Central Connecticut State University

Start with a Dream. Finish with a Future.

Baccalaureate Social Work Program

Self Study Document

Introduction

The Social Work Program at Central Connecticut State University was first accredited by the Council on Social Work Education in June 1994. In May 2004, the Social Work Program became the Department of Social Work and moved to the School of Education and Professional Studies. The years since the initial accreditation have been productive years. The faculty, in keeping with the philosophy of CSWE, have engaged in an on-going process of self appraisal, improvement and renewal. The present study details these efforts, and other changes implemented to continue compliance with the current Council on Social Work Education Accreditation Standards.

The Social Work Department at Central Connecticut State University offers this Self Study Report to the Commission on Accreditation for review and action. We are guided in this self-study process by the Handbook of Accreditation Standards and Procedures effective 2003.

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This form is intended for use by the program, the site team visitors, and the commissioner. The social work program uses it to guide and facilitate the self-study process. Site team members are to use the form to aid in reviewing the program's self-study, directing the interviewing during the site visit, and preparing sections of the final report. The chair should complete this form in full and submit it to the Council. The commissioner uses the form to review the program relative to its compliance with EPAS and to make a recommendation to the Commission regarding the program's accreditation status.

Name and Full Address of Program (Program provides information below)	Date	Name and Title of Persons Completing Form
Department of Social Work Vance Academic Center		Program Chief Administrator: Patricia Hensley
Central Connecticut State University 1615 Stanley Street New Britain, CT 06050-4010		Site Team Chair:
		Commissioner:

Brief Recommendation of Commissioner (details on last page)

The program completes the information requested on the rest of this page and the next two pages.

Review Category		Associated Program(s)			
Baccalaureate	x	Baccalaureate	YES	NO	
Master's		Master's	YES	NO	
		Doctoral	YES	NO	

Brief Description of Program Administrative Structure
The Department Chair is responsible for faculty hiring, course offerings, and administration of the program on all levels. The Chair reports directly to the Dean of the School of Education and Professional Studies. The Social Work Department has a separate budget totally controlled by the Chair of the department.

Brief Program Background

Brief Program Background			
The program was first accredited in 1994 and reaccredited in 1998. In May of 2004 the program became a department and moved to the School of Education and Professional Studies			

Baccalaureate (AS 4)				Master's (AS 4)			
Full-Time Faculty				Full-Time Faculty			
Full-Time Faculty to Full-Time Student Ratio	1	to	22.3	Full-Time Faculty to Full-Time Student Ratio		to	
FTE Faculty to FTE Student Ratio		to		FTE Faculty to FTE Student Ratio		to	
Full-Time Doctoral Faculty (if any)							

If the ethnicity categories below differ from those used by your institution, make appropriate changes.

Baccalaureate Program										
Ethnicity (AS 6)	Students					Faculty				
	Female		Male			Female		Male		
	Full-Time	Part-Time	Full-Time	Part-Time	Total	Full-Time	Part-Time	Full-Time	Part-Time	Total
African American/Other Black (non-Hispanic)	12		1				2			
American Indian/Native American										
Asian American	1									
Pacific Islander	2									
Mexican American										
Puerto Rican	3	2				1	2			
Other Latino/Hispanic	2									
White (non-Hispanic/ Caucasian)	30	5	6	1		2	1			
Other Groups (please specify)	2									
Total	52	7	7	1		3	5			

Baccalaureate Program		
Information Available	**Volume and Page #**	**Comments**
Student Organization (AS 5.5)	p. 121	
Student Handbook (AS 5)	Appendix 2	
Grievance Dissemination (AS 5.7)	p. 123	
Credit Life Experience (AS 5.2)	p. 117	
Field Practicum Restriction (AS 2.1)	p. 87	
Field Manual (AS 2.1)	Appendix 2	
Advisory Committee (AS 7.0)	p. 133	
2 Full-Time MSW Faculty With 2 Years Practice Experience (AS B4.2.1)	p. 113	
25% Release Director (AS 3.0.4)	p. 103	
25% Release Field Coordinator (AS 3.0.4)	p. 104	
Clerical Support (AS 3.1.1)	p. 105	

If the ethnicity categories below differ from those used by your institution, make appropriate changes.

Master's Program										
	Students					**Faculty**				
Ethnicity (AS 6)	**Female**		**Male**			**Female**		**Male**		
	Full-Time	Part-Time	Full-Time	Part-Time	Total	Full-Time	Part-Time	Full-Time	Part-Time	Total
African American/Other Black (non-Hispanic)										
American Indian/Native American										
Asian American										
Pacific Islander										
Mexican American										
Puerto Rican										
Other Latino/Hispanic										
White (non-Hispanic/ Caucasian)										
Other Groups (please specify)										

Master's Program										
	Students					Faculty				
Ethnicity (AS 6)	Female		Male			Female		Male		
	Full-Time	Part-Time	Full-Time	Part-Time	Total	Full-Time	Part-Time	Full-Time	Part-Time	Total
Total										

Master's Program		
Information Available	Volume and Page #	Comments
Student Organization (AS 5.5)		
Student Handbook (AS 5)		
Grievance Dissemination (AS 5.7)		
Credit Life Experience (AS 5.2)		
Field Practicum Restriction (AS 2.1)		
Field Manual (AS 2.1)		
6 Full-time MSW Faculty with 2 Years Practice Experience (AS M4.2.1)		
50% Release Director (AS 3.0.4)		
50% Release Field Coordinator (AS 3.0.6)		
Clerical Support (AS 3.1.1)		

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* For integrated curriculum, cite primary location—multiple page listing not necessary.
** Cite reference source of comment.

Standard & Description		Program Location* Page #/Vol. Self-Study Documents	Site Team Findings			Comments**	Commission Evaluation		
			Concern	Adequate	Strength		Com-pliance	Concern	Non-compliance
AS 1	**PROGRAM MISSION; GOALS, AND OBJECTIVES**								
AS 1.0	Mission statement (EP 1.1)	p. 1							
AS 1.1	Program goals derived from mission (EP 1.1).	p. 4							
AS 1.2	Program objectives derived from goals (EP 3)	p. 5							
AS 1.3	Constituencies aware of mission, goals & objectives	p. 12							
AS 2	**CURRICULUM**								
AS 2.0	Curriculum is consistent with program goals & objectives and reflects a coherent and integrated whole	p. 21-29							
	Curriculum is grounded in liberal arts and contains a coherent professional foundation	p. 14							
AS 2	**Baccalaureate Foundation Curriculum Content**								
AS B2.0.1	Defines its conception of generalist social work practice	p. 20							

Standard & Description		Program Location* Page #/Vol. Self-Study Documents	Site Team Findings			Comments**	Commission Evaluation		
			Concern	Adequate	Strength		Com- pliance	Concern	Non- compliance
	Describes coverage of the professional foundation curriculum as identified in EP 4 (4.0–4.7)	p. 29							
	Demonstrates how generalist social work practice is implemented in all components of the professional curriculum	p. 29-94							
AS 2	**Master's Foundation Curriculum Content**								
AS M2.0.1	Defines coverage of professional foundation EP 4 (4.0–4.7)								
	Describes coverage of advanced curriculum (EP 5) and how it builds on professional foundation								
	Concentration curriculum includes objectives, conceptual framework, design & content, field education								
	Program specifies depth, breadth & specificity of advanced curriculum in relation to professional practice								

Standard & Description		Program Location*	Site Team Findings				Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength	Comments**	Com-pliance	Concern	Non-compliance
EP 4.0	**Social Work Values & Ethics**								
	Values and principles of ethical decision making integrated	p. 29				.			
	Students' awareness of personal values	p. 31							
	Develop, demonstrate, and promote values of profession	p. 32							
	Analyze ethical dilemmas and the ways in which they affect practice, services, & clients	p. 34							
EP 4.1	**Diversity**								
	Understanding, affirmation, & respect for people from diverse backgrounds integrated. Culture & personal identity emphasized	p. 36							
	Content ensures that social services meet. needs of groups served and are culturally relevant	p. 38							
	Recognition of diversity within and between groups influencing practice	p. 40							

Standard & Description		Program Location* Page #/Vol. Self-Study Documents	Site Team Findings			Comments**	Commission Evaluation		
			Concern	Adequate	Strength		Com-pliance	Concern	Non-compliance
	Students learn to define, design, & implement practice strategies with persons from diverse backgrounds	p. 42							
EP 4.2	**Populations-at-Risk and Social and Economic Justice**								
	Population-at-risk integrated	p. 44							
	Content on: factors that contribute to & constitute being at risk	p. 46							
	Content on: how group membership includes access to resources	p. 48							
	Dynamics of risk factors & strategies to redress them	p. 50							
	Social and economic justice integrated	p. 52							
	Content on: understanding of distributive justice, human and civil rights & global interconnections of oppression	p. 54							
	Strategies to combat discrimination, oppression & economic deprivation	p. 56							

Standard & Description		Program Location*	Site Team Findings				Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength	Comments**	Compliance	Concern	Non-compliance
	Preparation for advocacy for nondiscriminatory social and economic systems	p. 58	.						
EP 4.3	**Human Behavior and the Social Environment**								
	Content on: reciprocal relationships between human behavior and social environments	p. 60							
	Empirical theories & knowledge about the interaction between and among systems	p. 61							
	Theories & knowledge of biological, sociological, cultural, psychological, & spiritual development across the life span	p. 62				.			
	Theories & knowledge of range of social systems	p. 62							
	Ways social systems promote or deter maintaining or achieving health & well-being	p. 63							
EP 4.4	**Social Welfare Policy and Services**								
	Content on: History of social work & history & current structures of social welfare services	p. 64							

Standard & Description	Program Location*	Site Team Findings				Commission Evaluation		
	Page #/Vol. Self-Study Documents	Concern	Adequate	Strength	Comments**	Com-pliance	Concern	Non-compliance
Role of policy in service delivery & practice and attainment of individual & social well-being	p. 65							
Knowledge & skills to understand major policies	p. 66							
Knowledge & skills to: analyze organizational, local, state, national, & international issues in social welfare policy & social service delivery	p. 66							
Understand & demonstrate policy practice skills in regard to economic, political, and organizational systems	p. 67							
Use policy practice skills to influence, formulate, & advocate for policy consistent with social work values	p. 68							
Identify financial, organizational, administrative, & planning processes to deliver social services	p. 68							

Standard & Description		Program Location*	Site Team Findings				Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength	Comments**	Com-pliance	Concern	Non-compliance
EP 4.5	Social Work Practice								
	Social work practice anchored in purposes of social work profession (EP 1.0)	p. 69							
	Content on: strengths, capacities, & resources of client systems	p. 70							
	Knowledge & skills to work with individuals, families, groups, organizations, & communities	p. 72							
	Developing appropriate client–worker relationship	p. 73							
	Collecting and assessing information	p. 74							
	Identifying issues, problems, needs, resources, & assets	p. 75							
	Using communication skills, supervision, & consultation	p. 76							
	Identifying, analyzing, & implementing empirically based interventions	p. 77							
	Applying empirical knowledge & technological advances	p. 77							

	Standard & Description	Program Location* Page #/Vol. Self-Study Documents	Site Team Findings			Comments**	Commission Evaluation		
			Concern	Adequate	Strength		Com-pliance	Concern	Non-compliance
	Evaluating program outcomes and practice effectiveness	p. 78							
	Developing, analyzing, advocating, & providing leadership for policies & services	p. 79							
	Promoting social & economic justice	p. 80							
EP 4.6	Research								
	Content on: qualitative and quantitative methodologies to build knowledge for practice	p. 82							
	Preparation to develop, use, & communicate empirically based knowledge, including. evidence-based interventions	p. 82							
	Research knowledge to provide high-quality services; to initiate change; to improve practice, policy, & social service delivery; to evaluate own practice	p. 83							

Standard & Description		Program Location*	Site Team Findings				Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength	Comments**	Com-pliance	Concern	Non-compliance
EP 4.7	**Field Education**								
	Field education consistent with mission, goals, & objectives of program	p. 85							
	Field sites reinforce identification with purposes, values, and ethics of profession	p.85							
	Fosters integration of empirical and practice-based knowledge	p.85							
	Promotes development of professional competence	p. 85-86							
	Field site evaluated on basis of consistency with program objectives	p. 86							
EP 5	**Advanced Curriculum Content**								
EP 5	Foundation content areas (EP 4, 4.0–4.7) are addressed in greater depth, breadth, and specificity and support the program's conception of advanced practice.								
AS 2.1	**Field Education**								

Standard & Description		Program Location*	Site Team Findings				Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength	Comments**	Com-pliance	Concern	Non-compliance
AS 2.1	Program administers field education consistent with program goals and objectives. (EP Section 4.7 & 5)	p. 85							
AS 2.1.1	Minimum of 400 hours of field education for baccalaureate students and 900 hours of field education for master's level students	p. 89							
AS 2.1.2	Admits only those students who have met specified field criteria	p.87							
AS 2.1.3	Specifies policies, criteria, & procedures for selecting agencies, field instructors, placing & monitoring students, maintaining field liaison contacts, evaluating student learning & agency effectiveness in providing field instruction	p. 86-95							

Standard & Description		Program Location*	Site Team Findings				Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength	Comments**	Com-pliance	Concern	Non-compliance
AS 2.1.4	Specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree. Specifies field instructors for master's students hold a CSWE-accredited master's social work degree. Program responsible for reinforcing social· work perspective if field instructor does not hold required degree.	p. 90							
AS 2.1.5	Provides orientation, field instruction training, & continuing dialog with agencies and field instructors	p. 94							
AS 2.1.6	Develops polices for employment-related placements, student assignments, & field supervision different from students' employment	p. 95							
AS 3	**PROGRAM GOVERNANCE, ADMINISTRATIVE STRUCTURE, AND RESOURCES**								
AS 3.0	Program has autonomy and structure to achieve goals and objectives.	p. 102							

