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

Following the 2005 Council on Social Work Education (CSWE) Reaffirmation of Accreditation, the Valparaiso University Department of Social Work (VUDSW) began a lengthy, on-going process of meaningful self-study and visioning, initially for continuous improvement and then for adherence to the newly developed CSWE 2008 Educational Policy Accreditation Standards (EPAS). In short succession long standing department chair LouJeanne Walton retired and the next department chair Lorri Glass, took a different position. Matthew Ringenberg became chair and full time instructors Barb Crumpacker Niedner and Barbara Gaebel-Morgan joined the department. Between these changes and the CSWE 2008 shift to competency based education and assessment, we found ourselves in the midst of evolving by re-defining and developing our program's core components and what it means to be a baccalaureate social work program. As changes in contemporary social work practice emerge, we work to bring program components into alignment and focus as outlined by CSWE and the social work profession.

Valparaiso University Department of Social Work Mission:

VUDSW, a liberal arts based professional undergraduate social work program within the context of a church-related institution of higher education, prepares generalist social work practitioners for service in the world.

Program Vision:

To provide meaningful context for the program vision, it is informative to place it in the context of the university mission. Valparaiso University's overarching mission as a community of learning dedicated to excellence and grounded in the Lutheran tradition of scholarship, freedom, and faith, prepares students to lead and serve in both church and society (VU Mission).

Our Social Work Department mission grows out of this university mission and values in that we provide a rigorous and stimulating educational environment characterized by a dynamic interchange between faculty and students that promotes critical thinking, conscious use of self, and active engagement in the learning process. Our vision is to *“foster the creation of coherent and integrated educational experiences that utilize an active learner model, valuing different ways of knowing, aimed at preparing students for generalist social work practice that will:*

- *address the whole person in the context of their environment*
- *be informed by an ecological/systems and strengths perspective*
- *be actively involved in advocacy, empowerment, and social change*
- *serve vulnerable and oppressed people*
- *implement culturally sensitive practice strategies*
- *contribute meaningfully to society by valuing service, social and economic justice, the dignity and worth of each person, importance of human relationships, and integrity and competence in all areas of generalist practice.”*

Program Primary Goal:

Educate and prepare students for effective, ethical, and culturally competent generalist social work practice.

VUDSW Mission in Consonance with Profession’s Purpose, Values and Program Context:

This VUDSW mission, vision, primary goal, and broad context of service in church, society and the world, along with the articulated NASW social work core values posted below, all support the profession’s purpose as stated in the CSWE EPAS: “The purpose of social work profession is to (1) promote human and community well-being. (2) Guided by a person and environment construct, (3) a global perspective, (4) respect for human diversity, and (5) knowledge based on scientific inquiry, (6) social work’s purpose is actualized through its quest for social and economic justice, (7) the prevention of conditions that limit human rights, (8) the elimination of poverty, and (9) the enhancement of the quality of life for all persons.” These relationships are depicted in a point by point manner through table one.

Table 1. Relationship of VUDSW Program Components to Social Work Profession’s Purpose and Values

VUDSW Program Mission/Vision/Goal Components	CSWE EPAS Social Work Education Stated Purpose of the Profession	NASW Values of the Profession
<u>Mission</u> Prepare generalist social work practitioners for service in the world	1. Promote community and human well-being 3. Global perspective 4. Respect for human diversity 9. Promote the enhancement of the quality of life for all persons	1.Service 2.Social Justice 5.Integrity 6.Competence
<u>Primary Goal</u> Educate and prepare students for effective, ethical, and culturally	1. Promote community and human well-being 3. Global perspective	5.Integrity 6.Competence

competent generalist social work practice	4. Respect for human diversity 9. Promote the enhancement of the quality of life for all persons	
<u>Program Vision</u> Provide a rigorous and stimulating educational environment characterized by a dynamic interchange between faculty and students	1. Promote community and human well-being 5. Knowledge based on scientific inquiry 9. Promote the enhancement of the quality of life for all persons	3.Dignity and worth of the person 4.Importance of human relationships 6.Competence
<u>Program Vision</u> Promote critical thinking and the conscious use of self	5. Knowledge based on scientific inquiry	6.Competence
<u>Program Vision</u> Promote active engagement in the learning process		5.Integrity 6.Competence
<u>Program Vision</u> Create coherent and integrated educational experiences that utilize an active learner model that values different ways of knowing		3.Dignity and worth of the person 4.Importance of human relationships 6.Competence
<u>Program Vision</u> Educate and prepare students to address the whole person in the context of their environment	2. Person in environment construct 7. Prevent conditions that limit human rights 9. Promote the enhancement of the quality of life for all persons	3.Dignity and worth of the person 4.Importance of human relationships
<u>Program Vision</u> Educate and prepare students to be informed by an ecological/systems and strengths perspective	1. Promote community and human well-being 2. Person in environment construct 5. Knowledge based on scientific inquiry	3.Dignity and worth of the person 6.Competence
<u>Program Vision</u> Educate and prepare students to be actively involved in advocacy, empowerment, and social change	6. Promote social and economic justice 7. Prevent conditions that limit human rights 8. Promote the elimination of poverty	1.Service 2.Social Justice 3.Dignity and worth of the person 4.Importance of human relationships
<u>Program Vision</u> Educate and prepare students to serve vulnerable and oppressed	6. Promote social and economic justice 7. Prevent conditions that limit	1.Service 2.Social justice 3.Dignity and worth

people	human rights 8. Promote the elimination of poverty	of the person
<u>Program Vision</u> Educate and prepare students to implement culturally sensitive practice strategies	1. Promote community and human well-being 3. Global perspective 4. Respect for human diversity 9. Promote the enhancement of the quality of life for all persons	3.Dignity and worth of the person 4.Importance of human relationships
<u>Program Vision</u> Educate and prepare students to contribute meaningfully to society by valuing service, social and economic justice, the dignity and worth of each person, importance of human relationships, and integrity and competence in all areas of generalist practice	1.Promote community and human well-being	1.Service 2.Social Justice 3.Dignity and worth of the person 4.Importance of human relationships 5.Integrity 6.Competence

Program Context:

Brief History

To understand the learning context of the program, a brief history is in order. The VUDSW was created in 1948 as a result of the initiative, effort, and determination of Dr. Margaretta Tangermann and the support of eager students and then University president O.P. Kretzmann. Professor Tangermann, an alumna of the University of Chicago's School of Social Service Administration and acquaintance of Jane Addams, was well qualified to lead the effort to develop a joint Sociology and Social Work Department. She and the social work students started community programs for local youth, instituted an honors society for female students, and organized professional committees in the region and state that heightened the awareness of social work's mission.

The VUDSW officially separated from Sociology in 1966. Dr. Tangermann continued in her role as chair until 1972. Two significant occurrences happened the following year. The program attained its initial CSWE accreditation under the leadership of Professor Clarence Rivers. Professor LouJeanne Walton also joined the faculty eventually going on to serve as chair for over two decades. She served NASW-Indiana and the local community in a variety of leadership roles among which included President of the Indiana Association of Social Work Educators. She was an advocate for students/faculty/staff of color on campus as well as instrumental in cultivating a more supportive and institutionally inclusive environment for diverse people. She cultivated a respect for diversity and a need for social and economic justice among her students who were predominantly middle to high income white female students. Her efforts were recognized when she was awarded the first Valparaiso University MLK Day Award in 1995. During her tenure as chair the VUDSW was granted a chapter membership in Social Work's academic honor society, Phi Alpha.

Prior to her departure from Valparaiso University, Dr. Lorri Glass briefly replaced Professor Walton as department chair in 2005-2006. Her leadership was critical in helping the department transition to a more structured, continuous, evaluation system that coincided with the 2005 departmental CSWE reaccreditation. Since that time, Dr. Matthew Ringenberg has ably served as chair with Instructor Barbara Crumpacker Niedner and Instructor Barbara Gaebel-Morgan comprising the remaining core faculty. Instructor Danny Lackey served in a part-time role teaching one course in the curriculum for several years and was recently replaced by Instructor Barbara Bullock who does the same. Ms. Lynn Shimala serves as Administrative Assistant.

Efforts in recent years have focused on both the explicit and implicit curriculum with a great deal of emphasis placed on understanding and integrating the 2008 EPAS and the transition to converting from a content based education to a competency based curriculum and assessment. This has required close integration of the various program components with effort and attention aimed at cultivating a challenging yet supportive environment for student exploration and growth, adding experiential program elements that emphasize application of knowledge to practical situations, growing the program, and providing clearer benchmarks for student achievement. Faculty meet regularly during the school year and in the Annual Program Review in the summer to more closely coordinate the components of the educational experience. This process has required a new level of faculty interdependence, collaboration, and compromise in order to work towards continuous improvement. Additionally, Ms. Jen Gregory, Valparaiso University's Director of Instructional and Learning Services, with an educational specialization in Curriculum Design, has played a critical and ongoing role as an internal consultant as we work towards greater departmental integration, fluidity, and adherence to and honoring of the 2008 EPAS.

Background about Valparaiso University

To further grasp the larger learning environment in which the VUDSW BSW program is embedded, and to understand how the program's mission/vision/primary goal are congruent with that of the university, it is important to delineate the university's distinguishing characteristics.

The Setting of the University:

Valparaiso University is located in the small city of Valparaiso, situated in rural Porter County at the edge of the industrial district of Northwest Indiana. Lake Michigan sits fifteen miles to the north and the city of Chicago is an hour's journey from the campus. (Appendix A: General Catalog: Valparaiso in Brief) As a region Northwest Indiana has had a long history of being rich in natural, urban and industrial opportunities. Just as we have witnessed broader global and national ramifications, recent economic, social, and political activities have impacted the local environment as well. As our immediate context, Porter, Lake and LaPorte counties, locations where our students serve as interns, provide the chance for investigative activities where students can test out frameworks and theories they are reading and learning about and practice their applicability to real life human need and longing. In Northwest Indiana the "haves" run directly up against and into the "have not's." Local community concerns, institutional policies and issues as well as politics, culture, environmental and global events all play key roles in whether communities thrive or disintegrate. The VUDSW has the chance to "seize and create opportunities for service and leadership, engaging the regional community in activities and initiatives that enrich its social and cultural environment and that reflect the university's crucial role in development."(Appendix B: VU Vision Statement)

The Aims of the University:

Valparaiso University seeks to prepare students to lead and serve in both church and society (Appendix C: VU Mission). Faculty and students together "engage in the exploration, transmission and enlargement of knowledge" living out community values of "respect for learning and truth, for human dignity, for freedom from ignorance and prejudice, and for a

critically inquiring spirit.” (Appendix A: General Catalog: Valparaiso in Brief) The university aspires to develop in its members these values, along with a sense of vocation and social responsibility. The VUDSW mission, vision, and primary goal, fit fluidly and centrally into these aspirations. As a community of learning, Valparaiso is a place where students can explore the profession of social work as calling or vocation within the context of faith all the while respecting difference and promoting development towards professional competence.

“These basic commitments enable Valparaiso University to graduate students whose individual achievements and aspirations are linked invariably to larger social, moral, and spiritual horizons of meaning and significance.” Graduates assume leadership roles in “their communities, the church, social institutions, the nation and the world.” (Appendix A: General Catalog: Valparaiso in Brief p.5) The VUDSW mission of preparing generalist social work practitioners for service in the world fits seamlessly with the university’s larger aspirations. (Appendix C: VU Mission)

A Distinctive Institution:

Valparaiso University “is neither a large research university nor a small liberal arts college.” (Appendix A: General Catalog: Valparaiso in Brief p.5-6) It has a unique status as an independent Lutheran university where no church body has control or authority over its ownership and operation. “Valparaiso is therefore both free and responsible to realize an educational ideal informed by the best traditions of Lutheran Christianity and of liberal and professional studies.” (Appendix A: General Catalog: Valparaiso in Brief p.5-6) The university promotes a basic liberal arts curriculum, with an intellectual rigor and innovative education that truly strives to integrate both liberal education and professional studies in vital ways. As an

institution of moderate size, “Valparaiso University emphasizes undergraduate teaching in the manner of the traditional small college, with many small classes and strong individual guidance.” (Appendix A: General Catalog: Valparaiso in Brief p.5-6) This style of vibrant community offers opportunities for experiences inside and outside of the classroom where students can build capacities for future learning, leadership, and service. (Appendix B: VU Vision Statement) The VUDSW uses this vibrancy as a means for developing critical thinkers and inquiring minds in the educational enterprise.

Profile of Students and Faculty:

Valparaiso University aspires to be a community of inclusion that purposefully supports diversity in all aspects of university life and beyond. (Appendix B: VU Vision Statement). The residentially focused campus draws its student body applicants from all parts of the United States and from many foreign countries. Additionally, many would characterize the university as a “distinctively Midwestern institution which enjoys the friendliness and hard work characteristic of the region. Over half of the students come from the upper fifth of their high school graduating classes. Approximately twenty-five National Merit Scholars are enrolled at the university in any given year.” (Appendix A: General Catalog: Valparaiso in Brief p.7) Valparaiso University draws high-caliber, altruistic student learners who desire meaningful education full of opportunities for inquiry and engagement.

At Valparaiso University there are no teaching assistants who teach undergraduate classes; senior faculty members and new instructors alike can be found teaching introductory to advanced courses. Faculty develop strong personal relationships with and commitments to students thus

making educational life more vital and intense than would be possible at larger institutions or commuter colleges. Teaching and mentoring are of prime importance. University governance is a collaborative, campus-wide endeavor comprised of faculty, students, administrators, and staff members, who share in the development of policy and academic programming with final responsibility vested in the faculty. (Appendix A: General Catalog: Valparaiso in Brief p.7)

The VUDSW specifically shares a campus building with the international English language corporation known as INTERLINK Language Centers. In both the explicit and implicit social work curriculum and during any given passing period, social work students interact, learn, and promote mutual understanding and positive relationships with their intensive English language training university-bound student counterparts. VUDSW and INTERLINK programs collaborate to foster interchanges between one another that encourage awareness, understanding, acceptance, and valuing of the principles and customs of people from different cultures and countries.

From regional geography and culture, to local community and university life, the VUDSW aims to embed its mission throughout the multiple contexts with which the program interfaces.

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

Our program is designed to meet the needs for entry level generalist social work professionals who can serve in church, society, and the global community.

Valparaiso University strives to teach to the whole student and the VUDSW aims to do the same. “While appreciating the importance of preparing students for useful careers, Valparaiso University holds to the ideal that its students want an education which treats them first as human beings rather than simply as future wage earners.” (Appendix A: General Catalog: Valparaiso in Brief p.8) The university wants students “to think clearly, to analyze facts and ideas, to draw sound conclusions from their reasoning and to express themselves clearly and creatively. They want [students] to understand their cultural and religious heritage, developing sensitivity to the culture and the viewpoints of others while at the same time finding for themselves firm values and standards by which to live and make judgments. They want [students] to become humane and responsible citizens in an ever changing society and to participate effectively in their institutions and communities.” (Appendix A: General Catalog: Valparaiso in Brief p.8)

To that end, the BSW program at Valparaiso University has one overarching goal and ten learning outcomes adopted from CSWE foundational competencies that are central to curriculum design. These ten core competencies guide faculty as they prepare students to engage in the necessary knowledge, values, and skill development for ethical, effective, and culturally competent entry-level generalist social work practice.

The primary goal of the BSW program is to:

Educate and prepare students for effective, ethical, and culturally competent generalist social work practice.

Graduates of Valparaiso University Baccalaureate Social Work Program:

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

The above goal and core competencies flow naturally from the program's mission to "prepare generalist social work practitioners for service in the world." They indicate broad ways the program strives to achieve its mission. When fleshed out with their OPBs they become a specific road map to guide curriculum design, development, and assessment.

The VUDSW at Valparaiso University aims to assist students in striving towards these ideals by offering a competency based course of studies which provides students with a liberal arts broad base, as well as social work knowledge, values, and skillsets which lead to the mastery of concepts and tools of the social work profession. Both liberal arts and profession curriculum components, “develop abilities in the student which go far beyond mere career preparation and provide intellectual enrichment for a lifetime” of learning. (Appendix A: General Catalog: Valparaiso in Brief p. 8)

The VUDSW program continues to evolve to support the mission of the university, the purpose of the social work profession, CSWE’s established thresholds for professional preparation and the learning needs of the population of students who enroll. Many of our majors enter college immediately following high school graduation. Their interest in social work typically complements early church or servant experiences of caring and giving to others; it is therefore the program’s responsibility to start where the students are to help them developmentally begin the journey toward professional identify progression and formation.

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

Throughout our publications and documents students learn that foundational to social work knowledge and skill acquisition is an understanding of how VUDSW Education defines a generalist social work practitioner. With thanks to the efforts of social work educator Karen

Kirst-Ashman, we have adopted her carefully articulated definition. A generalist practitioner is one who:

1. acquires an eclectic knowledge base to utilize in a variety of fields of practice,
2. employs an ecological /systems and strengths perspectives,
3. knows core curricular content areas of: values and ethics, diversity, populations-at-risk and social and economic justice, human behavior and the social environment, social welfare history/policy and services, social work practice, social work research, and field education,
4. emphasizes client empowerment, professional values, application of a wide range of skills targeting any size system,
5. works in an organizational structure with appropriate use of supervision,
6. employs a wide range of professional roles and critical thinking skills,
7. follows the principles of evidence-based practice,
8. uses a planned change process to alleviate suffering, connect client systems to resources, enhance resource system responsiveness, advocate for social justice and assist people in need.

This definition for generalist practice is not an exact match to that offered by CSWE in EP B2.2. However, CSWE's definition, Kirst-Ashman's definition that we have adopted, and our program vision shared a common general outlook and desired outcomes. These similarities are outlined in table two.

Table 2. Relationship of VUDSW Program’s Components to CSWE EP B2.2 Generalist Practice Definition

EP B2.2 Generalist Practice Definition	VUDSW Components
Generalist practice is grounded in the liberal arts and person and environment construct.	<p>8. Generalist practitioners acquire an eclectic knowledge base to utilize in a variety of fields of practice. The liberal arts perspective is inferred in this eclectic knowledge base and spelled out in course instruction (Generalist Practice definition)</p> <p>Address the whole person in the context of their environment. (Vision)</p>
Generalist practitioners use a range of prevention and intervention methods in practice with individuals, families, groups, organizations, and communities.	<p>8. Generalist practitioners use a planned change process to alleviate suffering, connect client systems to resources, enhance resource system responsiveness, advocate for social justice and assist people in need (Generalist Practice definition)</p> <p>Contribute meaningfully to society by valuing service, social and economic justice, the dignity and worth of each person, importance of human relationships, and integrity and competence in all areas of generalist practice (Vision)</p>
Generalist practitioners identify with the social work profession and apply ethical principles and critical thinking in practice.	<p>6. Generalist practitioners employ a wide range of professional roles and critical thinking skills. (Generalist Practice definition)</p> <p>3. Generalist practitioners know core curricular content areas of: values and ethics, diversity, populations-at-risk and social and economic justice, human behavior and the social environment, social welfare history/policy and services, social work practice, social work research, and field education (Generalist Practice definition)</p> <p>Promote critical thinking. (Vision)</p>
Generalist practitioners incorporate diversity in practice and advocate for human rights and social and economic justice.	<p>8. Generalist practitioners use a planned change process to alleviate suffering, connect client systems to resources, enhance resource system responsiveness, advocate for social justice and assist people in need (Generalist Practice definition)</p> <p>Be actively involved in advocacy, empowerment, and social change (Vision)</p>

	Serve vulnerable and oppressed people (Vision)
Generalist practitioners recognize, support, and build on the strengths and resiliency of all human beings.	<p>2. Generalist practitioners employ an ecological /systems and strengths perspective (Generalist Practice definition)</p> <p>4. Generalist practitioners emphasize client empowerment, professional values, application of a wide range of skills targeting any size system. (Generalist Practice definition)</p> <p>Be informed by an ecological/systems and strengths perspective(Vision)</p>
Generalist practitioners engage in research-informed practice and are proactive in responding to the impact of context on professional practice.	7. Generalist practitioners follow the principles of evidence-based practice(Generalist Practice definition)

Simply stated, our mission “to prepare generalist social work practitioners for service in the world” and our primary goal “to educate and prepare students for effective, ethical, and culturally competent generalist social work practice” are consistent with the stated elements of EP B2.2 which defines generalist practice as above. Our liberal arts offerings and core curriculum requirements give students the opportunity to learn and develop skills to think, analyze, draw conclusions, reason, express oneself, develop sensitivity to culture and viewpoints, and make judgments such that they can become humane and responsible citizens in a changing world. (Handout: A Conceptual Model of VUDSW Baccalaureate Education)

AS B2.0.2: [The program] identifies its competencies consistent with EP 2.1 through 2.1.10(d)

In 2008, CSWE revised its education policy and accreditation standards (EPAS) to emphasize outcomes-based education. The revised educational policy identified core competencies, comprised of knowledge, values, and skills associated with operational practice behaviors. In light of these 2008 CSWE EPAS changes during the VUDSW 2009 Annual Review Process we began the arduous task of systematic comprehensive analyses. All enrolled students saw beginning integration of core competency language during the 2009-2010 school year with the graduating cohort experiencing only changes in nomenclature.

