Competency</b>	<b>Competency benchmark</b>	<b>Measure</b>	<b>Performance description</b>	<b>Dimension(s)</b>	<b>Assessment procedures assignment and rubric location</b>	<b>Outcome measure benchmark</b>	<b>Assessment procedures: Competency</b>
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 1, Competency 9: Field assessment	<ul style="list-style-type: none"> <li>Select and use appropriate methods for evaluation of outcomes (9.1)</li> </ul>	Knowledge, Values, Skills, C/A	For Measure 1, Competency 9: Average of student scores on Field Evaluation Items 9.1–9.4  See p. 1622 for rubric	For Measure 1, Competency 9: Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment.	<ol style="list-style-type: none"> <li>Calculate students' average competency score on Measure 1, field assessment.</li> <li>Determine the percentage of students who attained a 4 or better on field assessment.</li> <li>Calculate students' average competency score on Measure 2, embedded assignments, to determine the percentage who attained a 3 or better on course assessments.</li> <li>Calculate the average percentage of students who achieved the benchmark on field assessment and the benchmark on course-</li> </ol>
			<ul style="list-style-type: none"> <li>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (9.2)</li> </ul>	Knowledge, Skills, C/A			
			<ul style="list-style-type: none"> <li>Critically analyze, monitor, and evaluate intervention and program processes and outcomes (9.3)</li> </ul>	Knowledge, Skills, C/A			
			<ul style="list-style-type: none"> <li>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</li> </ul>	Knowledge, Values, Skills, C/A			

**Generalist**

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
			(9.4)				embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students who achieved proficiency on at least one measure = $(75+82)/2 = 78.5\%$ .  6. Determine whether this percentage meets the competency benchmark.
		Measure 2, Competency 9: HBSE theories in SOWK 645: <i>Human Behavior and the Social Environment</i>	<ul style="list-style-type: none"> <li>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (9.2)</li> </ul>	Knowledge, Skills, C/A	For Measure 2, Competency 9: Average of student scores on course assignment(s) in Column 3 for 9.1, 9.2, and 9.4, as measured by criteria defined in assignment rubric	For Measure 2, Competency 9: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on the competency in course assessment.	
		Measure 2, Competency 9: Final exam in SOWK 632: <i>Social Work Practice with Groups and Families</i>	<ul style="list-style-type: none"> <li>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (9.4)</li> </ul>	Knowledge, C/A	See p. 684 for assignment description and 689 for rubric  See p. 668 for final exam and p. 669 for rubric		

Note. C/A = cognitive/affective processes; HBSE = Human Behavior and the Social Environment.

Table 41. *How Clinical Behaviors and Dimensions Are Measured in Real or Simulated Practice Experience and with Course-Embedded Assignments (Note. All the Clinical Competency Tables below Should be Considered as One Table)*

<b>Clinical Competency 1: Demonstrate Ethical and Professional Behavior</b>							
<b>Competency</b>	<b>Competency benchmark</b>	<b>Measure</b>	<b>Performance description</b>	<b>Dimension(s)</b>	<b>Assessment procedures assignment and rubric location</b>	<b>Outcome measure benchmark</b>	<b>Assessment procedures: Competency</b>
Clinical Competency 1:  Demonstrate Ethical and Professional Behavior	80%	Measure 1, Competency 1: Field assessment	<ul style="list-style-type: none"> <li>Apply professional social work ethics and laws to resolve ethical dilemmas arising in the context of clinical practice (1.1CL)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 1, Competency 1, field assessment:  Average of student scores on Field Evaluation Item 1.1CL  See p. 1641 for rubric	For Measure 1, Competency 1, field assessment:  Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment	1. Calculate students' average competency score on Measure 1, field assessment.  2. Determine the percentage of students who attained a 4 or better on field assessment.  3. Calculate students' average competency score on Measure 2, embedded assignment, to determine the percentage that attained a 3 or better
		Measure 2, Competency 1: Ethics assignment	<ul style="list-style-type: none"> <li>Apply professional social work ethics and laws to resolved ethical dilemmas arising in the context of clinical practice (1.1CL)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 2, Competency 1, ethics assignment:  Average of student scores	For Measure 2, Competency 1, ethics assignment: Students must score a minimum	



**Clinical**  
**Competency 1: Demonstrate Ethical and Professional Behavior**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
					<p>on course assignment(s) in Column 3 for 1.1CL, as measured by criteria defined in assignment</p> <p>See assignment p. 728 for ethics assignment and rubrics</p>	<p>rating of 3 out of 4 to demonstrate proficiency on the competency in course assessment</p>	<p>on course assessments.</p> <p>4. Calculate the average percentage of students who achieved the benchmark on field assessment and the benchmark on course-embedded assignment to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved</p>

**Clinical**  
**Competency 1: Demonstrate Ethical and Professional Behavior**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
							<p>proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students that achieved proficiency on at least one measure = <math>(75+82)/2 = 78.5\%</math>.</p> <p>5. Determine whether this percentage meets the competency benchmark.</p>

**Clinical**  
**Competency 2: Engage Diversity and Difference in Practice**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
Clinical Competency 2: Engage Diversity and Difference in Practice	80%	Measure 1, Competency 2: Field assessment	<ul style="list-style-type: none"> <li>Identify the impact of diversity factors (e.g., age, class, color, sex, sexual orientation, culture, ethnicity, gender, gender identity and expression, disability, immigration status, political ideology, race, and/or religion) upon practitioner-client transactions and apply this knowledge to practice (2.1CL)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 1, Competency 2, field assessment: Average of student scores on Field Evaluation Item 2.1CL  See p. 1641 for rubric	For Measure 1, Competency 2, field assessment: Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment	1. Calculate students' average competency score on Measure 1, field assessment.  2. Determine the percentage of students who attained a 4 or better on field assessment.  3. Calculate students' average competency score on Measure 2, embedded assignment, to determine the percentage who attained a 3 or better on course assessments.
		Measure 2, Competency 2: Competency exam in SWCL 744: <i>Psychopathology</i>	<ul style="list-style-type: none"> <li>Identify the impact of diversity factors (e.g., age, class, color, sex, sexual orientation, culture, ethnicity, gender, gender identity and expression, disability, immigration status, political ideology, race, and/or religion) upon</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 2, Competency 2: Average of student scores on course assignment(s) in Column 3 for 2.1CL, as measured by criteria defined in assignment	For Measure 2, Competency 2: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on the competency in course assessment	4. Calculate the average percentage of students who achieved the benchmark on field assessment and the benchmark on

**Clinical**  
**Competency 2: Engage Diversity and Difference in Practice**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
			practitioner-client transactions and apply this knowledge to practice (2.1CL)		rubric  See p. 851 for assignment description and rubric		<p>course-embedded assignment to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students who achieved proficiency on at least one measure = <math>(75+82)/2 = 78.5\%</math>.</p> <p>5. Determine whether this percentage meets the competency benchmark.</p>

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
Clinical Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	Measure 1, Competency 3: Field assessment	<ul style="list-style-type: none"> <li>Demonstrate an awareness of the effects of current and historical oppression, discrimination, and trauma on client and client systems (3.1CL)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 1, Competency 3, field assessment: Average of student scores on Field Evaluation Item 3.1CL  See p. 1641 for rubric	For Measure 1, Competency 3, field assessment: Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment	<ol style="list-style-type: none"> <li>Calculate students' average competency score on Measure 1, field assessment.</li> <li>Determine the percentage of students who attained a 4 or better on field assessment</li> <li>Calculate students' average competency score on Measure 2, embedded assignments, to determine the percentage who attained a 3 or better on course assessments.</li> <li>Calculate the average percentage of students who achieved the benchmark on field assessment and the benchmark on course-</li> </ol>

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		Measure 2, Competency 3: Competency exam in SWCL 744: <i>Psychopathology</i>	<ul style="list-style-type: none"> <li>Demonstrate an awareness of the effects of current and historical oppression, discrimination, and trauma on client and client systems (3.1CL)</li> </ul>	Knowledge, Skills, C/A	For Measure 2, Competency 3: Average of student scores on course assignment(s) in Column 3 for 3.1CL, as measured by criteria defined in assignment rubric See p. 851 for assignment description and rubric	For Measure 2, Competency 3: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on the competency in course assessment	<p>embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students that achieved proficiency on at least one measure = <math>(75+82)/2 = 78.5\%</math>.</p> <p>5. Determine whether this percentage meets the competency benchmark.</p>

**Clinical**

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

<b>Competency</b>	<b>Competency benchmark</b>	<b>Measure</b>	<b>Performance description</b>	<b>Dimension(s)</b>	<b>Assessment procedures assignment and rubric location</b>	<b>Outcome measure benchmark</b>	<b>Assessment procedures: Competency</b>
Clinical Competency 4: Engage in Practice-informed Research and Research-informed Practice	80%	Measure 1, Competency 4: Field assessment	<ul style="list-style-type: none"> <li>Identify and assess the appropriateness of evidence-based bio-psycho-social approaches that can be used in clinical assessment and intervention with clients (4.1CL)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 1, Competency 4, field assessment: Average of student scores on Field Evaluation Items 4.1CL–4.3CL  See p. 1641 for rubric	For Measure 1, Competency 4, field assessment: Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment	<ol style="list-style-type: none"> <li>Calculate students' average competency score on Measure 1, field assessment.</li> <li>Determine the percentage of students who attained a 4 or better on field assessment.</li> <li>Calculate students' average competency scores on Measure 2, embedded assignments, to determine the percentage that attained a 3 or better on course assessments.</li> <li>Calculate the average percentage of students who achieved the benchmark on field assessment and the</li> </ol>
			<ul style="list-style-type: none"> <li>Develop a research question that can inform policy, programs, or practice (4.2CL)</li> </ul>	Knowledge, Skills			
			<ul style="list-style-type: none"> <li>Conduct quantitative and/or qualitative data analysis and use findings to inform policy, program, or practice (4.3CL)</li> </ul>	Knowledge, Skills, Values, C/A			
		Measure 2, Competency 4: Competency Exam in SWCL 744: <i>Psychopathology</i>	<ul style="list-style-type: none"> <li>Identify and assess the appropriateness of evidence-based bio-psycho-social approaches that can be used in clinical assessment and</li> </ul>	Knowledge, Skills, C/A	For Measure 2, Competency 4: Average of student scores on course assignment(s) in Column 3 for 4.1CL–4.3CL, as	For Measure 2, Competency 4: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on the	

**Clinical**

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		<p>Measure 2, Competency 4: Assignment in advanced research courses</p> <p>SOWK 772: <i>Evaluation Research</i></p> <p>SOWK 777: <i>Research in Child Welfare</i></p> <p>SOWK 781: <i>Actionable Research and Results-based Accountability and Empowerment Evaluation</i></p> <p>SOWK 783: <i>Qualitative Cross-Cultural Research</i></p>	<p>intervention with clients (4.1CL)</p> <ul style="list-style-type: none"> <li>Develop a research question that can inform policy, programs, or practice (4.2CL)</li> <li>Conduct quantitative and/or qualitative data analysis and use findings to inform policy, program, or practice (4.3CL)</li> </ul>	<p>Knowledge, Skills, C/A</p> <p>Knowledge, Skills, C/A</p>	<p>measured by criteria defined in assignment rubric</p> <p>See assignment description p. 851 and rubric</p> <p>See advanced research syllabi p. 1452</p> <p>See p. 1601 for common rubric</p>	<p>competency in course assessment</p>	<p>benchmark on course-embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students who achieved proficiency on at least one measure = <math>(75+82)/2 = 78.5\%</math>.</p> <p>5. Determine whether this percentage meets the competency benchmark.</p>



**Clinical**

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

<b>Competency</b>	<b>Competency benchmark</b>	<b>Measure</b>	<b>Performance description</b>	<b>Dimension(s)</b>	<b>Assessment procedures assignment and rubric location</b>	<b>Outcome measure benchmark</b>	<b>Assessment procedures: Competency</b>
		<i>SOWK 789: Faculty Initiated Independent Research Project</i>					

**Clinical  
Competency 5: Engage in Policy Practice**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
Clinical Competency 5: Engage in Policy Practice	80%	Measure 1, Competency 5: Field assessment	<ul style="list-style-type: none"> <li>Be able to articulate the factors that shape the development of legislation, policies, program services and/or funding at all system levels and the effect of public policy on client services and/or programming in an area of practice (5.1CL)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 1, Competency 5, field assessment: Average of student scores on Field Evaluation Items 5.1CL and 5.2CL  See p. 1641 for rubric	For Measure 1, Competency 5, field assessment: Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment	<ol style="list-style-type: none"> <li>Calculate students' average competency score on Measure 1, field assessment.</li> <li>Determine the percentage of students who attained a 4 or better on field assessment.</li> <li>Calculate students' average competency score on Measure 2, embedded assignments, to determine the percentage who attained a 3 or better on course assessments.</li> </ol>
			<ul style="list-style-type: none"> <li>Communicate to stakeholders, administrators, legislators and/or colleagues the implications of policies and programs, and implications of policy and program changes in the lives of clients, communities, organizations, or society (5.2CL)</li> </ul>	Knowledge, Skills, Values, C/A			



**Clinical  
Competency 5: Engage in Policy Practice**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		<p><i>Children and Social Services Policy</i></p> <p>SOWK 718: <i>Equality and Social Justice</i></p> <p>SOWK 720: <i>Comparative Social Policy</i></p> <p>SOWK 725: <i>Work, Well-being and Social Policy</i></p> <p>SOWK 726: <i>Aging and Social Policy</i></p> <p>SOWK 729: <i>Justice and the Intersection of Social Work and the Law</i></p>					<p>measure = <math>(75+82)/2 = 78.5\%</math>.</p> <p>5. Determine whether this percentage meets the competency benchmark.</p>

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
Clinical Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 1, Competency 6: Field assessment	<ul style="list-style-type: none"> <li>Establish a therapeutic contract with a client and modify the contract based on on-going clinical assessment and client feedback (6.1CL)</li> </ul>	Knowledge, Skills, C/A	For Measure 1, Competency 6, field assessment: Average of student scores on Field Evaluation Items 6.1CL and 6.2CL  See p. 1641 for rubric	For Measure 1, Competency 6, field assessment: Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment	<ol style="list-style-type: none"> <li>Calculate students' average competency score on Measure 1, field assessment.</li> <li>Determine the percentage of students who attained a 4 or better on field assessment.</li> <li>Calculate students' average competency score on Measure 2, embedded assignments, to determine the percentage who attained a 3 or better on course assessments.</li> </ol>
			<ul style="list-style-type: none"> <li>Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients' wellbeing (6.2CL)</li> </ul>	Knowledge, Skills, Values, C/A			
		Measure 2, Competency 6: Case-based midterm in SWCL 700: <i>Paradigms of Clinical Social Work Practice</i>	<ul style="list-style-type: none"> <li>Establish a therapeutic contract with a client and modify the contract based on on-going clinical assessment and client feedback (6.1CL)</li> <li>Recognize and manage</li> </ul>	Knowledge, Skills, C/A  Knowledge, Skills, Values,	For Measure 2: Competency 6: Average of student scores on course assignment(s) in Column 3 for 6.1CL and 6.2CL, as	For Measure 2: Competency 6: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on the competency in course assessment	<ol style="list-style-type: none"> <li>Calculate the average percentage of students who achieved the benchmark on field assessment and the</li> </ol>