Standard & Description		Program Location*	Site Team Findings				Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength	Comments**	Com-pliance	Concern	Non-compliance
AS 3.0.1	Curriculum is consistent with EPAS and institution's policies.	p. 102							
AS 3.0.2	Program administrator and faculty participate in implementing and formulating personnel policies that relate to the program.	p. 102							
AS 3.0.3	Chief administrator has a CSWE-accredited master's degree with a doctoral degree preferred or professional social work degree from CSWE-accredited program & doctoral degree; demonstrated leadership through teaching, scholarship, curriculum development, administrative experience, & other academic & professional activities in social work.	p. 103							

Standard & Description		Program Location*	Site Team Findings				Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength	Comments**	Com-pliance	Concern	Non-compliance
AS 3.0.4	Chief administrator has a full-time appointment to program; at least 25% release time for baccalaureate programs and 50% release time for master's programs	p. 103							
AS 3.0.5	Field director has a master's degree from a CSWE-accredited program and 2 years post–baccalaureate or post–master's experience	p. 104							
AS 3.0.6	Field director has a full-time appointment to program; at least 25% release time for baccalaureate programs and 50% for master's programs	p. 103							
AS 3.1	Program has sufficient resources to achieve program goals and objectives	p. 105							
AS 3.1.1	Sufficient support staff, other personnel, & technological resources	p. 105					*Addressed Below.*		
AS 3.1.2	Sufficient and stable financial supports; budgetary allocation & procedures for budget development and administration	p. 108							

Standard & Description		Program Location*	Site Team Findings				Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength	Comments**	Com-pliance	Concern	Non-compliance
AS 3.1.3	Comprehensive library holdings and electronic access; other information & educational resources	p. 109							
AS 3.1.4	Sufficient offices & classroom space, computer-mediated access, or both	p. 109							
AS 3.1.5	Access to assistive technology, including materials in alternative formats	p. 109							
AS 4	FACULTY								
AS 4.0	Full-time faculty augmented by part-time faculty with qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives	p. 112							
	Sufficient full-time equivalent faculty-to-student ratio; usually 1:25 for baccalaureate and 1:12 for master's programs	p. 112							
AS 4.1	Part-time faculty assists in achievement of program goals and objectives	p. 112							

Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength		Com-pliance	Concern	Non-compliance
AS 4.2	Adequate faculty size for curriculum offerings in class & field; number of students; faculty teaching, scholarly, & service responsibilities	p. 113						*See B 4.2.1 and M4.2.1*	
B4.2.1	Two full-time faculty, possessing master's degrees from a CSWE-accredited program with a full-time appointment to the social work program	p. 113							
AS M4.2.1	Six full-time CSWE-accredited faculty; principal assignment is to the graduate social work program; majority of full-time faculty have CSWE-accredited master's degree & doctorate								
AS 4.3	Practice faculty have CSWE-accredited master's social work degree, and 2 or more years post–baccalaureate or post–master's social work degree experience	p. 113							

Standard & Description		Program Location*	Site Team Findings				Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength	Comments**	Com-pliance	Concern	Non-compliance
AS 4.4	Faculty workload policy supports achievement of institutional priorities & program goals and objectives	p. 114							
AS 5	STUDENT PROFESSIONAL DEVELOPMENT								
AS 5.0	Criteria and procedures for student admission reflect program's goals and objectives	p. 115							
AS M5.1	Baccalaureate degree required for admission to program								
AS 5.2	No credit granted for life or work experience	p. 117							
AS 5.3	Policies and procedures to ensure students do not repeat foundation content	p. 118							
AS 5.3.1	Written polices & procedures for transfer of credit	p. 118					*Addressed Below.*		
AS M5.3.2	Advanced standing only to graduates of CSWE-accredited baccalaureate program								

Standard & Description		Program Location* Page #/Vol. Self-Study Documents	Site Team Findings			Comments**	Commission Evaluation		
			Concern	Adequate	Strength		Com-pliance	Concern	Non-compliance
AS 5.4	Specified advisement policies and procedures; professional advisement by social work program faculty, staff, or both	p. 118							
AS 5.5	Students' rights & responsibilities specified & their involvement in formulating & modifying of policies; encourage students to organize	p. 120							
SS 5.6	Students informed of criteria for evaluating academic and professional performance	p. 123							
AS 5.7	Policies & procedures for termination (academic & professional)	p. 123							
AS 6	NONDISCRIMINATION AND HUMAN DIVERSITY								
AS 6.0	Makes specific, continuous efforts to provide a learning context in which respect for all persons & understanding of diversity are practiced	p. 126							

Standard & Description		Program Location*	Site Team Findings			Comments**	Commission Evaluation		
		Page #/Vol. Self-Study Documents	Concern	Adequate	Strength		Com-pliance	Concern	Non-compliance
	The program describes how its learning context and educational program and its curriculum model understanding of and respect for diversity	p. 126							
AS 7	**PROGRAM RENEWAL**								
AS 7.0	Ongoing exchanges with external constituencies	p. 133							
AS 7.1	Faculty engaged in development & dissemination of research, scholarship, or other creative activities	p. 134							
AS 7.2	Program seeks opportunities for innovation & provides leadership within profession & academic community	p. 138							
AS 8	**PROGRAM ASSESSMENT AND CONTINUOUS IMPROVEMENT**								
AS 8.0	Assessment plan & procedures for evaluating each program objective; plan specifies measurement procedures and methods	p. 141							

Standard & Description		Program Location* Page #/Vol. Self-Study Documents	Site Team Findings			Comments**	Commission Evaluation		
			Concern	Adequate	Strength		Com- pliance	Concern	Non- compliance
AS 8.1	Implementation of plan; analysis used continuously to affirm & improve program	p. 141 to p. 204							

Site Visitor Summary

Areas of Strength:

Areas for Further Development (identify Accreditation Standards or Educational Policy statements by number):

Commissioner Summary

Recommendation:

Summary:
Provide a summary of areas of noncompliance and areas of concern to Accreditation Standards and the Educational Policy statements. Provide detail to support recommendation offered (please identify accreditation standards and educational policy statements by numbers).

Central Connecticut State University

AS1: Program Mission, Goals & Objectives

AS1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program's mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution's mission.

Social Work Department* Mission

The mission of the CCSU Department of Social Work is to educate students for entry-level generalist social work practice. We seek to provide students with a political, economic, and social framework for understanding diverse and at risk populations, with a focus on human oppression. The Social Work Department aspires to teach culturally competent interpersonal skills and theoretical and practice models to students for the purpose of identifying, assessing, delivering and evaluating social work services with various client systems. In this context, students will practice in accordance with the ethical principles of the social work profession. These include, but are not limited to, client self-determination, empowerment, and self-sufficiency, with a deep respect for client strengths.

The mission of the CCSU Department of Social Work is based on the Educational Policies of the Council on Social Work Education and is consistent with the University's mission and the mission of The School of Education and Professional Studies. "The faculty of the School of Education and Professional Studies constitute a professional school dedicated to the quality preparation of professionals. The faculty embraces the university's mission and commitment to encourage the development and application of knowledge and ideas through research and outreach activities guided by the purpose of preparing leaders for service in our communities." This is consistent with the University's mission and the mission of the Department of Social Work. The University's mission will follow and connections will be made between the mission of the University, the mission of the Social Work Department and the educational policies of the Council on Social Work Education.

University Mission

Central Connecticut State University is a community of learners dedicated to teaching and to scholarship. We encourage the development and application of knowledge and ideas through research and outreach activities. We prepare students to be thoughtful, responsible and successful citizens.

Central Connecticut State University is, above all else, about teaching students at the baccalaureate, master and doctoral levels consistent with our historical mission. Our research endeavors improve us as teachers and expose our students to methods of inquiry. The public service expected of all members of our community benefits our society—local and global—and builds our sense of citizenship.

* Program and department are used interchangeably throughout this document

We value the development of knowledge and its application in an environment of intellectual integrity and open discourse. We expect that members of the university will engage in activities ranging from basic research and the creation of original works, to helping individuals and organizations achieve success in purely practical endeavors. All these activities enrich our community of learners.

As a public university, we receive support from the state of Connecticut. We have three designated Centers of Excellence and many nationally accredited programs. We take very seriously our commitment to provide access to higher education for all citizens in this state who can benefit from our offerings. Our high expectations for ourselves contribute to the fine quality and continuous improvement of our undergraduate and graduate programs. We believe that quality and access are compatible and simultaneously achievable; our objective is to provide the support needed for our students to reach their full potential.

We also believe that higher education should promote the personal and social growth of our students, as well as their intellectual achievement and professional competence. We provide various opportunities for students to engage in activities or to join organizations and clubs where they develop leadership and other social skills. We foster a welcoming environment in which all members of our diverse community receive encouragement, feel safe, and acquire self-confidence.

Consistency between the Social Work Department's Mission and the University

The following themes from the University's mission are consistent with the mission of The Social Work Department. The public service expected to benefit society, local and global, of all in the university community finds a connection with the practice based on ethical principles expected of generalist social workers in our program and the mission of delivering services to various client systems and to promote social and economic justice.

As a public institution it is the university's responsibility to provide higher education for all citizens. In accordance with this the Social Work Department mission includes educating students for entry-level generalist social work practice.

The university values personal and social growth and intellectual achievement and professional competence. With a foundation of liberal arts, our students gain professional knowledge that leads to competent generalist social work practice. In our department we focus on social work ethical principles of the profession and help our students practice in accordance with these principles. They include but are not limited to, client self-determination, empowerment and self-sufficiency and always include a deep respect for client strengths.

The directive for activities of basic research and helping individuals and organizations achieve success in purely practical endeavors also finds a connection to the Social Work Department's mission. By providing students with culturally competent interpersonal skills and theoretical and practice models we help students deliver needed social services to various client systems. In addition we also expect our students to utilize and apply research, critical thinking and writing skills consistent with this University mission.

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The university's mission also includes promoting personal and social growth of students. Consistent with this is the Social Work Department aspires to teach culturally competent interpersonal skills and theoretical and practice models to students for the purpose of identifying, assessing, delivering and evaluating social work services with various client systems. It is evident from the above connections that the Social Work Department endeavors to carry out the mission of the university.

Consistency between Department Mission and the Purposes of Social Work Educational Policy 1.1

The purposes of the Social Work Program have a strong connection with the purposes of social work education.

- One primary purpose of social work education is to educate and prepare competent and effective professionals. The Social Work Department illustrates this by having as part of its mission to educate students for entry-level generalist social work practice.

- Educational purpose of developing social work knowledge and providing leadership in service delivery. The Social Work Program demonstrates this by providing our students with a body of practice models that contain political, economic and social frameworks for understanding diverse and at risk populations. This is also accomplished by providing students with an understanding of the issues of human oppression and at risk populations.

- Educational purposes of social work education to enable students to integrate the knowledge, values, and skills of the social work profession for competent practice is consistent with the Social Work Program goals of preparing students graduates for entry-level generalist social work practice. It is also consistent with the goal of having graduates be prepared to commit to practice with diverse and at risk populations and to understand and promote social and economic justice.

Consistency between Program Mission and Level of Practice (EP. 2.0.)

The mission of the program is consistent with the level of practice that students are prepared to engage in. Students in the Social Work Program are prepared for generalist entry-level practice. The Social Work Major is located in the School of Education and Professional Studies. Students receive a B.A. degree in Social Work by completing the requirements of general education of the university and the requirements of the Social Work Program. Our program reaches out to minorities especially with our unique connection to Capital Community College that has been strengthened by the NEASC grant received by Dr. Candales. Furthermore we believe that requiring our students to complete 70 hours of volunteer field experiences during their sophomore and junior years expands the expertise and knowledge of our graduates. It has been our experience that graduates of the Social Work Program are well prepared for beginning generalist practice social work positions and admission in graduate schools of social work.

Central Connecticut State University Program of Social Work Definition of Generalist Social Work Practice

The Central Connecticut State University (CCSU) Social Work Program's definition of generalist social work practice is informed by The Educational Policies of The Council on Social Work Education and is anchored in the purposes of the social work profession. The culturally competent generalist social worker is prepared to engage and work with a variety of client systems, especially those who are socially and economically isolated and populations at risk. Content on the populations at risk within the State of Connecticut which we provide are given special emphasis to include marginalized women, children and adolescents, Puerto Rican/Caribbean Basin Natives, African Americans, persons living with HIV/AIDS, persons with disabilities, refugees, new immigrants, gay men, lesbian women, bi-sexual and transgender individuals, older adults. Refugee populations include Bosnians, Kosovos, Laotians, Vietnamese, Mexican and Columbian. Immigrants include Jamaican, Haitians, Bahamian and Brazilian populations.

We believe that if students are trained to understand that life is dynamically interwoven by historical, social, political, and economic forces, then students will be able to comprehensively assess conditions and be prepared to work in a variety of practice environments and levels of intervention.

Further we add that by generalist social work we educate and train social workers to engage in intervention activities that link client systems with the resources necessary to respond and assist in resolving individual and social problems. We also train our students to become skilled in conducting needs assessments related to all system sizes, including individuals, families, groups, organizations and communities. We want our students to strive to become culturally competent and to be prepared to carry out a variety of social work roles including but not limited to advocate, educator, case manager, broker.

AS 1.1   The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Department goals are not limited to these purposes.

The program has shaped its mission in accordance with the Educational Policies of the Council on Social Work Education, and it is based on our definition of generalist social work using a body of knowledge values and skills. The goals for the department are as follows:

Social Work Department Goals Reflected in the Purposes of Social Work Education

1. Student graduates are prepared for entry-level generalist social work practice.

- Consistent with educational purpose to prepare competent and effective professionals
- Consistent with developing leaders in service delivery systems.

2. *Student graduates are prepared to commit to practice with diverse and at risk populations, and to understand and promote social and economic justice.*

- Students need to understand at risk populations and to work toward enhancing human well-being and social functions, which is a main purpose of the social work profession.