During the VUDSW 2010 Annual Review Process, we formally adopted and transitioned from the department's previous fourteen program objectives to the new CSWE competencies and began to shape our foundation curriculum accordingly to reflect the adoption. The 2010-2011 cohort were the first group to see overarching integration that included the insertion of Program Core Competencies and preliminary curriculum changes around them.

During the VUDSW 2011 Annual Review Process, we took the next steps to adapt the CSWE's operational practice behaviors for use in our program and more coherently locate and integrate all of them into the curriculum. The 2011-2012 cohort was the first unit of students to see fuller integration of both the Program Core Competencies and the OPBs, as well as the partial implementation of a Core Competency based evaluation system. Furthermore, we adapted the 41 OPBs supplied to a program-specific 54 OPBs which we currently use.

In summary, we are still in process, planning and taking action to implement the current competency-based curriculum evolving around the ten core competencies, prescribed knowledge, values, skills, and practice behaviors corresponding.

We now identify ten competencies with fifty-four practice behaviors that are consonant with EP 2.1 through 2.1.10(d). The curriculum and requisite educational experiences are still developing around this competency-based educational design. Changes or enhancements to CSWE's base practice behaviors are noted below in the explanation sections.

COMPETENCY 1 Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social Workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social Workers:

- a. articulate a commitment to conducting one's self as a professional social worker;
- b. demonstrate professional demeanor in behavior, appearance, and communication;
- c. attend to professional roles and boundaries;
- d. advocate for client access to the services of social work;
- e. practice personal reflection and self-correction to assure continual professional development;
- f. proactively seek out and use supervision and consultation;
- g. engage in career-long learning.

Explanation: We added (a) because we determined that before one could engage in any of the other social work practice behaviors one needed to demonstrate an overt commitment to professional social work. We enhanced the wording for (f) to emphasize an active learner modality where one presumes to take full responsibility for seeking out supervision rather than waiting it to come to the learner.

COMPETENCY 2 Apply social work ethical principles to guide professional practice.

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

- a. identify social work core values;
- b. recognize and manage personal values in a way that allows professional values to guide practice;
- c. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Schools of Social Work Ethics in Social Work, Statement of Principles;
- d. examine ambiguity within ethical conflicts;
- e. state the legal issues and concerns relevant to social work and appropriate practice settings
- f. apply strategies of ethical reasoning to arrive at principled decisions.

Explanation: We added (a) because we established that before one could apply social work principles to guide work, one needed to be aware of and able to identify what the core values of the profession were. We inserted the word examine in place of tolerate in (d) as we determined it was a more manageable behavior to observe. We inserted (c) because we concluded that before one could apply strategies of ethical reasoning to arrive at principled decisions, one needed to be aware of legal issues relevant to the practice setting.

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

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

- a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, theory and practice wisdom;
- b. analyze models of assessment, prevention, intervention, and evaluation;
- c. apply critical thinking to communication with client systems;
- d. apply critical thinking to communication with colleagues.

Explanation: Regarding (c) and (d) We chose to overtly tie critical thinking to communication and then organize the practice behavior of effective oral and written communication by people

groupings. This meant adding (c) and (d) so the wording included critical thinking and the target person(s). Additionally we took out the delineation of oral and written prior to communication as a way to convey to students that communication includes competency in both areas but as one set of skills.

COMPETENCY 4 Engage diversity and difference in practice.

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

- a. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- c. recognize and communicate understanding of the importance of difference in shaping life experiences;
- d. view self as a learner and engage those with whom one works as informants;
- e. demonstrate a commitment to being respectful of clients who differ by such factors as age, class, color, culture, disability, ethnicity, gender identity and expression,

immigration status, political ideology, race, religion, sex and sexual orientation or any element of uniqueness.

Explanation: We added (e) because we wanted students to be able to show respect for diversity as they encountered it in the educational and practice settings.

COMPETENCY 5 Advance human rights and social and economic justice.

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

- a. describe the systemic inter-connectedness of the forms and mechanisms of oppression and discrimination;
- b. Regardless of clients systems' position in society, advocate for basic human rights and social and economic justice such as freedom, safety, privacy, an adequate standard of living, healthcare and education;
- c. engage in practices that prepare one to better advance social and economic justice and human rights.

Explanation: We altered the words slightly in (a) from understand to describe the systemic inter-connectedness as we concluded this was a more manageable behavior to observe. Additionally we enhanced the wording in (b) and (c) to convey to our students examples of human rights and social and economic justice concerns.

COMPETENCY 6 Engage in research-informed practice and practice-informed research.

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

- a. use practice experience and existing research to direct scientific inquiry;
- b. utilize client data systematically to improve practice;
- c. utilize peer reviewed, published research to improve practice;
- d. plan, gather, analyze and professionally present original research.

Explanation: We divided practice improvement data sources to include client data and published research then enhanced the wording in (b) and (c) to more clearly reflect the types of inquiry we wanted students to investigate. We added (d) to reflect our expectations for students to learn how to engage in applied research.

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

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

- a. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;
- b. critically apply knowledge to understand person and environment;
- c. critically apply knowledge to understand human behavior across the lifespan;
- d. critically apply knowledge to understand the range of social systems in which people live.
- e. critically apply knowledge to understand the ways social systems promote or deter people in maintaining or achieving health and well-being.

Explanation: We added the word critically in (b) through (e) to reinforce the social work profession's framework on greater accountability and the need to use critical thinking skills related to knowledge based on scientific inquiry. In (c) through (e) we more clearly delineated details pertaining to our expectations around person and environment knowledge building.

COMPETENCY 8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

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

Social workers:

- a. articulate the evolution of social policies and services at multiple system levels;
- b. communicate how policy affects service delivery;
- c. collaborate with colleagues and clients for effective policy action;
- d. analyze, formulate, and advocate for policies that advance social well-being.

Explanation: We added (a) because we concluded that students needed a basic understanding of the history and evolution of social policy in an overarching way. Additionally we added (b) to overtly emphasize for students the relationship between policy and practice; you really don't have one without the other.

COMPETENCY 9 Respond to contexts that shape practice.

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

- a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
- b. address leadership issues in promoting sustainable changes in service delivery and practice to improve the quality of social services
- c. explore ways that the context of practice is dynamic.

Explanation: We altered the wording in (b) from provide leadership to address leadership issues because we concluded that this is a more realistic behavior to observe for undergrad students in most practice settings. Additionally we added (c) to overtly convey to our students that all of practice is dynamic and an on-going awareness of this dynamism will aid one in delivering services effectively.

COMPETENCY 10 (a) - (d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

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

Competency 10 (a)—Engagement

Social workers:

- a. substantively and effectively prepare for action with individuals, families, groups, organizations, and communities
- b. use empathy and other interpersonal skills
- c. develop a mutually agreed-on focus of work and desired outcomes.

Competency 10 (b)—Assessment

Social workers:

- d. collect, organize, and interpret client data
- e. assess client strengths and limitations
- f. develop mutually agreed-on intervention goals and objectives
- g. select appropriate intervention strategies

Competency 10 (c)—Intervention

Social workers:

- h. initiate actions to achieve goals
- i. implement prevention interventions that enhance client capacities
- j. help clients resolve problems
- k. negotiate, mediate, and advocate for clients
- l. facilitate transitions and endings

Competency 10 (d)—Evaluation

Social workers:

- m. critically analyze, monitor, and evaluate interventions

Explanation: Under (h) we took out the word organizational as we concluded one is working to achieve goals with all identified client systems.

AS B2.0.3 [The program] provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10 (d)].

The VUDSW Program Core Competencies and corresponding OPBs are described and defined in section B2.0.2. It was easier and clearer to define them in that section and then describe the application here. The OPBs are behaviors that reflect the knowledge, values, and skills determined necessary for graduates of the VUDSW’s program in order to practice competently and effectively. The Core Competencies with their OPBs form the framework for curriculum design. The Curriculum Matrix (Appendix E) is a lengthy and detailed table indicating competency by competency, OPB by OPB, and course by course how and where the curriculum content is implemented for each of the practice behaviors. This in essence is an inventory of instructional content leading to the development of the stated practice behaviors. The table in

The Curriculum Matrix (Appendix E) would be included in this text except for its size, which was determined to disrupt the flow of Volume I.

The table in The Curriculum Matrix (Appendix E) has four columns. The far left column notes the *Core Competency* along with the CSWE description of knowledge, values, and skills associated with it. *OPBs* are listed in the second column. To the right of that are the *Course Numbers and Names* columns for ease in connecting overtly to syllabi, followed by the *Course Objectives* numbered from each course syllabi that dovetail with the practice behaviors. The *Course Content* column depicts specifically the manner of how the practice behaviors are introduced or explained conceptually and/or practiced. The next column *Taught Practiced Demonstrated Evaluated* categorizes the modality of practice behavior infusion using these narrative definitions as a guide:

Taught: To introduce, show, or explain conceptually or theoretically by way of lecture/readings/case studies/discussion/media/handout/demonstration

Practiced: To show knowledge, skill, or aptitude in OPB aspiring to but without expectation of proficiency

Demonstrated: Demonstrated in Cohort (DC): To show proficiency in enacting said OPB in cohort

Demonstrated in Real World Setting (DRW): To show proficiency in enacting said OPB in real world setting

Evaluated: To estimate the nature, ability, or quality of performance by way of assignment, quiz/exam, self-rating, portfolio product, supervisory rating scale

The final *Assignments* column indicates how content with corresponding practice behaviors is evaluated.

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

Effective baccalaureate social work practice is delineated by CSWE educational policy and accreditation standards through a set of competencies with practice behaviors that are comprised of knowledge, values, and skills. Our program aims to build knowledge, nurture values, and foster skill development in a manner that is consistent with CSWE policy/standards and VU's mission to graduate students who can lead and serve in both church and society and our VUDSW mission to prepare generalist social work practitioners for service in the world.

EP 2.0 states, the explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social Work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate [level] ... The BSW curriculum prepares its graduate for generalist practice through mastery of the core competencies.

Liberal arts general education at Valparaiso University is designed around university-wide student learning objectives. Through the following student learning objectives, Valparaiso

University affirms its mission-based commitment to educate responsible global citizens who are ready to lead and serve church and society. Table three depicts in a global way a point by point comparison of the learning objectives of the university to the CSWE/VUDSW core competencies.

Table 3. Relationships of CSWE/VUDSW Program Core Competencies to University Learning Objectives

University Wide Student Learning Objectives	CSWE/VUDSW Core Competencies
1. Students will demonstrate skill in various methods of acquiring knowledge in the humanities, social and natural sciences, quantitative reasoning, and the creative arts.	Core Competency 1 Professional Identity Core Competency 6 Research Based Practice Core Competency 7 Human Behavior Core Competency 8 Policy Practice Core Competency 9 Practice Contexts
2. Students will master and demonstrate content knowledge by using methods such as inference, generalization, and application.	Core Competency 4 Diversity in Practice Core Competency 10 Engage, Assess, Intervene and Evaluate
3. Students will become active learners by finding, analyzing, synthesizing, and evaluating information.	Core Competency 3 Critical Thinking Core Competency 6 Research Based Practice
4. Students will demonstrate the ability to build logical and persuasive arguments, cases, reports, and/or responses.	Core Competency 3 Critical Thinking
5. Students will communicate clearly and effectively in both oral and written forms.	Core Competency 3 Critical Thinking
6. Students will achieve a basic level of technological adeptness, appropriate to their field(s) of study.	Core Competency 1 Professional Identity
7. Students will interact and collaborate effectively in groups and teams.	Core Competency 3 Critical Thinking Core Competency 10 Engage, Assess, Intervene and Evaluate
8. Students will explore the relationship between faith and learning.	Core Competency 1 Professional Identity Core Competency 2 Ethical Practice

9. Students will practice the virtues of empathy, honesty, and justice in their academic endeavors.	Core Competency 1 Professional Identity Core Competency 2 Ethical Practice Core Competency 5 Human Rights & Justice
10. Students will appreciate that diversity in areas such as culture, gender, race, sexual orientation, and religion is pertinent to functioning.	Core Competency 1 Professional Identity Core Competency 2 Ethical Practice Core Competency 4 Diversity in Practice Core competency 5 Human Rights and Justice Core Competency 9 Practice Contexts

(Note: Left column is based on Appendix A: General Catalog: Valparaiso in Brief p.8-9)

Curriculum Plan

The VUDSW constructs its curriculum framework in such a way to achieve the competencies for generalist social work practice. A minimum of 45 credit hours in social work constitutes a major. Students can declare this major up until the first semester of their junior year of college. Prior to this time, students typically take general education coursework intermixed with lower numbered social work courses in the 100-200 range and are strongly encouraged to study abroad or in Chicago's Urban Studies Program. The course work and maturation experiences of these first two years allows each student an opportunity to explore the profession of social work and to simultaneously address and practice increased self-awareness, critical thinking, oral and written communication, and respect for diverse thoughts and opinions. SOCW 151 Introduction to the Profession of Social Work, SOCW 210 Social Welfare: Policy and Services, SOCW 220 Human Behavior and Social Environment, SOCW 240 Communication and Counseling Skills, and SOCW 260 Diverse Populations: Human Rights and Justice are all foundational in the generalist practice knowledge building process and are required prior to enrolling in the upper level generalist coursework courses (see table four). Through these courses, students gain understanding of the profession's purpose, core values, prescribed core competencies, social

welfare policy, the contextual ecological and systems perspective of human interaction and development, and have the opportunity to practice intentional communication and interviewing skills with diverse populations.

The Generalist Coursework of the final two years of college includes: SOCW 356 Professional Intervention & Human Services along with SOCW 386 Integrative Seminar & Field, SOCW 365 Introduction to Methods of Social Research, SOCW 410 Analysis of Social Policy , SOCW 455 Social Work Practice I, SOCW 485 Integrative Seminar & Field, SOCW 456 Social Work Practice II, SOCW 486 Integrative Seminar & Field, and SOCW 493 Event Leadership & Organizing for Communities (see table four). These courses deepen the focus on the development of the knowledge, values, and skills required of generalist practitioners at the BSW level especially as they relate to demonstrating basic competency of the articulated practice behaviors. They are taken the remaining two years of a student’s undergraduate education, all leading to effective generalist social work practice.

Table 4: Curriculum Plan

Course Title	Credit Hours
Freshmen Year (Pre-requisites for the BSW Generalist Coursework)	
SOCW 151: Introduction to the Profession of Social Work	3
Valpo CORE 110 & 115: The Human Experience	5 +5
PE 100: Health & Wellness	1
SOC 110: Introduction to Sociology	3
PSY 110/111: General Psychology with lab	3 +1
Foreign Language	4+4
Humanities (Fine & Performing Arts, History, Literature, Philosophy)	3
Sophomore Year (Pre-requisites for the BSW Generalist Coursework)	
SOCW 210: Social Welfare Policy & Services	3
SOCW 220: Human Behavior & Social Environment	3

SOCW 240:Communication & Counseling Skills	3
PSY 201: Statistical Methods	3
Political Science	3
ECON 136, 221, 222, or 233, GEO 201 or 320	3
SOCW 260: Diverse Populations: Human Rights and Justice	3
THEO 200	3
Junior Year (BSW Generalist Coursework)	
Fall	
Humanities (Fine & Performing Arts, History, Literature, Philosophy)	3
THEO (upper level)	3
Spring	
SOCW 356: Professional Intervention & Human Services	3
SOCW 386 : Integrative Seminar & Field	2
SOCW 365: Introduction to Methods of Social Research	4
Senior Year (BSW Generalist Coursework)	
Fall	
SOCW 410: Analysis of Social Policy	3
SOCW 455: Social Work Practice I	3
SOCW 485: Integrative Seminar & Field	3+3
Spring	
SOCW 456: Social Work Practice II	3
SOCW 486: Integrative Seminar & Field	2+3
SOCW 493: Event Leadership & Organizing for Communities	1

Currently, we use the 2001 CSWE EPAS curricular structure of social work content areas as an organizing feature for the curriculum framework and have housed the 2008 CSWE EPAS’s core competencies and their corresponding operational practice behaviors according to the pattern depicted in table four. While Core Competencies/KVS/OPB’s are integrated throughout the curriculum they are a primary focus in the courses outlined in table five with the idea that students revisit, build upon and deepen understanding and ability in the competencies that were introduced earlier in the curriculum plan. We make an effort to order content in a way that is developmentally fitting with content that starts out generally and moves into greater specificity as students move through the program. We practice “planned redundancy” so as to build knowledge in a meaningful manner.

Table 5: CSWE Core Competencies in Relationship to Curriculum Emphases

CSWE Core Competency	VUDSW Course Competency Introduction & Development
Core Competency 1: Professional Identity	SOCW 151(Introduction) SOCW 386 (Development) SOCW 485/486 (Development)
Core Competency 2: Ethical Practice	SOCW 240 (Introduction) SOCW 485/486 (Development)
Core Competency 3: Critical Thinking	SOCW 210 (Introduction) SOCW 365 (Development)
Core Competency 4: Diversity in Practice	SOCW 260
Core Competency 5: Human Rights & Justice	SOCW 260
Core Competency 6: Research Based Practice	SOCW 365
Core Competency 7: Human Behavior	SOCW 220
Core Competency 8: Policy Practice	SOCW 210 (Introduction) SOCW 410 (Development)
Core Competency 9: Practice Contexts	SOCW 386 (Introduction) SOCW 485/486 (Development)
Core Competency 10: Engage, Assess, Intervene, Evaluate	SOCW 240 Microskills for Generalist Practice SOCW 356 Generalist Practice & The Generalist Intervention Model: Overview at the Micro, Mezzo, Macro Level SOCW 455 Generalist Practice with Groups SOCW 456 Generalist Practice with Organizations & Communities

Required *Lower-Level Social Work Courses* comprise the *Foundation Curriculum* and along with the VUDSW formal admission process, must be successfully completed before proceeding on to *Upper-Level Social Work Courses* or the *Generalist Practice Professional Curriculum* and entry into the Field components. In the Lower-Level Social Work Courses, faculty introduce students to the many aspects of generalist social work practice including potential career opportunities, professional identity formation, the contextual nature of social work practice, the interplay between policy and practice, and core generalist practice theories. Faculty set high expectations for solid critical thinking skills and both oral and written communication

proficiency all the while nourishing student development for operating ethically along with respect for and valuing of diversity, and advocating for human rights and justice at a very basic level. Ample opportunities are given to each student to show and for faculty to become aware of student suitability for generalist social work practice.

Required *Upper-Level Social Work Courses and Field* form the VUDSW *Generalist Practice Professional Curriculum*. Faculty delve deeper into what it means to be a generalist social worker and focus teaching and course assignments on each of the prescribed ten competencies, knowledge, values, and skills, along with corresponding practice behaviors. All upper level courses emphasize life-long learning requisites of critical thinking, effective oral and written communication, and knowledge and skill building needed for effective social work practice.

The *Elective Curriculum* can be either lower-level (290) or upper level (393) in numbering and are usually topical in nature supporting development of one or more elements of the CSWE competencies and requisite practice behaviors. Courses in the past have included Spirituality in the Helping Profession, Social Work with the Elderly, Self-Care for the Human Service Professional, and Grant Writing for Social Services. SOCW 250 (Family in Society) is an annually offered elective.

Course Descriptions

The following required courses, along with the student selected *Elective Curriculum*, form the entire VUDSW Curriculum with the Lower-Level required courses needing to be successfully completed before enrolling in the *Upper-Level Generalist Practice Professional Curriculum*.

Foundation Curriculum

Please note that course numbers have changed recently. Those changes may not be fully reflected in all related documents. SOCW 260 was previously SOCW 330, SOCW 356 and SOCW 386 were previously SOCW 340 and SOCW 340 IS, respectively.

SOCW 151. Introduction to the Profession of Social Work, Cr. 3.