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
			<p>personal biases as they affect the therapeutic relationship in the service of clients' wellbeing  <i>(6.2CL)</i></p>	C/A	<p>measured by criteria defined in assignment rubric</p> <p>See p. 723 for assignment description and rubric p. 724</p>		<p>benchmark on course-embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students who achieved proficiency on at least one measure = <math>(75+82)/2 = 78.5\%</math>.</p> <p>5. Determine whether this percentage meets the competency benchmark.</p>

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
Clinical Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	Measure 1, Competency 7: Field assessment	<ul style="list-style-type: none"> <li>Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice (7.1CL)</li> </ul>	Knowledge, Skills, C/A	For Measure 1, Competency 7, field assessment: Average of student scores on Field Evaluation Items 7.1C - 7.3CL  See p. 1641 for rubric	For Measure 1, Competency 7, field assessment: Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment	<ol style="list-style-type: none"> <li>Calculate students' average competency score on Measure 1, field assessment.</li> <li>Determine the percentage of students who attained a 4 or better on field assessment.</li> <li>Calculate students' average competency score on Measure 2 and Measure 3 for</li> </ol>
			<ul style="list-style-type: none"> <li>Evaluate the strengths and weaknesses of theoretical perspectives and differentially apply them to client situations (7.2CL)</li> </ul>	Knowledge, Skills, Values, C/A			
			<ul style="list-style-type: none"> <li>Formulate culturally informed client assessments that integrate information from all relevant sources (7.3CL)</li> </ul>	Knowledge, Skills, Values, C/A			

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		Measure 2, Competency 7: Case-based midterm in SWCL 700: <i>Paradigms of Clinical Social Work Practice</i>	<ul style="list-style-type: none"> <li>Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice (7.1CL)</li> <li>Evaluate the strengths and weaknesses of theoretical perspectives and differentially apply them to client situations (7.2CL)</li> </ul>	Knowledge, Skills, C/A  Knowledge, Skills, Values, C/A	For Measure 2, Competency 7: Average of student scores on course assignment(s) in Column 3 for 7.1CL–7.3CL on course assignments, as measured by criteria defined in assignment rubric  See p. 723 for assignment and 724 for rubric	For Measure 2, Competency 7: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on the competency in course assessment	embedded assignments to determine the percentage who attained a 3 or better on course assessments.  4. Calculate the average percentage of students who achieved the benchmark on field assessment and the benchmark on course-embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved
		Measure 2, Competency 7: Competency exam in SWCL 744: <i>Psychopathology</i>	<ul style="list-style-type: none"> <li>Formulate culturally informed client assessments that integrate information from all relevant sources (7.3CL)</li> </ul>	Knowledge, Skills, Values, C/A			



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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
							<p>proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students who achieved proficiency on at least one measure = <math>(75+82)/2 = 78.5\%</math>.</p> <p>5. Determine whether this percentage meets the competency benchmark.</p>

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
Clinical Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 1, Competency 8: Field assessment	<ul style="list-style-type: none"> <li>Evaluate, select, and apply best practices and evidence-based interventions (<i>8.1CL</i>)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 1, Competency 8, field assessment: Average of student scores on Field Evaluation Items 8.1CL and 8.2CL  See assignment description p. 1641	For Measure 1, Competency 8, field assessment: Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment	1. Calculate students' average competency score on measure 1, field assessment.
			<ul style="list-style-type: none"> <li>Demonstrate the use of appropriate clinical techniques for a range of concerns identified in the assessment (<i>8.2CL</i>)</li> </ul>	Knowledge, Skills, C/A			2. Determine the percentage of students who attained a 4 or better on field assessment.
		Measure 2, Competency 8: Competency exam in SWCL 744: <i>Psychopathology</i>	<ul style="list-style-type: none"> <li>Evaluate, select, and apply best practices and evidence-based interventions (<i>8.1CL</i>)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 2, Competency 8: Average of student scores on course assignment(s) in Column 3 for 8.1CL and 8.2CL, as measured by criteria defined in assignment rubric  See assignment description p. 723 for assignment and	For Measure 2, Competency 8: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on the competency in course assessment	3. Calculate students' average competency score on Measure 2 and Measure 3, embedded assignments, to determine the percentage who attained a 3 or better on course assessments.
Measure 2, Competency 8: Case-based midterm exam in SWCL 700: <i>Paradigms of Clinical Social Work Practice</i>	<ul style="list-style-type: none"> <li>Demonstrate the use of appropriate clinical techniques for a range of concerns identified in the assessment (<i>8.2CL</i>)</li> </ul>	Knowledge, Skills, C/A	4. Calculate the average percentage of students who achieved				

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
					rubric p. 724		<p>the benchmark on field assessment and the benchmark on course-embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students who achieved proficiency on at least one measure = <math>(75+82)/2 = 78.5\%</math>.</p> <p>5. Determine whether this percentage meets the competency benchmark.</p>

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
Clinical Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 1, Competency 9: Field assessment	<ul style="list-style-type: none"> <li>Assess the effectiveness of interventions with clients (<i>9.1CL</i>)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 1, Competency 9, field assessment: Average of student scores on Field Evaluation Item 9.1CL  See assignment description p. 1641 for rubric	For Measure 1, Competency 9, field assessment: Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment	<ol style="list-style-type: none"> <li>Calculate students' average competency score on Measure 1, field assessment.</li> <li>Determine the percentage of students who attained a 4 or better on field assessment.</li> <li>Calculate students' average competency score on Measure 2, embedded assignments, to determine the percentage who attained a 3 or better on course assessments.</li> </ol>
		Measure 2, Competency 9: Evaluating clinical practice assignment in SWCL 700: <i>Paradigms of Clinical Social Work Practice</i>	<ul style="list-style-type: none"> <li>Assess the effectiveness of interventions with clients (<i>9.1CL</i>)</li> </ul>	Knowledge, Skills, C/A	For Measure 2: Competency 9, Average of student scores from course assignment(s) in Column 3 on 9.1CL, as measured by criteria defined in assignment rubric	For Measure 2, Competency 9: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on the competency in course assessment	<ol style="list-style-type: none"> <li>Calculate the average percentage of students who achieved the benchmark on field assessment and the</li> </ol>

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
					See assignment description and rubric p. 729		<p>benchmark on course-embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students who achieved proficiency on at least one measure = <math>(75+82)/2 = 78.5\%</math>.</p> <p>5. Determine whether this percentage meets the competency benchmark.</p>

*Note.* CL = clinical; C/A = cognitive/affective processes.

Table 42. *How Macro Behaviors and Dimensions Are Measured in Real or Simulated Practice Experience and with Course-Embedded Assignments (Note. All the Macro Competency Tables below Should be Considered as One Table)*

<b>Macro</b>							
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>							
<b>Competency</b>	<b>Competency benchmark</b>	<b>Measure</b>	<b>Performance description</b>	<b>Dimension(s)</b>	<b>Assessment procedures assignment and rubric location</b>	<b>Outcome measure benchmark</b>	<b>Assessment procedures: Competency</b>
Macro Competency 1: Demonstrate Ethical and Professional Behavior	80%	Measure 1, Competency 1: Field assessment	<ul style="list-style-type: none"> <li>Conduct one’s self professionally while engaging in a variety of macro professional roles (e.g., facilitator, leader, broker, organizer, negotiator, educator, researcher, or manager) as appropriate for the practice setting (<i>1.1Macro</i>)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 1, Competency 1, field assessment: Average of student scores on Field Evaluation Items 1.1Macro–1.3Macro  See p. 1658 for rubric	For Measure 1, Competency 1, field assessment: Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment	<ol style="list-style-type: none"> <li>Calculate students’ average competency score on Measure 1, field assessment.</li> <li>Determine the percentage of students who attained a 4 or better on field assessment.</li> <li>Calculate students’ average competency score on Measure 2, embedded assignments, to determine the percentage who attained</li> </ol>
			<ul style="list-style-type: none"> <li>Employ strategies of ethical reasoning and problem solving in assessment, intervention and evaluation of organization, community, and policy practice (<i>1.2Macro</i>)</li> </ul>	Knowledge, Skills, Values, C/A			

**Macro**  
**Competency 1: Demonstrate Ethical and Professional Behavior**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
			<ul style="list-style-type: none"> <li>Communicate information in a manner that is appropriate for the target audience and for the medium of choice (e.g., advocacy brief, social media, budget, grant proposal, presentation, etc.) (1.3Macro)</li> </ul>	Knowledge, Skills, C/A			a 3 or better on course assessments.
		Measure 2, Competency 1: Team participation in SWOA 703: <i>Program Development</i> and/or Final paper in SWOA 704: <i>Community Organization</i> and/or	<ul style="list-style-type: none"> <li>Conduct one's self professionally while engaging in a variety of macro professional roles (e.g., facilitator, leader, broker, organizer, negotiator, educator, researcher, or manager) as appropriate for the practice setting (1.1Macro)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 2 Competency 1: Average of student scores on course assignments in Column 3 for 1.1Macro–1.3Macro, as measured by criteria defined in assignment rubric  703: See p. 896 for assignment description and p. 897 for rubric on	For Measure 2 Competency 1: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on the competency in course assessment	4. Calculate the average percentage of students who achieved the benchmark on field assessment and the benchmark on course-embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the average score for course assessment(s). Average percentage of students who achieved proficiency on at least one measure =

**Macro**  
**Competency 1: Demonstrate Ethical and Professional Behavior**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		Process evaluation of group project in SWOA 707: <i>Social Policy and Social Change</i>			team participation  707: See p. 975 for assignment description and p. 976 for process evaluation rubric		(75+82)/2 = 78.5%.  5. Determine whether this percentage meets the competency benchmark.
		Measure 2, Competency 1: Paper 3: Program plan in SWOA 703: <i>Program Development</i>  and/or  Final paper in SWOA 704: <i>Community Organization</i>  and/or  Policy analysis paper in	<ul style="list-style-type: none"> <li>Employ strategies of ethical reasoning and problem solving in assessment, intervention and evaluation of organization, community, and policy practice (1.2Macro)</li> </ul>	Knowledge, Values, Skills, C/A	703: See p. 886 for assignment description and p. 889 for rubric for paper 3  704: See p. 928 for assignment description and p. 930 for rubric for final paper  707: See p. 967 for assignment description and p. 969 for rubric for policy analysis		



**Macro**  
**Competency 1: Demonstrate Ethical and Professional Behavior**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		SWOA 707: <i>Social Policy and Social Change</i>					
		Measure 2, Competency 1: Paper 2: Intervention assessment and funder pitch in SWOA 703: <i>Program Development</i>  and/or  Identifying and cutting an issue and strategy chart and power analysis in SWOA 704: <i>Community Organization</i>  and/or	<ul style="list-style-type: none"> <li>Communicate information in a manner that is appropriate for the target audience and for the medium of choice (e.g., advocacy brief, social media, budget, grant proposal, presentation, etc.) (1.3Macro)</li> </ul>	Knowledge, Skills, C/A	703: See p. 882 for Paper 2 and p. 884 for rubric  704: See p. 919 for cutting an issue and p. 920 for rubric  707: See p. 973 for portfolio and p. 974 for rubric		

**Macro**  
**Competency 1: Demonstrate Ethical and Professional Behavior**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		Individual portfolio assignment in SWOA 707: <i>Social Policy and Social Change</i>					

**Macro**  
**Competency 2: Engage Diversity and Difference in Practice**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
Macro Competency 2: Engage Diversity and Difference in Practice	80%	Measure 1, Competency 2: Field assessment	<ul style="list-style-type: none"> <li>Establish effective and collaborative working relationships with people of various cultural backgrounds and identities, especially marginalized populations (<i>2.1Macro</i>)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 1, Competency 2, field assessment: Average of student scores on Field Evaluation Item 2.1Macro  See p. 1658 for rubric	For Measure 1, Competency 2, field assessment: Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment	<ol style="list-style-type: none"> <li>Calculate students' average competency score on Measure 1, field assessment.</li> <li>Determine the percentage of students who attained a 4 or better on field assessment.</li> <li>Calculate students' average competency score on Measure 2, embedded assignment, to determine the percentage who attained a 3 or better on course assessments.</li> </ol>

**Macro**  
**Competency 2: Engage Diversity and Difference in Practice**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		Measure 2, Competency 2: Team participation in SWOA 703: <i>Program Development</i>  and/or  final paper, strategy chart, power analysis, and public story SWOA 704: <i>Community Organization</i>  and/or  Process evaluation in SWOA 707: <i>Social Policy and Social Change</i>	<ul style="list-style-type: none"> <li>Establish effective and collaborative working relationships with people of various cultural backgrounds and identities, especially marginalized populations (2.1Macro)</li> </ul>	Knowledge, C/A	For Measure 2: Competency 2: Average of student scores on course assignments in Column 3 for 2.1Macro, as measured by criteria defined in assignment rubric  703: See p. 896 and 897 for rubric  704: See pgs. 928, 924 and 922 for assignments and pgs. 930, 925, and 923 for rubrics  707: see p. 975 for assignment and 976 for rubric	For Measure 2, Competency 2: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on the competency in course assessment	4. Calculate the average percentage of students who achieved the benchmark on field assessment and the benchmark on course-embedded assignment to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students who achieved proficiency on at least one measure = $(75+82)/2 = 78.5\%$ .  5. Determine whether this percentage meets the competency benchmark.