- Consistent with the educational purpose to prepare competent and effective professionals, to develop social work knowledge and provide leadership in the development of service delivery systems.

3. Student graduates, through a liberal arts foundation, are prepared to pursue life-long learning and professional development.

- Consistent with purpose of preparing competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems.
- Consistent with developing leaders in service delivery systems.

AS1.2 *The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment.*

The following are the objectives to meet the mission and goals for a B.A. in Social Work:

1. Demonstrate competencies in social work knowledge, values and skills measured by senior evaluations, portfolio, and employer surveys.

- Consistent with department goal, student graduates are prepared for entry-level generalist social work practice.
- Consistent with Educational Policy of CSWE, Program Objectives B6 which
- directs programs to apply the knowledge and skills of generalist social work
- practice to systems of all sizes.

2. Practice with diverse client systems with an emphasis on populations at risk, including cultural and spiritual consideration and the sociopolitical and economic environment, focusing on unique populations of Connecticut, including Polish, Puerto Rican and refugees.

- Consistent with department goal 1: Student graduates are prepared for entry-level generalist social work practice.
- Consistent with department goal 2: Student graduates are prepared to commit to practice with diverse and at risk populations, and to understand and promote social and economic justice.

- Consistent with Educational Policy of CSWE, Program Objectives #3: Practice without discrimination and with respect, knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.
- Consistent with Educational Policy of CSWE, Program Objective #10: Use communication skills differentially across client populations, colleagues, and communities.

3. Understand the historical underpinning of the social welfare and social work profession.

   - Consistent with department goal 3: Student graduates, through a liberal arts foundation, are prepared to pursue life-long learning and professional development.
   - Consistent with department goal 2: Student graduates are prepared to commit to practice with diverse and at risk populations, and to understand and promote social and economic justice.
   - Consistent with Educational Policy Program Objectives #5: Understand and interpret the history of the social work profession and its contemporary structures and issues.

4. Function in a wide spectrum of entry-level generalist social work positions.

   - Consistent with department goal 1: Student graduates are prepared for entry-level generalist social work practice.
   - Consistent with Educational Policy Program Objective #7: Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, group, organizations, and communities.
   - Consistent with Educational Policy Program Objective # 3: Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.

5. Utilize and apply research, critical thinking and writing skills

   - Consistent with department goal 3: Student graduates, through a liberal arts foundation, are prepared to pursue life-long learning and professional development.
   - Consistent with Educational Policy Program Objective # 1: Apply critical thinking skills within the context of professional social work practice.
   - Consistent with Educational Policy Program Objective # 9, Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.

6. Develop a professional identity and an awareness of self as informed by the values and ethics of the social work profession, including a commitment to life-long learning;

   - Consistent with department goal 3: Student graduates, through a liberal arts foundation, are prepared to pursue life-long learning and professional development.
   - Consistent with Educational Policy Program Objective #2: Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

7. Understand and recognize the impact of human oppression and discrimination and work to promote economic and social justice

   - Consistent with department goal 2: Student graduates are prepared to commit to practice with diverse and at risk populations, and to understand and promote social and economic justice.
   - Consistent with Educational Policy Program Objective # 3: Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.
   - Consistent with Educational Policy Program Objective #8: Analyze, formulate, and influence social policies.
   - Consistent with Educational Policy Program Objective #12: Function within the structure of organizations and service delivery systems and seek necessary organizational change.

8. Obtain the necessary technological skills to meet evolving needs of client systems in the 21st century.

   - Consistent with department goal 1: Student graduates are prepared for entry-level generalist social work practice.
   - Consistent with department goal 3: Student graduates, through a liberal arts foundation, are prepared to pursue life-long learning and professional development.
   - Consistent with Educational Policy Program Objective #9: Evaluate research studies, apply research findings to practice, and evaluate their own practice. interventions.

9. Possess the skills necessary to analyze and influence social policy.

   - Consistent with department goal 1: Student graduates are prepared for entry-level generalist social work practice.

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- Consistent with department goal 2: Student graduates are prepared to commit to practice with diverse and at risk populations, and to understand and promote social and economic justice.
- Consistent with Educational Policy Program Objective #8: Analyze, formulate, and influence social policies

10. Practice with client systems of various sizes.

- Consistent with department goal 1: Student graduates are prepared for entry-level generalist social work practice.
- Consistent with department goal 2: Student graduates are prepared to commit to practice with diverse and at risk populations, and to understand and promote social and economic justice.
- Consistent with Educational Policy Program Objective #B6: Apply the knowledge and skills of generalist social work practice with systems of all sizes.

11. Use supervision and consultation appropriate to generalist social work practice

- Consistent with department goal 1: Student graduates are prepared for entry-level generalist social work practice.
- Consistent with Educational Policy Program Objective # 1: Apply critical thinking skills within the context of professional social work practice.
- Consistent with Educational Policy Program Objective #10: Use communication skills differentially across client populations, colleagues, and communities.

12. Recognize and understand the global interconnections of social work practice.

- Consistent with department goal 2: Student graduates are prepared to commit to practice with diverse and at risk populations, and to understand and promote social and economic justice.
- Consistent with Educational Policy Program Objective # 3: Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.
- Consistent with Educational Policy Program Objective #4: Understand the forms and mechanism of oppression and discrimination and apply and apply strategies of advocacy and social change that advance social and economic justice.

The program objectives form the foundation for all of our social work courses and are reflected in each course syllabus. They are consistent with the goals of the department and are consistent with the Educational Policies of CSWE and its guidelines for objectives.

Reflection of Program Objectives in Program Implementation

The structure and content of our curriculum supports the implementation of program objectives. The sequences of courses, course objectives and assignments prepare students for beginning generalist social work positions. The following table gives an overview of specific courses that are consistent with the objectives.

	Program Objectives	Social Work Courses
1	Demonstrate competencies in social work knowledge, values and skills measured by senior evaluations, portfolio and employer surveys.	SW 450, SW 451, SW 452, SW 453, SW 362
2.	Practice with diverse client systems with an emphasis on populations at risk, including cultural and spiritual considerations and the sociopolitical economic environment, focusing on unique populations of CT, including Polish, Puerto Rican refugees.	SW 226, SW 227, SW 374, SW 450, SW 452, SW 362
3.	Understand the historical underpinning of the social welfare and social work profession.	SW 226, SW 374, SW 227, SW 426
4.	Function in a wide spectrum of entry-level generalist social work positions.	SW 450, SW 452
5.	Utilize and apply research critical thinking and writing skills,	SW 374, SW 226, SW 227, SW 360, SW 361, SW 368, SW 362, SW 426
6.	Develop a professional identity and an awareness of self as informed by the values and ethics of the social work profession, including a commitment to life-long learning.	SW 374, SW226, SW 227, SW 360, SW 361, SW 368, SW 362, SW 426 SW 450, SW 451, SW 452, SW 453
7.	Understand and recognize the impact of human oppression and discrimination and work to promote economic and social justice.	SW 374, SW 226, SW 227, SW 360, SW 361, SW 362, SW 368, SW 426, SW 450, SW 451, SW 452, SW 453
8.	Obtain the necessary technological skills to meet evolving needs of client systems in the 21st century.	SW 374, SW 226, SW 227, SW 360, SW 361, SW 368, SW 362, SW 426, SW 450, SW 451, SW 452, SW 453
9.	Possess the skills necessary to analyze and influence social policy.	SW 226, SW 362 and SW 426
10.	Practice with client systems of various sizes.	SW 450, SW 452, SW 362
11.	Use supervision and consultation appropriate to generalist social work practice.	SW 450, SW 451, SW 452, SW 453
12.	Recognize and understand the global interconnections of social work practice.	SW 374, SW 226, SW 227, SW 360, SW 361, SW 368, SW 362, SW 426 SW 450. SW 451, SW 452, SW 453

Integration of Values and Ethics Into the Curriculum

The program considers values, ethics to be such an essential part of the curriculum that content on values and ethics is integrated at every level through out the curriculum. Examples include, but are not limited to, SW 226, Social Welfare Policy I in which students have an Internet assignment that includes the history of Hull House and making a connection to the values and ethics of the profession. (SW 226 syllabus assignment #1, p. 6.) In SW 227 *Human Behavior and the Social Environment I* syllabus, the course objectives # 2 & #9 focus on NASW Standards of Cultural Competence and the NASW Code of Ethics. In SW 360, Generalist Social Work Practice with Individuals and Families, a course objective is to understand personal values and understand how these relate to generic values for social work practice. This is carried out by Assignment #2 in the syllabus, which among other things asks students to consider the NASW Code of Ethics and to identify violations and observe ethical behavior. During the second semester of senior year in course syllabus 452/453 students are required to keep an ethics journal and also write about an ethical dilemma in their practice (see page #6 in syllabus SW 452/453 Senior Seminar II). This year a representative from the Connecticut NASW Values and Ethics Committee spoke with seminar students. This gave students an opportunity to debate current ethical dilemmas. The values and ethics of social work are a vital component of the curriculum for social work classes through out the program.

Participation of faculty and students in professional organizations and professional development activities.

Participation of faculty and students is a critical component to operationalize program objectives. Faculty participation in professional organizations serve as models for student in the application of generalist social work values with systems of all sizes and a variety of populations. Examples include, but are not limited to, the following brief overview of faculty activity. Dr. Barbara Candales presently serves on the University Faculty Senate, the University Mediation Committee and has been the library liaison from the Department. She is co-founder of Comenzamos: A Transition Course for Puerto Rican/Latino Social Work Students, Hartford Consortium for Higher Education, 2003-2004. With Comenzamos, Dr. Candales has:

- Recruited and matched MSW mentors with AA Social Service majors
- Held organization meeting with Capital Community College, St. Joseph College and Central Connecticut State University administrators
- Planned "Comenzamos: Puerto Ricans/Latinos and the Social Work Profession course
- Planned and Organized Comenzamos Orientation for Mentors & Mantes
- Planned and Organized Comenzamos Celebration

Dr Catherine R. Baratta serves as Vice President, Board of Directors of the Human Resources Agency of New Britain; Member, Board of Trustees of The Friendship Service Center of New Britain; Chair, Board of Trustees, The Collaborative Center for Justice, Hartford; Governance Team Member & Evaluation Liaison, Free To Grow, an initiative

for HRA New Britain Head Start and the Robert Wood Johnson Foundation to Prevent substance and alcohol abuse through community building in North Oak neighborhood; Member, Steering Committee New Britain Weed and Seed. Dr. Baratta is closely involved with the New Britain Human Resource Agency, this year serving as board vice president and on the search committee for a new Executive Director. In collaboration with Weed and Seed she initiated and is director for Central in the City, a college awareness day camp for neighborhood children. Dr Baratta also served in the faculty senate for two years, on the Promotion and Tenure Committee and the University Curriculum Committee.

Dr Hensley has a working volunteer relationship with the state Department of Health. She is presently reviewing complaints concerning licensed social workers for The Department of Health, the social work licensing body in the State of Connecticut. In this way she is connected to the group that regulates practice of Licensed Clinical Social Work in the state. Last year she sat on a work group from The American Board of Examiners in Clinical Social Work. The group consulted and wrote an extensive paper outlining the different types of supervision. It will become the standard for accrediting advanced level supervisors. She is President of the Advisory Board to the Training Academy for The Department of Children and Families and has also served on its research committee. She has served on the University Faculty Senate and been the Library Liaison for the department. She serves on the President's Advisory Board for Alcohol, Drugs and Tobacco.

Social Work students fulfill our curriculum which is consistent with program goals and objectives by their participation in professional activities and campus and community activities. Our Social Work Club is active in the Comenzamos Project and has attended activities such as plays at the Hartford Stage Company with Community College students. They have held Halloween parties and Egg Hunts for the Early Learning Center and run a toiletry drive for a local women's center. Many are very active in the Women's Center on campus and have run a "United Sisters" group for women of color and produced such workshops as 'Take Back the Night" for the center. Students have also assisted in Central in the City, the day camp for neighborhood youth. This year the Social Work Club engaged a speaker for Social Work Month to relate her experiences in Rwanda The talk was open to the campus community. Most seniors attend Lobby Day at our Connecticut Legislature, which is run for students by our local NASW office.

Agency Practice to Implement Program Objectives

Professional practice is the hallmark of our program and provides the venue for achieving our department objectives. Our agency list is extensive and includes both public and private agencies. All agencies that we work with, in some manner, work with populations that are diverse and at risk.

Students volunteer in their sophomore and junior year, five hours a week for a total of 70 hours per semester. Senior field experience requires a minimum of 400 hours for the academic year. With the opportunity of the volunteer and field experience at agencies like The Department of Children and Families, The Department of Mental Retardation and Democracy Works, Quirk Middle School in Hartford, and The Children's Medical Center, students have the opportunity at agencies to serve our unique

populations in Connecticut, including Polish, Puerto Rican and refugees from many countries. (Program Objectives # 2, #4, #7, #11 and #12). An example of a student working with a population at risk was Allison Kelly '03, who created a group for refugee children experiencing challenges at Quirk Middle School in Hartford. Connecticut Citizens Action Group provides students with the skills necessary to analyze and influence social policy, and the Department of Corrections provides students with an understanding of the impact of human oppression and discrimination and opportunity to work to promote economic and social justice. (Department Objectives #4, #7, #10, #11), The New Britain Senior Housing Center also provides students the opportunity to work with the elderly (Department Objective # 2, #4, #7, #11 and #12). These are just a few examples of how our practice agencies serve the department in reaching its objectives.

The program objectives are used as the bases for several assessment tools used by the Department. For example our Evaluation of Senior Field Education Experience reflect objectives of the program. (Appendix P in Handbook/Field Manual). A committee made up of Advisory Board Members and the Field Coordinator developed the evaluation. A pilot was first used in 2003; feedback was sought from both students and field instructors over the next few semesters. Changes were made and the final form was in use by fall of 2004.