This course is the first in the lower-level sequence of classes with an objective to introduce students to the profession of social work as a tool for change at the micro, mezzo and macro levels of intervention. CSWE core competencies are introduced in an overarching way with particular emphasis placed on Core Competency 1 Professional Identity Formation. Students gain a preliminary understanding of social work's mission and core values and learn about concepts of empowerment, systems theory, and the strengths perspective. Students practice the professional habit of self-reflection and correction. Additionally, as students volunteer in local service agencies they become familiar with contemporary practice arenas, contexts that shape practice, generalist practice roles, and social work's unique advocacy focus in the realm of helping.

SOCW 210. Social Welfare: Policy and Services. Cr. 3.

The purpose of this course is to introduce several policy issues that impact people throughout the United States, and to a lesser degree, the world. These include health and mental health services, anti-poverty programs, corrections, housing, employment, children's issues, rural issues, and human rights. Furthermore, emphasis is placed on how these policies impact populations at

greater risk. Because this type of learning demands systematic thinking, creativity, and detailed analysis of values and motivations, Core Competency 3 Critical Thinking, is introduced as an essential part of course content. This course offers activities in and out of the classroom that are designed to help students see the relevance of social policy.

In addition to current governmental policies the historical background and nongovernmental approaches to redressing issues are explored as well. An opportunity for practical use of this information is provided through the application of aforementioned knowledge to local political issues. This course also provides a foundation for Social Work 410, Analysis of Social Policy, in which students are required to further critique social policies.

SOCW 220. Human Behavior and Social Environment. Cr. 3.

Human Behavior and the Social Environment is an integral part of the social work curriculum at Valparaiso University. As the title indicates, this course is the centerpiece of VUDSW's presentation of Core Competency 7, HBSE. The content undergirds subsequent practice, policy, and research courses that sequentially follow this course. Moreover, this content prepares students for their junior and senior field placements by exposing them to theoretical frameworks that provide an understanding of individual development and behavior across the life span along the dimensions of a bio/psycho/social/sexual/cultural/spiritual framework. Students are further exposed to a systems perspective that is applied to micro, mezzo, and macro levels of practice (Core Competency 10). Students explore the impact that diversity in ethnic background, race, gender, class, sexual orientation and culture has upon the individual, family, social groups, organizations, communities, and society, during the life span. Attention is given to issues of

discrimination, oppression, and social and economic justice as they impact and are impacted by these systems. Finally, this course enables students to understand commonalities and divergences within research and theories that make-up our knowledge base in the social, behavior and biological sciences.

SOCW 240. Communication and Counseling Skills. Cr. 3.

This course is designed for students to critically examine and learn elements of effective communication that are required in future work with people. The course is considered a pre-field placement class as core interviewing skills required in basic interactions and the overarching helping process in a multicultural context are covered. Core Competency 2 Ethical Practice and Core Competency 10 Engage, Assess, Intervene, and Evaluate are introduced as foundational for practice. Students become knowledgeable about the value base of the profession, its ethical standards, and conduct themselves ethically as they apply effective communication frameworks in video-recorded and cross-cultural exchanges. Built on the strengths perspective and microskills knowledge and development, students gain experience in applying a planned change theoretical framework and skills with sensitivity to work with people from diverse backgrounds. The content of the course and methods of instruction are designed to transform abstract ideas into direct, concrete practice and to prepare students for multiple roles including advocate, broker of services, case manager, and entry level counselor. Students gain exposure to people from other cultures, grow in self-awareness, and begin development of a novice understanding of research-informed practice.

SOCW 260. Cr. 3. Diverse Populations: Human Rights & Justice. Cr. 3.

This course introduces students to some of the diversity factors by which people self-define or are defined by others. The objective is to build upon the foundational instruction of students in the social work profession to demonstrate the systemic and macro level discrimination and its impact upon practice with diverse populations. The correlation of cultural and environmental influences on individual systems (micro) is demonstrated by the CSWE Core Competencies 4 Diversity in Practice, and 5 Human Rights & Justice. Students will learn social work theories and practices relevant to understanding human diversity and how it is sometimes used as an excuse for oppression, discrimination, racism, and marginalization. Race, gender, and orientation represent a part of the spectrum that defines diversity. The basic social work theories that speak to empowerment and social justice will be developed and students will apply knowledge of human behavior and the social environment as it relates to social work practice with these populations. The critical thinking involved with the necessary study of the historical privilege associated with the dominant race and the lack of advancement of human rights and social justice will be explored and demonstrated through self-reflection, research, study of policy and implications for practice. Students will cooperatively and individually learn the processes of engaging, assessing, and intervening on a micro level towards ethical and informed social work practice with diverse groups.

Generalist Practice Professional Curriculum

SOCW 356. Professional Intervention and Human Services. Cr. 3.

This course addresses practice theory. This course, in combination with SOCW 386, comprises the first set in a series of sequential practice focused classes all which are constructed around

Core Competency 10 Engage, Assess, Intervene, and Evaluate. In this course, students form their learning cohort that will remain the same through graduation. First, students learn frameworks for generalist social work practice with an emphasis on contextual practice, a strengths perspective, and the generalist intervention model for change, which is Core Competency 10. Second, students learn basic frameworks and further development of microskills that can be applied to work with clients at any of the system levels; micro, mezzo, and macro practice but placing an emphasis on micro-level skill development structuring students to think about clients and their problems contextually.

SOCW 365. Introduction to Methods of Social Research. Cr. 4.

This course provides an understanding and appreciation of a scientific, analytic approach to building knowledge for practice and to evaluating service delivery in all areas of practice. Ethical standards of scientific inquiry are included in the research content. As such it is the primary course for teaching content from Core Competency six. It explicitly fulfills the requirements of OPBs 6a and 6d and provides content to support OPBs 6b and 6c, which are implemented during internship related coursework.

This course examines the application of concepts of research methodology to social work practice, including problem formulation, proposal design, research methodology, measurement, sampling and data analyses. The research content includes quantitative and qualitative research methodologies, analysis of data, including statistical procedures; systematic evaluation of practice; analysis and evaluation of theoretical bases, research questions, methodologies,

statistical procedures, and conclusions of research reports; and relevant technological advances. Students present their results at two different conferences.

SOCW 386. Junior Integrative Seminar and Field. Cr. 2.

Students are provided with an entry level field experience and integrative seminar in which they begin to develop a professional social work identity by applying the frameworks and skills being learned to work with real client systems in the context of agency settings. Junior Level Field Placement settings may include service to individuals, groups, families, communities, and/or at the organizational level whatever is the client population of the social service agency in which they are placed. All students spend at least 100 hours over the course of one semester being introduced to a variety of social work tasks and responsibilities. On-site supervision is provided by agency staff members and a designated VUDSW faculty member provides further supervision in the Integrative Seminar portion that concurrently supports the SOCW 356 course, in addition to serving as a liaison between agency field supervisors, social work students, and the Social Work Department. Daily assignments, both in the classroom and in the field, along with an entry level learning plan are designed to deepen student understanding and development of the VUDSW 10 Core Competencies, corresponding knowledge, values, and skills, and VUDSW operational practice behaviors. Additionally students begin creating the VUDSW Learning Portfolio, where they showcase learning products from course work to date that demonstrate their evolving knowledge building, growth, and skill proficiency related to the same VUDSW ten core competencies.

SOCW 410. Analysis of Social Policy. Cr. 3.

SOCW 410 is the primary location for the instruction of Core Competency eight Policy Practice and is based on an understanding of the material presented in SOCW 210. SOCW 410 continues the examination of social welfare policies in the context of their historical and philosophical roots. In addition, this course concentrates on policy analysis with a specific focus on promoting economic and social justice. Particular attention is given to issues that affect the lives of groups whose lives are disproportionately impacted by social policy decisions. Gaining an understanding of social causes and effects are of central importance. The relationships between national, state, and local governmental decisions and local agencies and individuals are analyzed. Students directly participate in the policy-making process through various exercises such as testifying at legislative committee meetings. Thus, this course emphasizes the political and organizational processes used to influence policy, the process of policy formulation, and a framework for analyzing social policies in light of the principles of social and economic justice.

SOCW 455. Social Work Practice I. Cr. 3.

This course is the second in the segment of classes in the practice theory components of the VUDSW *Generalist Practice Professional Curriculum*. It is designed to build upon micro level knowledge and skill development and to deepen understanding of Core Competency 10 Engage, Assess, Intervene and Evaluate with particular emphasis placed on the mezzo level of intervention. The course combines readings, lectures, discussions, classroom exercises, and experiential activities to develop students' competencies for generalist social work practice with individuals in the context of effective group work practice. Students expand their knowledge and ability at constructing professional relationships, interacting with clients in a group context,

assessing clients-in-situations, identifying, analyzing and implementing evidenced-based interventions, and evaluating practice effectiveness.

SOCW 456. Social Work Practice II. Cr. 3.

This course is the continuation and final practice theory component for senior social work students. It is designed to build upon micro and mezzo level knowledge and skill development and to deepen understanding of Core Competency 10 Engage, Assess, Intervene and Evaluate with particular emphasis placed on the macro level of intervention. Students integrate theories, practice, and professional identity for generalist social work practice by collaborating in order to direct the development and learning in the course. Collectively students contribute to and select from amongst a range of generated learning experiences that assist in meeting the course objectives around macro level knowledge and skill development. Guided by the Generalist Intervention PREPARE/IMAGINE models for macro level change, and using research and technological advances, student knowledge and skill acquisition culminates in the semester long joint planning, implementation, and evaluation of two VUDSW events: the annual Professional Development Day and the annual Town Hall meeting.

SOCW 485. Integrative Seminar I. 3+3, Cr. 6.

This course is the first of two courses that build on all previously required lower level and upper level courses completed to the senior year. It emphasizes Core Competency 2: Ethical Practice and Core Competency 9: Practice Contexts. This purpose of the course is two-fold: 1. To both develop and deepen students' understanding and practice of the ten core competencies and accompanying operationalized practice behaviors. This is accomplished through the development

and implementation of learning plans that address all core competencies. 2. To provide students with the opportunity through process-oriented discussion to examine internship through the use of advanced critical thinking and communication skills that offer student to student feedback support as they integrate classroom and field experience. In addition to completing and implementing the learning plan assignment students complete ten process recordings that evidence their ability to “mine” their field experiences for growth and learning and how these experiences manifest the core competencies. A final assignment of completing five workbook chapters is keyed to core competencies deemed especially important to emphasize, in a practical way, during the first semester. They include chapters and accompanying activities that highlight Core Competency 7 Human Behavior.

SOCW 486. Integrative Seminar II. 2+3, Cr. 5.

This course acts as a continuation of the integrative seminar begun in the first semester. It emphasizes Core Competency 2: Ethical Practice and Core Competency 9: Practice Contexts as did Social Work 485 in the first semester. The purpose of the course remains the same as described in the 485 class description as do the assignments: Learning Plans are revised if necessary and continue to be implemented. Process recordings continue to be completed and process oriented discussion assists students to integrate classroom/field experiences.

SOCW 493. Event Leadership and Organizing for Communities. Cr. 1.

This upper level course is designed for students to prepare a portfolio of their work from their senior year that contains work products that represent each core competency and operationalized practice behavior. It showcases Core Competency 1: Professional Identity and Core Competency

3: Critical Thinking. Course objectives are for students to:

1. Direct and evaluate one's own learning and
2. Develop a senior level portfolio where students compile, reflect upon, and evaluate their undergraduate educational experience and preparedness for generalist practice or graduate education.

Students present their portfolios to faculty at the end of the year. Selected community social workers who serve on the department advisory board review the portfolios as well.

B2.0.5: [The program] describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

We have opted to use the lengthy and detailed Curriculum Matrix (Appendix E) to explain how our program delivers curriculum content implementation for each of the defining operational practice behaviors.

Student learning outcomes, also known as course outcome objectives in our syllabi, are noted in each syllabus (Volume II) by number in the matrix. The Curriculum Matrix (Appendix E) also includes specific descriptions of how content is covered and presented (i.e. reading, lecture, case study, role play, activity, media), and whether content is taught to students, practiced by students, demonstrated by students in their cohort or in a real-world setting, or evaluated by faculty follows. Finally, corresponding assignments that are specifically designed to showcase student basic competency of said practice behaviors are noted in the final column. Details for each of the assignments referenced in this last column of the curriculum matrix are delineated further in each syllabus (Volume II).

One can see that the VUDSW implements the operational practice behaviors at multiple points across the curriculum and uses the tools of both the Senior Field Placement Learning Plan and VUDSW Learning Portfolio for students to illustrate both experiences and learning products that demonstrate effective use of the required practice behaviors.

The 2010-2011 senior cohort was the first group of students to see the CSWE 2008 Core Competencies folded into all course work with the Field Placement Learning Plan and their VUDSW Learning Portfolio organized around the ten competency areas. The 2011-2012 senior cohort was the first class where students constructed their Field Placement Learning Plans and their VUDSW Learning Portfolio explicitly around the 10 Core Competencies, prescribed knowledge/values/skills, and our enhanced 54 Practice Behaviors. Faculty, the Director of Field, the student's Field Instructor, and members of the Advisory Committee worked collaboratively to assess student competency around the practice behaviors (explained in greater detail in section 4.0.1).

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

“Field education is the profession's signature pedagogy.” (Wayne et al., 2010) This distinct form of teaching, by its very nature, connects the classroom with the practice setting. Furthermore, this experience transitions students to become beginning level generalist practitioners who use evidence informed practice of knowledge, values and skills. To

accomplish this goal students complete a 100 hour internship in the spring of their junior year and a 450 hour internship throughout the entirety of their senior year.

JUNIOR INTERNSHIP

The junior year experience offers students their first opportunity to employ the core competencies and their accompanying OPBs in a practice setting. To demonstrate the connections between classroom and field we offer an integrated seminar twice per week (SOCW 386). The goals of the seminar are to assist students to complete a junior level learning plan in consultation with their supervisors and classroom instructor that addresses a number of Core Competencies and OPBs and to provide a place and a time for students to discuss and process their field experiences. Each class is devoted to discussing the tasks/activities carried out in the field setting and how they are connected to a variety of Core Competencies and OPBs. For example, a student discusses her experience co-leading a grief support group. The student and the class as a whole are asked to identify which Core Competencies and OPBs are evidenced in the experience.

A good choice might be CC2.1.7 OPB a: Utilize conceptual frameworks to guide the process of assessment, intervention and evaluation. Students are then asked where those identified concepts and frameworks were introduced, expanded upon and demonstrated in the curriculum up to that point in time as juniors.

Through the process of discussion and identification, students are presented with ongoing opportunities to connect the classroom with the practice setting on a weekly basis. This process

of connection also occurs in SOCW 356 where theory, concepts and skills are linked to practice through lecture, discussion and demonstration.

In addition to discussion centered around the field experience as represented in the learning plan, students are asked to complete several process recordings in which they analyze the selected interactions through the lens of the Core Competencies and OPBs, identifying which are present in the interaction and why the student selected them for identification. Through this approach process recordings act as another connection between the classroom and field.

Finally, the students complete a number of workbook activities found in Birkenmeier's and Berwegner's *The Practical Companion for Social Work: Integrating Class and Field Work* (2010) establishing once again the linkage between the classroom and the field experience.

This multifaceted approach to the integration of class and field is done in the service of our program goal: To educate and prepare students for the ethical, effective and culturally competent generalist social work practice for service in the world.

SENIOR INTERNSHIP

The senior year experience offers students their second opportunity to employ the core competencies in a practice setting and their accompanying OPBs at a more advanced level.

To demonstrate the connection between classroom and field, we offer an integrated seminar three times per week in the fall semester (SOCW 485) and two times per week in the spring semester

(SOCW 486). The goals of the seminar are to assist students to complete a senior level learning plan that covers all the Core Competencies and OPBs in a consultation with their supervisors and classroom instructor, and to provide a place and time for students to process their experiences, and to give and receive support and feedback from their peers.

The Monday class is devoted to spotlighting one of the workbook (Garthwait, 2011) chapters that comprise the five written assignments that correlate with the five Core Competencies and OPBs covered in the first semester learning plan. For example, one mid-semester class discussion centers around Chapter 12: Diversity and Cultural Competency (CC4).

Wednesday and Friday classes offer a more intimate setting for process by splitting the class in half with one half meeting on Wednesday and the other on Friday. This allows for more personal sharing of experiences relevant to the practice of social work knowledge, values, and skills. This is accomplished through the development of trust and transparency that is more easily attained in a small group setting.

At the end of each small group class, students identify through the use of a form which Core Competencies and OPBs were reflected in the discussion. In addition to the learning plan and workbook assignments, students are required to complete five process recordings that correspond to the Core Competencies and OPBs covered in the first semester learning plan.

The second semester integrated seminar goals are the same as the first semester. Adaptation to a two times per week schedule rather than a three times per week schedule is made so that

discussion centered around the workbook chapters corresponding to the Core Competencies and OPBs covered in the second semester learning plan takes place along with small group discussion.

B2.1.2: [The program discusses how its field education program] provides generalist practice opportunities for students to demonstrate the core competencies.

Both juniors and seniors are provided with generalist practice opportunities to demonstrate core competencies. Juniors complete a 100 hour internship in the spring semester. Seniors complete a 450 hour internship throughout the entire year. Field sites are chosen based on their capacity to provide adequate tasks/activities that enable our students to work toward mastery of the core competencies and accompanying operationalized practice behaviors. Juniors develop learning plans that address a selected number of core competencies and OPBs including CC1, OPB a, b, e, f, g, CC2 a, b, c, e, CC3 b, c, d, CC4 a, b, c, d, e, CC5 b, c, CC6 c, CC7 a, b, CC8 b, CC9 b, c, CC10 a, b. Seniors develop learning plans that address all the Core Competencies and OPBs. The Director of Field has met with field supervisors over the past three years both formally (scheduled training meetings) and informally (site visits, emails, phone calls) to teach them about the Core Competencies and OPBs and how to translate those into tasks/activities and monitoring/evaluation formats in their unique settings. Currently 100% of our supervisors provide field experiences that demonstrate the core competencies through practice opportunities at their agencies. Supervisors have been an integral part of the process the department has engaged in to transition from a learning objective approach to a competency approach and now are very comfortable with the changes and very patient as we have fine-tuned procedures each

year. They routinely ask questions and offer feedback in response to training in how to identify and operationalize core competency practice experiences at their agencies.

Students who are short hours due to legitimate circumstances may apply for internship hours for attending Core Competency related conferences, seminars, workshops and other events (Appendix F: Application Additional Intern Hours).

We do not permit students to “front load” or “back load” hours beyond what is reasonable, citing the importance of a steady, continuous experience through their one semester (Jr.) or two semesters (Sr.) of internship and the important curricular connections that are made through that time.

Students are required to meet with their supervisors to plan their schedules taking into account the effect university breaks and holidays may have on hours. They know that they cannot move on either to their senior year or to graduation unless their hours are completed.

2.1.3: [The program discusses how its field education program] provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.

Junior Students:

Junior students are required to complete 100 hours of field education in the spring semester of their junior year. They are expected to attend their field placements either Tuesday or Thursday, days in which social work classes are not held. They are advised in advance to keep Tuesday or

Thursday open for field to the extent possible. There are occasions when students need to establish a different schedule. This is addressed by the Director of Field on a case-by-case basis (see Appendix G: Junior Field Manual, page 39).

Field hours are monitored and validated through the completion of field and activity logs signed by the supervisor and turned in by the end of each month to the Director of Field (see Appendix H: Field Activity Log). These logs, in addition to recording dates, times, and activities, ask students to identify which Core Competencies/OPBs are reflected in that day's work.

Senior Students:

Senior students are required to complete 450 hours of field education, 225 hours in the first semester and 225 hours in the second semester (see Appendix I: Senior Field Manual). They are expected to attend their field placements on Tuesdays and Thursdays when social work classes do not meet. They are advised in advance to keep those days open for field work. There are occasions when students need to establish a different schedule. As with the junior field experience, this is addressed on a case-by-case basis with the Director of Field (see Appendix I: Senior Field Manual).

Field hours are monitored through the completion of field and activity logs, signed by the supervisor and turned in at the end of every month to the Director of Field. These logs, in addition to recording times, dates, and activities, ask students to identify which Core Competencies/OPBs are reflected in that day's work (see Appendix H: Field Activity Log).

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

Admission to field and screening students for it is best described separating out the process for juniors and the process for seniors. Having said that, there is considerable overlap. Therefore this section will begin with a description of the process for juniors and follow with seniors. There will be a degree of repetitiveness to preserve clarity.