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
Macro Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	Measure 1, Competency 3: Field assessment	<ul style="list-style-type: none"> <li>Demonstrate an understanding of structural systems of inequality and apply this understanding to one's organization, community, or policy work (3.1Macro)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 1, Competency 3, field assessment: Average of student scores on Field Evaluation Items 3.1Macro and 3.2Macro  See p. 1658 for rubric	For Measure 1, Competency 3, field assessment: Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment	1. Calculate students' average competency score on Measure 1, field assessment.  2. Determine the percentage of students who attained a 4 or better on field assessment.  3. Calculate students' average competency score on Measure 2, embedded assignments, to determine the percentage who attained a 3 or better on course assessments.
		Measure 2, Competency 3: Paper 1: Problem analysis in SWOA 703: <i>Program Development</i>  and/or  Identifying and cutting	<ul style="list-style-type: none"> <li>Demonstrate an understanding of structural systems of inequality and apply this understanding to one's organization, community, or policy work (3.1Macro)</li> </ul>	Knowledge, Skills, C/A	For Measure 2: Competency 3: Average of student scores on course assignments in Column 3 on 3.1Macro, as measured by criteria defined in assignment rubric	For Measure 2, Competency 3: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on the competency in course assessment	4. Calculate the average percentage of students who achieved the benchmark on field assessment and

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		an issue and strategy chart power analysis in SWOA 704: <i>Community Organization</i>  and/or  Policy analysis paper in SWOA 707: <i>Social Policy and Social Change</i>			703: See p.878 for assignment and p. 880 for rubric  704: See p. 919 and 924 for assignments and 920 and 925 for rubrics  707: See p. 967 for assignment and 969 for rubric		the benchmark on course-embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students who achieved proficiency on at least one measure = $(75+82)/2 = 78.5\%$ .  5. Determine whether this percentage meets the competency benchmark.

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
Macro Competency 4: Engage in Practice-informed Research and Research-informed Practice	80%	Measure 1, Competency 4: Field Assessment	<ul style="list-style-type: none"> <li>Construct and utilize best practices and evidence to develop and implement community, organizational, or policy interventions (4.1Macro)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 1, Competency 4: Average of student scores on Field Evaluation Items 4.1Macro–4.3Macro  See p. 1658 for rubric	For Measure 1, Competency 4: Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment	<ol style="list-style-type: none"> <li>Calculate students' average competency score on Measure 1, field assessment.</li> <li>Determine the percentage of students who attained a 4 or better on field assessment.</li> <li>Calculate students' average competency score on Measure 2, embedded assignments, to determine the percentage who attained a 3 or better on course assessments.</li> <li>Calculate the average percentage of students who achieved the benchmark on field assessment and</li> </ol>
			<ul style="list-style-type: none"> <li>Develop a research question that can inform policy, programs, or practice (4.2Macro)</li> </ul>	Knowledge, Skills			
			<ul style="list-style-type: none"> <li>Conduct quantitative and/or qualitative data analysis and use findings to inform policy, program, or practice (4.3Macro)</li> </ul>	Knowledge, Skills, Values, C/A			
		Measure 2, Competency 4: Paper 2: Intervention assessment in SWOA 703: Program Development and/or	<ul style="list-style-type: none"> <li>Construct and utilize best practices and evidence to develop and implement community, organizational, or policy interventions (4.1Macro)</li> </ul>	Knowledge, Skills, C/A	For Measure 2: Competency 4: Average of student scores on all course assignments in Column 3 for 4.1Macro–4.3Macro, as measured by	For Measure 2, Competency 4: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on the competency in course assessment	

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		Final paper in SWOA 704: <i>Community Organization</i>  and/or  Policy analysis paper in SWOA 707: <i>Social Policy and Social Change</i>			criteria defined in assignment rubric  703: See p. 882 for assignment and 884 for rubric 704: See p. 928 for assignment and 930 for rubric 707: See p. 973 for assignment and p. 974 for rubric		the benchmark on course-embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students who achieved proficiency on at least one measure = $(75+82)/2 = 78.5\%$ .
		Measure 3, Competency 4: Assignment in advanced research courses:  SOWK 772: <i>Evaluation</i>	<ul style="list-style-type: none"> <li>• Develop a research question that can inform policy, programs, or practice (<i>4.2Macro</i>)</li> <li>• Conduct quantitative and/or qualitative data analysis and use findings to inform policy,</li> </ul>	Knowledge, Skills, C/A	See p. 1452 for syllabi and 1601 for common rubric		5. Determine whether this percentage meets the competency benchmark.



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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		<i>Research</i> SOWK777: <i>Research in Child Welfare</i>  SOWK 781: <i>Actionable Research and Results-based Accountability and Empowerment Evaluation</i>  SOWK 783: <i>Qualitative Cross-Cultural Research</i>  SOWK 789: <i>Faculty Initiated Independent Research</i>	program, or practice <i>(4.3Macro)</i>				

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		<i>Project</i>					

**Macro**  
**Competency 5: Engage in Policy Practice**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
Macro Competency 5: Engage in Policy Practice	80%	Measure 1, Competency 5: Field assessment	<ul style="list-style-type: none"> <li>Be able to articulate the factors that shape the development of legislation, policies, program services and/or funding at all system levels and the effect of public policy on client services and/or programming in an area of practice (<i>5.1Macro</i>)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 1, Competency 5 field assessment: Average of student scores on Field Evaluation Items 5.1 and 5.2  See p. 1658 for rubric	For Measure 1, Competency 5, field assessment: Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment	<ol style="list-style-type: none"> <li>Calculate students' average competency score on Measure 1, field assessment.</li> <li>Determine the percentage of students who attained a 4 or better on field assessment.</li> <li>Calculate students' average competency score on Measure 2, embedded assignments, to determine the percentage who attained a 3 or better on course assessments.</li> <li>Calculate the average percentage of students who achieved the benchmark on field</li> </ol>
			<ul style="list-style-type: none"> <li>Communicate to stakeholders, administrators, legislators and/or colleagues the implications of policies and programs, and implications of policy and program changes in the lives of clients, communities, organizations, or society (<i>5.2Macro</i>)</li> </ul>	Knowledge, Skills, Values, C/A			
		Measure 2, Competency 5: Policy	<ul style="list-style-type: none"> <li>Be able to articulate the factors that shape the development of legislation,</li> </ul>	Knowledge, Skills, C/A			

**Macro**  
**Competency 5: Engage in Policy Practice**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		assignment in advanced policy courses:  SOWK 704: <i>Social Work and the Law</i>  SOWK 706: <i>Mental Health and Social Policy</i>  SOWK 710: <i>Legislative Process in Social Welfare</i>  SOWK 713: <i>Social Policy and Health Care</i>  SOWK 715: <i>Children and Social Services</i>	<p>policies, program services and/or funding at all system levels and the effect of public policy on client services and/or programming in an area of practice (5.1Macro)</p> <ul style="list-style-type: none"> <li>Communicate to stakeholders, administrators, legislators and/or colleagues the implications of policies and programs, and implications of policy and program changes in the lives of clients, communities, organizations, or society (5.2Macro)</li> </ul>	<p>Knowledge. Skills, C/A</p>	<p>student scores on course assignment in Column 3 for 5.1Macro and 5.2Macro, as measured by criteria defined in assignment rubric</p> <p>See p. 1199 for syllabi and 1450 for common rubric</p>	<p>score a minimum rating of 3 out of 4 to demonstrate proficiency on the competency in course assessment</p>	<p>assessment and the benchmark on course-embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students who achieved proficiency on at least one measure = <math>(75+82)/2 = 78.5\%</math>.</p> <p>5. Determine whether this percentage meets the competency benchmark.</p>

**Macro  
Competency 5: Engage in Policy Practice**

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		<p><i>Policy</i></p> <p>SOWK 718: <i>Equality and Social Justice</i></p> <p>SOWK 720: <i>Comparative Social Policy</i></p> <p>SOWK 725: <i>Work, Well-being and Social Policy</i></p> <p>SOWK 726: <i>Aging and Social Policy</i></p> <p>SOWK 729: <i>Justice at the Intersection of Social Work and the Law</i></p>					

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
Macro Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 1, Competency 6: Field assessment	<ul style="list-style-type: none"> <li>Use strategies collaboratively with people from diverse economic, political, social, and cultural backgrounds and/or from marginalized communities to promote sustainable change and equity for oppressed client groups, communities, organizations, institutions, or society (6.1Macro)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 1, Competency 6, field assessment: Average of student scores on Field Evaluation Items 6.1Macro and 6.2Macro  See p. 1658 for rubric	For Measure 1, Competency 6, field assessment: Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment	1. Calculate students' average competency score on Measure 1, field assessment.  2. Determine the percentage of students who attained a 4 or better on field assessment.  3. Calculate students' average competency score on Measure 2, embedded
		Measure 2, Competency 6: Paper 1: Problem analysis in SWOA 703: <i>Program Development</i>	<ul style="list-style-type: none"> <li>Use strategies collaboratively with people from diverse economic, political, social, and cultural backgrounds and/or from marginalized communities to promote sustainable change and</li> </ul>	Knowledge, Skills	For Measure 2, Competency 6: Average of student scores on course assignments in Column 3 for 6.1Macro, as measured by	For Measure 2, Competency 6: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on the competency in course	assignments, to determine the percentage who attained a 3 or better on course assessments.  4. Calculate the average percentage of students who achieved the benchmark on

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		and/or Final paper in SWOA 704: <i>Community Organization</i> and/or Process evaluation of group project in SWOA 707: <i>Social Policy and Social Change</i>	equity for oppressed client groups, communities, organizations, institutions, or society (6.1Macro)		criteria defined in assignment rubric 703: See p. 870 for assignment and p. 880 for rubric. 704: See p. 928 for assignment and 930 for rubric 707: See p. 975 for assignment and 976 for rubric	assessment	field assessment and the benchmark on course-embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students who achieved proficiency on at least one measure = $(75+82)/2 = 78.5\%$ . 5. Determine whether this percentage meets the competency benchmark.

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
Macro Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	Measure 1, Competency 7: Field assessment	<ul style="list-style-type: none"> <li>Assess and analyze social systems (e.g., communities, organizations, political systems) using multiple frameworks and synthesis to inform intervention (<i>7.1Macro</i>)</li> </ul>	Knowledge, Skills, C/A	For Measure 1, Competency 7, field assessment: Average of student scores on Field Evaluation Items 7.1Macro and 7.2Macro	For Measure 1, Competency 7, field assessment: Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment	1. Calculate students' average competency score on Measure 1, field assessment.  2. Determine the percentage of students who attained a 4 or better on field assessment.  3. Calculate students' average competency score on Measure 2 and Measure 3 for embedded assignments to determine the percentage who attained a 3 or better on course assessments.
			<ul style="list-style-type: none"> <li>Synthesize and differentially apply theories, constructs, frameworks, and models of human behavior and the social environment to guide assessments and planning in macro practice (<i>7.2Macro</i>)</li> </ul>	Knowledge, Skills, Values, C/A	See p. 1658 for rubric		
		Measure 2, Competency 7: Paper 1: Problem analysis in SWOA 703: <i>Program</i>	<ul style="list-style-type: none"> <li>Assess and analyze social systems (e.g., communities, organizations, political systems) using multiple frameworks and synthesis to inform intervention</li> </ul>	Knowledge, Skills, C/A	For Measure 2, Competency 7: Average of student scores on course assignments in Column 3 for	For Measure 2, Competency 7: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on	4. Calculate the average percentage of



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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		<i>Development</i> and/or Power analysis in SWOA 704: <i>Community Organization</i> and/or Policy analysis in SWOA 707: <i>Social Policy and Social Change</i>	<i>(7.1Macro)</i>		7.1Macro, as measured by criteria defined in assignment rubric  703: See p. 878 for assignment description and p. 880 for rubric  704: See p. 925 for assignment description and p. 925 for rubric  707: see p. 967 for assignment description and p. 969 for rubric	the competency in course assessment	students who achieved the benchmark on field assessment and the benchmark on course-embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students who achieved proficiency on at least one measure = $(75+82)/2 = 78.5\%$ .  5. Determine whether this percentage meets

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
							the competency benchmark.

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
Macro Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 1, Competency 8: Field Assessment	<ul style="list-style-type: none"> <li>Identify appropriate intervention and how it is relevant to client/constituent system (8.1Macro)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 1, Competency 8, field assessment: Average of student scores on Field Evaluation Items 8.1Macro–8.3Macro  See p. 1658 for rubric	For Measure 1, Competency 8: Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment	<ol style="list-style-type: none"> <li>Calculate students' average competency score on Measure 1, field assessment.</li> <li>Determine the percentage of students who attained a 4 or better on field assessment.</li> <li>Calculate students' average competency score on Measure 2 and Measure 3, embedded assignments, to determine the percentage who attained a 3 or better on course assessments.</li> </ol>
			<ul style="list-style-type: none"> <li>Implement a problem-solving sequence when intervening in an organizational, community, or policy practice setting (8.2Macro)</li> </ul>	Knowledge, Skills, C/A			
			<ul style="list-style-type: none"> <li>Make use of changing technology or innovations that contribute to understanding and addressing problems affecting organizations, communities, or policy (8.3Macro)</li> </ul>	Knowledge, Skills			
		Measure 2, Competency 8: Paper 2: Intervention in SWOA 703: Program	<ul style="list-style-type: none"> <li>Identify appropriate intervention and how it is relevant to client/constituent system (8.1Macro)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 2, Competency 8: Average of student scores on course assignments in	For Measure 2, Competency 8: Students must score a minimum rating of 3 out	<ol style="list-style-type: none"> <li>Calculate the average percentage of students who achieved the benchmark on</li> </ol>

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		<i>Development</i> and/or Final paper in SWOA 704: <i>Community Organization</i> and/or Policy analysis in SWOA 707: <i>Social Policy and Social Change</i>			Column 3 for 8.1Macro and 8.2 Macro, as measured by criteria defined in assignment rubric  703: See p. 882 for assignment and 884 for rubric.  704: See p. 920 for assignment and 930 for rubric	of 4 to demonstrate proficiency on the competency in course assessment	field assessment and the benchmark on course-embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students who achieved proficiency on at least one measure = $(75+82)/2 = 78.5\%$ .  5. Determine whether this percentage meets the competency benchmark.
		Measure 2, Competency 8: Paper 3: Program plan in SWOA 703: <i>Program Development</i> and/or	<ul style="list-style-type: none"> <li>Implement a problem-solving sequence when intervening in an organizational, community, or policy practice setting (8.2Macro)</li> </ul>	Knowledge, Skills, C/A	707: See p. 967 for assignment and 969 for rubric  703: See p. 886 for assignment and 889 for		

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

Competency	Competency benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		Final paper in SWOA 704: <i>Community Organization</i>  and/or  Policy analysis in SWOA 707: <i>Social Policy and Social Change</i>			rubric  704: See p. 928 for assignment and 930 for rubric  707: See p. 967 for assignment and 969 for rubric		

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

Competency	Competency Benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
Macro Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	Measure 1, Competency 9: Field assessment	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of interventions or best practice with programs, organizations, communities, or policy (9.1Macro)</li> </ul>	Knowledge, Skills, Values, C/A	For Measure 1, Competency 9, field assessment: Average of student scores on Field Evaluation Item 9.1  See p. 1658 for rubric	For Measure 1, Competency 9, field assessment: Students must score a minimum rating of 4 out of 5 to demonstrate proficiency on the competency in field assessment	1. Calculate students' average competency score on Measure 1, field assessment.  2. Determine the percentage of students who attained a 4 or better on field assessment.  3. Calculate students' average competency score on Measure 1, field assessment.
		Measure 2, Competency 8: Paper 3: Program plan in SWOA 703: <i>Program Development</i>  and/or  Final paper in SWOA 704: <i>Community Organization</i>	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of interventions or best practice with programs, organizations, communities, or policy (9.1Macro)</li> </ul>	Knowledge, Skills, C/A	For Measure 2, Competency 9: Average of student scores on course assignments in Column 3 for 9.1Macro, as measured by criteria defined in assignment rubric  703: See p. 886	For Measure 2, Competency 9: Students must score a minimum rating of 3 out of 4 to demonstrate proficiency on the competency in course assessment	4. Calculate the average percentage of students who achieved the benchmark on field assessment and

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

Competency	Competency Benchmark	Measure	Performance description	Dimension(s)	Assessment procedures assignment and rubric location	Outcome measure benchmark	Assessment procedures: Competency
		and/or  Policy analysis paper in SWOA 707: <i>Social Policy and Social Change</i>			for assignment and 889 for rubric  704: See p. 928 for assignment and 930 for rubric  707: See p. 967 for assignment and 969 for rubric		the benchmark on course-embedded assignments to obtain the percentage of students demonstrating proficiency on at least ONE measure. For example, 75% of students achieved proficiency on field assessment and 82% achieved proficiency on the course assessments. Average percentage of students who achieved proficiency on at least one measure = $(75+82)/2 = 78.5\%$ .  5. Determine whether this percentage meets the competency benchmark.