In addition the new Senior Evaluation of CCSU Senior Field Education Experience reflects the objectives (see Survey p. 106 in Handbook). We previously had used a Senior Exit Survey that was more general and sought to capture the feelings of the students concerning the program. As we began to do assessments more specific to our objectives it became clear that a new form was needed.

We have recently administered our first BEAP Values Inventory to recent admissions to the Social Work Major and will add more of the BEAP Surveys as needed. See a summary of this in AS8.

Field practice agencies offer students a number of additional educational opportunities. Klingberg Family Services requires all interns to attend a weeklong training as does the Department of Children and Families. Almost all agencies have a commitment to ongoing training and seminars. In addition seniors, as part of their educational learning contract, are encouraged to attend at least one outside training.

AS 1.3 The program makes its constituencies aware of its mission, goals, and objectives.

Social Work students and the social work community are made aware of our mission, goals and objectives. An enlarged copy of the mission is framed and hangs in the hallway of the department. In addition a copy of our mission statement is on each course syllabus in the department.

The goals, mission and objectives may be viewed on The Social Work Program's web site (http://www.ccsu.edu/socialwork/ accessed through the University's home page http://www.ccsu.edu/. The Field Co-coordinator conducts four Field Instructor trainings a year in which the mission, goals and objectives are described and discussed. Each Advisory Board member and Field Instructor receives a copy of the Handbook that contains our mission, goals and objectives.

The Handbook was revised in February 2005 and several new policies and procedures were adopted. The Phi Alpha Honor Society members developed a set of questions and reviewed the first draft of the Handbook/Field Manual. The second draft was then reviewed by members of SW227 Human Behavior and the Social Environment I, and the same evaluation tools were used. Corrections were made, and it was again distributed to other students in the program.

The revised Social Work Handbook (See Appendix II) is given to every pre-social work student when they begin their first social work course. It is also available to down load on the Social Work web site. Mission, goals and objectives are explored. Discussion in class focuses on how to find information and highlights of the handbook. The advisor for the School of Education and Professional Studies also has a revised edition of the Handbook, as does the Admissions Office at the University.

Central Connecticut State University

AS2: Curriculum

AS2.0   The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at a graduate level.

The CCSU social work major curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives, consistent with CSWE educational policies. Student progression through the major will be discussed in the following section.

Students enter into the program as *pre-social work majors*, ideally during their freshman and sophomore years. During this time, students are strongly encouraged, via the advising process by social work faculty, to successfully fulfill their liberal arts requirements, any remedial coursework, and, most importantly, to complete prerequisites for the social work courses.

General Education and The Liberal Arts Perspective AS 2.1

At CCSU students are required to complete a total of 44-46 credits of liberal arts (referred to as General Education at CCSU) courses, not including the foreign language requirement, as part of all baccalaureate degrees. The goal of the liberal arts foundation is to stimulate thinking, to appreciate knowledge and ideas, and to promote the personal and social growth of our students. Essential to the CCSU mission is the development of a community of life-long learners.

According to CCSU policy, credits must be taken in each of the four study areas and four skill areas as follows:

Study Areas
- Arts and Humanities   9 credits
    - At least 3 credits required in literature.
- Social Sciences   9 credits
    - At least 3 credits required in history and no more than 6 in any one discipline
- Behavioral Sciences   6 credits
- Natural Sciences   6-7 credits
    - A laboratory science is required.

Skill Areas
- Communication Skills   6 credits
    - ENG 100 (composition) is required
- Mathematics   6 credits
- Foreign Language Proficiency   0-6 credits

o University Requirement   2-3 credits
  ▪ Courses designed to foster personal well-being and the development of academic success.

In accordance with the Department of Social Work policy, students majoring in social work must successfully complete the following liberal arts prerequisites with a grade of "C" or better:

- **For SW 226   Social Welfare Policy and Service I**
  o SOC 110   Introduction to Sociology or ANTH 140 Introduction to Anthropology
  o SOC 111   Social Problems
  o POL 110   American Government and Politics or PS 230 American State and Local Government
- **For SW 227   Human Behavior in the Social Environment I**
  o BIO 111   Introductory Biology or
     BMS 111   Introductory Bimolecular Sciences
  o SOC 233   The Family
- **For SW 362   Generalist Social Work Practice with Families, Organizations and Communities**
  o ECON 200   Principles of Economics I
- **For SW 374 Introduction to Social Work Research**
  o STAT 215   Statistics for Behavior Science

Transfer students, regardless of their class standing, enter into the CCSU social work major as *pre social work majors*. Upon evaluation of their transfer transcript students are strongly encouraged to complete any outstanding liberal art courses or prerequisite courses for the social work major.

Pre Social Work (First and Second Year)
The Central Connecticut State Social Work Program has a selective admission program; students must make a formal application for admission to the Social Work Major. Students must apply and be accepted into the major when they have completed SW 226 and SW 227. The two pre-social work courses provide students with an overview of the social work profession and the developmental and life span issues in the social environment that are essential to understanding human behavior. Furthermore the 70 hours of volunteer experience provides students with their first opportunity to interact with the clients and systems served and to make an assessment of their own interest and ability to pursue a career in social work.

SW226 Social Welfare Policy and Service I, among other topics, introduces students to the social work profession. This is the first of two policy courses required for the social work major and is offered during the fall semester. As stated above, the required prerequisites for this course include: *SOC 110 Introduction to Sociology* or *ANTH 140 Introduction to Anthropology, SOC 111 Social Problems*, and *POL 110 American Government and Politics* or *PS 230 American State and Local Government*.

The sociology prerequisite courses provide students a foundation for examining the social world, including the major theoretical models, as well as conditions or patterns of behavior that are considered harmful to society or its members. Students may choose the selected anthropology course that emphasizes cultural and human science. The political science courses introduce students to structure, function and organization of national, state and local governments, and an introduction to contemporary issues. These courses provide students with a foundation to identify and examine social welfare policies and social service delivery systems. Below is an overview of *SW 226 Social Welfare Policy and Service I*:

- In this course students are introduced to the social work profession and delivery of human services. Content and theories on human behavior and the social environment are woven throughout this introductory course. This content and theoretical integration is facilitated by the case studies at the beginning of each chapter of *Suppes* (2003). The case study approach introduces the student to life span development content, reciprocal relationships, system intervention levels, systems theory, ecological perspectives and social work roles. Volunteer experience is required.

SW227 Human Behavior in the Social Environment I is the first of two human behavior and social environment courses required for completion of the social work major. Emphasis throughout this course is the life cycle from birth to death. This course is offered during the spring semester. The required prerequisites are *BIO 111 Introductory Biology* or *BMS 111 Introductory Bimolecular Sciences* (effective Spring 2005) and *SOC 223 The Family*.

The biological prerequisite courses provide students with knowledge regarding the structure and function of human organisms. *SOC 223 The Family* provides students with an understanding of the family in social context, including cross-cultural perspectives and theories of family structure and change. Below is an overview of *SW 227 Human Behavior in the Social Environment I*:

- The goal of this course is to explore the dynamics of human behavior across the life span, through the study of theoretical frameworks. This course draws on knowledge derived from biology and sociology, particularly marriage and the family as a foundation for understanding human behavior. The course material utilizes the biological, psychological, and social framework across the framework. Multiple theories enhance the student's understanding at each stage. Ethocentrism, racism, gender roles, sexism, and sexual orientation are highlighted. Special focus on populations at risk. A critique of relevant theories and their influence on social work practice is discussed. A beginning context of global connections to development is introduced. Volunteer experience is required.

Essential throughout our curriculum is the volunteer experience requirement (See Student Handbook, p. 40), a required assignment in many of our courses (SW 226, SW

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227, SW 360, and SW 361). Students are required to complete 70 hours per semester (or five hours per week) of volunteer field experience in a human service agency. This requirement serves to enhance course content through experiential opportunities and introduces students to a variety of human service agencies, social issues, and diverse client systems. During students' second or sophomore year, the development of interpersonal skills and professional attitudes and behavior about work is emphasized (see Student Handbook, p. 40).

Social Work Major (Third Year)

Upon acceptance to the program students proceed during the first semester of their third or junior year into *SW 360 Generalist Practice with Individuals and Families,* taken concurrently *with SW 368 Human Behavior and Social Environments II.*

Ideally, SW360 *Generalist Social Work Practice with Individuals and Families*, the first practice class students take, is offered during the fall semester. Below is an overview of *SW360 Generalist Social Work Practice with Individuals and Families:*

- This course emphasizes the generalist model of social work for delivery of direct service to individuals and families as they interact within groups and communities. The students will learn generic tasks and skills necessary for a social worker to empower clients to modify and change their situation. This course will build upon SW 227, which together provide an understanding of the uniqueness of each client based upon heredity, race, gender, age, religious background, and ethnicity, as well as socio-economic status and geographic location. Volunteer experience is required.

During the fall semester students also take *SW368 Human Behavior and the Social Environment II, the* second of two human behavior and social environment courses which emphasize theoretical models and human interactions in macro systems. Below is an overview of *SW368 Human Behavior and the Social Environment II:*

- This course is designed to introduce and familiarize students to systems of all sizes—families, groups, organizations and communities, using the ecosystems framework. Special attention will focus on organizations and communities -- issues, interactions and institutions. This course draws upon knowledge derived from economics, history, political science, sociology and anthropology. The impact of human diversity, racism, sexism, homophobia, heterosexism, handicapism, discrimination, and oppression in a global context is examined. Human rights and their relationship to social work and the social work profession are discussed. Critical thinking skills and their development are emphasized in this course.

During the 2nd semester of their junior year, students enroll in *SW361 Generalist Social Work Practice with Small Groups,* the second of three practices courses required. The following is an overview of the course:

- This course is designed to familiarize students to the use of the small group as a resource for delivering direct service in a variety of settings with emphasis on populations at risk. Emphasis is on the development of social work practice tasks and skills necessary for the social worker to use in group process and to enhance social functioning. Theoretical models of groups are presented, including Bales, Tuckman and Garland, Jones and Kolodny models. Explores the dynamics of group development, group process and group dynamics. Students must plan, organize and design a six session curriculum based on a theme, ethnic group and life stage. Volunteer experience is required.

Also, students are enrolled, during their junior year, in *SW374 Introduction to Social Work Research*. Below is an overview for this course:

- This course is designed to familiarize the student with the scientific, analytic approach to building knowledge for and evaluating service delivery to diverse client systems of all sizes. Students are introduced to qualitative and quantitative methodologies. Students will develop competency in systematically evaluating their own practice. Students will learn how research is linked to professional practice, both historically and currently, and how research can help to promote social and economic justice. Each social work student must be able to examine these approaches in terms of ethical standards and impact on practice and on diverse client systems. Students will also develop skills in formulating a social work research proposal. This course requires field work for the purpose of data collection.

The required prerequisite for *SW 374 Introduction to Social Work Research* is *STAT 215 Statistics for Behavior Science I*. This course is an introduction to research and statistics used in the behavior sciences. Students develop a familiarity with descriptive statistics, probability distributions and hypothesis testing.

During their third, or junior year, the volunteer experience component emphasizes, among other learning objectives, the demonstration of the ability to maintain appropriate social work boundaries, and an understanding of a client's right to self determination, and the ability to understand and respect confidentiality (see Student Handbook, p 40).

Fourth Year

During students' fourth or senior year, field education is the centerpiece. Students are enrolled in *SW 450 Field Practicum I* (to be changed to Field Education I effective Fall '05) and *SW 451 Field Practicum Seminar I* (to be changed to Field Education Seminar I effective Fall '05). Emphasized is the application of theory to real-world experiences. Below is an overview of the courses:

In *SW 450/451* students are completing their field education requirement at a human service or human service related organization. The CCSU Department of Social Work approves agencies on the basis of professional standards, variety of services, commitment to groups distinguished by, but not limited to, ethnic and racial diversity, economic

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oppression, gender, sexual orientation, and a commitment to social work education. In the beginning the classroom provides a venue for discussion focused on learning opportunities at the agency, learning contracts, students' expectations and issues around supervision. There is a sound connection between the theory in the classroom and making connections to the practice at the agency. The primary text for the semester is Saleebey's *The Strengths Perspective* (2002) and its use in applying the perspective to the clients, groups and organizations being served. Journal articles focus on ethnic and cultural issues and also their connections with the spiritual and international issues facing client, groups and organizations. A culminating project is the System Analysis (see *SW 450/451 Social Work Field Education Seminar*, syllabus page 15). It is considered to be a template for a professional document that could be submitted to professionals such as schools, physicians, lawyers and funding organizations.

Also during the first semester of their senior year, students are enrolled in *SW362 Generalist Social Work Practice with Families, Organizations and Communities*, the third practice course. Macro practice skills are emphasized in this course. Below is an overview:

- This course integrates social work theory, practice methods and professional skills as they relate to assessment and intervention at the family, organization and community levels. This course builds upon the theoretical perspectives presented in SW 368. Students learn tasks and skills necessary to bring about change in a macro system. Special attention is given to diverse client systems and populations at risk. Fundamentals of macro social work practice are presented including a historical perspective. Students will be introduced to the use of technology as a means of advocacy, program planning and the development of funding proposals, the examination of organizations as arenas for change, and strategies and tactics for organizing people for change. A case study approach is used.

During their last semester students are enrolled in *SW452 Practicum II* (to be changed to Senior Field Education II effective Fall '05) and *SW453 Practicum Seminar II* (to be changed to SW453 Field Education Seminar II effective Fall '05). Below is an overview of the courses:

- Ethics forms the foundation for the second field education seminar. Emphasis is on exploring ethical dilemmas in social work practice. Using the Ethical Principle Screen (Lowenberg, Dolgoff and Harrington, 2005) students identify ethical dilemmas in their agency practice. Students are required to plan, organize, and facilitate a small group and give a Power Point presentation outlining the project.