Before entering the junior field experience, the student completes the field application process that includes:

- 1) Successful completion of appropriate Social Work coursework and current Junior status.
(Appendix J: Department Manual)
- 2) Completed formal entry to the department (Appendix J: Department Manual)
- 3) Submission of Social Work Field Application form (Appendix K: Field Application)
- 4) Submission of Resume
- 5) Submission of Autobiographical Narrative

During the formal interview process (point #2 above), faculty review the student's autobiographical statement. This allows for faculty queries regarding motivation relevant experiences, strengths and areas for growth. It sets the stage for departmental expectations for students including commitment to the department's cultural norms, commitment to the rigorous nature of program , commitment to Social Work's knowledge, values and skills and a commitment to understanding and then using the Core Competencies and accompanying OPBs

as the student advances through the program. Upon evaluation by faculty, a student can be placed on conditional status for entry into the program and counseled out of the program if necessary prior to the senior internship and preferably by the end of the junior year.

The Director of Field reviews the Field Application Form (Appendix K) and in consultation with other faculty decides whether or not a student is ready and able to enter the junior field work experience. As is the case for admission to senior field, a student's entry into the junior field work experience rests on both qualitative and quantitative data accumulated over the course of a student's progression through the curriculum to that point in time. Subjective judgments about maturity, character, and commitment to the profession play a large part in the decision-making process. A student is sometimes permitted to enter junior field on a conditional status with performance reviewed midway in the spring semester and then closely monitored thereafter. When warranted, these students develop a contract with faculty and supervisor that outlines in specific terms the areas of improvement necessary for remaining in junior field.

The criteria for beginning the senior field experience and enrolling in Senior Integrated Seminar (SOCW 455/485) is based on the formal interview for entering the program (described in B3.2.1 and 3.2.2), successful completion of all requisite classes, an acceptable junior field evaluation, a completed application process for field (see Appendix I: Senior Field Manual) which is identical to the one used for entry into junior field and the judgment of the Director of Field in consultation with other faculty. The junior field evaluation offers faculty both quantitative and qualitative data for determining entry into senior field. Students are evaluated on whether they adhere to basic work place expectations, convey an understanding of ethical standards,

demonstrate a growing ability to create a safe emotional environment for clients, and use self-reflection and correction.

The judgment of the Director of Field, in consultation with other faculty, regarding a student's entry into the senior field experience rests on data, both quantitative and qualitative accumulated over the course of a student's progression through the curriculum to that point in time.

Subjective judgments about maturity, character, and commitment to the profession play a large part in the decision-making process. A student is sometimes permitted to enter senior field on a conditional status with performance reviewed midway in the first semester and then closely monitored thereafter. When warranted, these students develop a contract with faculty and supervisor that outlines in specific terms the areas of improvement necessary for remaining in senior field.

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

In order for an organization to be considered as a potential site, they must submit a description of possible junior and/or senior level opportunities for students, a detailed resume for the prospective supervisor to assess the appropriateness of the site, and a written response to the question of agency suitability (whether or not it meets the criteria for being a field site and why or why not). If all these documents are acceptable, the Director of Field will conduct a site visit.

Students wishing to begin field (prior to either junior or senior internship) must complete a Field Application (Appendix K). Students are given the opportunity to indicate their preferences in terms of age groups, social issues and field of practice. Preferences are taken into account. However the Director of Field makes the final decision as to which site is educationally appropriate for each student. Field supervisors must have an MSW with two years post-masters experience or a BSW from an accredited program, and five years of experience. Exceptions to these standards can be made with the approval of the Department Chair and Director of Field.

Supervisors must attend yearly orientation, set aside a minimum of one hour per week for supervision, attend a mid-year assessment meeting with the student and Director of Field and evaluate the student's internship using the Learning Plan and the rubric provided for that purpose.

Students are monitored or evaluated in a number of ways:

- 1) Field Activity and time logs
- 2) Monitoring the progress of student learning plan implementation
- 3) On-site visits
- 4) E-mail (other written communications)
- 5) Phone calls
- 6) Mid-year assessment meeting
- 7) Process recordings

Field liaison (Director of Field) contact with field education settings are accomplished by

- 1) On-site visits

- 2) E-mail (other written communication)
- 3) Phone calls

In a more implicit sense, contact is maintained through strong relationships with agency administrators, line staff, and supervising personnel. Supervisors receive continuing appreciation of their efforts throughout the year which culminate with a supervisor “thank you” event at the end of the year attended by students, faculty and supervisors.

Evaluating student learning is accomplished primarily through the on-line evaluation process that allows supervisors to rate student accomplishment in an ongoing fashion by reviewing work products submitted on line throughout the year (see section 4.0.1 for more detail).

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

As indicated in section 2.1.5, field instructors are selected based on their credentials, their practice experience, and qualities that are compatible with the teaching and mentoring roles they

take on as supervisors. Both credentials and practice experience are easy to identify and quantify. Harder to identify are the more qualitative behaviors that characterize an outstanding supervisor. Some of these behaviors include creating and maintaining a positive learning environment, providing support, engaging students in broader issues not necessarily germane to a particular setting and sharing practice wisdom. Sometimes this very kind of supervisor does not have the specified CSWE credentials qualifying them for taking on the role of field instructor/supervisor. When this occurs, the Director of Field assumes responsibility for reinforcing a social work perspective by:

- 1) Communicating with the supervisor on a routine basis to insure a social work perspective, for example, by helping the supervisor “translate” their discipline’s nomenclature and practices into social work knowledge, values and skills.

- 2) Meeting with the student on a routine basis in order to insure that learning is being accomplished through a social work perspective.

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

Field supervisors, both returning and new, are oriented at an event in the beginning of the school year. Supervisor orientation covers any change to curriculum content, evaluation formats and evolving technology in addition to the specific responsibilities that each supervisor must meet

every year (For example: regular supervision, development of the learning plan, and evaluation of student performance). Examples of learning plans, process recordings, relevant forms (i.e. field activity and time logs and evaluation formats) are provided. Expectations for students and supervisors are reviewed (examples of what those expectations are behaviorally are provided).

Dialogue with field supervisors is a continuous process of communication both formally and informally with experienced supervisors, new supervisors and potential supervisors. Site visits are scheduled at the convenience of the supervisors in terms of date, time, and location. Any questions or concerns that a supervisor might have are answered in a timely fashion. Supervisors are invited to attend classes, read papers and other assignments as they wish. In addition, several supervisors invited and joined our advisory board which carries out several specific functions. For example, committee members may suggest potential field sites or be asked to evaluate student portfolios. In short, supervisors enjoy a welcoming, respectful, collegial atmosphere that is maintained through on-going dialogue that occurs in many forms.

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

If a student has prior or ongoing employment in an approved field setting, the Director of Field must be informed. The following guidelines will be upheld:

- 1) The junior or senior student must be assigned duties different from those assigned during employment.
- 2) The field supervisor must be someone other than the student's past supervisors.
- 3) A student will not be permitted to use their place of employment as an internship site in both junior and senior placements.

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

AND

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

At Valparaiso University we recognize that we are preparing graduates that will need a deep understanding of our interconnected and complex world along with a knowledge base, value system and evolving skill set that will equip future leaders to engage those of other faiths, traditions, and diverse backgrounds. The University's commitment to diversity derives from its mission seeing diversity as an integral element to in a compelling education. The University's Diversity Concerns Committee articulates a commitment to these ideals by going on to state that "excellence in education requires diversity so as to foster: the capacity to see human experience from the perspective of others who encounter and interpret the world in significantly different ways; the open exchange of different beliefs, experiences, and values so that individuals acquire the necessary critical skills that will serve them throughout their lives; and the broadening and deepening of the educational experience and the scholarly environment, so that students and

faculty have the resources to participate in an increasingly complex and pluralistic world.”

(<http://www.valpo.edu/diversity>)

To this end, our Social Work Department works to be a highly inclusive undergraduate program on campus. To those whose life paths intersect with ours, we are a welcoming community, a place where diversity is valued and difference is explored and embraced in an atmosphere of mutual respect. We communicate regularly and in various ways that we are a part of a common pursuit in creating an environment where diverse people can come together in learning, caring and difference making.

Across the social work curriculum through the use of D’Andrea & Daniels’ (2001) RESPECTFUL model, respect, diversity, and difference are examined. This model sets the stage for noting that we are all multicultural beings and when diversity and difference are discussed in our program it refers to far more than race and ethnicity. Each of us lives in multicultural dimensions. In order to be effective culturally competent generalist social work practitioners, we must understand our own and others multicultural-dimensional selves, beliefs, attitudes and how these dimensions shape who we and others are today. The acronym RESPECTFUL in the model focuses student attention on these diverse elements: religion/spirituality, economic/class background, sexual identity, personal style and educational level, ethnicity/racial identity, chronological/lifespan challenges, trauma, family background, unique physical characteristics, location of residence and language differences. Students deepen their understanding when they recognize that addressing the impact of the multicultural-dimensional self will be a career long endeavor.

In an effort to communicate more overtly this aim, this year we have added to our unified syllabi content a statement of welcoming and inclusion which previously was conveyed verbally, but now is committed in writing. It reads:

STATEMENT OF WELCOMING & INCLUSION

The Valparaiso University Department of Social Work aspires to be a welcoming community, one built on participation, mutual respect, positive regard, and inclusion. With a strong commitment to diversity and non-discrimination we see difference as a strength and reason for celebration. Our faculty, students, curriculum, and day-to-day operations are based on the core values and traditions of the social work profession, where people can work and learn without discrimination on the basis of race, color, national and ethnic origin, age, gender, disability, socio-economic status, political or sexual orientation, or other status. We support and participate in University and community work that addresses service and advocacy of oppressed populations and the historically marginalized and disadvantaged. We select volunteer activities and field practicum sites based on these core premises. We conduct our classroom as “a learning community where students are encouraged to question, to engage, to challenge, to explore, and ultimately, to embark on a rewarding personal and professional journey. This can be done only in an environment where diversity is honored and respected. Diversity of thought. Diversity of background. Diversity of faith.” (President Mark Heckler) Join us in building the inclusive classroom in the inclusive community.

The essence of this message is that in our common pursuit to learn how to lead and serve, we must be ever more conscious that we are citizens of the world and as a member of this global

community all backgrounds and perspectives are vital and necessary. When we envision such a community, each of us needs to conscientiously and purposefully support diversity in all aspects of university life and conduct ourselves in a humane and dignified manner. We collaboratively support a classroom environment where the ideals of the social work profession regarding human dignity and respect are expected.

This becomes ever more critical to address diversity when we look at how homogeneous Valparaiso University as well as the VUSWD. The University has declared in their 2011 Strategic Plan that among many aspirations, doubling the student body, seeking to diversify and internationalize the campus, the students, the programs, the initiatives, all become paramount as we collectively widen our reach and impact, with the Social Work Department included in that commitment.

In many courses throughout the curriculum an appreciation for diversity and difference is modeled. The most obvious example of this is SOCW 260 (Diverse Populations: Human Rights and Justice). The centerpiece of the course is to foster a greater understanding of and appreciation for diversity. Students journal in response to course content, research how differences shape the lives of various people, and both write and orally present on specific groups of people and how their unique characteristics and others' responses to them shape their lives. Several years ago, when the part time faculty member who taught the class expressed a need for a break from it, the department discussed the characteristics needed for the replacement. Along with the obvious qualities of relevant experience, a strong knowledge base, and a track record of public speaking (or even better, teaching), it was decided that the instructor would

ideally be a person of color (the person we eventually hired is). The rationale was that many of our students have not had the experience of working with a person of color in an authority position. That was viewed as an important experience for their perspective on the world.

Other courses in the social work curriculum, although not explicitly built around diversity, still highlight it. Several such examples of courses are described here. SOCW 240 (Communication and Counseling Skills) is a course devoted to developing communication skills. However the highlight for many students is the relationships they develop with their learning partners from the INTERLINK program (international students working on English skills). The importance placed on these relationships by the instructor highlights the emphasis the entire department places on learning about differences and similarities of people whose background is distinct from one's own. This course has been held up as a model by the university diversity concerns committee of how to make the university a more welcoming and inclusive community.

In SOCW 151 students are introduced to the Core Competencies, two of which require the students focus on difference: Diversity in Practice and Human Rights and Justice. The core values of the social work profession are discussed in light of these competencies which mean there is conversation and attention paid to a central tenet of social work, namely that every person should be treated with dignity and respect. Students learn for the first time about the RESPECTFUL model, the lens through which we teach how to view key categories of uniqueness in people. Students are asked to attend multicultural events on campus, applying conceptual material learned in class in a reflection related to the experiences they attend. In classroom instruction, ground work is laid for understanding how and why humans tend to

categorize people, how and why we see some as “us” and others as “them” with students delving more deeply into learning about difference and the valuing thereof through a collaborative group research project where they investigate a historically marginalized population understanding the history, present day experience, and strengths inherent in a diverse population.

SOCW 220 (Human Behavior and Social Environment) requires students to complete seven fictional case studies. In these case studies the system of focus ranges from an individual to a community. Students are instructed to think as if those systems were clients and that they should take their lead from the clients in goal-setting. Thus they are placed in alliance with the systems. The clients include other-abled individuals, African Americans, Native Americans, Asian Americans, Caucasians, and a transgendered individual. Additionally, four books are used to illustrate different types of systems. The foci of these books are African Americans, Hispanics, Asian Americans, and Amish.

On a less formal note, in discussions among faculty two years ago it was decided to encourage discussions about diversity by posing questions in class about what various individuals might be experiencing. Individual students who happen to be members of the group in question are not to be singled out as representatives of that group, but if they choose to participate, they are encouraged to do so. By approaching the situation as described, we encourage perspective-taking of diverse peoples without placing undue pressure on individual students to be the representative of an entire group.

Diversity plays two important roles in SOCW 365. The first is as content in several lectures. Diversity is highlighted in discussions of sampling and generalizability. It is almost inevitable that a given sample excludes or underrepresents some group of people. It is important to note the limited generalizability to whatever group or groups is underrepresented or, within reason, to include them in the first place. In designing survey instruments and questionnaires it is important to consider the vantage points of multiple groups of people, both to more accurately solicit their opinions and also to avoid needlessly offending them. Furthermore it is important to investigate which groups have not been studied sufficiently on a given issue and consider devoting research to rectifying that. In SOCW 365, students go on to reflect a valuing of diversity and difference as they conduct their own research which is then showcased annually at the Butler Undergraduate Research Conference and Valparaiso University's own Celebration of Scholarship. The Joan Baez Prize for Excellence in Race and Ethnic Studies was awarded in 2011 to social work students Kelsey Gatzka, Alissa Kretzmann, and Sarah Peters for their research project titled "Accurate Perceptions: Race and Gender in the University Setting." Over the years, research project content has reflected diversity and difference multiple times. Topics that have been researched include Cultural Competency in High School Educators, Valparaiso University Campus Climate Survey: "How Chilly is it in Valpo?", (Joan Baez Prize for Excellence in Race and Ethnic Studies Award) Accurate Perceptions: Race and Gender in the University Setting, Discrimination vs. Acceptance of Homosexuality at Valparaiso University, The Attitudes and Comfort Levels of Undergraduate Students at Valparaiso University toward specific Diverse Populations, Matriculation to Graduation: Student Attitudes toward Homosexuality and HIV/AIDS, (Valparaiso University Board of Directors Award): The

Development of Students' Thoughts on Homosexuality on a Lutheran Campus, and Views of Interracial Relationships on a Primarily White Campus.

Another primary tool we use to model a valuing of diversity and difference is to promote in as many ways as possible the University wide initiatives and commitments to diversity and difference on an ongoing basis. Valparaiso University is rich with opportunity when it comes to a learning environment in which respect for all persons and understanding of diversity and difference are practiced regularly. For a historically homogeneous campus, we strive in several ways to demonstrate respect for and celebration of diversity and difference. In the Social Work Department, we explicitly convey to students, that to us, *all of life*, not just the time we spend in class, becomes “our university” with opportunities to grow and learn. In our admissions interview we convey this vision of using every day campus life as a practice arena of inquiry, discovery, participation, and exposure to emergent issues and trends. We are an academic discipline that regularly promotes and participates in campus-based, local, regional, and state wide activities where the aim is to value all people. We make continuous efforts to use our interactions as a means to model and implement a valuing of diversity and difference.

University Wide Initiatives of the last several years are many and varied. Every student upon entry to the university goes through a brief Diversity Orientation where they hear from the president of the University, experience a video presentation on diversity, and become acquainted with the Office of Multicultural Program leadership, campus events and the centrality of diversity efforts for the entire campus.

The Office of Multicultural Programs (OMP) at Valparaiso University in collaboration with the Valparaiso campus and community, has as its overall mission “to improve human relations by creating and supporting a community of learners that value and support diversity, cultural competency, and multicultural education.” The work of the OMP office is guided by the series of learning outcomes listed at <http://www.valpo.edu/multicultural/ourgoals/index.php>)

Of special note, there are reoccurring fall and spring symposiums and celebrations related to diversity and difference that have become a part of the fabric of Valparaiso University’s culture. In the fall semester, students in social work courses are encouraged to participate in the annual Peace and Social Justice Symposium.

Of special note in the spring semester is Valparaiso University’s annual MLK Observance Day events. No classes are held on the national holiday but we use the day and those surrounding it as an opportunity to collectively celebrate and expand our horizons on topics related to Martin Luther Kings’ dream.

As is evident from the preceding reflection, there are many varied and specific ways that the University and the VUSWD provide a learning environment in which respect for all persons and understanding of diversity and difference are modeled and practiced. All social work faculty highly prize the creation of an inclusive community and work hard to be living examples of collegiality and respect of diversity and difference by how we communicate, interact, engage, teach, challenge, and convey both social work core values and our own values that diversity and difference are reason for celebration.

In addition to what has already been written, we place a very strong emphasis during our VUSWD admissions process and in academic advising for students to participate in as many forms of diversity and difference learning as possible. This includes, but is certainly not limited to, away-from-Valpo study experiences either internationally or domestically and attendance, participation, and leadership in numerous campus groups where diversity, difference, and service play a key role.

Furthermore, current and recent students have gone on to volunteer with ELCA Global Missions, the Peace Corps and other global service programs in Austria, Burkina Faso, China, Costa Rica, Dominican Republic, Ghana, Guatemala, Israel, Japan, Nicaragua, Spain, Vietnam and with urban ministries with Covenant House of Anchorage Alaska, Mercy Homes of Chicago Illinois, Unity Church of Minneapolis Minnesota, and Lutheran Volunteer Corps. Data like the aforementioned leads us to conclude that indeed we model affirmation of diversity and difference and it translates into real world diversity experience and service.

One can see from this report that we define diversity broadly and we are certain that this definition will continue to evolve. Regardless though of what is included in the elements of difference, our commitment to and affirmation and respect of it will remain the same. We strive to build an inclusive community that embraces and values diversity in its multiple forms.

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

One of the central foci in the university's strategic plan is to encourage a more diverse student body and be a place welcoming of differences. With that in mind, key personnel from around the university were invited to a Diversity Summit this fall. Two of those invited were Barb Crumpacker Niedner and Matt Ringenberg. The final event of the summit involved the formation of voluntary action groups based on the issues determined to be most salient to the university. Professor Crumpacker Niedner has participated in the Diversity Concerns Committee. Dr. Ringenberg's subsequent involvement is described below.

A year and a half ago, Dr. Ringenberg founded an interdisciplinary research group, Engaged Families = Student Success (EFSS). Dr. Ringenberg, along with two other members of the EFSS research group, is currently serving on the Diversity Summit's Research Working Group. He and the other leaders of EFSS agreed to add several open-ended questions to their new online survey following the campus climate portion asking what different constituencies at the university can do to make Valparaiso University a more welcoming and supportive place. The President, Vice President for Enrollment Management, and the Provost have all expressed great interest in the results. Also added into the survey is a question about whether the subject would be willing to participate in a focus group (which will be inquiring further about campus climate).

B3.2.1: The program identifies the criteria it uses for admission.

The processes for joining VUDSW are identified in the Department Manual (Appendix J, Page 49 & 50). They are the "...completion of the admissions packet & photo, the admissions interview, and the change of major form." Further detail is included in the Department Manual. To understand the criteria for admission it is important to understand the admissions interview process. That process is explained below.

VUDSW has criteria for students to not only join the department, but to remain in the department. The criteria are essentially the same for those joining and those remaining. They differ only in the level of development expected from the student. The primary purpose of the admissions interview is to convey these expectations. Faculty may or may not have sufficient experience with the student to accurately judge the student's goodness of fit and this interview is therefore used primarily to set the stage for what is expected, allowing the student to make an informed decision about his/her involvement with the department and to proactively plan how s/he will meet these expectations throughout his/her career in the department.

The following four content areas comprise those expectations.