*Note.* C/A = cognitive/affective process

**4.0.2: The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.**

Table 43, Table 44, and Table 45 provide summary data used to calculate the percentages of students achieving program benchmarks for each competency in the aggregate and by each program option. Listed are each competency (Column 1), the competency benchmark set by the school (Column 2), and the actual percentage of students attaining the benchmark for each measure (field assessment and embedded assignments; Columns 4–6). Next, in Columns 7–9, the percentages of students achieving the competency are calculated. Finally, the tables note whether or not the competency benchmark was met (Columns 10–12).

The narrative discussing the results follows the tables.



Table 43. July 15, 2017, Summary Data and Outcome Results for Generalist Competencies

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Combined	Baltimore	USG
<b>Generalist Competency 1: Demonstrate Ethical and Professional Behavior</b>	80%	<b>Measure 1, Competency 1:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.	82.3%	81.5%	86.8%	82.31 + 93.4/2 = 87.8%	81.5 + 92.3/2 = 86.9%	86.79 + 100/2 = 93.4%	Yes	Yes	Yes
		<b>Measure 2, Competency 1:</b> Embedded assignment in SOWK 632: <i>Social Work Practice with Groups and Families</i> (in-class ethics assignment) and SOWK 630: <i>Social Work Practice with Individuals</i>	93.4%	92.3%	100%						

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Combined	Baltimore	USG
		(process recording)  Students must score a minimum average rating of 3 out of 4.									
<b>Generalist Competency 2: Engage Diversity and Difference in Practice</b>	80%	<b>Measure 1, Competency 2:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.	82.0%	80.9%	88.7%	82.0 + 95.7/2 = 88.9%	80.9 + 95.0/2 = 87.9%	88.7 + 100/2 = 94.3%	Yes	Yes	Yes
		<b>Measure 2, Competency 2:</b> Embedded assignment in SOWK 630: <i>Social Work Practice with Individuals</i> (critical autobiography)	95.7%	95.0%	100%						

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Combined	Baltimore	USG
		Students must score a minimum average rating of 3 out of 4.									
<b>Generalist Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	80%	<b>Measure 1, Competency 3:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.	78.8%	77.4%	86.8%	78.8 + 92.2/2 = 85.5%	77.4 + 91.2/2 = 84.3%	86.8 + 98.1/2 = 92.4%	Yes	Yes	Yes
		<b>Measure 2, Competency 3:</b> Embedded assignment in SOWK 631: <i>Social Work Practice with Communities and Organizations</i> (advocacy assignment)  Students must	92.2%	91.2%	98.1%						

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Combined	Baltimore	USG
		score a minimum average rating of 3 out of 4.									
<b>Generalist Competency 4: Engage in Practice-informed Research and Research-informed Practice</b>	80%	<b>Measure 1, Competency 4:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.	58.7%	57.7%	66.0%	$58.7 + 87.3/2 = 73.0\%$	$57.7 + 88.0/2 = 72.8\%$	$66.0 + 85.7/2 = 76.0\%$	No	No	No
		<b>Measure 2, Competency 4:</b> Embedded assignment in SOWK 670: <i>Social Work Research</i> (final evidence-based assignment)  Students must score a minimum average rating of 3 out of 4.	87.3%	88.0%	85.7%						

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Combined	Baltimore	USG
<b>Generalist Competency 5: Engage in Policy Practice</b>	80%	<b>Measure 1, Competency 5:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.	66.8%	66.1%	69.8%	66.8 + 92.5/2 = 79.6%	66.8 + 92.5/2 = 79.3%	69.8 + 93.3/2 = 81.6%	No	No	Yes
		<b>Measure 2, Competency 5:</b> Embedded assignment in SOWK 600: <i>Social Welfare and Social Policy</i> (policy analysis)  Students must score a minimum average rating of 3 out of 4.	92.5%	92.5%	93.3%						
<b>Generalist Competency 6: Engage with Individuals,</b>	80%	<b>Measure 1, Competency 6:</b> Field assessment:	86.9%	86.5%	88.7%	86.9 + 89.8/2 = 88.8%	86.5 + 88.2/2 = 87.3%	86.7 + 100/2 = 94.3%	Yes	Yes	Yes

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Combined	Baltimore	USG
<b>Families, Groups, Organizations, and Communities</b>		Students must score a minimum average rating of 4 out of 5 on all behaviors.									
		<b>Measure 2, Competency 6:</b> Embedded assignment in SOWK 630: <i>Social Work Practice with Individuals</i> (process recording)  Students must score a minimum average rating of 3 out of 4.	89.8%	88.2%	100%						
<b>Generalist Competency 7: Assess Individuals, Families, Groups, Organizations,</b>	80%	<b>Measure 1, Competency 7:</b> Field assessment: Students must score a minimum	80.2%	80.6%	77.4%	$80.2 + 92.8/2 = 86.5\%$	$80.6 + 92.7 = 86.7\%$	$77.4 + 95.8/2 = 86.6\%$	Yes	Yes	Yes

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Combined	Baltimore	USG
<b>and Communities</b>		average rating of 4 out of 5 on all behaviors.									
		<b>Measure 2, Competency 7:</b> Embedded assignment in SOWK 630: <i>Social Work Practice with Individuals</i> (psychosocial assessment) and in SOWK 645: <i>Human Behavior and the Social Environment</i> (HBSE theories assignment)  Students must score a minimum average rating of 3 out of 4.	92.8%	92.7%	95.8%						
<b>Generalist Competency 8: Intervene with</b>	80%	<b>Measure 1, Field, Competency</b>	74.8%	74.3%	79.3%	74.8 + 96.1/2 = 85.5%	74.3 + 96.1/2 = 85.2%	79.3 + 100/2 = 89.6%	Yes	Yes	Yes

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Combined	Baltimore	USG
Individuals, Families, Groups, Organizations, and Communities		8: Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.									
		<b>Measure 2, Competency 8:</b> Embedded assignment in in SOWK 645: <i>Human Behavior and the Social Environment</i> (HBSE theories assignment) and in SOWK 632: <i>Social Work Practice with Groups and Families</i> (final exam)  Students must score a	96.1%	96.1%	100%						



Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Combined	Baltimore	USG
		minimum average rating of 3 out of 4.									
<b>Generalist Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	80%	<b>Measure 1, Competency 9:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.	64.1%	63.3%	69.8%	64.1 + 96.1/2 = 80.1%	63.3 + 96.6/2 = 80.0%	69.8 + 96.1/2 = 82.8%	Yes	Yes	Yes
		<b>Measure 2, Competency 9:</b> Embedded assignment in in SOWK 645: <i>Human Behavior and the Social Environment</i> (HBSE theories assignment) and in SOWK 632: <i>Social Work Practice with Groups and</i>	96.06%	96.63%	95.83%						

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Combined	Baltimore	USG
		<i>Families</i> (final exam)  Students must score a minimum average rating of 3 out of 4.									

*Note.* USG = Universities at Shady Grove; HBSE = human behavior and the social environment.

Table 44. July 15, 2017, Summary Data and Outcome Results for Clinical Specialization

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
<b>Clinical Competency 1: Demonstrate Ethical and Professional Behavior</b>	80%	<b>Measure 1, Competency 1:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.	92.6%	92.9%	90.3%	92.6 + 96.8/2 = 94.7%	92.9 + 96.3/2 = 94.6%	90.3 + 100/2 = 95.2	Yes	Yes	Yes
		<b>Measure 2, Competency 1:</b> Embedded assignment in SWCL 700: <i>Paradigms of Clinical Social Work Practice</i> (ethics assignment)  Students must score a minimum average rating of 3 out of 4.	96.8%	96.3%	100%						

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
<b>Clinical Competency 2: Engage Diversity and Difference in Practice</b>	80%	<b>Measure 1, Competency 2:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.	93.8%	94.3%	90.3%	93.8 + 86.6/2 = 90.2%	94.3 + 85.5/2 = 89.9%	90.3 + 100/2 = 95.2%	Yes	Yes	Yes
		<b>Measure 2, Competency 2:</b> Embedded assignment in SWCL 744: <i>Psychopathology</i> (competency exam)  Students must score a minimum average rating of 3 out of 4.	86.6%	85.5%	100%						
<b>Clinical Competency 3: Advance Human Rights and Social,</b>	80%	<b>Measure 1, Competency 3:</b> Field assessment: Students must	91.3%	91.5%	90.3%	91.3% + 86.6/2 = 89%	91.5 + 85.5/2 = 88.5%	90.3 + 100/2 = 95.2%	Yes	Yes	Yes

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
<b>Economic, and Environmental Justice</b>		score a minimum average rating of 4 out of 5 on all behaviors.									
		<b>Measure 2, Competency 3:</b> Embedded assignment in SWCL 744: <i>Psychopathology</i> (competency exam)  Students must score a minimum average rating of 3 out of 4.	86.6%	85.5%	100%						
<b>Clinical Competency 4: Engage in Practice-informed Research and Research-informed Practice</b>	80%	<b>Measure 1, Competency 4:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.	80.2%	80.6%	77.4%	$80.2 + 88.8/2 = 84.5$	$80.6 + 87.3/2 = 83.9\%$	$77.4 + 100/2 = 88.7\%$	Yes	Yes	Yes

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		<p><b>Measure 2, Competency 4:</b> Embedded assignment in SWCL 744: <i>Psychopathology</i> (competency exam)</p> <p>and</p> <p><b>Measure 2, Competency 4:</b> Assignment in advanced research courses:</p> <p>SOWK 772: <i>Evaluation Research</i></p> <p>SOWK 777: <i>Research in Child Welfare</i></p> <p>SOWK 781: <i>Actionable Research and</i></p>	88.8%	87.3%	100%						

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		<i>Results-based Accountability and Empowerment Evaluation</i>  SOWK 783: <i>Qualitative Cross-Cultural Research</i>  SOWK 789: <i>Faculty Initiated Independent Research Project</i>  SOWK 799: <i>Master's Thesis</i>  Students must score a minimum average rating of 3 out of 4.									
<b>Clinical Competency 5: Engage in</b>	80%	<b>Measure 1, Competency 5: Field</b>	74.8%	74.4%	77.4%	74.8 + 90.4/2 = 82.6%	74.4 + 88.0/2 = 81.2%	77.4 + 100/2 = 88.7%	Yes	Yes	Yes

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
Policy Practice		assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.									
		<b>Measure 2, Competency 5:</b> Embedded assignment in  SOWK 704: <i>Social Work and the Law</i>  SOWK 706: <i>Mental Health and Social Policy</i>  SOWK 708: <i>Integrated Behavioral Health Policy</i>  SOWK 710: <i>Legislative Process in</i>	90.4%	88.0%	100%						



Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		<i>Social Welfare</i>  SOWK 713: <i>Social Policy and Health Care</i>  SOWK 715: <i>Children and Social Services Policy</i>  SOWK 718/ <i>Equality and Social Justice</i>  SOWK 720: <i>Comparative Social Policy</i>  SOWK 725: <i>Work, Well-being and Social Policy</i>  SOWK 726: <i>Aging and Social Policy</i>									

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		<p>SOWK 729: <i>Justice at the Intersection of Social Work and the Law</i></p> <p>Students must score a minimum average rating of 3 out of 4.</p>									
<b>Clinical Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	80%	<p><b>Measure 1, Competency 6:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.</p>	91.7%	91.9%	90.3%	91.7 + 93.7/2 = 92.7%	91.9 + 93.7/2 = 92.8%	90.3 + 94.1/2 = 92.2%	Yes	Yes	Yes
		<p><b>Measure 2, Competency 6:</b> Embedded assignment in SWCL 700: <i>Paradigms of Clinical Social Work Practice</i></p>	93.7%	93.7%	94.1%						

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		(case-based midterm)  Students must score a minimum average rating of 3 out of 4.									
<b>Clinical Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	80%	<b>Measure 1, Competency 7:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.	86.8%	86.7%	87.1%	86.8 + 96.6/2 = 91.7%	86.7 + 97.4/2 = 92.1%	87.1 + 88.2/2 = 87.7%	Yes	Yes	Yes
		<b>Measure 2, Competency 7:</b> Embedded assignment in in SWCL 700: <i>Paradigms of Clinical Social Work Practice</i> (case-based midterm) and in SWCL 744:	96.6%	97.4%	88.2%						

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		<i>Psychopathology</i> (competency exam)  Students must score a minimum average rating of 3 out of 4.									
<b>Clinical Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	80%	<b>Measure 1, Competency 8:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.	87.6%	88.2%	83.9%	87.6 + 91.4/2 = 89.5%	88.2 + 90.8/2 = 89.5%	83.9 + 100/2 = 91.9%	Yes	Yes	Yes
		<b>Measure 2, Competency 8:</b> Embedded assignment in in SWCL 744: <i>Psychopathology</i> (competency exam) and in SWCL 700: <i>Paradigms of</i>	91.4%	90.8%	100%						

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		<i>Clinical Social Work Practice</i> (midterm exam)  Students must score a minimum average rating of 3 out of 4.									
<b>Clinical Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	80%	<b>Measure 1, Competency 9:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.	90.9%	91.5%	87.1%	90.9 + 75/2 = 83.0%	91.5 + 75/2 = 83.2%	N/A	Yes	Yes	N/A
		<b>Measure 2, Competency 9:</b> Embedded assignment in in SWCL 700: <i>Paradigms of Clinical Social Work Practice</i> (evaluating	75%	75%	N/A						

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		clinical practice assignment)  Students must score a minimum average rating of 3 out of 4									

*Note.* For the Shady Grove campus, Competency 9 was being newly measured in spring 2017, so students who took the class in spring 2017 did not graduate. No scores are available to calculate, and the aggregate Competency 9 score is based on Baltimore data only. USG = Universities at Shady Grove.