Also, students are enrolled in *SW426 Social Welfare Policy and Services II*, the second of two policy courses required. This course introduces students to legislative, judicial, administrative and agency policymaking processes and how they impact upon client systems. Below is the overview for this course:

- This course is designed to familiarize students with how the social work profession and practice operates within a context of policy. Legislative, judicial, administrative and agency policy-making processes and how they impact upon client systems are presented. Specific policies are examined. Students develop policy analysis and evaluation skills, and testimonial skills to facilitate change. Emphasized is the interaction of politics, economics, social and cultural factors, etc., informing policy decisions. Students develop policy analysis skills and learn how to present testimony.

The prerequisite for this course is *ECON 200 Principles of Economics I*. This course emphasizes macroeconomics and introduces students to the pattern of American (U.S.) economic institutions.

B2.0.1 Definition of Generalist Social Work Practice

The Central Connecticut State University (CCSU) Department of Social Work definition of generalist social work practice is informed by The Educational Policies of The Council on Social Work Education and is anchored in the purposes of the social work profession. The culturally competent generalist social worker is prepared to engage and work with a variety of client systems, especially those who are socially and economically isolated and populations at risk. Populations at risk within the State of Connecticut, for which we provide content and special emphasis, include marginalized women, children and adolescents, Puerto Rican/Caribbean Basin Natives, African Americans, persons living with HIV/AIDS, persons with disabilities, refugees, new immigrants, gay men, lesbian women, bi-sexual and transgender individuals, and older adults. Refugee populations include Bosnians, Kosovos, Laotians, Vietnamese, Mexicans and Columbians. Immigrants include Jamaican, Haitian, Bahamian and Brazilian populations.

We believe that if students are trained to understand that life is dynamically interwoven by historical, social, political, and economic forces, then they will be able to comprehensively assess conditions and be prepared to work in a variety of practice environments and levels of intervention.

Further we add that in defining generalist social work we educate and train social workers to engage in intervention activities that link client systems with the resources necessary to respond and assist in resolving individual and social problems. We also train our students to become skilled in conducting needs assessments related to all system sizes, including individuals, families, groups, organizations and communities. We want our students to become culturally competent and to be prepared to carry out a variety of social work roles, including but not limited to advocate, educator, case manager and broker. The curriculum content is implemented in all areas of the curriculum.

Program Objectives Demonstrated in the Curriculum

What follows is a review of the objectives for the Social Work Program and examples of how the general themes are demonstrated in the curriculum.

- *Program Objective #1 Demonstrate competencies in social work knowledge, values and skills measured by senior evaluations, portfolio and employer survey.*

The Department of Social Work utilizes a concurrent model of field education that affords students the opportunity to practice simultaneously in the field the theory that is learned in the classroom. While in field, students are enrolled in a seminar class. In accordance to CSWE accreditation standard 2.1.1 students are required to complete *a minimum of 400 hours.* A student's senior field education experience covers two consecutive semesters performed in his/her last year at CCSU. Students are considered to be "in field" during the fall and spring semesters.

Field Education Experience is measured by students' competencies in the areas of knowledge, values and skills and these are assessed in many of the measures used by the Department. In the portfolio reviews, faculty study whether or not the students completed their volunteer field experiences satisfactorily, and they rate the portfolio evidence on skills under the criterion of "Demonstration of Professional Attitudes and Behaviors." In the evaluations of the students' performance in field experiences, there are a number of items that identify skills, such as interviewing and listening, the use of social work values, such as "respect for confidentiality," and decision-making based upon social work theory, practice and values. Following are data pertaining to Objective 1 from Portfolio reviews. (See AS 8 for an extensive summary of data from senior field experience evaluations.)

- *Program Objective #2 Practice with diverse client systems with an emphasis on populations at risk including cultural and spiritual consideration and, the socio political and economic environment focusing on unique populations of Connecticut including Polish, Puerto Rican and refugees.*

Students in the Social Work Program have the opportunity to practice with systems of various sizes including individuals, groups, communities and organizations. Through the five hour volunteer requirement and the senior field experience students come in contact with many of these populations.

Practice with many of the diverse client systems of Connecticut including Polish, Puerto Rican and refugees is included in several courses in the curriculum. Substantive knowledge is provided via assigned readings and assignments, lecture, guest speakers, annual Social Work Awareness Program (SWAP), field trips, and volunteer experiences and senior field education experiences. Specific examples of teaching methodology are described below in relationship to individual courses.

Beginning with *SW 226 Social Welfare Policy and Service I* all assignments are grounded in exploring student backgrounds and cultural heritage. This provides the

framework for exploring, understanding, affirming and respecting people from diverse backgrounds. For example in Assignment #2 (see syllabus p.9) the readings reflect diverse backgrounds (Native American, African American, and Puerto Rican).

Students are required to implement their knowledge regarding diversity in *SW 374 Introduction to Social Work Research* when they develop an understanding of culturally appropriate research and evaluation designs to ensure that social service needs meet the needs of groups served and are culturally relevant (see syllabus, p.2, course goals #1, #2, #4). Students are required to develop culturally appropriate interview questions for their required *Research Proposal for Further Study*. In chapter 1 (Engel, R.J.and Shutt, R.K. 2005) and through lecture the emphasis is on how research knowledge is both the impetus for and the framework for culturally appropriate social services.

Practice knowledge is developed through volunteer and senior field education experiences. In *SW 361 Generalist Social Work Practice with Small Groups* (see syllabus p.10) the *Agency Group Service Paper* assignment helps students gain an understanding of diversity within and between groups served at the agencies where they volunteer. Populations at risk are identified and the services provided by the agencies are explored. Possible challenges between groups are identified and how these influence practice is discussed.

In SW 450-551 students are required to consider diversity in their implementation of practice strategies. For example, this is demonstrated through the completion of their *System Analysis Assignment* (see syllabus *SW 450/451 Social Work Field Seminar I* p. 15) and their *Group Design Assignment* (see syllabus *SW 452/453 Social Work Field Seminar II* p.11). Evaluation of the design gives students the opportunity to examine success or shortcomings of their design and how the design addressed the needs of the ".at risk" client they selected.

- ***Program Objective #3 Understand historical underpinning of social welfare and the social work profession.***

The historical underpinnings of social welfare and the social work profession are the focus of several courses in the curriculum. Substantive information regarding the underpinnings of social welfare and social welfare profession is provided to students through required readings and assignments. The following are specific examples of teaching methodology in relationship to individual courses.

For example, in *SW 226 Social Welfare Policy and Service I* students are required to write about and discuss in class the beginning of social work and its values and ethics (Assignment #1, see syllabus p.7) using *Urban Experience in Chicago: Hull House and its Neighborhoods, 1889-1963* "www.uic.edu/jaddams/hull/hull_house.html"). Students also view *The Orphan Train* on 19th century child welfare practice.

In *SW 374 Introduction to Social Work Research* students develop an understanding of research as a foundation for a profession, and more specifically the role of research in

the development of the social work profession, e.g. Flexnor criticism and response. In *SW 362 Generalist Social Work Practice with Families, Organizations and Communities* students develop an understanding of the history of macro practice beginning with the Settlement Movement (see syllabus p.8).

In *SW 426 Social Welfare Policy and Services II* the identification of historical trends (or antecedents) is emphasized throughout the course for the purpose of becoming aware of the incremental nature of social welfare policy and completing the Policy Analysis Assignment (see syllabus, p. 6 &14). The instructor has developed a required timeline of legislation that includes, among other topics, poverty and mental health and a history of the social work profession. Students are required to read *Stuart, P.H. (1999) "Linking Clients and policy: Social work's distinctive contribution,"* that provides a history of the profession and policy advocacy.

- **Program Objective #4 Functions in a wide spectrum of entry level generalist social work positions.**

Students are exposed to a variety of practice models to be able to identify, assess, deliver and evaluate social work services to diverse client systems of various sizes. This includes individuals, groups, families, communities and organizations. The development of skills and knowledge is the focus of many courses in the curriculum. A priority of the program is exposing the students to as many diverse populations as possible. Upon completion of their course work students will have completed a minimum of 680 hours of volunteer experience and field education. Emphasized to students throughout the curriculum are the benefits of experiencing a variety of diverse assignments to supplement their knowledge and serve to enhance their understanding of ethnic groups and populations at risk.

For example in *SW 361 Generalist Social Work Practice with Small Groups* a major activity for the course is Assignment #5, Group Project. The assignment requires students to design a six-session group project based on a developmental stage, an assigned ethnic group and a group practice theme. Then during their senior field education experience (see syllabus *SW 452/453 Social Work Field Education Seminar II*) students are required to implement a plan, execute and evaluate some type of group service at their agencies. Students utilize the knowledge of evaluation provided in *SW 374 Introduction to Social Work Research*.

Other assignments include Systems Analysis for *SW450/451 Senior Field Seminar I*, Taking Action Paper for *SW360 Generalist Social Work Practice with Individuals and Families*, Funding Proposal Assignment for *SW362 Generalist Social Work Practice with Families, Organizations and Communities*.

- **Program Objective #5 Utilize and apply research, critical thinking and writing skills.**

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In the social work program, utilizing and applying research, critical thinking and writing skills are integrated throughout the course of study.

The faculty consider the application of current research to practice a priority in the education of students to be generalist social work practitioners. Our students have presented their research at the University Research conference as well as a New England regional Sociology Research conference, CCSU Research Day and the June Higgins Women's Studies Conference. We require students to take Statistics 215, statistics for behavioral science as a prerequisite to our SW 374, Social Work Research. Critical thinking skills are developed in a number of ways and emphasized by exercises, assignments and often the rewriting of papers. Rewriting of papers gives students the opportunity to have individual feedback from faculty and then the time to apply the feedback to their papers and writing. This is especially helpful to the many students we have with English as a second language.

Knowledge regarding process recordings are provided in SW 360 and then again in SW 450.Students are required to submit 4 process recordings that had been previously reviewed by Field Supervisors for *SW 450-453 Field Education Seminar I & II*

In SW 374 Introduction to Social Work Research, using qualitative methods, students are required to successfully complete a "research proposal for further study." This requires knowledge of the scientific method, the ability to analyze interview data, draw conclusion and develop implications.

In SW 368 Human Behavior and Social Environments II students are required to write an integrative paper analyzing their families from an ecosystem perspective (see Assignment #1, syllabus p. 5). The purpose of this assignment is to demonstrate students' ability to apply a theory to a real-life situation.

In SW450/451 Senior Seminar I a Systems Analysis is required. This is a frequently requested document for social work practitioners. Courts ask for this type of data (PSIs), schools require it (PPTs), and hospital social workers often need to gather this type of information for discharge planning. In fact, almost every agency will need a system analysis either to provide service or to make sure service has been provided. This analysis may describe social work with an individual client, a family, a group or a community.

- *Program objective #6 Develop a professional identity as informed by the values and ethics of the social work profession, including a commitment to life long learning.*

The development of a professional identity as informed by the values and ethics of the social work profession, including a commitment to life long learning is integrated throughout the curriculum. This process begins with SW226 where students are first required to have a 5 hour a week volunteer experience in an agency. We strongly encourage the supervision to take place by a BSW or MSW so that students can begin to

observe social work roles. In all Social Work classes guest speakers, who hold important social work positions in agencies in the community contribute to student learning. In addition all of the faculty are active in their own practice in the social work community and serve as role models for the students. Specific curriculum examples follow that illustrate the Social Work Program's focus on ethics, values and life long learning.

Beginning in SW 226 with reading and application of National Association Code of Ethics and Standards for Cultural Competence of the profession Assignment #3 p. 11. Upon reading one of the selected novels, students are required to respond to a series of questions regarding cultural competence, e.g. how do individuals draw upon their cultural heritage as sources of support, identity and strengths. In addition they are to consider how standards will guide/assist future practice.

In *SW 450/451Social Work Field Education Seminar I,* Values and ethics are highlighted as students are required to examine and list client's strengths in the Systems Analysis Assignment (see syllabus p. 15) . In addition the use of required text, (Saleebey, D., 2002). *The Strengths Perspective in Social Work Practice, 3rd Ed.* Allyn & Bacon, Boston) provides an overarching approach to clients and their families. In the student's portfolio they are asked to write about themselves as professionals and examine their readiness to engage in generalist practice.

SW 452/453 Senior Seminar II integrates values and principles of ethical decision making. Students are required to read Loewenberg, F., Dolgoff, R., Harrington, D. (2000) *Ethical Decisions for Social Work Practice, 6th Ed.* Itasca, Illinois, Peacock Publishers. In the syllabus for SW 452/4353 (p. 7) mini assignment #2 journal assignment, students are required to describe and analyze an ethical dilemma at their agency. They are also required to maintain a values and ethics journal (see page # 8). One approach to case discussions in class focuses on the values and ethics involved in decisions for developing a treatment plan and the systems issues impacting case outcomes.

- *Program objective #7 Understand and recognize the impact of human oppression and discrimination and work to promote economic and social justice.*

The Social Work Program focuses on helping the students recognizing the impact of human oppression and discrimination. In addition we give multiple examples of how social workers work to promote economic and social justice. Each year our students participate in NASW Connecticut's Lobby Day. Students have the opportunity to actually meet with legislative members and observe, in person, the lobby process. We have a rich and varied student body at CCSU and this gives students of all backgrounds the opportunity to work with and grow to understand the different cultures and populations at risk. Included in our senior learning contracts between students and their field agencies is always the objective to work with diverse populations. What follows is specific curriculum examples to illustrated this objective of the SocialWork Program.

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In *SW 360 Generalist Social Work with Individuals and Families* assignment #5 (see syllabus p. 12) students are required to brainstorm strategies (Zastrow, 2001 chapter #9) to combat discrimination, oppression and economic deprivation as this relates to the identified populations from their agencies where they are completing their volunteer experience. Page 13, Assignment 5 requires students to then carry out a "Taking Action Project" for the population at their agency.