- a. Department Principles – There are many inter-related principles promoted within the Department of Social Work. Two are highlighted in this meeting. First, the department is a community. Students and faculty are expected to support each other. One aspect of this support is constructive confrontation. Another aspect if

emotional support through challenging circumstances. Questions are also encouraged and expected. Second, it is a place of commitment and high expectations. The coursework and internships are designed to be challenging academically and personally and students are expected to be committed to hard work. However the faculty are committed to support students throughout these challenges. The fact that this is a relatively small department facilitates this reciprocal commitment.

- b. Classroom Content and Professional Experiences – The department strives to provide as many meaningful outside-the-classroom experiences as possible in which students can apply class content and the OPBs, and explore their applicability to practice. These professional experiences include, but are not restricted to, volunteering at a social service agency (SOCW 151), a 100 hour internship (SOCW 356/386), a 450 hour internship (SOCW 455, 456, 485, 486), an interviewing partnership with one (or more) international students (SOCW 240), planning, conducting, and presenting original research (SOCW 365), and preparing or presenting testimony for a state legislative committee (SOCW 410). An example of content that is illustrated through these experiences is political/cause advocacy. Political advocacy is addressed in several courses, particularly SOCW 410. However a working understanding of how to engage in political advocacy requires direct experience. Such an experience is provided when students work together to prepare testimony and two of the students verbally present to a legislative committee.

- c. Internships - Students will complete two internships (as described in sections 2.1.1 – 2.1.8). Students are encouraged to select a population or set of issues for the junior internship that is/are unfamiliar. They are encouraged to select a population or setting about which they are most passionate for the senior internship. The process of arranging internships is collaborative. Students will complete paperwork (see Appendix K: Field Application) that will inform the Director of Field in arranging an internship. Once the preliminary arrangements have been made by the Director of Field, the student interviews with the organization to determine if both parties view it as a good fit. This process is further described in section 2.1.4.

- d. Core Competencies – The core competencies mentioned in section 1.0.2 are introduced to the student. The core competencies are integrated into the curriculum through OPBs in each course (see Appendix E: Curriculum Matrix) as well as summarized and actively integrated by the students through the portfolios they design (see section 2.0.4, SOCW 493 and 4.0.1).

Students' academic, professional, and personal behaviors are assessed on an ongoing basis throughout the program. Those students who demonstrate behaviors that require sufficient improvement in order to represent the profession will be placed on conditional major status (see Appendix J: Department Manual, p 17). This may also happen through the admissions interview

if such issues have already come to the attention of faculty. Successful completion of course work means maintaining a cumulative GPA of 2.0 or higher (per university standards) maintaining a social work GPA of 2.5 or higher, and earning at least a C+ in every internship related course (SOCW 356, 386, 455, 456, 485, 486).

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

As described in section B3.2.1 the process for applying for admission to VUDSW includes completion of the admissions packet and photo, participation in the admissions interview, and completing the change of major form through the registrar's office. For those who come to the university as social work majors, only the first two steps are necessary. (Appendix J: Department Manual pp. 14-16)

Students are typically notified of their admission to the department at the conclusion of the admissions interview. However, if any member of the faculty has concerns about the appropriateness of the student for the major, s/he may announce to the student during the meeting that the faculty will report back to him/her in the near future regarding the decision. This gives the department members some time to confer and make a decision in light of the faculty member's concern. Similarly, if a faculty member has a concern prior to the meeting a preliminary decision can be made before the meeting. During the meeting that concern will be raised with the student and s/he will be given an opportunity to respond and explain.

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

The transfer of credit policy for the VUDSW is largely the policy of Valparaiso University. That policy, shown below, can be found online at

<http://www.valpo.edu/registrar/assets/pdfs/Transfer.pdf>. The relevant excerpt is shown below.

Transfer Credit Evaluation

Students transferring to Valparaiso University from other colleges and universities may request a Transfer Credit Evaluation of their prior transcript(s) during regular office hours of 8:00 a.m. - 5:00 p.m. (CST) Monday through Friday. They may also be requested by mail or fax. Credit hours, not grades, are evaluated for transfer applicability. The student will receive a record of this evaluation called Advanced Standing which is used during advising. An official transcript from the prior institution should be submitted for transcript credit evaluation. Courses with grades of C- or above are accepted as transfer credit for graduation. Transcripts will be carefully evaluated to ensure students meet all Theology requirements and First Year Core requirements. Students will then have the opportunity to meet all remaining requirements before graduation. Credits earned more than 15 years before application for admission are accepted toward graduation on a provisional basis, subject to validation by the first 30 semester hours completed in residence at Valparaiso University with a 2.00 (C) average. The maximum number of advanced standing credits that may be transferred to Valparaiso University is 94 credits for the Colleges of Arts and Sciences [which houses the social work department], Business Administration, or Nursing. A higher maximum of 102 credits applies to the College of Engineering.

Credit for workshops, institutes or travel study will ordinarily be granted only for work taken at Valparaiso University. In cases of exception to this restriction, transfer credit for Institutes or workshops usually will not exceed one (1) credit per calendar week of instruction. Transfer credit for travel-study programs usually will not exceed two (2) credits per calendar week. If you have other questions on transfer credit evaluation, please e-mail Registrar@valpo.edu.

Beyond the above policy there remains the issue of whether an individual course fulfills a specific requirement for the BSW degree at Valparaiso University. For these considerations courses fall into three categories; general education, social work, and non-social work courses required by the department of social work. The applicability of a course for meeting a general education requirement is made by the office of the registrar. For the latter two categories the decision is made by the chair of VUDSW in consultation with other social work faculty as needed. If a course fits more than one category (e.g. a general education requirement and a social work course) it will be assessed separately for each category and could therefore potentially be recognized for one category but not the other.

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

The Department Manual (Appendix J, Page 16) states “The Valparaiso University Department of Social Work does not grant course credit for life experiences or previous work experience. While such experience is often valuable, it does not replace coursework or supervised internships.”

All incoming majors are informed that the manual is available on blackboard, an internet site known well to students because most professors post grades there. They are encouraged to read it. If someone inquires about the issue of credit for life experience, that person is referred to the department manual.

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

The department policy on advising is described in the Department Manual (Appendix J: Department Manual p. 12)

Academic Advising

All students at Valparaiso University must meet with their academic advisor before registering for courses in the upcoming semester. Once this meeting has occurred the advisor electronically releases the student to register.

All full-time faculty in VUDSW are assigned social work majors as advisees. The majors are distributed approximately evenly among the full-time faculty. Individual students who prefer a specific advisor will generally be granted that preference. Students, as active, adult learners, are expected to arrive for advising having already prepared a potential schedule. This is a partnership. Advisors guide students in selecting courses with the following priorities in mind.

1. Assisting students complete major requirements
2. Assisting students complete minor requirements (referring students to the appropriate advisor outside the department as needed)
3. Assisting students complete general education requirements.
4. Inquiring about additional academic opportunities such as study abroad.
5. Encouraging students to be intentional about their selection of electives, finding courses that will enhance their intellectual development, career prospects, personal growth, or quality of life.

All Social Work minors are assigned to the department chair for advising. Minors are not required by the university nor by the department to meet with advisors.

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

The VUDSW informs students of the criteria for judging their academic and professional performance through four mechanisms. These are course syllabi descriptions, grading rubrics, internship learning plans, and senior portfolios.

Course syllabi descriptions and grading rubrics are provided in every course for every assignment except those that only require participation in an activity or game. In each course, every assignment is listed in the syllabus along with its point value. Furthermore, a description of the assignment is included to provide the students with clear and detailed instructions about what they are expected to do. Exceptions to this are study guides, which, if given, are done so separately, or any assignment the instructor deems important to withhold until sometime closer to the due date.

Internship learning plans are developed in a highly prescribed manner for junior internship (SOCW 386) and with both greater freedom and greater student responsibility during the senior internship (SOCW 485/486).

Students have been apprised on an on-going basis of our development of an evaluation rubric that their field supervisors will use to both evaluate them as individuals for a field grade and to provide the department with an aggregate evaluation of the program as a whole as required by the CSWE accreditation process. They have begun to use a customized program named Task Stream to accomplish this goal. They know that faculty and field supervisors are also trained in the use of Task Stream as it relates to each of their roles in the program.

Jen Gregory, Valparaiso University's Director of Instructional and Learning Services, has spearheaded this process. At this point in time, two lengthy discussions about Task Stream have occurred in the Senior Integrative Seminar both with the instructor and with Ms. Gregory.

Thus far, their response has been very positive. Although they are still learning the Task Stream System, they enjoy the user-friendly, on-line functions that benefit both their supervisors and themselves as they implement all of the Core Competencies and OPBs in their learning plans throughout their Senior Field experience. Training for faculty began in September 2012.

Training for students and field supervisors began in October 2012. Supervisors were trained in November 2012.

An added benefit as we proceed has been the opportunity to "embed" our instructional design consultant into our Senior Integrative Seminar in order that there will be a continuous feedback loop regarding the use of our new evaluation system.

In SOCW 485 and 486 senior students are required to develop learning plans in which every OPB has a corresponding "action." This action must be devised by the student and not only reflect the OPB but also some specific actions s/he will perform during senior field. Students then distribute the learning plan to field supervisors and the Director of Field. A more detailed description of the learning plan evaluation process is described in Section 4.0.1.

Each senior social work major designs an individualized professional portfolio (see 2.0.4 SOCW 493 and 4.0.1). The portfolio is organized around the Core Competencies and OPBs, with the

student identifying work products that, in total, reflect every OPB. Each portfolio is reviewed by two members of the advisory board along seven criteria (Appendix L: Portfolio Instructions) including in the evaluation rubric. Advisory board feedback is presented to the student as well as faculty. The faculty then assign grades according to the grading rubric (Appendix M: University Program Evaluation Rubric), which is identical to the evaluation rubric except that a point range is assigned to each level.

The policies and procedures for grievance, aside from informal discussions with social work faculty, are provided by the university and outlined in the Student Guide (Appendix N, p 38) .

They are as follows –

Grade Grievance

If a student receives a course grade that is not what the student expected, the first thing to do is to check with the instructor to make sure that this is the grade that was recorded or turned in. If the instructor verifies that a different grade was turned in to the Office of the Registrar, then contact the Office of the Registrar to check that the grade was correctly entered. Sometimes clerical data entry errors do occur, and those are easily corrected. If, however, the grade was correctly recorded and the student wishes to contest it, there are formal procedures for doing so.

Informal Procedure

Level I: Student and Faculty Discussion

Students must, if they have a concern or complaint, contact the faculty member involved (or department chairperson if the faculty member is not available) no later than the end of the first full week of classes following the semester in which the alleged grievance occurred. At this discussion level the student shall have access to the final examination or any other material that has been evaluated and that the student has not received. If the instructor is absent from campus, the departmental chairperson will have access to the appropriate documents. If at this level of information and calculation, the faculty member acknowledges an error, misjudgment, or unfair bias has occurred, the faculty member is expected to respond appropriately either by altering subsequent classroom practice or by changing the student's grade or both. It is expected that most, if not all, problems will be resolved at this level. If a satisfactory solution is not reached at this level, the student may proceed to Level II.

Formal Procedure

Level II: Mediation Within the College

Within seven (7) academic days of the completion of the discussion at Level I, the student must send a letter to the appropriate dean (dean of the college in which the course is taught) and a copy to the faculty member, informing the dean of the nature of the unresolved grievance and of the student's intent to proceed with Level II. For informational purposes, the student shall also forward a copy of the letter to the chairperson of the Student Academic Fair Practices Committee (SAFPC). The procedure within Level II shall be tailored by each college to meet its needs. (**For a specific college, refer to section after Level III.**) The procedures adopted by each college will

become the official policy of that college and together they will also become a part of these Principles and Procedures.

These procedures shall be consonant with the preamble of this document.

The following guidelines shall aid the colleges in their development of appropriate procedures:

The purpose of this level is to provide an opportunity for mediation between the aggrieved student and the faculty member to whom the grievance is addressed.

The college shall provide a procedure for the selection of a mediator or mediators, either faculty or students or both, who shall seek to clarify misunderstandings and to provide objective evaluation of the grievance.

At this level the student may also seek the help of an advocate from the college in which the course is taught or from the greater university community, such as an ombudsman, faculty member or fellow student. The faculty member also has a right to choose an advocate to be present at this level.

College of Arts and Sciences

Level II Procedure (*the following guidelines specify how the College of Arts and Sciences has chosen to apply Level II*)

Composition: The Committee shall consist of:

1. The Dean of the College of Arts and Sciences

2. Three faculty members, one appointed by the Dean from each academic area within the College (Social Sciences, Humanities, Natural Sciences)
3. Faculty alternates shall be appointed from each area. Faculty committee members involved in any grievance before the committee shall request an alternate attend the meeting in their place.
4. Two student members appointed by the Dean
5. Student members must be full time students in the College of Arts and Sciences and elected members of the University Council. Each student representative shall also have an appointed alternate. Student committee members involved in any grievance before the committee shall request their alternate attend the meeting in their place.
6. Assistant and Associate Deans in the College of Arts and Sciences shall be ex-officio members of the committee

Procedure:

1. When the student's letter of grievance is received in the Dean's Office, College of Arts and Sciences, the Dean will set a hearing date and notify the committee members and the faculty person or persons involved. This date shall be set within ten (10) class days of receipt of the notification.
2. The student's letter of grievance shall include at least these areas of information but not be limited to these:
 - a. a statement of the problem or complaint
 - b. concrete evidence to support the student's case
 - c. necessary background documentation

- d. a statement of the desired outcome of the grievance procedure
3. At this level, the student and the faculty member may each bring an advocate from the university community, such as an ombudsman, a counselor, a faculty member or another student.
4. The Dean will chair a hearing of the situation before the committee. Both the student and the faculty member involved will be given a fair opportunity to make a statement and to ask and answer questions.
5. The involved student, faculty member and their advocates shall then be excused. The committee will discuss the grievance and formalize their conclusions in a written recommendation to the Dean adopted by a majority vote.
6. The Dean will inform both parties of the decision verbally within 72 hours of the meeting and confirm the decision in writing within seven (7) days.
7. If the mediation process at Level II does not resolve the grievance, the Dean should be notified that the student is proceeding to Level III.

Level III: Valparaiso University Student Academic Fair Practices Committee (SAFPC)

The committee shall consist of four (4) faculty and four (4) students as follows: The Colleges of Arts and Sciences, Business, Engineering, and Nursing each shall have one (1) student and one (1) faculty representative. The President of the University and the President of the Student Senate shall jointly appoint faculty and student representatives. When necessary, the President of the University and the President of the Student Senate shall appoint alternates, especially in the case of absences and possible conflict of interest. The chairperson shall be elected by the committee and shall preside at meetings with voice and vote.

Robert's Rules of Order will prevail if there are procedural questions.

A petition stating the nature of the grievance and giving relevant data must be submitted by the student to the chairperson of the SAFPC within seven (7) academic days after exhausting the procedures in Level II. The student shall also forward a copy of the petition to the faculty member.

The chairperson of the SAFPC shall call committee members to a preliminary hearing within seven (7) academic days after receiving the petition. The committee may determine that there is no cause for further consideration of the grievance. If, however, the committee chooses to consider the grievance, the student, the faculty member involved, and their representatives may be invited as resource people for a more formal consideration of the grievance. The committee also solicits the opinions of the Level II participants.

All committee meetings shall be private and all committee documents shall be confidential. Any committee opinion, including a recommendation for a change of grade, shall be given to the student, the faculty member involved, and the Provost/Vice President for Academic Affairs, orally and in writing. The opinions and recommendations of the committee shall be retained in a confidential committee file kept by the Provost/Vice President for Academic Affairs. It is expected that the faculty member and the student involved will accede to the committee's recommendation.

Appeals from Level III by the student must be made in writing to the Provost/Vice President for Academic Affairs within seven (7) days after receiving the committee's written opinions and recommendations. The Provost/Vice President shall deal with the student appeal in a manner appropriate to the specific requirements of the case. If there is any question about the student's academic status during the appeal process, the Provost/Vice President shall determine the student's status during the process.

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

The termination process for social work majors is largely contained in the "conditional major status" section of the Department Manual, (Appendix J) as shown below. Thus the process for termination is a two-step process within the department. If the student elects to appeal the decision, the grievance procedures outlined in 3.2.7 beginning with Level II apply.

Conditional Major Status

Valparaiso University Social Work Majors may, at any point in their academic career, be placed on conditional status within the department. Conditional Major Status means that the student has one or more areas that require sufficient improvement (as determined by the consensus of the full time faculty) in order to graduate. This may be done at the point at which a student enters the program (Appendix J: Department Manual pp. 14-16) or at any time the faculty determine that

conditions need to be placed on the student as a social work major. Three categories of behavior can lead to conditional status.

1. Academic. Students whose overall GPA falls below 2.5 will be considered to be in Conditional Academic Status.
2. Professional. Students who are placed in internships and demonstrate a pattern of failure to meet basic professional standards will be placed on Conditional Professional Status.

Examples of behaviors that may lead to this status include, but are not limited to...

- a. Disregarding Dress Code for the specific setting. This could include professional attire that is either too casual or provocative.
 - b. A demonstrated failure to interact effectively with clients through disregarding client communication or professional/client boundaries.
 - c. Disregarding professional ethics such as insulting clients or otherwise showing disrespect to clients or co-workers.
 - d. A demonstrated pattern of failure to use critical thinking skills in selecting how to intervene with clients.
3. General Conduct. Conditional General Conduct Status results from any behavior that clearly violates the standards and/or ethics of the profession but does not necessarily meet the criteria for immediate dismissal from the program. Examples include intentionally cheating on academic assignments or intentionally disclosing sensitive client information.

If a student is placed on Conditional Major Status, a specified plan with an overall goal (e.g. increasing one's overall GPA to a specified level) will be identified by the faculty. Objectives and an action plan will be developed jointly by faculty and the student. A time frame for

achievement of the goal may be specified and a follow up date will be set to reassess progress. One faculty member will be assigned as the liaison to the student. Future follow up dates may be set as needed. The role of the Department of Social Work is to assist the student in accomplishing the goal. However if sufficient improvement is not made within the specified time, the student may be declared to no longer be a social work major. Faculty will offer to facilitate the process to a new major, or if time does not permit in the student's career, an individualized major. The final authority in approving an individualized major belongs the Office of the Dean of the College of Arts and Sciences.”

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

The following excerpt is taken from the Department Manual (Appendix J p 12).

“VUDSW takes student input very seriously. Part of VUDSW's implicit curriculum is to create an environment that encourages student feedback. Students are welcome to make suggestions to faculty about departmental procedures at any time. However one event each year is designed specifically and explicitly to elicit student satisfaction and ideas regarding the department. That event is Town Hall.”

Town Hall is an event planned by senior social work majors with guidance from VUDSW faculty. Planning includes surveying students, conducting statistical analysis, designing and

presenting the results, leading brainstorming session on the day of the event, planning logistics, and planning the voting for new leadership.

The topic for the survey is decided upon jointly by faculty and students in a collaborative process. The only set guidelines are that it must be about the Social Work Department and be a specific enough topic to study in detail. Recent examples include field internships, non-Social Work courses required by the VUDSW, and awareness about the VUDSW among the student body.

During the summer each year faculty systematically review Town Hall, Course Evaluation, and Department Evaluation results and jointly plan departmental and course changes in response to it. A report summarizing the feedback and the changes is generated.” This evaluation event has since been named the Annual Program Review.

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

The content in 3.2.9 and 3.2.10 are clearly inter-related and therefore should be seen as two different expressions of student self-determination. Having said that, the primary method students have for organizing in their self-interest is through the Student Social Work Organization (SSWO).

As explained in the Department Manual (Appendix J p 13) “Springing from the National Federation of Student Social Workers, the Student Social Work Organization was founded in 1979(SSWO files). SSWO is a student led organization which focuses on promoting the values of the social work profession on campus and in the community. SSWO members value service, social justice, the dignity and worth of individuals, the importance of human relationships, integrity, and competence. They have successfully advocated for rights, fundraised, volunteered, and raised awareness for many social problems over their 33 years running. Based on the social work philosophy, members are all strong advocates of helping others and doing what they can to better the lives of those in need. In the past they have worked to sponsor families in need, mentor children in the area, educate kids about health, lead MLK Jr. Day focus sessions, advocate for changes in social policy, educate the student body about the needs of others, and support other student groups in their service projects. The staff of SSWO includes the following positions; President, Vice President, Secretary, and Treasurer. The organization is entirely student run. There are over 30 active members in SSWO at this time. More information is available at Facebook - SSWO (STUDENT SOCIAL WORK ORGANIZATION) and through Blackboard at Social Work Community.”

The faculty advisor to SSWO is typically and currently the chair of the department. The role of the advisor is not to be the leader but rather a consultant. Occasionally the advisor takes a more active role, advocating for SSWO interests or investigating university policies that are less familiar or not easily accessed by students.