Table 45 July 15, 2017, Summary Data and Outcome Results for Macro Competencies

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
<b>Macro Competency 1: Demonstrate Ethical and Professional Behavior</b>	80%	<b>Measure 1, Competency 1:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.	80.8%	80.8%	N/A	80.8 + 97.1/2 = 88.9%	80.8 + 97.1/2 = 88.9%	N/A	Yes	Yes	N/A
		<b>Measure 2, Competency 2:</b> Embedded assignment in in SWOA 703: <i>Program Development</i> (team participation; Paper 3: Program plan; Paper 2: Intervention assessment and funder pitch )  and/or	97.1%	97.1%	N/A						

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		<p>in SWOA 704: <i>Community Organization</i> (Final Paper, Cutting an Issue &amp; Strategy Chart, Power Analysis)</p> <p>and/or</p> <p>in SWOA 707: Social Policy and Social Change (process evaluation of group project, policy analysis paper, individual portfolio chart)</p> <p>Students must score a minimum average rating of 3 out of 4.</p>									



Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
<b>Macro Competency 2: Engage Diversity and Difference in Practice</b>	80%	<b>Measure 1, Competency 2:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.	80.8%	80.8%	N/A	80.8 + 97.1/2 = 88.9%	80.8 + 97.1/2 = 88.9%	N/A	Yes	Yes	N/A
		<b>Measure 2, Competency 2:</b> Embedded assignment in in SWOA 703: <i>Program Development</i> (team participation)  and/or  in SWOA 704: <i>Community Organization</i> (final paper, strategy chart & power analysis, public story)	97.1%	97.1%	N/A						

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		and/or  in SWOA 707: <i>Social Policy Practice and Social Change</i> (process evaluation)  Students must score a minimum average rating of 3 out of 4.									
<b>Macro Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>	80%	<b>Measure 1, Competency 3:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.	84.6%	84.6%	N/A	84.6 + 94.1/2 = 89.4%	84.6 + 94.1/2 = 89.4%	N/A	Yes	Yes	N/A
		<b>Measure 2, Competency 3:</b> Embedded assignment in	94.1%	94.1%	N/A						

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		<p>in SWOA 703: <i>Program Development</i> (Paper 1: Problem analysis)</p> <p>and/or</p> <p>in SWOA 704: <i>Community Organization</i> (identifying and cutting an issue and strategy chart &amp; power analysis)</p> <p>and/or</p> <p>in SWOA 707: <i>Social Policy and Social Change</i> (policy analysis paper)</p> <p>Students must</p>									

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		score a minimum average rating of 3 out of 4.									
<b>Macro Competency 4: Engage in Practice-informed Research and Research-informed Practice</b>	80%	<b>Measure 1, Competency 4:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.	84.6%	84.6%	N/A	84.6 + 92.9/2 = 88.7%	84.6 + 92.9/2 = 88.7%	N/A	Yes	Yes	N/A
		<b>Measure 2, Competency 5:</b> Embedded assignment in in SWOA 703: <i>Program Development</i> (Paper 2: Intervention assessment)  and/or  in SWOA 704: <i>Community</i>	92.9%	92.9%	N/A						

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		<p><i>Organization</i> (final paper)</p> <p>and/or</p> <p>in SWOA 707: <i>Social Policy and Social Change</i> (policy analysis paper)</p> <p>and in</p> <p>Advanced research courses (assignment to capture behaviors)</p> <p>and</p> <p><b>Measure 2, Competency 4:</b> Assignment in advanced research courses:</p>									

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		SOWK 777: <i>Research in Child Welfare</i>  SOWK 781: <i>Actionable Research and Results-based Accountability and Empowerment Evaluation</i>  SOWK 783: <i>Qualitative Cross-Cultural Research</i>  SOWK 789: <i>Faculty Initiated Independent Research Project</i>  SOWK 799: <i>Master's Thesis</i>  Students must									

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		score a minimum average rating of 3 out of 4.									
<b>Macro Competency 5: Engage in Policy Practice</b>	80%	<b>Measure 1, Competency 5:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.	73.1%	73.1%	N/A	$73.1 + 92/2 = 82.5$	$73.1 + 92/2 = 82.5\%$	N/A	Yes	Yes	N/A
		<b>Measure 2, Competency 5:</b> Embedded assignment in advanced policy courses:  SOWK 704: <i>Social Work and the Law</i>  SOWK 706: <i>Mental Health and Social Policy</i>	91.7%	92.0%	N/A						

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		<p>SOWK 708: <i>Integrated Behavioral Health Policy</i></p> <p>SOWK 710: <i>Legislative Process in Social Welfare</i></p> <p>SOWK 713: <i>Social Policy and Health Care</i></p> <p>SOWK 715: <i>Children and Social Services Policy</i></p> <p>SOWK 718: <i>Equality and Social Justice</i></p> <p>SOWK 720;: <i>Comparative Social Policy</i></p>									



Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		<p>SOWK 725: <i>Work, Well-being and Social Policy</i></p> <p>SOWK 726: <i>Aging and Social Policy</i></p> <p>SOWK 729: <i>Justice at the Intersection of Social Work and the Law</i></p> <p>Students must score a minimum average rating of 3 out of 4.</p>									
<b>Macro Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>	80%	<b>Measure 1, Competency 6:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on	88.5%	88.5%	N/A	88.5 + 94.1/2 = 91.3%	88.5 + 94.1/2 = 91.3%	N/A	Yes	Yes	N/A

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		all behaviors.									
		<b>Measure 2, Competency 6:</b> Embedded assignment in SWOA 703: <i>Program Development</i> (Paper 1: Problem Analysis)  and/or  in SWOA 704: <i>Community Organization</i> (final paper)  and/or  in SWOA 707: <i>Social Policy and Social Change</i> (process evaluation of group project)	94.1%	94.1%	N/A						

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		Students must score a minimum average rating of 3 out of 4.									
<b>Macro Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>	80%	<b>Measure 1, Competency 7:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.	84.6%	84.6%	N/A			N/A			N/A
		<b>Measure 2, Competency 7:</b> Embedded assignment in in SWOA 703: <i>Program Development</i> (Paper 1: Problem analysis)  and/or			N/A						

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		<p>in SWOA 704: <i>Community Organization</i> (power analysis)</p> <p>and/or</p> <p>in SWOA 707: <i>Social Policy and Social Change</i> (policy analysis)</p> <p>Students must score a minimum average rating of 3 out of 4.</p>									
<b>Macro Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	80%	<b>Measure 1, Competency 8:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.	80.8%	80.8%	N/A	80.8 + 93.1/2 = 86.9%	80.8 + 93.1/2 = 86.9%	N/A	Yes	Yes	N/A

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		<p><b>Measure 2, Competency 8:</b> in SWOA 703: <i>Program Development</i> (Paper 2: Intervention; Paper 3: Program plan)</p> <p>and/or</p> <p>in SWOA 704: <i>Community Organization</i> (final paper)</p> <p>and/or</p> <p>in SWOA 707: <i>Social Policy and Social Change</i> (policy analysis)</p> <p>Students must score a minimum average rating</p>	93.1%	93.1%	N/A						

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		of 3 out of 4.									
<b>Macro Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	80%	<b>Measure 1, Competency 9:</b> Field assessment: Students must score a minimum average rating of 4 out of 5 on all behaviors.	76.9%	76.9%	N/A	76.9 + 100/2 = 88.5%	76.9 + 100/2 = 88.5%	N/A	Yes	Yes	N/A
		<b>Measure 2, Competency 9:</b> Embedded assignment in  in SWOA 703: <i>Program Development</i> (Paper 3: Program plan)  and/or  in SWOA 704: <i>Community Organization</i> (final paper)	100%	100%	N/A						

Competency	Competency benchmark	Outcome measure	Students attaining benchmark for each measure			Students achieving competency			Competency attained?		
			Both campuses	Baltimore	USG	Both campuses	Baltimore	USG	Both campuses	Baltimore	USG
		<p>and/or</p> <p>in SWOA 707: <i>Social Policy and Social Change</i> (policy analysis paper)</p> <p>Students must score a minimum average rating of 3 out of 4.</p>									

*Note.* USG = Universities at Shady Grove.

## **Generalist Benchmarks**

The benchmark of 80% was met for generalist practice on Competency 1 (Demonstrate Ethical and Professional Behavior), Competency 2 (Engage Diversity and Difference in Practice), Competency 3 (Advance Human Rights and Social, Economic, and Environmental Justice), Competency 6 (Engage with Individuals, Families, Groups, Organizations, and Communities), Competency 7 (Assess Individuals, Families, Groups, Organizations, and Communities) and Competency 8 (Intervene with Individuals, Families, Groups, Organizations, and Communities).

Benchmarks were not met for generalist Competencies 4, 5, and 9. Only 72.8% of Baltimore campus students and 75.8% of Shady Grove campus students achieved mastery of Competency 4 (Engage in Practice-informed Research and Research-informed Practice). Further exploration of the measurement scores found that only 57.6% and 66.0% of students achieved mastery of this competency in field practicum at the Baltimore campus and the Shady Grove campus, respectively. However, for the embedded assignment, 87.9% of the students at the Baltimore campus and 85.7% of the students at the Shady Grove campus mastered the competency. These findings have been shared with field faculty and are consistent with their expectations, based on past data collection and ongoing conversations with field instructors, which have indicated some practicum limitations in the area of research. The OFE has already implemented some strategies to address these limitations, which are discussed more fully below. These findings will also be shared with research sequence faculty in the fall. Discussion of the program's response can be found under Standard 4.0.4

For Competency 5 (Engage in Policy Practice), 79.3% of students at the Baltimore campus and 81.57% of the students at the Shady Grove campus attained mastery, while at the aggregate level, 79.6% mastered the competency. Looking more closely at measurement scores, it is evident that only 66.1% of students at the Baltimore campus and 69.6% of students at the Shady Grove campus mastered this competency in field, while scores on the embedded assignment show that 92.5% mastered the competency at the Baltimore campus and 93.3% mastered the competency at the Shady Grove campus. These findings have been shared with field faculty and are consistent with their expectations, based on past data collection and ongoing conversations with field instructors, which have indicated some practicum limitations in the area of policy practice. The OFE has already implemented some strategies to address these limitations, which are discussed more fully below. These findings will also be shared with the policy sequence faculty in the fall. Discussion of the program's response can be found under Standard 4.0.4

Finally, the benchmark of 80% was met for generalist practice Competency 9: (Evaluate individuals, families, groups, organizations and communities). We found 79.9% of students at the Baltimore campus mastered the competency, 82.2% of the students mastered the competency at the Shady Grove campus and when student scores were aggregated across campuses, 80.0% demonstrated proficiency. Further exploration found that there were challenges in field practicum with 63.3% of students mastering the competency at the Baltimore campus and 69.8% mastering the competency at the Shady Grove campus. However, 96.6% and 95.8% of students at the Baltimore and Shady Grove campuses, respectively, mastered the competency. These results will also be shared with the research sequence. Discussion of the Program's response can be found under standard 4.0.4



## Advanced Benchmarks in Clinical and Macro Specializations

The benchmark of 80% was met for advanced practice on *all competencies*. It should be noted that while competency scores for the clinical specialization are presented in the aggregate and broken down into the Baltimore and Shady Grove campuses, this is not the case for the macro specialization because currently, there is no macro specialization offered at the Shady Grove campus. By average percentage, students at the USG campus scored slightly lower on competencies, while they scored very slightly higher on course data.

While all competency outcome benchmarks were met, a more in-depth analysis of these data found that there were differences in the average percentage of students' scores on field assessments versus course-embedded assessments. More in-depth analysis found that the percent of students achieving competency in field were lower than the percentage of students achieving competency on embedded assessment assignments in both clinical and macro specializations.

Benchmarks were met for clinical and macro Competencies 4, 5, and 9, unlike in generalist practice. For Competency 4 (Engage in Practice-informed Research and Research-informed Practice), 83.9% of Baltimore campus clinical students and 88.7% of Shady Grove campus clinical students achieved mastery. However, further exploration of the measurement scores found that only 80.2% and 77.4% of clinical students achieved mastery of this competency in field practicum at the Baltimore campus and the Shady Grove campus, respectively. While these scores are higher than those of the generalist students, concern remains over the experience students are getting in research practice in the field practicum.

Macro students had higher average scores than clinical students on Competency 4: 88.7%. The field scores (84.6%) and course-embedded scores (92.9%) were beyond our expected benchmark. Shady Grove campus data are not available because there is no macro specialization at this location.

These findings have been shared with field faculty and are consistent with their expectations, based on past data collection and ongoing conversations with field instructors, which have indicated some practicum limitations in the area of research. The OFE has already implemented some strategies to address these limitations, which are discussed more fully below. These findings will also be shared with research sequence faculty and clinical and macro committee faculty in the fall. Discussion of the program's response can be found under Standard 4.0.4.

Unlike in generalist practice, the students in both clinical and macro practice demonstrated mastery of Competency 5 (Engage in Policy Practice). Both clinical and macro students achieved our expected benchmarks, with over 90% of students in each group demonstrating mastery of Competency 5. However, this was not the case in field practicum. Looking more closely at measurement scores, it is evident that of the clinical students, only 74.4% of students at the Baltimore campus and 77.4% of students at the Shady Grove campus mastered the competency in field. Of the macro students, only 73.1% of students at the Baltimore campus demonstrated competency in field. There is no macro specialization at the USG campus so no scores are available. These findings have been shared with field faculty and are consistent with their expectations, based on past data collection and ongoing conversations with field instructors,

which have indicated some practicum limitations in the area of policy practice. The OFE has already implemented some strategies to address these limitations, which are discussed more fully below. These findings will also be shared with the policy sequence faculty and macro committee members in the fall. Discussion of the program's response can be found under Standard 4.0.4.