In *SW 368 Human Behavior and Social Environments II* social and economic justice is integrated. Through lecture material students develop and understanding of various social justice perspectives including: John Rawls, Iris Marion Young, US Conference of Catholic Bishops, NASW Perspective, Jane Addams, Mary Church Terrell, Ida B. Wells, Jeannette Rankin, Bertha Capen Reynolds. Throughout the semester students are required to read *Organizing for economic human rights* (Rudisill, L. & Netherton, J., 2003); *Strengthening global commitment* (Bailey, G. 2005); *Embracing radical social work* (Bailey, G., 2003); and *Building an international field of practice* (Fred, S., 2005) that focuses on social and economic justice, and the social work profession's role, responsibility and response. The various video presentations also illustrate to students the experience of diverse groups of people in their quest for social and economic justice. Student's required readings -- *Disposable people* (Bales, 1999) and excerpts from *The Working Poor: Invisible in America* Shipler (2004) -- provide for students various illustrations of social and economic injustice from global and domestic perspectives

- ***Program objective #8 Obtain the necessary technology skills to meet evolving needs of client systems in the 21st century.***

Throughout our curriculum students develop their technological knowledge and skills to meet the evolving needs of client systems in the 21st century. Beginning with the ability to locate course readings via Electronic Reserve Room (CCSU Library) and identifying and locating information using CCSU library databases (e.g. Social Science Abstracts, Ebscohost), to utilizing software applications provided by CCSU.

Students are also required to identify educational websites, as is the case with SW 226 Social Welfare Policy and Services I. One assignment requires students navigate *"The Urban Experience in Chicago: Hull House and Its Neighborhoods, 1889-1996"* (www.uic.edu/jaddams/hull/hull_house) and *The New Social Worker on Line* (www.socialworkers.org) and respond to a series of questions in narrative form. Students are also required to use a word processing program to complete an electronic journal written about their 5 hour volunteer experience.

In *SW 374 Introduction to Social Work Research* students are introduced via classroom demonstrations of *Statistical Package for Social Sciences* (SPSS) and *Ethnograph,* a qualitative data analysis software program. For SW 362 Social Welfare Policy and Services II students are required to locate via world wide web state and federal legislation (Thomas) for analysis, as well as additional information to complete their policy analysis assignment.

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Students are required to utilize software applications; evaluating and synthesizing social work information and presenting it electronically. During their junior year *SW 361, Generalist Social Work Practice with Small Groups* Group Project students are required to use *Power Point* for their final class presentation. Students are also required to present their "group" conducted during their senior field education experience (SW 452-453) via *Power Point.* During their senior year, students enrolled in *SW 362 Generalist Practice with Families, Organizations and Communities,* complete an electronic advocacy project which requires students in groups of three to develop web advocacy sites for the purpose of advocating/ educating /mobilizing on behalf of social issue or client system.

- *Program objective #9 Possess skills necessary to analyze and influence social policy.*

We believe that understanding the impact of social policy then leads to improved understanding of how theses policies influence our lives. Further we help our students gain the ability to analyze and then influence social policies. Specific course examples follow that illustrate how we accomplish this objective.

In the SW 226 Social Welfare Policy and Services I syllabus p. 4 Part I, students view and discuss the video Welfare Reform I or II and engage in a class activity finding a website listed at the end of chapter #4 in Suppes & Wells, (2003).*The Social Work Experience* The purpose of these assignments are to help students understand the role of policy in people's lives and the attainment of social well-being. Assignment #3 Field Agency Analysis Assignment (see syllabus p.11) requires students to take the necessary first steps to study the agency were they are carrying out their five hour volunteer experience. They are required to describe, point out relevant agency background information and the purpose of the agency. Students also need to understand the populations at risk the agency serves and the role of the social worker in the agency.

In *SW 368 Human Behavior and Social Environments II* students develop an understanding of the financial, organizational, administrative and planning processes to deliver social services. Through lecture and readings (chapter 4 in Pilllari & Newsome, 1998) students identify the goals of organizations, various types of agencies (e.g. public or governmental, private not for profit, and for profit organizations), functions, nature, communication processes, leadership, conflict and implications for social work practice. Funding sources are discussed including public or governmental funding, private dollars including corporate, private and community foundations. Students also develop an understanding of the interrelationship between government (including political, economic and social forces) and service delivery, e.g. funding (purchase of services, performance outcome), agency priorities, recipients of services.

- *Program objective #10 Practice with client systems of various sizes.*

Students are introduced to a variety of practice models to be able to identify, assess, deliver and evaluate social work services to diverse client systems of various sizes including individuals, groups, families, communities and organizations. This is

accomplished, in part, by the 5 hour a week volunteer experience requirement during the sophomore and junior year and the 400 hours required of senior years. For example because a student lacked an opportunity to develop and implement "a group" at the assigned agency, the faculty liaison and the student work out an alternative to add to the senior experience. For example, a senior student from last year planned and carried out a Mandated Reporter Training for new Education majors at CCSU beginning their student teaching experience. This was done because the student in the particular child welfare agency did not have a group opportunity. What follows are examples of how the curriculum focuses on this objective.

In SW 360 Generalist Social Work with Individuals and Families students are required to interview clients from different backgrounds than their own (religious, ethnic, sexual orientation etc.) in Assignment # 3 (see syllabus p. 7) Initial Interview Paper and Process Recording. Students use chapter #8, *(Cournoyer, B. (2005), The Social Work Skills Workbook, Pacific Grove CA: Brooks/Cole)* as a model for their papers. The model allows client systems to tell their story to include rich cultural, religious family traditions and builds on strengths. Students identify the best practice strategies to help the client with identified goals. Finally students implement plans to evaluate client progress.

For example in SW 361 Generalist Practice with Small Groups the major activity for the course is Assignment #5, Group Project (p. 11). The assignment requires students to design a six-session group project based on a developmental stage, an assigned ethnic group and a group practice theme. Then during their senior field education experience (see syllabus SW 452/453 Social Work Field Education Seminar II) students are required to implement a plan, execute and evaluate some type of group service at their agencies. Students utilize the knowledge of evaluation learned in SW 374 Introduction to Social Work Research.

Students develop their organizational skill base during their senior year, in *SW 362 Generalist Practice with Families, Organizations and Communities*, as they are required to develop a funding proposal for a new or ongoing program at their field education agency, as well as identify potential funding sources (see syllabus,p. 9), assignments #1-4).

SW 426 Social Welfare Policy and Services II in small groups students are required to provide testimony –both written and oral—to a panel of invited public officials on an identified social issue (assignments p.5,7,18). This mock public hearing is held during the last class and focuses on a timely issue. Each group must identify and assess the issue, assume a position, and develop social welfare recommendations. Students utilize a testimonial framework provided by the instructor.

- *Program Objective #12 Recognize and understand the global interconnections of social work practice.*

This year the Social Work Program celebrated Social Work Month by having a speaker on Rwanda. In many areas of the curriculum we have infused information and

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course work to aid students in their awareness of their connections to larger international issues. The recognition and understanding of the global interconnections of social work practice has begun to be a focus in the curriculum. Examples of how the program implements this in the curriculum follow.

Content on distributive justice, human and civil right and global interconnections of oppression is incorporated into the course through assignment # 4 (p. 13), (syllabus for *SW 226 Syllabus of Social Welfare I*) Electronic Journal. Students are required to visit and examine three websites (Bread for the World, America's Second Harvest and Food First) and connect with Connecticut Association for Human Services. They have to write about the similarities and differences about hunger in Connecticut and the global community. They also have to connect to their reading in Suppes & Wells and discuss in class the connections between hunger and human oppression

In SW 368 Human Behavior and Social Environments II global interconnections of social work practice is emphasized. Students are required to read for example, the United Nations Human Rights Declaration, and the book *Disposable People: New Slavery in a Global Economy,* and Bailey, G. (2005). *Strengthening global commitment.* (See syllabus p.4), among other readings. In assignment #2 students are to consider how human rights are respected or abused in daily life. *In SW 452/453 Social Work Field Seminar II,* an interactive class session on week three focuses on global interconnection and oppression of children from Brazil, Rwanda, India/Bangladesh & Native Americans.

EP 4.0 Social Work Values and Ethics (Program Goals #2, #4, #5, #6, #7, #8, #12)

4.0.1 Values and principles of ethical decision making integrated

In assignment # 1 (see syllabus p.7) *SW 226 Social Welfare Policy and Services I* students examine the historical roots of the profession and make the connection with the values and ethics of the profession. Assignment # 4, (see syllabus, p. 10) in their Electronic Journal assignment students must follow links from local to nation to global sites relate to fighting hunger.

In the syllabus for *SW 227 Human Behavior and The Social Environment I,* (see page 2) course objectives 2 & 9 focus on NASW Standards of Cultural Competence and NASW Codes of Ethic. These are then integrated into course assignments. In assignment #3, Report on Novel page 12 (*The Front Runner* (1974), students are asked to examine personal feeling and the negative societal reactions experienced by this group. Class discussion focuses on the controversial issues of the day (i.e. gay & lesbian marriages).

In the syllabus for *SW 360 Generalist Social Work with Individuals and Families* in Assignment # 1 (p. 7), the Professional Development Contract includes student learning goals and objectives. Students are asked to read NASW Code of Ethics and NASW Standard of Cultural Competency and contribute to a class discussion. In Assignment # 2 students use as their guide the NASW Code of Ethics before they

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engaged in their community observation. In item 10 of this assignment they must identify and discuss any violation they observe.

In the syllabus for *SW 361, Generalist Social Work Practice with Small Groups* values and principles of ethical decision making integrated in Assignment #1 p. 9, Contract. Students are required to identify a goal based on one ethical principle and corresponding social work value and to identify a goal for themselves and three measurable objectives for that goal.

In *SW 362 Generalist Practice with Families, Organizations and Communities* values and principles of ethical decision making is intergraded throughout the course. (see syllabus p. 3, course goal # 4) For example, their required Electronic Advocacy websites and completed Funding Proposals must adhere to the NASW Code of Ethics. Students are required to read: Younes, M.N. (2003) *Coming full circle: Putting advocacy ethics into action*, and Lonne, B. McDonald, C. & Fox, T (2004). Ethical practice in the contemporary human services, and chapter 3 Homan includes information on values and ethics and their incorporation into professional practice.

As demonstrated in the syllabus for *SW 368 Human Behavior and Social Environments II* (syllabus p.2 course goal #3) students demonstrate an understanding of, and practice within the NASW Code of Ethics and NASW Standards for Cultural Competence . Through lecture material, course readings (chapter 1 in Bales, 1999 see syllabus p.10), and video presentations (*Rich World, Poor Women* see syllabus, p.18) students are introduced to globalization, its consequences, and implications for the social work profession. While globalization has resulted in benefits for countries it has cost segments of society in regards to human rights and quality of life, e.g. escalating rates of poverty for women and children. Content is provided through lecture and class discussion regarding "cultural relativism" and dilemmas that may occur when applying universal human rights in cultural settings.

In the syllabus for *SW 374 Introduction to Social Work Research* (syllabus p.2 course goal #3) students demonstrate an understanding of and practice within the NASW Code of Ethics and NASW Standards for Cultural Competence in research and evaluation as it pertains to practice, services and clients. Students are introduced to and, consequently, demonstrate ethical decision making as it pertains to the building and evaluation of social work knowledge. Ethical decision making is emphasized throughout lecture materials in the context of the scientific process. Students are required to read Engel, R.J.and Shutt, R.K. (2005 chapters 2 ,8, 9 and 13) which discusses ethical guidelines, and review the Code of Ethics as it pertains to research and evaluation. Students understand social worker roles as producers, consumers and contributing partners. Throughout the course students demonstrate knowledge and evidence of ethical decision making as it is exemplified by the successful compilation of their research proposal for further study.

In *SW 426 Social Welfare Policy and Services II* students demonstrate an understanding of and practice within the NASW Code of Ethics and NASW Standards

for Cultural Competence(see syllabus p,. 6) (see syllabus course goals #2 and #3) throughout this course. In assignments #2 and #3, students are required to apply the values and principles of the social work profession in their analysis of social welfare legislation.

In the syllabus for *SW 450/451 Social Work Seminar I* Unit VI Populations at Risk and Ethical Dilemmas, discussion focuses on Royce *A Guide for Social Work Students (2003.)* Students have the opportunity to explore multiple ethical dilemmas they may encounter as they enter their practice at their respective agencies.

The *senior seminar (SW452/453)* integrates values and principles of ethical decision making in the following manner: The use of Loewenberg, F., Dolgoff, R., Harrington, D. (2000) *Ethical Decisions for Social Work Practice.* . In the syllabus for *SW 453 Social Work Seminar II* p. 6 mini assignment #2 journal assignment, students are asked to describe and analyze an ethical dilemma at their agency. During the second semester of their senior year they are also required to maintain a values and ethics journal (see page 8) One approach to case discussions in class focuses on the values and ethics involved in decisions for developing a treatment plan and the systems issues impacting case outcomes.   .

4.0.2 Students awareness of personal values

In the novel assignment # 2, see syllabus p.9 in *SW 226 Social Welfare Policy and Services I,* students are assigned to read one of three of novel. Each novel reflects a different ethnic/racial group and make the connections with NASW Code of Ethics and NASW Cultural Competence Standards that may assist them in their practice.

In the syllabus for *SW 227 Human Behavior and The Social Environment I*, The video Man Alive: Aging and Saging in Unit 5, p. 6 describes theories of aging along with macro systems response to the aging process. Student personal biases concerning the older adult are examined as it relates to their own social work practice

In the syllabus for *SW 360 Generalist Social Work with Individuals and Families* in Assignment # 4 (p. 10) in the Process Recording section, students must identify and discuss student feelings. One of the primary textbooks for the course is Cournoyer (2005) *Social Work Skills Workbook,* Exercise # 2.4 "Self-Understanding and Self Control" p. 45 and Exercise # 2.5 *"Cultural Competence and Acceptance of Others"* p. 60 both explore personal values.