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

AND

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

The VUDSW has three full time members and one ongoing part time member. We also occasionally offer an elective offered by other part time instructors. Each full time instructor as well as the ongoing part time faculty member is listed immediately below along with position, education, and licensure. All full-time faculty listed below are assigned solely to the VUDSW with regard to their teaching responsibilities.

Matthew Ringenberg, PhD, MSW, ACSW Full Time Associate Professor

Ph.D. - Washington University in St. Louis 2004 Department Chair

M.S.W. - University of Kentucky 1993

B.A. - Taylor University 1988

Barb Crumpacker Niedner, MSW, ACSW, LCSW Full Time Lecturer of Social Work

M.S.W. - Indiana University 1985

B.S.W. - Valparaiso University 1983

Barbara Gaebel-Morgan, MSW, ACSW, LCSW Full Time Lecturer of Social Work

M.S.W. - George Williams College 1985 Director of Field

B.S.W. - Valparaiso University 1970

Barbara Bullock, MSW Part Time Lecturer of Social Work

M.S.W. - Indiana University Purdue University Indianapolis 1987

B. S. - Indiana University 1984

Professor Ringenberg has served as a full time instructor at Valparaiso University for 12 years. Immediately following his graduation from Taylor University with a degree in psychology he worked with children and youth in both residential treatment and inpatient psychiatric services for between two and three years. After earning his MSW he served as a therapist/case manager for two years. He then pursued his PhD at Washington University. Immediately prior to his arrival at Valparaiso University he taught at St. Olaf College. He has served as an evaluator for numerous regional social service agencies concurrently with his academic position (Appendix O: Ringenberg Vita).

Professor Crumpacker Niedner has taught for the VUDSW for a total of 19 years, some of it part-time. This includes teaching full time for the past six years. Professor Crumpacker Niedner

has extensive professional experience aside from her teaching career. This includes (chronologically) being a Social Service Coordinator, Child and Adolescent Therapist, ER Patient Evaluator, Mental Health Consultant, School Counselor, Children's Coordinator, Experiential Therapist, Parent Educator, and Administrator (Appendix P: Crumpacker Niedner Vita).

Professor Gaebel-Morgan's professional experience ranged from clinical social work, including clinical supervision of numerous social workers, to administrative/management roles. She developed or assisted in developing several social service programs that were unique to the community. Perhaps most relevant to social work education were her 16 years supervising Valparaiso University social work interns from 1973-1989. Professor Gaebel-Morgan taught in the Social Work department for five years before returning to clinical work at the Office of Alcohol and Drug Education at Valparaiso University. During this time she performed other university duties including interim Director of Disability Services, instructor in the freshman CORE curriculum and instructor in a student support class offered to students who were at risk for struggling academically as freshmen. Simultaneous to many of these responsibilities she also had a part-time private practice for several years working with the David Sexton group. In addition, she ran a divorce support group through a local Methodist church for many years and conducted many workshops and classes open to all members of the community. In 2006 she returned to the Department of Social Work as Director of Field and Instructor (Appendix Q: Gaebel-Morgan Vita).

Professor Bullock has taught part time for the VUDSW for two years. She served as a dialysis social worker/discharge planner for three years immediately after graduate school. She then worked at Trade Winds Rehabilitation Center from 1990 to 1993 where she served in the children's department with emotionally disordered and physically challenged children. After a one year stint in the Gary Public Schools, Prof. Bullock returned to health care as an Employee Assistance Program Therapist providing counseling and workplace interventions with troubled employees. During this time she developed and presented multiple Diversity Training and In-services. Simultaneously she began providing direct clinical practice part time at Lutheran Social Services. In 1999 while working in EAP, she became a Field Instructor for IUN School of Social Work and was named Field Instructor of the Year in 2003 (Appendix R: Bullock Vita).

Professors Crumpacker Niedner and Gaebel-Morgan teach the practice courses at Valparaiso University. Each has an MSW from a CSWE- accredited program. They each exceed, by far, the required two years of social work practice experience.

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

program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master's programs.

The heart of this question is whether the university expectations for faculty in the Social Work Department are reasonable. The short answer is yes. The issue will be clarified through a description of the university policy for teaching load, the actual departmental teaching loads, the number of majors and FTE faculty, class sizes, and the responsibilities of tenured and non-tenure track faculty.

Below is the teaching load policy for the university as stated in the faculty handbook.

2.5.7 Teaching Load

The teaching load of a full-time faculty member in the undergraduate colleges shall normally approximate twenty-four (24) credits per academic year but may be altered by contract or departmental assignment. For non-lecture formats of instruction such as laboratories, studios, physical education activity courses, and team teaching, appropriate equivalencies are developed jointly by the administration and the department concerned. The dean may grant load credit for research activity and instruction-related activities as circumstances warrant.

Beyond the above policy there is oft-stated (by the administration) goal that the number of credits be lowered to 21 per academic year. With that in mind, chairs have been instructed to keep the teaching load at 21 if possible. In VUDSW we have succeeded. The following are the typical recent teaching loads in the Department of Social Work over the past four years.

Barbara Bullock (Part-Time Instructor) –

Fall - 3 credit hours

Spring - 3 credit hours

Barb Crumpacker Niedner (Full-Time Instructor): 21 credit hours

Fall - 9 credit hours

Spring - 12 credit hours

Barbara Gaebel-Morgan (Full-Time Instructor): 21 credit hours

Fall – 6 credit hours teaching 6 credit hours as Director of Field

Spring – 3 credit hours teaching 6 credit hours as Director of Field

Matthew C. Ringenberg (Associate Professor): 21 credit hours

Fall – 6 credit hours teaching 3 credit hours as Chair

Spring – 9 credit hours teaching 3 credit hours as Chair

All three full-time faculty are below the official university policy for teaching load and at the verbally-set goal for faculty.

In the past four years the number of social work majors has ranged from 40 to 55, with graduating classes of 15, 12, 17, and 11. The FTEs for the department has been 3.3 with an occasional additional adjunct instructor (faculty-student ratio of between 1:12 and 1:17). Class sizes are capped anywhere from 15 (SOCW 240) to 30 (SOCW 210, 220, and 330). Although this arrangement does not allow for a large number of electives, the department is functioning effectively in conveying the core competencies, fostering a supportive community of learning, and providing multiple opportunities for experiential learning.

Professor Ringenberg is the only tenure-track faculty member. As such he is expected to engage in scholarly and service responsibilities. His scholarly production is described in detail in Appendix O (Ringenberg Vita). The university expectations for service and scholarly production are as follows.

2.5.2.5 Responsibility to Society

The citizen-scholar neither works in a social or political vacuum, nor prepares students simply to mirror the values of current society, adjusting to its needs and authorities. The university conserves a heritage but also creates new visions of truth, including the criticism of present arrangements in the society. Scholars at a church-related university bear a similar responsibility to the church. This responsibility is to be exercised through not only the education of students but also through direct contributions in the public arena as citizens, church members, and professionals.

2.5.2.1 Responsibility to the Disciplines

Faculty members seek to understand their subjects and to render them understandable to others. The scholarly dedication to truth and its free exposition appears sometimes as original scholarship but more often as an imaginative synthesis of the findings of fellow scholars. The pursuit of truth requires many virtues. These include integrity rather than mere cleverness, humility and humor in the face of truth's complexity and one's own limitations, love because truth can be destructive in its expression and application to human affairs, and courage in the face of pretension, illusion and self-deception. The quest for the whole truth requires that one's

findings be placed in broader contexts of meaning and related to other intellectual perspectives, including finally one's view of life and the place of education in life.

Although these statements are broad, they provide meaningful guidance in tenure-track faculty's responsibilities. The university is preparing to require more detailed statements at the departmental level. However those do not yet exist. To the extent that it provides an answer, it should be noted that Dr. Ringenberg's service and scholarly activities (Appendix O: Ringenberg vita) were deemed sufficient to receive tenure and promotion.

Typically Barb Crumpacker Niedner and Barbara Gaebel-Morgan do not serve on university committees because of their Instructor status. However Barb Gaebel-Morgan has served on faculty search committees for other departments and the Civic Values Formation Committee in the past. Barb Crumpacker Niedner served on Curriculum Policy Committee, Role of Women Committee, and a Lilly Investigation Grant Committee. Matthew Ringenberg has served on the following university committees; Tenure and Promotion Committee; Task Force for Long Term Study Abroad, Faculty Evaluation Task Force, Task Force for Compelling Education (Working Group: Achieving Professional & Vocational Identity), Town & Gown Committee, Curriculum Committee (including being Chair), Faculty Senate, Internal Review Board, General Education Committee, Campus Community Policy Committee (VU Police Liaison Subcommittee), MLK Day Planning Committee (Focus Session Committee Co-Chair).

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

As described in 3.3.2, the workload policy for the university is 24 hours teaching per academic year. However the university goal is to reduce that to 21. Departments are encouraged to assign 21 credit hours as is possible. The Social Work Department has accomplished that.

The university has a mission statement, vision statement, and multiple area vision statements. The mission statement, vision statement, and select area vision statements are shown below.

1.2 MISSION

Valparaiso University, a community of learning dedicated to excellence and grounded in the Lutheran tradition of scholarship, freedom, and faith, prepares students to lead and serve in both church and society.

Vision Statement

Valparaiso University will be renowned worldwide for preparing women and men who are highly sought for their knowledge, character, integrity, and wisdom.

Area Vision Statements

Academic Excellence

Valparaiso University will provide an intellectually rigorous, innovative education that is grounded in the arts and sciences and that integrates liberal education and professional studies.

Faculty/Staff

Valparaiso University will create a collegial environment that fosters the personal and professional development of its faculty and staff, supporting creativity, innovation, research, and scholarship.

Regional Engagement

Valparaiso University will seize and create opportunities for service and leadership, engaging the regional community in activities and initiatives that enrich its social and cultural environment and that reflect the university's crucial role in economic development.

Valparaiso University's Social Work Department also has a mission statement and primary goal, each restated here

Valparaiso University Department of Social Work Mission:

VUDSW, a liberal arts based professional undergraduate social work program within the context of a church-related institution of higher education, prepares generalist social work practitioners for service in the world.

Program Primary Goal:

Educate and prepare students for effective, ethical, and culturally competent generalist social work practice.

The most prominent theme in these statements is that Valparaiso University is dedicated to student learning and preparation, for service and leadership. The most important role of faculty is teaching. This priority explains much of the reason for relatively high teaching loads. However it

is recognized that excessive teaching loads not only take away from quality scholarship and service, but from quality teaching as well. This has resulted in the goal of 21 credit hour expectations that the department has already achieved.

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

All full time faculty members continue to pursue ongoing professional development. This professional development looks different for the instructors (Barbara Crumpacker Niedner and Barbara Gaebel-Morgan) than it does for the tenured professor (Matthew Ringenberg). For instructors the focus is not on scholarly production, but it does still include scholarly engagement.

Over the past two years Matthew Ringenberg has engaged in a variety of scholarly activities. He founded the interdisciplinary EFSS research group. They recently initiated a 5-year longitudinal study on the impact of family engagement on college students. Ringenberg applied for and received a \$10,000 Wheatridge Grant to cover the cost of the first year of the study. He has also served as an evaluator and grant writer for both the Youth Service Bureau of Porter County and the Michigan City Area Schools and their STEM grants.

He has authored three recent articles listed below.

Ringenberg, M. (2012 or 2013). CSHP Model: Family and Community Engagement. Encyclopedia of School Health, SAGE Publications. (pages to be determined at publication).

Ringenberg, M. (2010). Book Review of the *Handbook of School-Family Partnerships*. The School Community Journal, 20 (2), 199-207.

Ringenberg, M., McElwee, E., Israel, K. (2009). Cultural Capital Theory and predicting Parental Involvement in Northwest Indiana Schools. South Shore Journal, 3, 86- 124.

Ringenberg has attended five professional conferences in the past two years. These include CSWE's APM twice, the Counsel on Undergraduate Research in 2012, the NASW Indiana conference in 2011, and LEAD Indiana in 2012.

In the past two years, Ringenberg has supervised 26 different students working on 12 different research projects. All these students presented their results in two different student research conferences. The topics included; Living Homeless: The Interactions between Homeless Individuals and the Community in Which They Reside, Stripper's Rights and Safety in the United States, Valparaiso University Campus climate Survey: "How Chilly is it in Valpo?", Cultural Competency in High School Educators, Relationship between Aggressive Driving and Various Types of Music, A Simple Understanding of Attention Deficit Disorders and Resources

for the Afflicted and Their Support Group, The Extent of Visual Media Intake and Its Implications on Women's Perception, Accurate Perceptions: Race and Gender in the University Setting, Positive Influences of Being an Active Member of an Online Social Networking Site, Facebook: Friend or Foe, Religious Affiliation and Its Influence on Attitudes toward Intimate Partner Violence, and Discrimination vs. Acceptance of Homosexuality at Valparaiso University.

Barbara Crumpacker Niedner has participated in the following workshops in the past two years; Valparaiso University Spring Faculty Workshop: How We Recruited Them How We'll Retain Them, Valparaiso University Fall Faculty Workshop: How the University Works, The Future of Faculty Work, Cengage Webinar: Integrating Strategies from Evidence-Based Practices into an Interactional Model of Individual, Family and Group Practice (Larry Shulman) , Valparaiso University IT Lynda.com training, Cengage Webinar: Group Leadership Skills—Cutting Off and Drawing Out, (Ed Jacobs), Stolen Innocence: The Effects of Trauma on Infants and Toddlers, PSS L&L series, Cengage Webinar: Counselors' Perceptions of Ethical Behaviors, (Edward S. Neukrug), Valparaiso University Information Literacy Tips to Enhance Teaching, TRC & Library Instructional Session, Porter-Starke Services Living Health, Balance & Hope Mental Health & Substance Abuse Symposium,(Life is Good: Bill O'Hanlon), Park Center Professional Training Series: Advanced Client-directed, Outcome-Informed Client Work Seminar, (Scott Miller), Cengage Webinar: The Science of Motivating Students for Success, Dr. Christine Harrington, Valparaiso University Spring Faculty Workshop: How to Work with Writing in Any Discipline, TRC, Dr. Barbara Walvoord, The Art of Clinical Supervision, Dr. Sophia Dziegielewski, NASW seminar, Health and Healing: The Mind-Body Connection, Dr. Joan Borysenko, PSS Symposium, Inner Peace for Busy People: Moving from Stress to Strength, Dr.

Joan Borysenko, PSS Symposium, The Path of Resilience: The Practical approach to Change, Dr. Joan Borysenko, PSS Symposium, and The Soul's Compass: Recognizing Spirituality in Different Faith Traditions, Dr. Joan Borysenko, PSS Symposium. Furthermore she attended the Valparaiso University Annual Peace & Justice Symposium, NASW Indiana Chapter Legislative Education Advocacy Day, and NASW-IN Social Workers' Legislative Education & Advocacy Development (LEAD) day.

Barbara Gaebel-Morgan attended the following events; Parts 1 and 2 of the faculty workshop: How the University Works, Martin Luther King Jr. Day workshops, and Indiana Chapter Legislative Education Advocacy Day. She also participated in voter canvassing, planned and implemented supervisor orientations and the graduate school forum, and blended family workshop. She also brought an internationally recognized advocate for indigenous peoples to campus.

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

Although the values of the social work profession are much more extensive than the code of ethics, these six values are so central that they seem a worthwhile basis for addressing this question of implicit curriculum and values. Therefore all six of the core values will be included in this description.

As mentioned in section B 3.2.1, creating a community within the department is something to which we aspire. In many ways the department succeeds in this aspiration. We describe this

aspiration in every admissions interview. The idea of community is described in terms of mutual support, trust-building (e.g. describing the emotional challenges inherent in internships), constructive criticism, and clear communication. We describe in those intake interviews that they should expect to receive feedback from the faculty, not just on academic performance, but also on professional demeanor, listening skills, and critical thinking. We also strongly encourage the students to provide us constructive criticism and suggestions about how to make the department a more supportive and educationally effective place.

This element of the admission interview, that is followed up with corresponding behaviors reflects service, an appreciation for the dignity and worth of the person, the importance of human relationships, and competence. In this case service means service to the students. It requires extra effort to address subtle instances in which students are failing to exhibit professional behavior. More than that, it requires effort to build strong, trusting, relationships (importance of human relationships) with students in which such confrontation has a good chance of being heard. Through both we seek to serve the students by providing them with insights on how to develop professionally. Furthermore, students are encouraged and, as necessary, coached in how to confront each other, particularly in courses related to field; SOCW 356, 386, 455, 456, 485, 486.

This is directly related to competence. When students are provided with feedback, both complimentary and critical, on their evolving skills and behaviors, they have greater clarity about what professional competence means. All of these efforts are based on a belief in the dignity and worth of persons; first of the students, and subsequently for their future clients.

Integrity, while a value itself, is largely concerned with acting more broadly based on one's developing ethical system, personal and professional. Faculty meet with each other to address how to respond to crises related to the department. When it is directly related to the students, the need to be honest, and to the extent possible, transparent to them, is always a priority. We see them as partners, albeit ones with different roles. By the time students are juniors, and more so, seniors, that is how nearly all of them view themselves.

Finally, social justice is modeled through advocacy. Students are treated as the adults they are. When they experience difficulties navigating the university bureaucratic maze our first course of action is providing information. However, if a student tries what is suggested and is thwarted, faculty advocate for their interests, whether assisting them in gaining enrollment in a needed course or finding mutually acceptable solutions with the office of financial aid. Although the issues for which students will advocate for clients are generally different, our students have seen a caring and effective model for how to proceed.

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

The Department of Social Work is one of 22 departments within the College of Arts and Sciences at Valparaiso University. For governance and committee assignments we are assigned to Group V which also includes Education, Kinesiology, and Library Faculty (librarians at

Valparaiso are faculty). The college is organized around the liberal arts and professional undergraduate programs. Each department has an appointed chairperson who reports directly to the Dean of the College of Arts and Sciences. The chairperson must be a tenured member of the department.

Decisions regarding the program mission, goals, core competencies, and OPBs involve all full time social work faculty members. Some decisions are made unilaterally by the department chair. However any decision may be made collaboratively by the entire department, including, as deemed necessary, the office manager and/or part-time faculty. The department chair acts unilaterally for the purpose of efficiency and only when there is no objection. This is true for most budget items, daily operations, adoption of department protocols, and future planning. For example, most individual budget decisions are made by the department chair. However, in the summer of 2012 all full-time faculty met to discuss priorities for the use of the department fee (see section 3.5.1) monies and their specific allocations.

All of the decisions discussed in the previous paragraph are made within the department. The dean is well informed about these decisions and requires written explanation of how the major decisions (e.g. department mission) are consistent with the college and university missions.

The chairperson/program director holds membership on the Council of Chairs of the College of Arts and Sciences. The council convenes monthly under the direction of the dean. A Group V representative is selected annually to serve on the Executive Council, which reviews issues concerning the college as a whole.

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

Since Valparaiso University's Department of Social Work was first accredited in 1975, the program has created and organized its course offerings according to CSWE's accreditation standards and policies. The university and college administrators have and continue to recognize the importance and necessity of designing the curriculum accordingly. Thus, the VUDSW is largely free to develop the required courses that lead to the social work degree. They are only required to submit curricular changes through the faculty-based committees for review – Curriculum Committee, Education Policy Committee, and Faculty Senate. Any tenured or tenure track faculty member in the Department of Social Work is eligible to serve on these committees.

The social work curriculum is embedded in the university's undergraduate liberal arts degree requirements for the Bachelor of Arts (BA). In fact, the general education requirements for the Bachelor of Social Work (BSW) and the general education requirements for the BA are identical. The decisions about the general education requirements and which courses meet those requirements are made by the General Education Committee and then reviewed by the Education Policy Committee and Faculty Senate (all faculty-based committees). Tenured and tenure track faculty members in the Department of Social Work are also eligible to serve on the General Education Committee.

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

The recruitment hiring process is described in substantial detail in the Provost's Position Guidelines (Appendix S). In summary, the chair of the department is responsible for requesting a new hire. The provost, in consultation with the dean, determines the desirability and necessity of the hire. If it is approved, the chair is responsible for drafting the position posting, again to be approved by the dean and provost. The posting must include Valparaiso University's diversity, non-discriminations, and Lutheran identity statements. The posting is automatically sent to the Chronicle of Higher Education and Academic Keys, the first to ensure a wide academic audience, and the latter to increase the audience of qualified people of color. The department is free to advertise elsewhere, but must use department funds for those additional advertisements.