Macro students exceeded the benchmark of 80% for Competency 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities). The macro scores followed the same trend as the generalist practice scores. Over 90% of macro students demonstrated mastery of the competency in the course-embedded assignments, but only 76.9% demonstrated mastery in field. Competency 9 was evaluated in SWCL 700: (*Paradigms of Clinical Social Work Practice*) for the first time in spring 2017. Most students who take this course in the spring do not graduate until the following spring. Thus, limited data are available for this report. These findings were not surprising given the findings we observed on the research competency, but these results will be shared with the research sequence, macro curriculum committee and field faculty to identify ways to improve student performance in field. Discussion of the program's response can be found under Standard 4.0.4

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

UMSSW posts Form AS 4(M) (see Table 46, Table 47, and Table 48) on its website annually in August for viewing by prospective and current students, faculty, staff, alumni, and the general public. Scores are posted for students at the Baltimore campus, for students at the Shady Grove campus, and for the aggregate of students from both campuses. Form AS 4(M) can be found online at <http://www.ssw.umaryland.edu/about-the-ssw/competency-assessment/> .

Table 46. *Form AS 4 (M): Assessment of Student Learning Outcomes, Part 1, Baltimore Campus (July 15, 2017)*

Competency	Competency Benchmark (Generalist)	Competency Benchmark (Clinical & Macro Practice)	Percentage of Students Achieving Benchmark, Baltimore Campus		
			Generalist Practice	Clinical Practice	Macro Practice
Competency 1: Demonstrate Ethical and Professional Behavior	80%	80%	86.9%	94.6%	88.9%
Competency 2: Engage Diversity and Difference in Practice	80%	80%	87.9%	89.9%	88.9%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	80%	84.3%	88.5%	89.4%
Competency 4: Engage In Practice-informed Research and Research-informed Practice	80%	80%	72.8%	83.9%	88.7%
Competency 5: Engage in Policy Practice	80%	80%	79.3%	81.2%	82.5%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	80%	87.3%	92.8%	91.3%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	80%	86.7%	92.1%	84.6%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	80%	85.2%	89.5%	80.8%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	80%	80.0%	83.2%	88.5%

Table 47. *Form AS 4 (M): Assessment of Student Learning Outcomes, Part 2, Shady Grove Campus (July 15, 2017)*

Competency	Competency Benchmark (Generalist)	Competency Benchmark (Clinical & Macro Practice)	Percentage of Students Achieving Benchmark, Shady Grove Campus		
			Generalist Practice	Clinical Practice	Macro Practice*
Competency 1: Demonstrate Ethical and Professional Behavior	80%	80%	93.4%	95.2%	N/A
Competency 2: Engage Diversity and Difference in Practice	80%	80%	94.3%	95.2%	N/A
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	80%	92.4%	95.2%	N/A
Competency 4: Engage In Practice-informed Research and Research-informed Practice	80%	80%	76.0%	88.7%	N/A
Competency 5: Engage in Policy Practice	80%	80%	81.6%	88.7%	N/A
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	80%	94.3%	92.2%	N/A
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	80%	86.6%	87.7%	N/A
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	80%	89.6%	91.9%	N/A
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	80%	82.8%	N/A**	N/A

\*Courses not offered at Shady Grove. \*\*Course data not available for Shady Grove.

Table 48. Form AS 4 (M): Assessment of Student Learning Outcomes, Aggregate Findings for Baltimore and Shady Grove Campuses (July 15, 2017)

Competency	Competency Benchmark (Generalist)	Competency Benchmark (Clinical & Macro Practice)	Percentage of Students Achieving Benchmark, Baltimore and Shady Grove Campus		
			Generalist Practice	Clinical Practice	Macro Practice*
Competency 1: Demonstrate Ethical and Professional Behavior	80%	80%	87.8%	94.7%	88.9%
Competency 2: Engage Diversity and Difference in Practice	80%	80%	88.9%	90.2%	88.9%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	80%	80%	85.5%	95.2%	89.4%
Competency 4: Engage In Practice-informed Research and Research-informed Practice	80%	80%	73.0%	84.5%	88.7%
Competency 5: Engage in Policy Practice	80%	80%	79.6%	82.6%	82.5%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	80%	80%	88.8%	92.7%	91.3%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	80%	80%	86.5%	91.7%	84.6%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	80%	80%	85.5%	89.5%	80.8%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	80%	80%	80.1%	83.0%	88.5%

\*Courses not offered at Shady Gove; scores from Baltimore campus only.

**4.0.4: The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.**

### **Technical Procedures**

Faculty enter their course-embedded assessment assignment scores into Blackboard, which is integrated with Tk20, our competency data-management system. Field instructors enter their assessment scores into the EFN. At the end of the academic year, the competency scores are exported from the EFN and uploaded into Tk20. Using the Tk20 system, reports are run for each of the competencies in generalist practice, clinical practice, and macro practice. Reports are disaggregated by the Baltimore campus and the Shady Grove campus to evaluate achievement across campuses. They are also disaggregated by course-embedded assignments and by field practicum scores.

### **Faculty Committee Interpretation of Findings**

Findings are first reviewed and interpreted by the associate dean for the Master's Program, the assistant dean of field education, and the director of the USG program. Findings are then distributed to curriculum committees, including the MPC; the field education committee; the macro, clinical, and foundation committees; and the research, policy, and HBSE sequence committees. Adjustments to the courses or to field education pedagogical or assessment processes are discussed in multiple committee meetings throughout the following year. Any proposals developed within a particular committee for significant curriculum changes are brought to the MPC for discussion and approval and, ultimately, to the larger faculty organization for a vote.

UMSSW has collected one year of pilot data (2014–15) under the 2008 EPAS, with 10 competencies; and one year of pilot data (2015–16) under 2015 EPAS, with nine competencies. We are currently interpreting data for academic year 2016–17 under the 2015 EPAS, with nine competencies. Since we are in the beginning stage of assessing our performance on student competency achievement, our ability to look at trends in student competency scores over time is limited. However, we look forward to doing so in the coming years to assess the impact of curriculum changes and program supports we are beginning to implement.

### **Specific Changes to Address Unsatisfactory Assessment Outcomes**

The most compelling findings thus far, among all the results presented in the tables above, are related to our failure to meet our benchmark expectations for Competencies 4, 5, and 9 in the generalist curriculum. While we achieved our benchmarks in both our advanced clinical and macro specializations, the scores in field assessments for both were lower than expected or desired. In general, most significant among the findings for both the generalist and advanced areas of the curriculum are the lower percentages of students meeting proficiency in field practicum assessments than in coursework on each of these three competencies.

We have known for years that most social service agencies struggle to dedicate the time and resources necessary to build policy and research practice capacities, and, therefore, their ability to provide field practicum experiences with robust opportunities for students to learn and build these skills is limited. These recent findings are also consistent with feedback the OFE has received from students, faculty, and faculty field liaisons over the years. What can be done to address these limitations, and what interventions we can use to increase opportunities for students in their field agencies, have been perennial questions. We outline below a number of strategies we have begun to implement within the last two years to address field practicum limitations in both the policy and research practice areas. How much impact our interventions will ultimately have on our students' scores on Competencies 4, 5, and 9 remains to be seen, but having more data to confirm the impressions we have had for a number of years will help us justify the need for expansions in efforts and resources dedicated to these areas of learning in the years ahead.

### ***Policy Practice: Competency 5: Specific Changes***

Policy is a component of all social work interactions at both the individual and the macro level. Policy is at the core of every determination of a client's eligibility; response to a request for confidential information; completion of required reports of suspected maltreatment of a child or vulnerable adult; explanation of the expungement-of-criminal-records process to a client; and holding of an IEP meeting at an elementary school. Yet there is a gap between this practice reality and the field education experiences of many students. Students and field instructors often miss the connection between policy practice and field placement learning activities.

For example, as noted in Section 4.0.2, for generalist practice, Competency 5 (Engage in Policy Practice), 79.3% of students at the Baltimore campus and 81.57% of the students at the Shady Grove campus mastered the competency, while at the aggregate level, 79.6% mastered the competency. By looking into the measurement scores, we found that 66.1% of students at the Baltimore campus and 69.6% of students at the Shady Grove campus mastered the competency in field, while scores on the course-embedded assignment showed that 92.5% mastered the competency at the Baltimore campus and 93.3% mastered it at the Shady Grove campus. While students in clinical and macro practice exceeded the benchmark of 80% for Competency 5, they followed a similar trend when measurement scores were explored. Both clinical and macro students exceeded the benchmark for course-embedded assignments. However, only 74.4% and 77.4% of clinical students at the Baltimore and Shady Grove campuses achieved competency in field practicum, respectively. Similarly, only 73.1% of the macro students (Shady Grove data are not applicable) achieved competency in field practicum.

We knew from our annual student field evaluations that students self-rated their competency in policy practice the lowest among all the competencies. This was true when we were asking this question under the 2008 EPAS and more recently under the 2015 EPAS. Field instructors also reported the fewest learning opportunities for policy practice in their agencies. The most recent competency-assessment scores simply confirm these earlier findings. As a result, the OFE has worked to identify barriers to the

instruction of policy practice in the field and has engaged in a number of activities, described below, to increase the number and quality of policy practice opportunities in field placements.

UMSSW applied for a CSWE Policy Practice in Field Education Implementation grant in summer 2016; however, we were not awarded this grant. Nevertheless, we have been able to implement a few of the activities we proposed. These include building training activities for field instructors to help them more readily identify opportunities for policy practice in their agencies and enhance their instruction in this area. The efforts we have completed this far include the following:

- Macro faculty Amanda Lehning, PhD, MSW, and Michael Reisch, PhD, MSW, developed and presented a workshop, “Incorporating Macro Practice Experiences in Field,” which was offered to current field instructors at the Baltimore and Shady Grove campuses on October 24, 2016, and January 24, 2017, respectively. They shared ideas for policy practice.
- Field instructor orientations in 2016 included a two-part exercise to help field instructors identify learning activities for policy practice at their specific field agency (Part 1) and to identify student behavior and feedback for the student assessment of competency in policy practice (Part 2).
- The foundation macro practice course, SOWK 631 (*Social Work Practice with Communities and Organizations*), requires a macro assignment to be completed at the field site that becomes part of a student’s Learning Agreement. Starting in the fall of 2014, it became required that these macro assignments be approved by the FFLs for their input into developing meaningful macro opportunities, which include policy practice projects. FFLs are required to follow students’ progress over the academic year regarding the macro assignment identified in the fall semester.
- FFLs attend quarterly meetings and have received examples of policy practice activities; they are encouraged to support field instructors in their identification of policy practice experiences.

We have also sought to promote opportunities for students to participate in policy and advocacy events that advance human rights and social and economic justice at the local, state, and federal levels. In fall of the 2016–17 academic year, a new policy was initiated by the OFE to excuse students from one field day a year to attend an approved advocacy event. This policy was announced to students and field instructors at orientations and was posted in *The Bulletin*. In spring 2017, the OFE training manager and macro faculty members co-organized and accompanied 80 students from the Baltimore and Shady Grove campuses to the NASW Maryland Chapter’s statewide Social Work Student Advocacy Day in our state capital. Three SSW faculty presented workshops on legislative advocacy, state policy analysis, and federal policy affecting vulnerable populations.

We intend to continue the efforts described above and generate new ideas for improving the policy practice opportunities for students in both the generalist and the advanced curriculum and at both the Baltimore and Shady Grove campuses.



### *Research and Evaluation: Competencies 4 and 9: Specific Changes*

We see somewhat stronger, but still disappointing, findings in relation to our generalist and advanced students in their achievement of research-related competencies. Generalist students did not achieve our benchmarks on Competency 4 (Engage in Practice-informed Research and Research-informed Practice) and barely met them for Competency 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities).

Among students completing the generalist curriculum, only 72.8% of Baltimore campus students and 76.0% of Shady Grove campus students achieved mastery of Competency 4 (Engage in Practice-informed Research and Research-informed Practice). Further exploration of the measurement scores revealed that only 57.6% and 66.0% of generalist students achieved mastery of this competency in field practicum at the Baltimore campus and the Shady Grove campus, respectively. In contrast, for the course-embedded assignment, 87.9% of the students at the Baltimore campus and 85.7% of the students at the Shady Grove campus mastered the competency. While overall competency scores exceeded the benchmark for Competency 4 scores, students' field practicum scores were below the 80% benchmark.

For generalist practice, mastery of Competency 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities) was just at the benchmark of 80%. With slight variations in the overall percentage that mastered the competency, we found that 79.9% of students at the Baltimore campus mastered the competency, 82.2% of students at the Shady Grove campus mastered the competency, and 80.0% of students aggregated across both campuses mastered the competency. Further exploration found that there were challenges in field practicum, with 63.3% of students mastering the competency at the Baltimore campus and 69.8% mastering the competency at the Shady Grove campus. However, 96.6% and 95.8% of students at the Baltimore and Shady Grove campuses, respectively, mastered the competency. While, overall, macro students exceeded the benchmark on this competency, macro students scored below the benchmark on course-embedded assignments.

These data have been shared with the OFE and will be shared with the FEC and all faculty—and the research sequence in particular—this coming fall. Similar to our findings related to competency achievement in policy practice, we are not completely surprised by these findings, given past evidence from student and field instructor evaluations, and we have already begun efforts to improve opportunities for students to achieve research and evaluation competencies in field.

As with improving student achievement in the areas of policy practice, our main strategy for improving student achievement of research and evaluation competencies has been to build the capacity of our field instructors. All field instructors during their orientation are introduced to evidence-based and best practices by faculty presenters with expertise in a variety of areas. The dean has also discussed the 12 social work grand challenges during field instructor appreciation days. These presentations have built instructors' appreciation for scientific advances in and aspirations for the scientific basis of the social work profession.

In addition, we have conducted a number of field instructor and FFL trainings that both help to get evidence-based research findings into field practicum agencies and help agencies build their own evaluation capacity. A list of trainings offered in the past couple years is presented in Table 49 below. We will continue to offer such trainings in the future.