In the syllabus for *SW 361, Generalist Social Work Practice with Small Groups* Students' awareness of personal values: In the objective # 5 for the course there is an objective to develop a professional social work identity via classification of personal values and exposure to issues of professional values and ethics. This is demonstrated in Unit I (Zastrow chapter #2) in a discussion primarily on the worker, knowledge, values and skills (Conoyer p. 65) *"Acceptance of Others Scale"* help the students in beginning to understand their own values and feelings about others

In *SW 362 Generalist Practice with Families, Organizations and Communities* students' awareness of personal values (see syllabus p. 3, course goal #4) is integrated into course discussion of students' assumptions in the cases that will be discussed. In small group discussion using a case study, e.g. *Lee and the Amazing Multifaceted Community Needs Assessments* (chapter 1 Fauri, D.P, Wernet, S.P. & Netting, E. F. 2004) examines what method to use in order to identify the needs of older persons. Students not only identify and discuss the differing opinions and perceptions of the participants, but must consider the differing definitions of community and what the role of the social worker is in defining need.

As demonstrated in the syllabus for *SW 368 Human Behavior and Social Environments II* (syllabus p. 2 course goal #1, #3) students develop an awareness of their personal values. For example, in chapter 2 of *Disposable People* (Bales, 1999) students read how girls are sold into slavery as a response to serious economic pressure, and how cultural norms prepare girls to become sex slaves. Students are asked to examine their personal feelings. Also, in small group and class discussion, students are asked to consider "What would you do if you discovered that your job depended on slave labor?"

In the syllabus for *SW 374 Introduction to Social Work Research* (p.3 course goal #6) students demonstrate the professional use of self in the building and evaluation of social work knowledge. Required for the completion of this course is a research proposal for further study assignment using qualitative methods (p.7 Appendix A). An important precursor to the start of their data collection, students are to complete a writing assignment (p.8 Assignment #1) (a.) identifying and illustrating their own values, assumptions and preconceived notions as it pertains to their topic of study and (b.) discuss strategies to minimize their influence during the data collection process, analysis, and implications. Students share their values, assumptions and preconceived notions in class discussions. To facilitate thinking, students are required to read the article (syllabus, p.5) "Notes on research methodology: Methodology and ethical issues in research on lesbians and gay men" (Martin, J.I. Knox, J., 2000).

In *SW 426 Social Welfare Policy and Services II* students demonstrate their awareness of personal values (see course syllabus p. 3 course goals #4) through assignment #1. Students are required to identify the origins and describe the socio-politico-economic-cultural forces that have ultimately shaped their understanding and perspective of social welfare, politics and the political process

In the syllabus for *SW 450/451 Social Work Field Seminar I* students examine the value base (Royce p. 29) and policies of the agencies where they are doing their placements and determine if they are in conflict with their own values. Also on p. 93 (Royce) they explore working with clients that are different from them, ie religious beliefs, sexual preference, ethnicity.

4.0.3 Develop, demonstrate and promote values of profession

All the assignments in *SW 226 Social Welfare Policy and Services I*, develops, demonstrates and promotes the values of the social work profession by exposing the students from the very beginning of their career in the BA in Social Work major with the NASW Code of Ethics and the NASW Standards of Cultural Competence Standards. The Department of Social Work demands that student apply the NASW Codes and Standards in the classroom and in field education experiences. The Sophomore Year Student Evaluation of Volunteer Experience evaluates students on values and ethics as demonstrated in their behavior.

In the syllabus for *SW 227 Human Behavior and The Social Environment I*, p. 5, Unit I Devore's (1999) Layers of Understanding are examined. Layer One articulates the application of social work values in regards to ethnic sensitive practice. In class the instructor links with the www.socialworker.org to review each value and associated ethical principle.

In the syllabus for *SW 360 Generalist Social Work with Individuals and Families* Assignment #5 p.12, students are given case scenarios to identify at least 2 agencies that would address the client needs. The assignment also requires that suitable web sites be located to also help as a resource. In calling assessing agencies students discover how difficult it often is for clients to access services. In Assignment #2 p. 8 in syllabus we require students to observe an agency situation. For example students can sit in an emergency room and observe the clients and staff interacting. Students are asked to see if bi-lingual staff and paper work are available and how the client are treated.

In the syllabus for SW 361 *Generalist Social Work Practice with Small Groups* Exercise B, students list the differences between social work and other related professions. Exercise "Space to Futura" gives students the opportunity to analyze the ethical dilemma presented by having to choose who lives or dies and why they make the choices they do. ·

In *SW 362 Generalist Practice with Families, Organizations and Communities* students' develop, demonstrate and promote the values of the course (see syllabus p. 2-3 course goals #1 and #4) through the development of an Electronic Advocacy website that is required to adhere to the NASW Code of Ethics and a completed funding proposal. Also through the use of a case study, e.g. chapter 6 *Riverton*: A Home Place in Distress (Fauri, D.P, Wernet, S.P. & Netting, E. F. 2004) students, in small group discussion must address the problem of inadequate representation of a minority community within a larger one.

As demonstrated in the syllabus for *SW 368 Human Behavior and the Social Environments II* (syllabus p.2 course goal #3) the values of the profession are developed, demonstrated and promoted. Students review NASW Code of Ethics and Standards for Cultural Competency. Social justice and challenging inequities forms a foundation for this course. Through lecture students are introduced to definitions/perspectives of social justice including the work of John Rawls, Iris Marion Young, US Conference of Catholic Bishops, NASW Perspective, Jane Addams, Mary Church Terrell, Ida B. Wells, Jeannette

Rankin, Bertha Capen-Reynolds. Students are required to read from social work newsletters/newspaper articles which focus specifically on social work responsibility and response to social and economic injustice. They include: *Organizing for economic human rights* (Rudisill, L. & Netherton, J. 2003) *Strengthening global commitment* (Bailey, G. 2005), *Embracing radical social work* (Bailey, G. 2003), and Building *an international field of practice* (Fred, S. 2005). In assignment #3 students are required to consider how human rights are respected or abused in daily life. They are to discuss the implications for social work and the social work profession (syllabus, p. 6).

In the syllabus for *SW 374 Introduction to Social Work Research* (syllabus p.2 course goal #1, #2, #4, #6) students develop, demonstrate and promote the values of the profession. Students are required to read chapter 1 (Engel, R.J.and Shutt, R.K. 2005) which provides an introduction to and illustrations of the profession's commitment to the building and evaluation of social work knowledge (p.4). The writing assignments (p.7), culminating in the successful completion of a research proposal for further study assignment, demonstrates students abilities to promote the values of the profession in the scientific process. Critical to the completion of their proposal for further study students must provide a written discussion on the implications of their research proposal for further study assignment guided by NASW Code of Ethics and NASW Standards for Cultural Competency. In small group discussions, students develop specific practice implications for social work using research findings from required reading *"Substance use: Spirituality and religious participation as protective factors among rural youths"* (Hodge, D.R., Cardenas, P., Montoya, A. 2001).

In *SW 426 Social Welfare Policy and Services II* students develop, demonstrate and promote the values of the profession (see syllabus p. 2 course goals #1, #2 and #5). In assignments #2 and #3 p. 6, students are required to apply the values and principles of the social work profession in their analysis of social welfare legislation. In assignment # 5, p.7 using small group format, students demonstrate values of the profession as they are required to provide testimony both written and oral to a panel of invited public officials on an identified social issue (see syllabus p. 7 assignment #5). This mock public hearing is held during the last class and focuses on a timely issue. Each group must identify and assess the issue, assume a position, and develop social welfare recommendations

In the syllabus for *SW 450/451 Social Work Field Seminar I,* values and ethics are examined by each student in the senior seminar using the required four process recordings per semester (p. 11 and 20 in syllabus). The analysis and feelings sections give students a first-hand look at their values and ethics as they carry out interviews.

4.0.4 *Analyze ethical dilemmas and the ways in which they affect practice, services and clients.*

In the syllabus for *SW 226 Social Welfare Policy and Services I* Assignment # 4 (see p. 13). The Internet Journal students must use the NASW Code of Ethics as the practice foundation from which they must analyze and engage in discussion around the ethical dilemmas and the ways in which they affect practice, services, and clients.

In the syllabus for *SW 227 Human Behavior and The Social Environment I*, p. 9, assignment 3, Report on Novel (*The Front Runner*), students are asked to examine personal feeling and the negative societal reactions experienced by this group. Class discussion focuses on the controversial issues of the day (i.e. gay & lesbian marriages, adoption and application for employment) and the challenges of practice dilemmas are analyzed.

In the syllabus for *SW 360 Generalist Social Work with Individuals and Families* In Unit 1, using Conoyer (2005) Chapter 3 students are required to read this chapter on ethics and as a class activity carry out the dilemmas summary exercises (pp. 117-120) as a group .

In the syllabus for *SW361 Generalist Practice with Small Groups* Assignment #4, Group Observation Paper (see p. 11) students must analyze any ethical dilemmas that arose in the group they participated in to complete their presentation. When analyzing their groups they are required to discuss any ethical dilemmas that came up that were discussed with the group or ethical dilemmas that they observed but did not discuss as a group.

In *SW 362 Generalist Practice with Families, Organizations and Communities* students analyze ethical dilemmas and the ways in which they affect practice, services and clients (see syllabus p. 3 course goal #4). For example in small groups students discuss the case (chapter 8 Fauri, D.P, Wernet, S.P. & Netting, E. F. 2004)) *Linblom County: How Diversity Influenced Philanthropic Sufficiency*. This illustration raises the question "how should social workers respond when community competence is not present? And what if efforts to build community problem-solving competence is not only resisted but overturned by powerful actors in the community?" Students are asked to identify the ethical dilemma(s) and how if influences their practice, services and clients. Case study *Ecological Outcomes* (chapter 13 Fauri, D.P, Wernet, S.P. & Netting, E. F. 2004) focuses on maintaining revenue streams and the struggle to keep to the mission of the organization and the needs of the clients served. Discussed is how external and internal funding decisions contributed to the vulnerability of one agency.

In *SW 368 Human Behavior and Social Environments II* students have an opportunity to examine ethical dilemmas ant the ways in which they affect practice, services and clients. Students are asked to reflect on their five (5) hour experiences. Students discuss in small groups (a.) how the mission of the agency supports and/or restricts self determination (b) ways in which agency practice supports and/or restricts self determination (c) the influence of agency practices on the lives of clients. Also content is provided through lecture and class discussion regarding *Disposable people* e.g. "cultural relativism" and dilemmas that may occur when applying universal human rights in cultural settings

In SW *374 Introduction to Social Work Research* students are introduced to and discuss skills necessary to address ethical dilemmas in context to the building and evaluation of social work knowledge (syllabus, p.2 course goal #1, #2, #3). In assignment

#1 (syllabus p.8) students are required to identify and address potential ethical dilemmas that may occur as they carry out their research proposal for further study assignment. To facilitate thinking and class discussion students are required to read "Ethical and safety considerations when obtaining information from or about battered women for research purposes"(Sullivan, C.M. and Cain, D. 2004), and *"Human rights, politics and reviews of research efforts"*(Beyrer, C. and Kass, N.E. 2002) that focuses on ethical considerations for conducting research in a global context. A guest speaker from Central Connecticut State University Institutional Review Board (IRB) presents to the students.

In *SW 426 Social Welfare Policy and Services II* ethical dilemmas and the ways in which they affect practice, services and clients is examined in this course (see syllabus p.2 course goals #1 and #5). Through lecture material and course readings (chapters 1, 2 and 5, Popple, P.R. & Leighninger, L. (2004)) students understand policy and budget decisions as a reflection of societal values, and more often a contradiction of values. For example the United States values equality yet granting gays and lesbians the legal right to marry is deemed "immoral," and contributes to their continual oppression. Students are required to read and in small groups discuss chapter 3, a case study regarding how "consumer-directed personal assistance services for persons with disabilities" are "at odds" with bureaucrats (Fauri, D.P., Wernet, S.P. & Netting F.E. (2004)). This case study illustrates how political decisions—for better or worse—have direct consequences on services and individuals, families and communities. More specifically, policy decisions undermine self-determination and empowerment for persons with disabilities. Another required reading, *"Hating hate: Policy implications of hate crime legislation"* McPhail (2000) raises the question: is hate crime legislation really consistent with social work's commitment to social justice when it excludes some groups? ,is discussed in class. In addition, in assignment #5 p. 7—students select organizational policies from their field education agency and discuss how it impacts upon their client population and/or human service delivery—students identify and discuss ethical dilemmas.

In the syllabus for *SW 450/451 Social Work Field Seminar I*, Values and ethics are also highlighted as students are required to examine and list client's strengths in the Systems Analysis (p. 15). In addition the use of Saleebey, D. (2002). *The Strengths Perspective in Social Work Practice*, provides an overarching approach to clients and their families. In the student's portfolio they are asked to write about themselves as professionals and examine their readiness to engage in generalist practice. (Saleebey, D. (2002). The Strengths Perspective in Social Work Practice, 3rd Ed. Allyn & Bacon, Boston)

EP 4.1 Diversity (Program Objectives #2, #4, #5, #6, #7, #12)

4.1.1 Understanding affirmation and respect for people from diverse backgrounds integrated. Culture and personal identity emphasized.

SW 226 *Introduction to Social Welfare Policy and Services I* is one of two beginning courses that introduces students to the social work profession. Therefore, all assignments are grounded in exploring student backgrounds and cultural heritage. This

provides the framework for exploring, understanding, affirming and respecting people from diverse backgrounds. For example in Assignment 2 (p. 9) the readings reflect diverse backgrounds (Native American, African American and Puerto Rican).