The chair is the point person for the candidate search and organizes the search committee. S/he is responsible for selecting members for the committee that are favorable to increasing diversity. Additionally, s/he must recruit and select a diversity advocate whose role it is to enhance the diversity of the candidate pool and record such efforts.

Officially, the provost's office in consultation with the dean must approve the decision of the search committee for an offer to be made. However, unless there is a specific and substantial reason, they prefer to defer to the decision of the committee.

Retention, promotion, and tenure are all interrelated for tenure track faculty. The review process is described in detail in Appendix T (Tenure and Promotion Guidelines). The basic steps are as follows –

The tenure & promotion review process was recently clarified and streamlined. The primary goal in this revision process was to ensure that tenure-track faculty have frequent & predictable feedback on their progress. This includes biannual course evaluations (student feedback), four annual peer class visits, annual reviews involving all tenured faculty in the department as coordinated by the department chair, and a three year review by the dean. Clearly this feedback comes from multiple sources, most of which are located within the department.

Non-tenure track faculty are on an annual contract. Each year the faculty member completes a Faculty Activity Report (see Appendix U), describing their activities related to teaching, service, and professional development. The chair of the department also completes a Faculty Evaluation Report (see Appendix V). Retention of such faculty is officially in the hands of the provost. However, because of his/her proximity the decision to renew annual contracts is based largely on the recommendation of the chair.

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

AND

B3.4.4 (a): The program describes the BSW program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the

director has a master's degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

AND

B3.4.4 (b): The program provides documentation that the director has a full-time appointment to the social work program.

AND

B3.4.4 (c): The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

Matthew Ringenberg is the department chair/program director. He earned his MSW from the University of Kentucky and his PhD in Social Work from Washington University (St Louis). As mentioned in section B3.3.3, Dr. Ringenberg is a full-time professor. As discussed in section 3.3.2, he is annually given six credit hours release time out of 21 for his responsibilities as chair. This release time amounts to 28%. These administrative and teaching responsibilities are reported annually to the office of the Dean of the College of Arts and Sciences. There is no record of the appropriateness of these release hours being challenged. In fact, six hours is the standard across the college for department chairs.

The six credit hours of release time is sufficient to discharge the responsibilities as chair and still pursue scholarly, teaching, and service activities. Evidence of such responsibilities is described in greater detail in section 3.3.5. To summarize, during the past 2 – 3 years he has; founded an interdisciplinary research group, acquired funding for that group, launched a longitudinal study, written grants for regional social service agencies, served as evaluator for STEM-related educational initiatives, authored three scholarly articles, attended five professional conferences, and supervised the independent research of 26 BSW students. His course evaluations have been consistently strong, as evidenced by his average score of 4.6/5.0 on course evaluations.

3.4.5: The program identifies the field education director.

AND

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

AND

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

AND

B3.4.5(c): The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

Barbara Gaebel-Morgan is the department Director of Field. She earned her BSW from Valparaiso University and her MSW from George Williams College. She has over 20 years of professional experience as a therapist and supervisor. As mentioned in section B3.3.3, Professor Gaebel-Morgan is a full-time professor. As discussed in section 3.3.2, she is annually given 12 credit hours release time out of 21 for her responsibilities as chair. This release time amounts to 57%. These administrative and teaching responsibilities are reported annually to the office of the Dean of the College of Arts and Sciences. There is no record of the appropriateness of these release hours being challenged.

The twelve credit hours of release time is sufficient to discharge the responsibilities as Director of Field and still pursue teaching, and service activities. Scholarly activities are welcomed but not required for non-tenure-track faculty such as Professor Gaebel-Morgan. Evidence of teaching and service is described in greater detail in section 3.3.5. To summarize, Professor Gaebel-Morgan attended multiple workshops and conferences in the past two years. Additionally she keeps a substantial correspondence with the regional service community. She also participated in voter canvassing, planned and implemented supervisor orientations and the graduate school forum, and blended family workshop. She also brought an internationally recognized advocate for indigenous peoples to campus. Her average score was 3.9/5.0 on student classroom evaluations.

3.5.1: The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate

sufficient and stable financial supports that permit program planning and faculty development.

As mentioned earlier, the Social Work Department is housed within the College of Arts and Sciences. As such, the budget is allocated to the department through the college. The amount is decided upon by the Office of the Provost in consultation with the Dean of the College of Arts and Sciences. The dean has some discretion to allocate additional monies to the department (see table six). That was the procedure used to pay for reaccreditation costs. Furthermore, the chair has discretion to move monies between departmental accounts (e.g. “all other” into “office supplies”). For specific allocations see the budget later in this section (including table six).

In addition to the standard budget allocated by the Office of the Provost, the Social Work Department has developed a student fee budget. Social work students are required and/or expected to participate in a variety of out-of-classroom experiences. In the past money was gathered from students on an event-by-event basis. This process was confusing for students (and sometimes faculty) and time consuming for our Administrative Assistant. Now junior and senior majors pay \$300 per year and freshmen and sophomores \$75 (amounts are reviewed each year to determine if they are adequate). These fees are now collected through the university billing process.

The student fee budget is used to pay for all or some of the following events. Expenses include food, travel, and fees.

Beyond Boundaries – Challenge Course experience with seniors

Capital Trip – Seniors in SOCW 410 travel to Indianapolis to testify to a legislative committee and meet members of the executive, legislative, and judicial branches.

Group Work Training – Seniors in SOCW 455 observe a professional leading group work activities with clients.

LEAD – Students travel to Indianapolis to participate in Legislative Education and Advocacy Day

Undergraduate Research Conference – Students (primarily juniors) in SOCW 365 travel to Indianapolis to present their own original research.

Field Information Meeting – This is an instructional meeting for juniors with seniors assisting in the presentation.

Professional Development Day / Phi Alpha Ceremony – This combined event is led partially by the senior majors. A program is developed around a specific topic (e.g. aging, substance abuse). New members of the honor society are also recognized.

Supervisor Luncheon – This involves supervisors and students in internships and is designed to thank supervisors.

Graduation Luncheon – This is a celebratory event recognizing the accomplishments of seniors. Families of seniors are strongly encouraged to attend.

Other costs that have been included in specific years are department t-shirts, fees for local lunch and learns for students, NASW memberships for students, educational trips (e.g. Hull House), department signage, field manuals, and honoraria for Professional Development Day.

This year, 2012-2013, Task Stream software was purchased to facilitate the evolving department evaluation system.

With the implementation of the student fee budget, the Social Work Department has sufficient and stable resources to not only successfully teach the content of the core competencies and evaluate them, but also to provide multiple opportunities for experiential learning (e.g. observing group work and presenting original research). There are adequate support staff and technical resources to support program functioning (for more detail see section 3.5.5). Because of the extensive internship program and the amount of support required for our out-of-classroom activities, the VUSWD has one of the highest cost ratios in the college. However the administration understands the rationale for these expenses and supports their continuation.

The Social Work Department makes internal budgetary decisions in an informal but structured manner. As mentioned earlier, the chairperson has the ultimate discretion to allocate funds (within the parameters of the two budgets). However the process is more collaborative unless the expenses are routine and require no departmental discussion. Requests by faculty members or the Administrative Assistant are handled in one of two ways. If the request is to purchase something that is clearly consistent with the departmental mission and the dissemination of information related to the core competencies, then that departmental member simply discusses it with the

department chair and the only remaining concern is affordability. This was the method used to decide to purchase educational DVDs recently. If there are multiple competing requests or it is possible to systematize the decision-making process by preplanning during the summer, all full time faculty and in some cases the Administrative Assistant meet together to balance the sometimes competing interests of the mission/core competencies and affordability. This was the process used to decide upon the entire student fee budget this year, including the addition of Task Stream software to more efficiently measure progress on the OPBs.

In 2011 the Department of Social Work underwent an external program review. This was done as part of a university-wide effort to improve and/or verify quality. The Social Work Department was selected as one of the first wave of departments because of the upcoming CSWE reaccreditation process, a perceived openness to the process, and trust that we could complete the paperwork in a timely manner. The review was very positive. However two criticisms that were made both related to the number of faculty.

“There was recognition among current students and alums that the faculty and staff that run the program seem stretched very thin in managing the work load. While the students were very appreciative of all the feedback they receive from the program staff and how accessible the staff are to students, they also see this as a staffing issue and wondered whether additional staff might not be necessary.” (Appendix W: External Review)

“The current students identified one weakness within the program’s curriculum. Because of the size of the program and the number of staff within the program, the students felt that they were taught by the same instructors in many of their classes (i.e., not exposed to very many different

instructors), and that the special topics or electives that were open to them tended to be limited for the same reason. Given the comments I made above in B, it seems unlikely that the current instructional staff can be asked to do more to increase the number of variety of special topics or electives within the program. The students expressed strong interest in wanting more and varied electives so that they could pursue topical areas of interest for their professional development.” (Appendix W: External Review)

While the budget is adequate for current activities, a larger faculty would mean both greater course offerings and less vulnerability when one member goes on sabbatical.

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

As described in greater detail in sections 4.0.1 – 4.0.5, feedback is sought from multiple sources. Each spring the department chair compiles the year’s results into a report to the other full time faculty members and the Administrative Assistant. This report is the basis for discussion in the Annual Program Review meeting. This meeting is not only used to develop specific changes for the next year but also to solidify our growing awareness of what makes our program unique and how we can better streamline and improve our departmental evaluation process.

The three characteristics we have identified that distinguish our department for either other academic departments at Valparaiso University or other social work departments are as follows.

1. All our departmental efforts must be judged by the degree to which they further our students’ increased knowledge, skill, and values as expressed in the Core Competencies

and OPBs. If an assignment, activity, lecture, or classroom discussion is deemed to be outside of those parameters, however valuable, it will be dropped from the curriculum.

2. We are a community committed to self-improvement and encouraging improvement in others. This involves encouragement, confrontation, and critique, all with the intention of helping others and being open. Students are expected to give and receive feedback from each other and faculty.
3. We are committed to maximizing experiential learning opportunities for students.

With those guides in mind, a variety of resources have been, and continue to be, used to improve the program. Some of those resources are the elements of the physical infrastructure. These resources include those that are clearly associated with specific Core Competencies such as the video lab (core competencies 1, 10). Sharing Heidbrink Hall with only the Interlink Program allows us to cultivate our working relationship with them and build them into our curriculum (core competencies 4, 10). The student lounge makes building community easier. Other resources support the department's characteristics more generally. These include the classroom tech cart (which supports lectures and student presentations), and the computer and printer in the student lounge.

Software purchased by the department has further enhanced our ability to self-evaluate and promote ongoing improvement. In 2010 the department jointly (with the Education Department) purchased Survey Monkey access to facilitate online department evaluation (through supervisor evaluations of students). While that proved advantageous over the paper evaluations used previously, Survey Monkey was limited in its adaptability to the unique demands of our

department. In 2012-2013 Task Stream software and support were purchased. As described in greater detail in sections 4.0.1 – 4.0.5, this allows for a tailored system which effectively meets the needs of professors, students, supervisors, and whoever is analyzing the results. We are thus far pleased with the upgrades. However, repeatedly changing technology has somewhat slowed our transition from Program Objectives to Core Competencies.

Additional funds are occasionally available through funding mechanisms that offer competitive grants. The Valparaiso Alumni Association has provided funds for travel. Students in SOCW 365 (Research) who have applied for money from the Creative Work and Research Committee to support their projects have generally been successful. Dr. Ringenberg received a Wheatridge Grant (internal university research grant) for his interdisciplinary (EFSS) work studying the impact of family engagement in the educational process.

By far the most significant resource in recent years other than the faculty and students themselves, has been Jen Gregory, Director of Instructional and Learning Services. She is responsible for assisting departments in their curricular development. Her past experience in IT means that she has been able to support us in a multitude of functions. She has been instrumental in facilitating planning discussions for CSWE, implementing Task Stream, supporting individual faculty in incorporating new technologies in the classroom, planning the departmental evaluation methods, and serving as a sounding board for reviewing the entire curriculum. She is currently imbedded in SOCW 485, to assist Prof. Gaebel-Morgan in developing and implementing the new supervisor evaluation system (which also serves as part of the departmental evaluation).

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

Valparaiso University's Department of Social Work has sufficient staff, other personnel, and technological resources to support program functioning. The Administrative Assistant fulfills a wide variety of roles. She coordinates student aides, assists the chairperson, manages the budget (e.g. purchases, requisitions), coordinates with outside entities (within and beyond the university), communicates with students about upcoming responsibilities (e.g. admission process), files, maintains the appearance and organization of the Margareta S. Tangermann Lounge, and implements the general operation of the program. Currently there are five student aides who work from 4 – 8 hours weekly. They report directly to the Administrative Assistant but often take small tasks directly from faculty such as formatting documents and typing rubrics.

The student lounge is equipped with a desktop computer, printer, and Wi-Fi access. The primary classroom in Heidbrink Hall, to which Social Work always has the first option, is equipped with a mobile technology cart with DVD, VHS, document camera, desktop computer, and ceiling-mounted overhead projector. The room also has Wi-Fi access. A wide array of technological resources are located throughout campus such as other classrooms with technology carts and multiple computer labs.

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

Library Services Report for CSWE Commission on Accreditation, July 2012

Based on 2008 EPAS information, Accreditation Standard 3.5.4

Prepared and submitted by Donna Resetar, Trisha Mileham, July 2012

Facilities, Equipment, Hours

Facilities

The Christopher Center for Library and Information Services provides students with access to traditional library services and the modern technology associated with electronic information retrieval in one of the university's largest and most beautiful buildings. The centrally located facility is a four-story, 115,000-square-foot building designed by the architectural firm of Esherick, Homsey, Dodge and Davis, and was completed in 2004. The building is physically connected to a new facility that houses the College of Arts & Sciences. The Christopher Center houses library services, public IT services, the Academic Success Center tutoring services, and for faculty, the Teaching Resource Center and Instructional Design services. Faculty may also reserve either of the Christopher Center's two computer classrooms for ad hoc delivery of online learning materials or tests. For more information see <http://library.valpo.edu/fp/index.html> and <http://library.valpo.edu/policies/trainingroomsuse.html> .

Equipment and technology

The Library has 186 computers and 8 printers available for student use spread over the four floors. In addition, four computers and one printer are set aside for only faculty use. Another 59 computers and two printers are split between two library classrooms. Six scanners are available on the first floor, along with two listening and viewing stations. Equipment is available to convert audiocassette and LP recordings to digital.

Hours

During usual semester hours, the library is open 112.50 hours per week. During the Fall and Spring semesters, with the exception of holidays and vacation periods, daily hours are: Monday-Thursday 7:30 a.m. to 2:00 a.m.; Friday 7:30 a.m. to 9:00 p.m.; Saturday 9:00 a.m. to 6:00 p.m.; and Sunday 10:00 a.m. to 2:00 a.m. For specific hours during summer, holidays, or breaks, go to <http://library.valpo.edu/hours.html>. Hours were increased six years ago; to our knowledge, social work students haven't specifically asked for such.

Staffing

All librarians are full faculty members of Valparaiso University; participating in campus faculty administration and committees. All librarians are currently either tenured or in tenure-track positions. All librarians are expected to participate and are supported in ongoing professional development <http://library.valpo.edu/personnel.html>.

Christopher Center Library Services has established a subject liaison program to foster partnerships with academic departments and colleges throughout the university

<http://library.valpo.edu/liaison.html>. Through this program, librarians support students needing subject-specialized assistance through one-on-one research consultations or in classroom sessions. Students are urged to contact their subject librarian directly. We also work with subject faculty on library support for coursework and collection development. We support scholarship and research by providing assistance with authors' rights, data management plans, researching grant funding opportunities and making contributions to ValpoScholar.

Librarians are often available to teach classes on college-level research skills and using sources in the university's library. These instruction sessions are created from the visiting teacher's course curriculum. General visitors are welcome to schedule building tours that highlight the library's unique services and collections <http://libguides.valpo.edu/visitorsguide>.

When requested by faculty, librarians teach instruction sessions for online/distance students. All courses that have an online Blackboard presence also have an automatic link to the subject-appropriate library subject guide: <http://libguides.valpo.edu/>.

People who are not Valparaiso University students, faculty, or staff (including alumni) may apply for a Valparaiso library card <http://library.valpo.edu/circ/affiliated.html>. While in the library, visitors will be logged in as guests which enables them to access any unrestricted-user database or resource. There is no charge for that access

<http://library.valpo.edu/policies/guests.html>.

Valparaiso University is an active member of ALI (Academic Libraries of Indiana)

<http://library.valpo.edu/ali.html> as well as other partners and consortia

<http://library.valpo.edu/partners.html>.

The Christopher Center Library is a Cooperating Collection of the Foundation Center. As a member of this nationwide network of libraries, community foundations, and other nonprofit agencies, the Christopher Center provides visitors with free public access to grantmaker directories, books on fundraising and nonprofit management, and the Foundation Center's electronic databases, Foundation Directory Online Professional, Foundation Grants to Individuals Online, and Philanthropy In/Sight. These fully searchable databases include detailed profiles of all active U.S. foundations, an extensive file of recent grants awarded by the nation's top funders, and interactive mapping tools. We also provide open-to-the public twice-yearly workshops within the context of being a Cooperating Collection

<http://libguides.valpo.edu/content.php?pid=67531&sid=1882308>.

Services and Collection

Instruction/Information Literacy Sessions

All sessions were held in one of the library technology classrooms, offering hands-on, real-time support for students learning about the resources (see table seven). All sessions were taught by a library faculty member, either the social work library liaison or the government information librarian (for policy classes needing government resource information). All sessions were supported by an online guide, taught as the starting point, with recommended resources either

noted (in print) or linked (electronically); the most current versions for the various classes are found here <http://libguides.valpo.edu/content.php?pid=46472&sid=484596>.

As most library instruction sessions are within a context of a 50-minute, one-time session, assessment outcomes are not relevant.

Table 7. Library services to Social Work

Academic Year/Date	Course	Attendees
AY 2005		
3-Sep	Social Work 410	9
8-Oct	Social Work 151	26
21-Feb	Social Work 151	24
23-Feb	Social Work 240	8
AY 2006		
5-Sep	Social Work 410	11
12-Sep	Social Work 240	10
28-Sep	Social Work 151	17
25-Jan	Social Work 240	9
17-Feb	Social Work 151	15
AY 2007		
30-Aug	Social Work 240	8
8-Sep	Social Work 151	20
13-Sep	Social Work 410	14
29-Jan	Social Work 151	27
31-Jan	Social Work 240	6
AY 2008		
15-Sep	Social Work 151	20
17-Sep	Social Work 240	10
24-Sep	Social Work 410	10
24-Oct	Social Work 210	25
30-Jan	Social Work 240	20
1-Feb	Social Work 151	21
13-Feb	Social Work 340	7
AY 2009		
10-Sep	Social Work 240	12

19-Sep	Social Work 151	26
22-Sep	Social Work 410	7
23-Jan	Social Work 240	22
2-Feb	Social Work 151	15
11-Feb	Social Work 340	12
AY 2010		
7-Sep	Social Work 410	14
9-Sep	Social Work 240	15
18-Sep	Social Work 151	17
14-Oct	Social Work 210	34
22-Jan	Social Work 240	19
29-Jan	Social Work 151	16
21-Apr	Social Work 220	28
AY 2011		
3-Sep	Social Work 240	15
10-Sep	Social Work 410	14
17-Sep	Social Work 151	20
15-Oct	Social Work 210	32
14-Jan	Social Work 240	15
31-Jan	Social Work 151	22
AY 2012		
2-Sep	Social Work 240	15
9-Sep	Social Work 410	17
16-Sep	Social Work 151	20
25-Jan	Social Work 391	19
27-Jan	Social Work 240	15
6-Feb	Social Work 151	11

Reference: Coverage and Related Services

The Reference Desk is staffed by librarians, research services staff, and research services student assistants. During regular semester hours, reference/research support is available daily from the time of opening until close on Fridays and Saturdays, until midnight on Sundays through Thursdays. Students are encouraged to make research consultation appointments with librarians for in-depth research needs. Reference help is available in a variety of formats via our Ask Us!

service: phone, e-mail, chat, text, or in-person desk inquiries and research consultations

<http://library.valpo.edu/ref/question.html>.

Students are also supported with subject guides for every major and program offered at

Valparaiso University: <http://libguides.valpo.edu/>. Social Work's guide:

<http://libguides.valpo.edu/socialwork>. Guides for classes brought in for information literacy

instruction <http://libguides.valpo.edu/content.php?pid=46472&sid=484596>.

Circulation Policies and Procedures

Student Lending Policy <http://library.valpo.edu/circ/student.html>.

Faculty Lending Policy <http://library.valpo.edu/circ/faculty.html>.