Table 49. *Workshops Focused on Research-Related Knowledge, Skills, and Critical Thinking*

<b>Workshop title and description</b>	<b>Presenter</b>
<p><i>Trying Hard Is Not Good Enough: How to Produce Measureable Improvements for Consumers in Human Service Agencies and Field Education Sites</i></p> <ul style="list-style-type: none"> <li>The purpose of the Results-Based Accountability (RBA) workshop is to equip School of Social Work field instructors and field liaisons with practice skills in RBA and to enable them to work within their organizations to accelerate achieving results. Mark Friedman is the creator and an international expert on RBA.</li> </ul>	Mark Friedman
<p><i>Enhancing Student's Use of Motivational Interviewing in the Field</i></p> <ul style="list-style-type: none"> <li>Students are taught motivational interviewing (MI) in their foundation practice class and are encouraged to practice the MI skills in their field placement. MI is an evidence-based approach aimed at resolving client ambivalence about behavior change. This interactive workshop for field instructors describes and illustrates the spirit, assumptions, and core techniques of MI so that field instructors will be able to support their students' development of MI skills at the field site.</li> </ul>	Michelle Tuten, PhD, LCSW-C
<p><i>Teaching Students Results-Based Accountability Strategies: Expanding the Bench</i></p> <ul style="list-style-type: none"> <li>The purpose of this workshop is to equip field instructors with practice skills in RBA to enhance the instruction of students in the field. Field instructors explore design strategies and learn how performance measures can enhance program quality and service delivery for an agency.</li> </ul>	Dr. Clara B. Lee
<p><i>SBIRT for Field Instructors: Training Social Work Students on Evidenced Based Screening and Brief Intervention Referral to Treatment</i></p> <ul style="list-style-type: none"> <li>In this workshop, field instructors learned gained competency in delivering SBIRT as a screening tool and an intervention for clients at risk for substance use in multiple practice settings. Content and activities are covered to build the competency of field instructors to provide feedback and supervision to students using SBIRT in their field placements.</li> </ul>	Paul Sacco, PhD, MSW, and Michelle Beaulieu, LCSW-C
<p><i>Field Instructor Use of Clinical Theory and Evidence for Instruction of Students in the Field</i></p> <ul style="list-style-type: none"> <li>In this workshop, participants learn about the models of clinical practice that are covered in Paradigms of Clinical Social Work Practice, the required practice course for clinical MSW students. The focus of the Paradigms course is on teaching students how to use theory and evidence to guide treatment planning and interventions for diverse clients. Workshop participants receive an overview of all the theories and concepts covered in the class, including psychodynamic, cognitive, behavioral, and client-centered theories.</li> </ul>	Joan Pittman, PhD, MSW
<p><i>Teaching Students Intervention Strategies for Clients with Gambling Additions</i></p>	Paul Sacco, PhD, MSW

Workshop title and description	Presenter
<ul style="list-style-type: none"> <li>In this workshop, field instructors learn strategies to teach their students an understanding of the factors that may lead to gambling-related pathology. Updates on the current evidence-informed treatments for gambling disorders, screenings tools, and referral options for clients at risk of problem gambling for use in field education were covered.</li> </ul>	

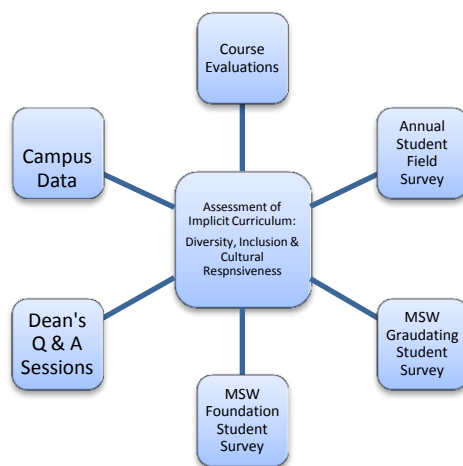
*Note.* SBIRT = screening, brief intervention, and referral to treatment.

**4.0.5: For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.**

The school is committed to creating a learning organization that consistently and systematically gathers data to not only assess students’ success in achieving proficiency in the nine CSWE social work competencies but to critically examine its environment as it supports students’ learning. This section examines our performance in one important area of our implicit curriculum: creating a diverse, inclusive, and culturally responsive learning environment. We draw on various sources of data to assess this area of our implicit curriculum and identify the steps we are taking to address areas in need of improvement.

**Data Sources**

The school gathers multiple forms of data to help assess our implicit curriculum: course evaluations; field program evaluation surveys; MSW foundation and graduating student surveys; anecdotal feedback gathered by faculty in classes, in informal meetings with students, and during Dean’s Q & A sessions each semester; and campus-wide data when available. *Figure 11* provides a graphic depiction of each of these data sources, which are then discussed and referenced below.



*Figure 11* Assessing the implicit curriculum: Diversity, Inclusion, and Cultural Responsiveness

## Course Evaluations

Overall, students in the MSW Program rate their instructors well on the two questions directly related to diversity found on course evaluations (see Table 50). For instance, results from our most recent course evaluations from spring 2017 indicate that over 80% of our students agree or strongly agree that instructors encourage open discussion of diverse points of view and that courses include content related to the experiences of diverse populations. These results reflect an 80% response rate and provide a fair representation of the perceptions of the student body.

Table 50. *Course Evaluation Results for Spring 2017*

<b>Question statement (80% response rate)</b>	<b>Faculty receiving a 4 (agree) or 5 (strongly agree)</b>	<b>Average score</b>
The instructor encouraged open discussion of diverse points of view.	<b>85%</b>	<b>4.37</b>
The course included content related to the experiences of the diverse populations with whom social workers work.	<b>83%</b>	<b>4.35</b>

These findings have been fairly consistent across the generalist and advanced areas of our curriculum, and they are consistent (see Table 51) from one semester to the next. We have also seen a steady improvement in average scores across faculty in the past three semesters (see *Figure 12*), possibly in response to faculty-development efforts described in more detail below. In addition, the findings for the Baltimore and Shady Grove campuses when examined separately have been virtually identical, and therefore, we present them in the aggregate.

When we look at qualitative comments on course evaluations and feedback received during Dean’s Q & A sessions each semester, however, and examine the range of average scores received by faculty (from a low of 1.5 to a high of 5), we see room for improvement. For instance, some students indicate that they want more diversity content and skill building in their MSW coursework, and expect faculty to do more and better in their facilitation of difficult conversations in their classrooms, particularly in regard to topics of racism and gender identity. We discuss some of our strategies to address this feedback below.

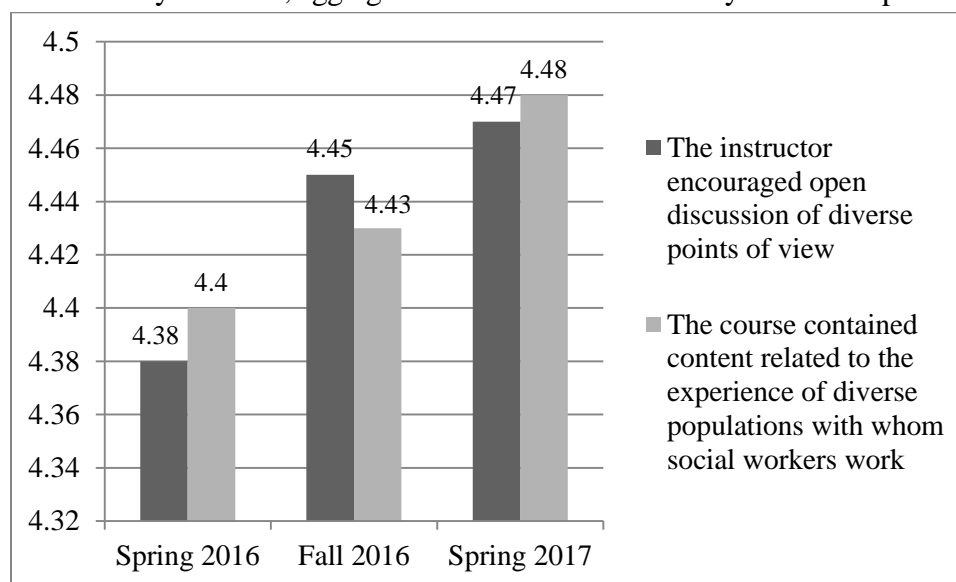
Table 51. *Average Course Evaluation Scores on Diversity Inclusion Questions by Generalist and Advanced Courses by Semester – Aggregated for Baltimore and Shady Grove Campuses*

	<b>Average score on course evaluations by semester</b>					
	<b>The course included content related to the experiences of the diverse populations with whom social workers work.</b>			<b>The instructor encouraged open discussion of diverse points of view.</b>		
Course type	Spring 2016	Fall 2016	Spring 2017	Spring 2016	Fall 2016	Spring 2017
Foundation courses	4.37	4.45	4.43	4.37	4.49	4.47
SWOA courses	4.38	4.39	4.68	4.34	4.41	4.72

	Average score on course evaluations by semester					
	The course included content related to the experiences of the diverse populations with whom social workers work.			The instructor encouraged open discussion of diverse points of view.		
SWCL course	4.39	4.54	4.52	4.38	4.58	4.45
SOWK advanced policy courses	4.58	4.43	4.60	4.47	4.47	4.52
SOWK advanced research courses	4.34	4.08	4.20	4.36	3.99	4.25

Note. Evaluations were made on a 1 (strongly disagree) to 5 (strongly agree) scale. SWOA = macro methods; SWCL = clinical methods; SOWK = generalist social work.

Figure 12. Average course evaluation scores on diversity and inclusion questions for all courses combined by semester, aggregated for Baltimore and Shady Grove campuses.



Note. Evaluations were made on a 1 (strongly disagree) to 5 (strongly agree) scale.

### MSW Student Surveys

At the end of each academic year, we survey our MSW students to elicit their feedback on their experiences in the MSW Program overall. Traditionally, we have only surveyed graduating students, but in spring 2017 we created a new survey specifically for students who just completed their generalist curriculum. Both the graduating and generalist MSW student surveys ask students to rate their

experiences with the program in a number of different areas, including course instruction, quality, and content; communications; school climate; and student and campus services. Graduating and generalist students' responses to questions regarding their perceptions of the school's ability to foster a culturally responsive environment are presented below in Table 52 and Table 53, respectively.

Getting satisfactory response rates is always a challenge, and in spring 2017 we received a response rate of 55% for our graduating student survey and a 65% response rate for our generalist student survey.

Table 52. *MSW Graduating Student Survey Diversity and Inclusion Question*

Graduating Student Survey, 2017				
Question statement	Not at all	A little	Somewhat	Very much
The program prepared me to understand the implications of discrimination and oppression in my practice.	0.76%	4.96%	28.24%	66.03%
The program prepared me to practice from a social justice perspective.	0.76%	8.78%	28.24%	61.45%
In my courses, we discussed the impact of diversity in social work practice.	1.53%	5.34%	26.72%	66.03%
I felt a sense of community within the SSW.	14.5%	13.36%	43.51%	28.24%
The SSW effectively creates an inclusive and just community.	8.02%	16.03%	36.64%	37.79%

*Note.* Out of 478 students, 262 completed the survey (55% response rate). SSW = School of Social Work.

Table 53. *MSW Generalist Student Survey Diversity and Inclusion Questions*

MSW Generalist Student Survey, 2017				
Question statement	Not at all	A little	Somewhat	Very much
I feel a sense of community within the SSW.	3.5%	19.24%	44.31%	32.94%
I feel the SSW effectively creates an inclusive and just school environment.	2.33%	11.37%	33.24%	53.06%
I feel the school environment as one that promotes an understanding of difference.	1.46%	9.62%	32.07%	56.85%
I experience the school environment as one that affirms and supports persons with diverse identities.	1.46%	7%	30.61%	60.35%
Question statement	Agree	Disagree	N/A	
SOWK 600 ( <i>Social Welfare and Social Policy</i> ) integrated course content on diversity and oppression effectively.	90.09%	4.66%	3.79%	
SOWK 630 ( <i>Social Work Practice with Individuals</i> ) integrated course content on diversity and oppression effectively.	66.76%	8.45%	20.12%	
SOWK 631 ( <i>Social Work Practice with Communities and Organizations</i> ) integrated course content on diversity and oppression effectively.	70.26%	2.62%	20.41%	

SOWK 632 ( <i>Social Work Practice with Groups and Families</i> ) integrated course content on diversity and oppression effectively.	61.52%	11.08%	21.57%
SOWK 645 ( <i>Human Behavior and the Social Environment</i> ) integrated course content on diversity and oppression effectively.	84.26%	8.45%	4.37%
SOWK 670 ( <i>Social Work Research</i> ) integrated course content on diversity and oppression effectively.	<b>61.22%</b>	<b>20.12%</b>	<b>13.7%</b>

*Note.* Out of 540 students, 343 completed the survey (64% response rate). SSW = School of Social Work.

A majority of graduating and generalist students feel (“very much”) that the program prepared them to understand the implications of discrimination in their practice and to practice from a social justice perspective. A majority also report that courses discussed the impact of diversity in social work practice. These perspectives are shared by graduating students about courses overall and foundation students when they rate each course in the generalist curriculum separately.

While students’ perspectives of the diversity content in courses and how well the program prepared them to work effectively across difference are very positive overall, students are less positive in their perceptions of the school climate. While a majority answered either “somewhat” or “very much” to the climate questions, only about 30% of both graduating and foundation students answered “very much” when asked if they “felt a sense of community within the SSW.” About 40% answered “somewhat,” leaving approximately 25%–30% responding “a little” or “not at all.” These findings are unsurprising, given we are a very large school, in an urban downtown area, and most students commute and have such busy schedules that they spend comparatively little time on campus building connections with classmates and faculty outside of classes. Nevertheless, we intend to continue our efforts to have tudnets a stronger sense of community within the SSW and with the campus and surrounding neighborhoods. We also intend to examine these data in more depth in the coming months to explore whether or not we see any significant differences in perceptions across students by race/ethnicity, gender, age, specialization, and so on. Some of our strategies to improve communication and foster a stronger sense of belonging and connection for students are described below.

### **Field Practicum Survey**

At the end of every academic year, all students are asked to assess their field practicum experience and the OFE. This survey asks specific diversity and inclusion questions, and the results provide an opportunity for additional dialogue between the OFE and practice sites and field instructors.

The findings from the 2016–17 academic year, presented below in Table 54, specifically focus on students’ assessment of their field experience as it relates to diversity and inclusion. As the table shows, when rating their field agencies, approximately 75% of students strongly agreed that their placement agencies treated them with respect, provided opportunities to practice with diverse clients, and made them feel comfortable “being themselves.” Similarly, over 75% strongly agreed that their field instructors and the FFLs treated them with respect. However, a smaller percentage, but still a majority, strongly agreed (56%) that the OFE treated them with respect. Similarly, a smaller percentage, but still a majority, strongly agreed (63%) that “my agency provided opportunities to discuss issues related to diversity and social justice.”