Media Equipment Loan Lending Program & Policy <http://library.valpo.edu/equip/index.html>.

Course reserves held at the library <http://galileo.valpo.edu/search/r>.

Budget and Acquisitions

Faculty may request purchases through their assigned library liaison. Orders for monographs and media are submitted every week day using an automated service. Requests for new journal subscriptions are considered annually. Once received, purchases are cataloged and processed in seven days or less. A list of newly added titles is posted to the Library Facebook page monthly.

The figures in table eight represent the Library budget for social work materials for the last, current and forthcoming years.

Table 8. Library Purchases

Year	Monographs	Journals*
2010/11	\$ 2,000	\$ 4,544
2011/12	\$ 1,250	\$ 4,392
2012/13 <i>est</i>	\$ 1,250	\$ 4,400

*excludes resources found in databases and e-journal packages

Holdings

Materials relevant to the field of social work are classed in the following Library of Congress classification areas: HM (which includes social institutions and community); HN (social history and conditions, social problems, and social reform); HQ (which includes family, marriage, youth, sex roles, and life skills); HT (which includes social classes, urban and rural life, and race relations); and HV (which includes criminology, social and public welfare, and drugs.)

Holdings and use data for items in these call number ranges are listed in table nine.

Table 9. Library Holdings

Item type	Record Count	Checkouts 1994-2012	Renewals 1994-2012	Checkouts AY 11/12
Print monographs-Circulating	11017	41900	7666	938
Print monographs-Library use only	525	15	2	1
Print periodical volumes	2247	340	10	10
Microform sets (not periodicals)	16	0	0	0
CD-ROMs	5	5	1	0
DVDs & VHS	142	926	198	59
CDs	1	0	0	0
Audio cassette tapes	1	0	0	0
Kits	7	0	0	0
Totals:	13961	43186	7877	1008

The library provides full-text access to 371 social

sciences journals through various databases, journals collections and individual subscriptions.

Breakdown by topics of interest to social work topics is below, followed by the number of journal titles in each category. Note that some titles fall into more than one category.

- Child & Youth Development (117)
- Criminology, Penology & Juvenile Delinquency (231)
- Disabilities (70)
- Family Violence (4)
- Gerontology (57)
- Social Welfare & Social Work - General (219)
- Substance Abuse (71)

Library faculty and staff engage in ongoing, continual collection assessment. The entire collection was reviewed and weeded prior to 2004. Selected areas of the collection have been reviewed and weeded since. The reference collection was reviewed and weeded in the last two years; individual journal subscriptions and the VHS collection are currently under review. Circulating print monographs that support social work should be reviewed and weeded soon, given the low percentage of use noted above.

Online catalog

The Valparaiso University library catalog <http://galileo.valpo.edu/> includes records for books, print journals, sound recordings, DVDs and videos owned by the Christopher Center and the School of Law Libraries. The catalog provides access to materials by keyword, title, author, subject, call number and standard number.

The Library also maintains an A-Z list with holdings

<http://bs6vx4ge6d.search.serialssolutions.com/> of all the journals that can be access either full-text online or in print.

Institutional repository

Among the most recent in our suite of Library services is ValpoScholar, our new institutional repository. The purpose of ValpoScholar is to bring together all the university's research under one umbrella, with an aim to preserve and provide access to that research. For example, abstracts describing student research that was presented at our most recent “Celebration of Undergraduate Scholarship” are available through ValpoScholar <http://scholar.valpo.edu/cus/>. Faculty scholarship will be recorded here as well http://scholar.valpo.edu/sw_gallery.html . For additional information see <http://scholar.valpo.edu/>.

Interlibrary loan

Interlibrary Loan is offered to currently enrolled students, faculty (both current and retired), and staff of Valparaiso University. Costs for ILL loans are subsidized by the library and not passed on to the requester unless the patron loses the book, defaces it, or turns it in late, resulting in overdue charges. Average turnaround time in 2011 for articles and photocopies was 3.35 days; for books, 7.22 days. Much of the request and delivery process is automated using ILLiad. Articles are delivered to the desktop in PDF using ILLiad. For more information see <http://valpo.illiad.oclc.org/illiad/FAQ.html> .

Microform content delivery

Microform Content Delivery is a service whereby students, faculty, and staff served by Christopher Center Library Services can receive electronic delivery of campus-owned articles and documents found in the CCLIR microforms collection. For more information see <http://library.valpo.edu/ill/docdelivery2.html> .

Document delivery for distance students

Document delivery is a service whereby **distance** students, faculty, and staff served by Christopher Center Library Services can receive electronic delivery of campus-owned journal articles and other materials in the Library collection. Valparaiso University Christopher Center Library Services will deliver via U.S. Mail books, CDs, and DVDs we own for off-campus students and faculty who meet one of these criteria:

- For (non-law) students who live 30 or more miles from Valparaiso and do not come to campus to attend class
- For (non-law) faculty who are on sabbatical and living at least 30 or more miles from Valparaiso

The library pays the cost of outgoing shipping; the borrower is responsible for paying return postage.

Valparaiso University Christopher Center Library Services provides free-of-charge article photocopying services for items we own for off-campus students and faculty who meet one of these criteria:

- For (non-law) students who live 30 or more miles from Valparaiso and do not come to campus to attend class
- For (non-law) faculty who are on sabbatical and living at least 30 or more miles from Valparaiso
- For (non-law) faculty who are teaching abroad at one of Valparaiso University's International Study programs

For more information see <http://library.valpo.edu/ill/docdelivery.html>

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

As mentioned earlier, the Department of Social Work is located in Heidbrink Hall. We share this building with the Interlink Program. The Interlink Program teaches international students, most of whom intend to enroll in American universities. Their curriculum is centered on English skills and American cultural norms. The sharing of Heidbrink Hall has been fortuitous to both programs. SOCW 240 students are paired with learning partners from the Interlink program for cultural exchanges and the opportunity and challenge of cross cultural discussion. Thus, the sharing of the building provides a rich cultural resource for our students.

Classrooms 119 and 123 in Heidbrink are allocated to Social Work specifically. This means that when courses are being scheduled for a semester, we have top priority if we wish to use these rooms. As mentioned in 3.5.3, Heidbrink 123 is equipped with a mobile technology cart with

DVD, VHS, document camera, desktop computer, and ceiling-mounted overhead projector. Both rooms also have Wi-Fi access.

Several other rooms in Heidbrink Hall serve both functional and social purposes. Room 102 C serves both as a video interviewing lab, primarily for SOCW 240, and the small group meeting room. The student lounge has a computer, printer, and WiFi access, all provided for student convenience. The faculty lounge, shared with Interlink faculty, provides food storage and preparation space as well as an informal meeting location.

The result of these various resources allows the department to both carry out its explicit mission and goals and create a community-enhancing space for us to pursue our implicit curriculum, particularly community-building.

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

Valparaiso University is committed to providing a diverse and inclusive learning environment that welcomes persons with disabilities and views them as unique and essential members of campus. The campus Academic Success Center provides a referral service to help connect students with appropriate resources on campus to support their academic achievement. The campus Writing Center provides face-to-face conferences, online exchange, and peer tutoring and referral services.

Under the American with Disabilities Act, students with disabilities must have equal access to an education and university life. The VUDSW accesses assistive technology through Valparaiso University's Disability Support Services (DSS). DSS provides accommodations, support services, and special programs that are individualized to work toward student success with a documented disability. Program policies and procedures are designed to provide students with as much independence as possible, preserve confidentiality, promote student responsibility and empowerment, and support students and faculty with finding individualized solutions to educational obstacles.

Accommodations are provided as needed on an individual basis. A student's type and degree of impairment will determine the type of accommodations needed. Currently, Valparaiso University has several computers in the Christopher Center for Library & Information Resources which utilize a screen reader called Window Eyes and a scanner program called Open Book Ruby, which can be helpful to those with visual impairments or with reading disabilities. Additionally, Dragon Naturally Speaking is available. Individual computer program settings offered through Microsoft can assist persons with visual or hearing challenges as well. Other examples of reasonable accommodations facilitated with the Disability Support Services office include: disability related counseling and advising, liaison with campus and community resources (Vocational Rehabilitation), assistive computer hardware and software through text book companies, books on tape from Learning Ally (formerly RFB&D), extended time for completion of tests/quizzes, alternate location or distraction-reduced environment for test completion, note-taking support, extra time to complete assignments, peer readers, peer scribes, transportation, and priority registration.

A thorough list of legal issues, disabilities and accommodations, and policies and procedures at Valparaiso University are shown in Appendix X (excerpt from the Disability and Support Services Handbook, page 5 – 16)

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

As stated in B 2.0.2. the VUDSW has 10 Core Competencies and 54 OPBs. Broadly, the OPBs are measured in two ways. The first is through the senior learning plan for field. The second is through signature assignments chosen from throughout the curriculum. (see Appendix Y: Signature Assignments Table) Data management of the OPBs is conducted through Task Stream, software designed for measuring academic outcomes and specifically tailored to our program.

Each senior social work major is required to develop a learning plan for field. The learning plan, and subsequent performance, serves a dual purpose with regard to evaluation. The learning plan is graded each semester by the supervisor and that grade comprises a large portion of the semester grade for SOCW 485 and SOCW 486. The scores for each OPB also serve as one of the two mechanisms of OPB-based program evaluation.

The learning plan involves identifying specific activities the student will do at the internship that correspond to each of the 54 OPBs. The selection of these activities is primarily the responsibility of the students. However students are required to coordinate the development of this plan with both the Director of Field and their supervisors. The Task Stream software is already programmed with the OPBs. Students simply click on the specific OPB and type in the agreed upon activity. When the student feels that the OPB has been completed, is at a natural ending point, or the semester is near an end, s/he adds a brief description of how and when the OPB was accomplished. At this juncture the supervisor will automatically receive notification through email that s/he may evaluate said learning product or experience and assign a score. This has the added advantages of the supervisor being able to score work closer to the time it was performed and not having as long an evaluation to do at the end of the semester.

Which core competencies are measured when is clearly delineated. During the fall semester (SOCW 485), students identify activities for all OPBs for Core Competencies one, four, six, seven, and nine. Midyear evaluations by supervisors are based on their assessment of how well each of these OPBs was accomplished. Similarly, during the spring semester (SOCW486), core competencies two, three, five, eight, and ten are measured through the student-identified activities that reflect each OPB.

Supervisors are instructed to assess the quality of work the student did as expressed in the identified activity, not their assessment of how competent the student is in the OPB generally. Students are scored separately for each specific OPB. The following scale is used –

Table 10. Scaling for assessment of OPBs

7	Substantially exceeds the level of skill, knowledge, or competence that is reasonable to expect for this standard.
6	Moderately exceeds the level of skill, knowledge, or competence that is reasonable to expect for this standard.
5	Meets the level of skill, knowledge, or competence that is reasonable to expect for this standard.
4	Nearly meets the level of skill, knowledge, or competence that is reasonable to expect for this standard.
3	Somewhat lacks the level of skill, knowledge, or competence that is reasonable to expect for this standard.
2	Moderately lacks the level of skill, knowledge, or competence that is reasonable to expect for this standard.
1	Substantially lacks the level of skill, knowledge, or competence that is reasonable to expect for this standard.
0	Does not demonstrate any of the level of skill, knowledge, or competence that is reasonable to expect for this standard.

Students earn all points possible (for class) for any OPB in which their score is a five or higher.

This method was adopted to avoid placing supervisors in the awkward position of feeling pressure to give a seven (to earn full points) when the student earned a five (did what was reasonably expected). A score of five is used universally as the benchmark for student preparedness. Supervisors are encouraged in training not to assign sixes or sevens for anything except exceptional work. The use of these scores in measuring program competencies is explained in greater detail later in this section.

The signature assignments are assignments from various courses that, when combined, cover all 54 OPBs. Assignments were selected based on the following preferences;

1. Assignments should be distributed throughout the curriculum rather than relying too heavily on any one course.
2. Assignments in courses typically taken later in sequence are preferred to earlier courses.
3. Assignments ideally cover multiple OPBs.

All signature assignments and the OPBs they reflect are shown in Appendix Y (Signature Assignments Table). The same scale is used for scoring the OPBs in the signature assignments as is used for the field evaluations (see table ten). Each individual professor is responsible to create a grading rubric that informs the students beforehand how they will be assessed for a grade in the course and for the departmental evaluation. Some grading rubrics assess points for the course assignment separately from the departmental evaluation. For example, the process recording in SOCW 485 for core competency one evaluates the writing skills and appropriateness of intervention for the grade for the course. However, for the departmental evaluation the students' ability to demonstrate OPBs 1b, 1c, 1e, 1f, and 1g is evaluated. They are two distinct processes in the same assignment.

In contrast, the senior policy paper rubric measures components of the assignment and the departmental evaluation simultaneously. OPB 2c is evaluated through an "Application of Code of Ethics" category. The same category is also used to comprise the grade on the paper. A check mark (✓) system is used. For example, a $\checkmark + / \checkmark = 6$ on the departmental evaluation scale. The final grade on the assignment is based on the total $\checkmark +, \checkmark, \checkmark -$ average with a \checkmark average equal to 90% in a numeric form.

Whatever system the professor uses, s/he is responsible to transfer all scores to a departmental evaluation OPB Score Sheet (Appendix Z). These sheets are turned in to the main office where they are filed for data entry by the student aides into Task Stream.

Benchmarks are set in the following manner. The benchmark for each Competency is set at 80%. This means that each OPB from both the signature assignments and the learning plans that is associated with a given Competency is combined into one score. A passing score is a “5” or more on the aforementioned rubric. The percentage of scores at or above “5” must be at or above 80% in order for the department to declare success. This data will be used to assess whether most of the students are reaching the competency necessary to perform satisfactorily for a beginning level professional. OPBs in which the percentage is lower than 80% will require department-wide attention during the annual Program Review. This means that we will require of ourselves a specific agreed-upon strategy to increase that percentage.

Specific OPBs that are measured later in students’ academic careers will be viewed with greater expectations. Thus, while all Competencies will be expected to reach the 80% benchmark, an individual OPB that is measured later will informally be expected to be even higher because students are nearer to being eligible to become beginning level professionals.

4.0.2: The program provides evidence of ongoing data collection and analysis and discusses how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

AND

4.0.3: The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

As mentioned in sections 1.0.1 and 1.0.2, the VUDSW has, for several years, been transitioning from the program objectives to the core competencies. Simultaneous to these changes, we have become clearer about our departmental identity and intentionally built the program according to our strengths. These strengths include an open and supportive community of learning, high expectations and results, multiple opportunities for applying classroom learning to experiential learning opportunities, and integration of the Core Competencies into the educational process.

We have, and continue to, collect data about the department from multiple formal and informal sources that are used for departmental evaluation and subsequently for departmental change. The first two formal sources are each competency-oriented (field evaluations, signature assignments). The methods of data collection are explained in greater detail in section 4.0.1. The next formal source is the senior-led research that is presented at the Town Hall Meeting. The final formal source is the senior portfolio presentations. A comprehensive list of informal sources is not possible to recreate, but it does include suggestions from students during class, advising, or trips as well as requests from faculty and responses from students for feedback during admission interviews.

The Town Hall Meeting is held each spring, near the end of the semester. Senior majors in SOCW 486 coordinate the event. The planning process is guided by a conceptual planning model under the direction of the instructor. The senior students leading this process are responsible for developing a survey that explores student satisfaction and suggestions in one specific area related to the VUDSW. Recent examples include field, awareness of the department and social work as a major, and non-social work courses required for social work majors. The survey is typically

administered to all students either listed on the Social Work Community Blackboard site or taking classes in social work during the spring. However when the nature of the survey dictates, people outside the department may be included (e.g. awareness of the department survey).

Town Hall as an event serves multiple purposes. These include community-building (particularly with newer students), electing officers for SSWO the next year, and most salient to this section, presenting the results of the survey. In addition to the power point presentations seniors typically choose to lead a follow-up brainstorming session.

Below are examples of changes made to the curriculum based on the assessment data in recent years. Because we have only recently made the switch from program objectives to core competencies, some examples reflect changes based on our program objective-based evaluation.

Problem: Students demonstrated an inadequate knowledge of social work history (program objective 5).

Solution(s): Specific course objectives in SOCW 210 were created to clarify that content's importance. Lectures were reorganized to highlight that material further. Outside of class activities were initiated to make social work history a more natural part of the environment in Heidbrink Hall

Problem: Biotechnology is a required course that is not benefitting our students.

Solution: Biotechnology was dropped as a required course for Social Work majors.

Town Hall feedback for several years included comments about Biotechnology as being unhelpful for career development, uninteresting, and a source of scheduling conflicts, particularly with regard to internship. When the seniors specifically studied non-social work courses required by the VUDSW, it was overwhelmingly the most criticized. The original rationale for its inclusion as a required course was unclear to the current faculty. We therefore inquired with Anna Holster, our CSWE liaison, explained the situation, and asked if a biology course requirement was necessary. She said it was not and that many programs do not have a specified biology course requirement.

Problem: Students were being asked in internships and other professional situations to write grants (or portions thereof) and felt inadequately prepared.

Solution: Grant Writing for Social Services was offered as an elective in the spring of 2012.

This feedback also came from Town Hall meetings. Professor Ringenberg, who has authored or co-authored several grant applications taught the class. The focus was on specific skills and strategies for success. Each student wrote actual grants for a major assignment in class. Some were funded.

Problem: Seniors were frustrated by the number of new theoretical perspectives they were required to both learn and then incorporate into their field placements and felt unprepared to do so in a limited amount of time. The competency-oriented field evaluation confirmed this as an area of comparative weakness.

Solution: The theoretical content in SOCW 220 (HBSE) was altered to better correspond to the theoretical content students were being asked to draw upon in SOCW 455, 456, 485, 486.

Professors Crumpacker Niedner and Gaebel-Morgan spent time educating Professor Ringenberg about what were, in their opinions, essential theoretical pieces to add (e.g. Family Development Theory). Professor Ringenberg developed a lecture specifically presenting that and also required students to use it in case studies.

There are two additional advantages of integrating the students so centrally in our departmental self-assessment. First, they can see clearly their own efficacy through the changes that result. Along with their greater influence, they also take greater responsibility for the quality of their own education. These are two of the clearest results of our implicit curriculum.

Up until this year the Annual Program Review preparation was done by Matthew Ringenberg (chair). However only the problems and solutions that resulted have been placed in a formal report. Beginning with the 2012-2013 program assessment the specified results will be included in their totality.

4.0.4: The program describes how it makes its constituencies aware of its assessment outcomes.

Three key constituencies need to be aware of the department's action taken in response to ongoing assessment data; students, supervisors, and the advisory board. Students are informed in a variety of ways. Some of these are less formal and are simply a part of the overall environment of mutual accountability and openness. These include; examples given during admission interviews to demonstrate the mutual give and take within the department, reminders of salient changes during advising; and unplanned discussions that come up in class as a result of our invitations to provide feedback.

Formal dissemination occurs in two manners. The first is through the Social Work Community site on Blackboard. Actions taken in response to assessment data are posted during the summer after the Annual Program Review. An email is then sent to all students informing them of its location. The second dissemination event is Town Hall. So as to avoid disrupting the event, these results are not presented orally, but instead through a printed list. In both cases the format for presenting the actions is to list an identified problem or shortcoming and the resulting action taken (Appendix AA: Annual Program Review). The list is cumulative, including decisions from the past to give context.

Informal dissemination is achieved with supervisors through their communication with students and the director of field. Formal dissemination is presented during the annual supervisors training led by the director of field during the fall (for senior supervisors) and spring (for junior

supervisors). The format of problems/shortcomings and resulting actions in printed form is also used here. Advisory board members are updated with similar handouts and a follow up discussion that comprises a portion of our annual luncheon with them.

Furthermore, data used to assess the department's performance on the Competencies, along with department reviews (results of the Annual Program Review) is now available to any interested parties through our departmental website (<http://www.valpo.edu/socialwork/>). As discussed in section 4.0.5, the Competency data is thus far incomplete but will be updated at the conclusion of the 2012-2013 school year.

4.0.5: The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.

Please see Appendices AB - AC (2010-2011 Department Review, 2011-2012 Department Review) for a full report. These include the final full report using the POSA data (2010-2011), and the transitional Core Competency based report (2011-2012). We regret that we do not yet have a complete year's report on the core competencies that include the signature assignments. However, since the new Task Stream software is incorporated fully into the curriculum the data collection and analysis requires much less time from the department chair. Thus this report will be forthcoming in June 2013. We communicated with our Accreditation Specialist, Anna Holster about our delay in supplying a full report. She said that the accreditation process should still

proceed but that ours would remain incomplete until the report for 2012-2013 was complete and approved.