Table 54. *Student Evaluations of their Field Experiences Related to Diversity and Difference*

Question statement	Average score	Percent responding				
		4 Strongly agree	3 Agree	2 Disagree	1 Strongly disagree	N/A
<b>Student evaluation of field agency</b>						
I was treated with respect at my field placement.	3.72	77	18	3	1	1
I felt comfortable being myself (age, race, ability, sexual orientation and religion, etc.) in my agency.	3.73	79	16	4	1	0
My agency provided opportunities to discuss issues related to diversity and social justice.	3.46	63	24	10	2	1
I was able to practice in an environment that provided services to diverse client systems.	3.69	75	20	4	1	0
<b>Student evaluation of field instructor</b>	<b>Average score</b>	<b>4 Strongly agree</b>	<b>3 Agree</b>	<b>2 Disagree</b>	<b>1 Strongly disagree</b>	<b>N/A</b>
I was treated with respect by my Field Instructor.	3.77	82	14	3	1	0
I felt comfortable being myself (age, race, ability, sexual orientation and religion, etc.) with my Field Instructor.	3.77	82	14	3	1	0
My Field Instructor provided opportunities for me to discuss issues related to diversity and social justice.	3.56	70	20	6	2	2
My Field Instructor challenged me to think about how issues of oppression and social justice impact client systems.	3.41	61	25	10	2	2
<b>Student evaluation of faculty field liaison</b>	<b>Average score</b>	<b>4 Strongly agree</b>	<b>3 Agree</b>	<b>2 Disagree</b>	<b>1 Strongly disagree</b>	<b>N/A</b>
My Liaison treated me with respect.	3.70	77	19	2	1	1



<b>Student evaluation of Office of Field Education</b>	<b>Average score</b>	<b>4 Strongly agree</b>	<b>3 Agree</b>	<b>2 Disagree</b>	<b>1 Strongly disagree</b>	<b>N/A</b>
The staff in the Office of Field Education treated me with respect.	3.15	56	28	3	1	12

*Note.* Out of 844 students, 453 completed the survey (54% response rate). SSW = School of Social Work.

## Campus Data

The UMB campus conducted an analysis in spring 2017 of admission and retention data for all its schools over a 5-year period (see Table 55). When we examine admissions, enrollment, retention, and graduation data together for that 5-year period, we get a picture of our program's performance in serving African American and Hispanic students as compared with white students. While we admit a higher percentage of African American and Hispanic students who apply than white students who apply, and retain similar percentages of students across all three racial/ethnic categories at the 1-year mark, Hispanics have the highest retention rate by Year 3, while African Americans fall below both whites and Hispanics. The five-percentage-point difference between whites and African Americans in their graduation rates is concerning to us, and we are currently seeking to better understand this finding and identify intervention strategies to support students.

Table 55. *Application, Admission, Enrollment, and Retention by Race and Ethnicity (Fall 2012–Fall 2016)*

<b>Race/ ethnicity</b>	<b>Number of applications received</b>	<b>Percentage admitted who applied</b>	<b>Total percentage of enrollment</b>	<b>Percentage of 1-year retention</b>	<b>Percentage graduation rate</b>
African American	812	90.8	26.5	90.6	87.4
Hispanic	267	90.3	7.9	95.5	95.5
White	2131	87.3	57.3	91.6	92.5

Another interesting campus-wide study was recently conducted by a UMSSW doctoral candidate and campus leaders (the assistant vice president, academic and student affairs; and the vice president, operations and planning) to examine factors associated with ethnocultural empathy (EE) among graduate students enrolled in the six UMB professional schools. Over 1,000 graduate students from six disciplines (dentistry, law, medicine, nursing, pharmacy, and social work) were surveyed and assessed on the Scale of Ethnocultural Empathy. While incoming students did not significantly differ in their EE scores across disciplines, by the end of their first year of study, social work students had significantly higher EE scores and reported greater exposure to diversity-related classroom discussions than did graduate students in other disciplines.<sup>6</sup> We think this is an interesting finding and are in conversation with campus leaders to explore these finding further.

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<sup>6</sup> Bessaha, M., Lily, F., & Ward, R. (2016). *Ethnocultural Empathy among Health Sciences and Human Services Graduate Students*. Unpublished manuscript.

## **Implications for Program Renewal and Steps Taken to Improve the Implicit Environment**

While the data presented above suggest that, overall, our students are exposed to significant diversity content in the curriculum and view the school's implicit curriculum positively, we recognize that we must continually strive to improve the extent to which students feel connected to and supported by the school. To that end, faculty, staff, and administration have engaged in a number of strategies over the past few years to improve our implicit curriculum related to diversity, inclusion, and cultural responsiveness. These steps, a number of which are also mentioned in our Section 3.0 on diversity, are summarized below.

### ***Building a Stronger Sense of Cohesion and Community***

Three main strategies have been deployed in the last 2 years to foster a greater sense of connection and community among students, beginning early in their interactions with the school.

- *Ambassadorial Network:* In fall 2016, the Office of Admissions created an Ambassadorial Network, which consists of UMSSW students who are current graduate students or alumni who completed their MSW degree within the past 5 years. Admissions ambassadors are charged with assisting with prospective student recruitment and mentoring activities. The goal of the ambassadorial initiative is to provide the Office of Admissions with a resource of current and past SSW students who will serve as a prematriculation advisory and outreach group. To that end, the ambassadors will assist the school with creating and facilitating outreach services that will enhance the current recruitment processes and provide an additional modality of feedback—ultimately, creating a fluid student success and support system.
- *Orientation revisions:* Beginning in 2015, we significantly revised the structure of our main orientation to promote greater cohesion and cohort connection among students and between students and faculty. We moved the bulk of our orientation presentations to online modules, which students view prior to the day-long in-person orientation. This has freed up space during our in-person orientation to maximize student interactions with each other, faculty, and support services. Students now hear from keynote faculty speakers who share their personal perspective on what diversity and social justice in social work have meant to them during their careers. This is followed by a resource fair aimed to help students make a personal connection with the resource providers they learned about in the online videos and to learn about ways to get involved on campus, with SGA student groups, and in the community. Students then spend the early afternoon in small groups, each facilitated by two faculty members, which aim to further stimulate a sense of cohesion and community with classmates and faculty. These small group sessions are coordinated according to their SOWK 630 (*Social Work Practice with Individuals*) class and are followed by social work topical sessions that help students connect with affinity groups within the school, including SGA groups and those interested in international programming. Students are also offered a walking

tour of the neighboring community in West Baltimore to learn about the history of the area and connect with local businesses and associations.

- *Peer mentoring:* The OSS began a peer mentoring pilot program in 2016 as a way to support incoming students. Twenty-three advanced students were trained to serve as mentors to incoming students. Mentor/mentee matches were created using an application that takes into account criteria deemed important to the student (including race/ethnicity, first-generation status, gender, age, etc.). This program has been very well received by students and has almost doubled in its number of mentor/mentee matches for this upcoming academic year.

### ***Diversity and Anti-Oppression Committee to Identify and Address Issues of Inclusion***

In 2014, the faculty approved a new Diversity and Anti-Oppression Committee composed of faculty, staff, students, and school administration. This committee works with other stakeholders within the school and larger community to foster an atmosphere of cultural responsiveness, equity, and inclusiveness. The committee has organized various discussion forums, institutionalized as monthly “Chat and Chews,” to provide an ongoing safe space for UMSSW members to express their feelings about current events and foster a stronger sense of community and inclusion in the school. For instance, the group played a vital role in creating spaces for dialogue and fostering a supportive and inclusive environment during the difficult period following the death of Freddie Gray in Baltimore. Other Chat and Chew topics within the last year have included the following:

- four Post-Election Processing sessions (facilitated by faculty and students);
- Lost Without Imagery: A Social Justice Poetry Workshop (co-facilitated by one PhD and one MSW student);
- Processing the SOWK 630: Social Work Practice with Individuals’ Critical Autobiography Assignment (facilitated by faculty); and
- Agents of Social Work or Social Control (facilitated by faculty).

### ***School-Wide Communications to Foster a Sense of Community and Collective Action***

In May 2015, soon after the news of the death of Freddie Gray in police custody and the uprising in Baltimore that followed, UMSSW created a website, *SSW Responds*, to keep the school community informed about school closing and class cancellations as well as ongoing volunteer, support, and social action opportunities. In response to faculty, staff, student, and alumni feedback, the *SSW Responds* website was institutionalized in May 2017 to provide an ongoing space where SSW community members could (a) get help and resources, (b) learn about volunteer and giving opportunities, (c) keep updated on policies and social actions related to a number of current issues, and (d) keep abreast of school-wide accomplishments in the areas of education, training, research, and community impact. This website serves as a critical tool in our ability as a large school to communicate with and foster a sense of community among UMSSW stakeholders. The site can be viewed at <https://www.sswresponds.info/>.

### ***Emergent Issues Workgroups***

As critical issues related to diversity, oppression, and social justice have emerged in Baltimore and across the nation, faculty, staff, and students have responded by creating workgroups to foster ongoing dialogue, affinity, and action. Two such groups are the Immigration Workgroup and the Access to Justice Initiative.

- *Immigration Workgroup:* This group is composed of students, faculty, and administration and is working to identify additional ways in which the school can ensure that undocumented and other immigrant students feel a strong sense of belonging in and support from the school and campus. With new federal immigration policies and the current administration's discussions about more active deportation of undocumented immigrants and the building of a wall on the border with Mexico, many in the school have been activated to respond. One way in which our students have responded is to urge the school to declare itself a "sanctuary campus." This is a complicated issue, and school leadership and faculty have held numerous discussions with students regarding the request. The dean, in consultation with administrative leadership and faculty, crafted a statement of support for students and affirmed the school's commitment to protect undocumented students to the best of its ability. This statement was sent to all SSW stakeholders and appears on the school's website: <http://www.ssw.umaryland.edu/about-the-ssw/ssw-news/latest-news/>.
- *Access to Justice Initiative:* This workgroup formed in collaboration with the UMB School of Law to work on criminal justice reform. In April 2017, this group conducted a teach-in on criminal justice reform and the Department of Justice Consent decree for Baltimore City. Over 80 people attended, and a variety of active community organizations working on police and criminal justice reform in Baltimore spoke and discussed ways for students, faculty, and staff to get involved. This group is planning future activities and actions to engage the SSW community in criminal justice advocacy and connect with the Social Work Academy Grand Challenge of Smart Decarceration.

### ***Strengthening Course Content and Student Preparation***

In light of student feedback, and as part of our ongoing review and renewal of our curriculum, faculty have worked to create new courses, and we are actively reviewing our entire curriculum. Some accomplishments include the following:

- A new course, Perspectives on Racism and Racial Equity in Social Work Practice, has been taught twice, in fall 2016 and spring 2017. The MPC is reviewing the course to consider it as a permanent offering in the curriculum.
- A new one-credit course, Communicating Across Cultures, is being developed and will be offered in spring 2018.

- The MPC has facilitated a 2-year process of critical reflection about diversity content in the curriculum and will be designing a new three-credit required course on diversity and oppression.
- The MPC and the FO approved newly developed Masters Curriculum Diversity Principles in spring 2016.

### ***Strengthening Faculty Teaching Practices and Support***

A teaching development series and adjunct development day were conducted over the past 2 years to build faculty awareness of and skills in facilitating effective classroom conversations related to diversity and oppression. The teaching development sessions held thus far include:

- Classroom Facilitation: Navigating Difficult Conversations (Dr. Tanya Sharpe and Dr. Geoffrey Greif);
- Micro-aggressions and Classroom Cultures (Dr. Nadine Finigan-Carr);
- Implicit Bias (Dr. Megan Meyer and Dr. Wendy Shaia);
- Evidence-Based Teaching and Learning—What Really Works? (Dr. Donna Harrington);
- Navigating Different Political and Religious Positions in the Classroom (Dr. Debbie Gioia and Dr. Michael Reisch);
- Creating Gender Affirming Classrooms (Dr. Marlene Matarese, Ms. Laura Loessner, and Ms. Sarah Maher [student]); and
- Creating Inclusive Classrooms (Russell McClain, JD, associate dean for diversity and inclusion at the UMB School of Law).

In addition, the following new initiatives will complement and build on the teaching development series:

- *Teaching seminar and community of learning*: A small cohort of faculty new to teaching will (a) engage in a number of group conversations during the academic year structured around common teaching challenges, with an emphasis on those related to creating inclusive classroom environments, and (b) participate in teaching observations and feedback sessions to improve pedagogical practices.
- *Teaching support team*: A small team of faculty will be available to support faculty struggling with challenging classroom dynamics to help them create and/or regain a positive classroom climate.
- *Online Cultural Competency Certificate*: The UMB Graduate School is working with experts from across the campus and state to create online modules related to cultural competency. Modules are expected to be available for faculty during the next academic year.
- *Teaching toolbox*: The instructional design team has posted many diversity-related resources online for faculty in a newly created “teaching toolbox”:  
<https://sites.google.com/site/sswideateam/faculty/teaching-resources>.

### ***Field Faculty Training***

While students' evaluations of the implicit curriculum as it relates to their field experiences have been very positive overall, the OFE has increased their efforts to equip field instructors and FFLs with the skills to foster inclusive field placement environments. A list of recent trainings is presented in Section 2.2.10 of this report, but one such example, in May 2015, was the Annual Field Instructor and Field Liaison Appreciation event titled "Navigating Conversations in the Field Concerning Race and Racism." Speaker A. Adar Ayira, project manager, Associated Black Charities and founding member of Baltimore Racial Justice Action, worked with participants to build their skills to facilitate discussions of race, racism, and privilege with graduate social work students placed in their agencies. Over 150 field instructors and liaisons attended the event.

In addition to the efforts just described, administration and faculty continue to meet regularly with and respond to student concerns about the curriculum, their preparation to effectively work across difference and the School's commitment to fostering a diverse and inclusive learning environment and more justice in Baltimore City and beyond. Collectively, we will consistently identify additional activities and initiatives to achieve these goals.

### **Conclusion**

The UMSSW embraced the principle that its reaccreditation review is intended to strengthen and sustain it as a pre-eminent school of social work preparing the next generation of social work professionals. We capitalized on our self-study process, and CSWE's focus on competency-based outcome assessment, to take an in-depth look at both our explicit and implicit curricula. After a comprehensive review of the fundamental elements associated with each of the standards, and a careful examination of our evaluation data associated with each, we have concluded that we are in full compliance with the CSWE EPAS 2015 standards. Our self-study process and preparation of this report for CSWE review, have stimulated critical conversations among administrators, faculty and students and will provide us with much food for thought in the coming years, as we continue to revise our curriculum, build our support services for students, and strengthen the impact of our teaching, scholarship and community service in Maryland and beyond.

## **Volume 2: Syllabi**

For syllabi see Volume 2: Part A and Part B, separate document.



## **Volume 3: Appendix**

For faculty data sheets (CVs), the Student Handbook and the Field Education Manual, see Volume 3: Appendix, separate document