Respect for people from diverse backgrounds forms the foundation of HBSE I. For example In the syllabus for *SW 227 Human Behavior and The Social Environment I*, p. 7, the video In *The Land of Giants*, multiple cultures are featured as the students are exposed to pregnancy and birth in Japan, South America, Russia and an African American family in the United States. They are also required to read a read "The Multicultural Mosaic" by Yellow Bird, Fong, Galindo, Nowicki, & Freeman. (1995). This provides a look at issues in social work which provides a background for their future practice in agencies with populations at risk and people of different cultures. Their own identities are emphasized with the required paper on their families of origin.

In the syllabus for *SW 360 Generalist Social Work with Individuals and Families* The text, Ethnic-Sensitive Social Work Practice (Devore and Schlesinger,1999) forms the foundation for understanding diversity in this course. It is used in multiple sections and is woven into all discussions on diversity. The Layers of Understanding in chapter 7 are introduced early in the course and are used as a framework for all case discussions. The NASW Standards of Cultural Competence are required and discussed in class. In Unit II when students are exploring preparation for clients they participate in an in class activity, "How Am I the Same and Different?" First, this is done in dyads in class and then the discussion moves to specific cases. Students begin to challenge assumptions and discuss differences among each other and with potential clients.

The major activity for the course *SW 361 Generalist Social Work with Small Groups* is Assignment #5, Group Project. The assignment requires students to design a six-session group project based on a developmental stage, an assigned ethnic group and a group practice theme. For example, early adulthood, Bosnian and the theme is a refugee support group. Students must engage in research for the ethnic and social work practice considerations. The group design must have as its' focus the assigned ethnic group with group activities sensitive to the group, developmental level and the practice focus.

In *SW 362 Generalist Practice with Families, Organizations and Communities* understanding, affirmation and respect for people from diverse backgrounds, and culture and personal identity emphasized throughout this course (see syllabus p. 2 course goal #1). At the start of the course students review NASW Code of Ethics and Standard for Cultural Competence. In addition students are required to read Homan, chapter 1 which discusses the need for cultural awareness, respect and competency. Students for example read Chen, H.T. & Marks, M.R.(1998) *Assessing the needs of inner city youth: beyond needs and identification and prioritization*, and Gutierrez, L.M.& Lewis, E.A. (1994) *Community organizing with women of color: a feminist approach*. Discussion includes how macro practice skills are applied. Through lecture, the instructor provides information on the diverse composition of the local community and illustrations regarding successful and not so successful initiatives to develop an understanding, affirmation and respect for differing groups.

In *SW 368 Human Behavior and Social Environments II* uniqueness of individuals, respect for diversity and their right to self-determination is a centerpiece for this course (syllabus, p.2 course goal #1). Students are required to read Bales (1999) *Disposable people: The new slavery in a global economy* provides profiles of diverse people around the world. Students develop an awareness and understanding of socio-economic-politico-cultural factors fueling their oppression and efforts to secure their rights to self-determination (See syllabus, p. 15). Students also view and discuss four videos of various groups of diverse people and their quest for self-determination–gays and lesbians, (*After Stonewall: History of the gay and lesbian movement*), African-Americans environmental and (*Fenceline: A company town divided*), and Hispanics (*The Forgotten Americans*). In assignment #1 (syllabus, p. 5) students develop an understanding of their own families' cultural and personal identities.

Integrated throughout *SW 374 Introduction to Social Work Research* is the understanding, affirmation and respect for people from diverse backgrounds (syllabus p.2, course goals #4). Diversity is one of two themes students can select for their research proposal for further study assignment requirement (syllabus, p. 7). Students are required to read "*The logic of feminist standpoint theory for social work research*"(Swignowski, M.E. 1994) which compels students to recognize life experiences as grounded in cultural diversity. Students are required to apply standpoint perspective to their research proposal for further study assignment, i.e. selection of topic, data collection process, design of interview questions, analysis of data, and implications for study (syllabus p.6-7, Assignments # 2, 4). Students view *Number our Days,* a video about one researcher's experience conducting participant observation at a Jewish senior center located on Venice Beach, California.

Integrated throughout *SW 426 Social Welfare and Services II* is the understanding, affirmation and respect for people from diverse backgrounds is integrated and culture and personal identity is emphasized. In the Policy Analysis assignment (see syllabus course goals #1, #2, Assignment #2 & 3 p. 6) students must consider the effect of their specific policy on people from diverse backgrounds.

SW 450-453 Internships, agency assignments are made based on the ability of agencies to provide opportunities for students to work with people of diverse backgrounds. In our local agencies practice is focused on at risk populations: Latino, African American, Caribbean Basin natives, Polish, immigrants and refugees, gays and lesbians.

4.1.2   *Content ensures that social services meet needs of groups served and are culturally relevant.*

Assignment # 3 (p.11) - Voluntary Field Agency Analysis in the syllabus for *SW 226, Social Welfare Policy and Services I,* students examine the needs of special populations and are asked to provide examples of how program services pay special attention to culture. Throughout the course, content explores culture and personal identity is emphasized. For example, Suppes & Wells (2002) in each chapter provides diverse case

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examples that are used for discussion and application of course content. In addition, a variety of videos (for example, Dancing in Moccasins, and The Invisible Disability) provide students the opportunity to hear the clients' perspective. An example must be included and explained.

In the syllabus for *SW 227 Human Behavior and The Social Environment I*, p. 6, Unit V there is an emphasis on the milestones of young adult hood with discussion on how developmental milestones may vary from culture to culture and therefore social work services must be geared to meet the needs of groups served

In the syllabus for *SW 360 Generalist Social Work with Individuals and Families* Assignment #2, (p. 8 in syllabus) students are required to carry out an observation. Among the choices are an inter city emergency room, police department, maternity clinic, unemployment office and a city laundry mat. Students are asked to review the NASW Code of Ethics and Standards for Cultural Competence and to point out violations in regard to how clients are treated and attended to at the various venues. In addition in Assignment #4, Family Referral Paper, students must find culturally relevant services and agencies for their assigned cases.

In the syllabus for *SW 361 Generalist Social Work Practice with Small Groups* in the Assignment # 5, p. 11 Group Project, the emphasis is on matching a client needs with services that are culturally relevant. They must apply the Cultural Competency Standards of NASW in developing the group project curriculum/agenda.

In *SW 362 Generalist Practice with Families, Organizations and Communities* content ensures that social services meet needs of groups served and are culturally relevant (see syllabus p. 3, course goal #1) In the case study *Riverton: A Home Place in Distress* (chapter 6 Fauri, D.P, Wernet, S.P. & Netting, E. F. 2004) students, in small group discussion must address the problem of inadequate representation of a minority community within a larger one. Utilizing information from required reading Gutierrez, L.M.& Lewis, E.A. (1994) *Community organizing with women of color: a feminist approach* students are to develop a culturally competent strategy to recruit adequate representation.

In *SW 368 Human Behavior and Social Environments II* content ensures that social services meet the needs of groups served and are culturally relevant. At the start of the course, students are required to review the Standards for Cultural Competence (see syllabus, p.9) and are introduced to assessment for organizational cultural competency assessment.

As demonstrated in the syllabus for *SW 374 Introduction to Social Work Research* students are introduced to and develop an understanding of culturally appropriate research and evaluation designs to ensure that social service needs meet the needs of groups served and are culturally relevant (syllabus, p.2 course goals #1, #2, #4). In chapter 1 (Engel, R.J.and Shutt, R.K. 2005), and through lecture emphasized is how research knowledge is both the impetus for and the framework for culturally appropriate

social services. Students have to construct culturally appropriate interview questions for their research proposals for further study assignment (Assignment #1). Emphasized is the need for respect and effective communication. One component of their research proposal for further study is to develop an "implications" section that requires students to identify implications of their research proposals for further study including practice (syllabus, p 17) In regards to evaluation, lecture material about the evaluation of programs/agencies, includes an illustration of one culturally appropriate tool that is available on-line: Assessment of Organizational Cultural Competence Survey Tool www.aucd.org/councils/multicultural/Cultural_Competence_Survey.htm. Discussed, for example, are the various domains included in an effort to identify and capture diversity and how this information can be integrated into practice.

In *SW 426 Social Welfare Policy and Services II* content ensures that social services meet needs of groups served and are culturally relevant (see syllabus course goal #1). For class discussion of the history of US immigration policy, students are required to read "*Immigrant and refugee communities: Resiliency, trauma, policy and practice* (Schmitz, C.L., Jacobus, M.V., Stakeman, C. et al (2003)). This article emphasizes the importance of tailoring services—with an emphasis on "just practice"— for newcomers who have experienced horrific events. This includes the consideration of culture, norms and values of their country of origin. A discussion regarding how the events of 9/11 and subsequent policy decisions have altered how policy officials view newcomers, and the availability of financial resources to provide assistance follows a discussion of this reading.

In the Small Groups as a Resource assignment in the syllabus for *SW 450/451 Social Work Field Seminar I*, students are asked to use resources in developing a group proposal that is culturally relevant to target population of their agency with an emphasis . on diversity. Through the required process recordings in SW450/451 and SW452/453 students examine their feelings and thought in reaction to clients of different backgrounds. Students' expectations and "Tune Ins" (see process recording grid p. 21). Discussion of relevant articles in Required Readings highlight diversity among and between diverse groups and populations at risk.

In group assignment in the syllabus for *SW 452/453 Social Work Field Seminar II*, students are asked to use resources in developing a group proposal that is culturally relevant to target population of their agency with an emphasis on diversity Through the required process recordings in SW450/451 and SW452/453 students examine their feelings and thought in reaction to clients of different backgrounds. Students' expectations and "Tune Ins" (See process recording grid p. 21 in 450/451 syllabus) Discussion of relevant articles (for example the Gupta article p. 5 Required Readings for 450/451) highlight diversity in and with the group.

4.1.3   Recognition of diversity within and between groups influencing practice.

Assignment # 4 (see syllabus p.13), *SW 226, Social Welfare Policy and Services I*, Hunger Near and Far, item 3 provides the student with the opportunity to explore the

reality of competition for limited resources among and between diverse groups. For example, within the broad category of older adults, African American or Latino older adults may have more of an immediate need.

In the syllabus for *SW 227 Human Behavior and The Social Environment I*, p. 9, the group oral presentation focuses on an assigned ethnic group. The groups reflect the communities served in the area surrounding the University (Puerto Rican, African American, Polish etc.). Students are asked to report on their assigned ethnic group and also discuss the diversity within and between groups and how, in some instances there is a competition for resources and services.

In the syllabus for *SW 360 Generalist Social Work with Individuals and Families* Assignment # 4, p. 10, Family Referral Paper all case scenarios include individuals/families that have experienced discrimination, oppression and economic deprivation. Student must also identify and match an agency that meets client cultural, social and economic need.

In the syllabus for *SW 361 Generalist Social Work Practice with Small Groups* Assignment #3 p. 10, Agency Group Service Paper helps students gain an understanding of diversity within and between groups. Populations at risk are identified and the services at the agency are explored. Possible challenges between groups are identified and how they influence practice. The resources available and how they are allocated often illustrate how competition can arise within and between groups.

SW Human Behavior and Social Environment II

In SW *368 Human Behavior and the Social Environment II,* recognition of diversity within and between groups is discussed in the context of ethnic human service agencies. Students begin to develop an understanding of the "politics" of funding and subsequent competition for scarce resources which often results in competition between groups, and within groups.

In *SW 374 Introduction to Social Work Research* students are introduced to how research and evaluation is used to recognize diversity within and between groups, and designs methods to account for differences (syllabus, p. 2 course goals #1, #2, #3, #4). To facilitate thinking, students are required to read "*A sketch of Arab-Americans: Who should study whom?* (Lee, F. 2003) for class discussion. A key issue in the article is concern whether methods used account for diversity within Arab-American population (syllabus, p.5). Similarly another required reading "*Notes on research methodology: Methodology and ethical issues in research on lesbians and gay men*" (Martin, J.I., Knox, J., 2000) raises the issue of the researcher's ability to obtain a representative sample considering the variety of definitions used to define members of the population. Students are introduced to sampling methods (Engel & Schutt. 2005, chapter 4) that ensure the representation of diverse groups.

In *SW 426 Social Welfare Policy and Services II* recognition of diversity within and between groups influencing policy and practice is illustrated through the illustration of "distributive justice." Students are required to read chapter 7, Popple, P.R. & Leighninger, L. (2004) which focuses on welfare/welfare reform, and Abromovitz, M. (2001) *"Everyone is still on welfare: The role of redistribution in social policy."* Through class discussion students discuss how, as Abromovitz stated "government spending benefited people from all walks of life as well as major corporations." While all groups benefit, it is the so called "undeserving" or "system dependent" poor that continue to be vilified.

Through system analysis assignment (see p. 13), in the syllabus for *SW 450/451 Social Work Field Seminar I*, and group design, p. 9, In the syllabus *for SW 452/453 Social Work Field Seminar II*, students are required to consider diversity in implementation of practice strategies. Evaluation of the design gives students the opportunity to examine success or shortcomings of their design and how the assignment addressed the needs of the "at risk" client they selected.

4.1.4 Students learn to define, design and implement practice strategies with persons from diverse backgrounds.

Suppes & Wells (2002) the text required for *SW 226 Social Welfare Policy and Services* I, utilizes case examples in their text that provide students with an opportunity to explore diverse life scenarios. Class discussion focuses on intervention design & practice strategies that take into consideration the ethnic and cultural reality of individuals, groups and families as well as structural adaptations that musts be taken into account.

In the syllabus for *SW227 Human Behavior and The Social Environment I*, p. 9, in the final Oral Presentation students must read the NASW (2001) Standards of Cultural Competence and report on how the standards will influence and effect service delivery to their assigned ethnic group.

In the syllabus for *SW 360 Generalist Social Work with Individuals and Families* students are required to interview a client from a different background other than their own (religious, ethnic, sexual orientation etc.) in Assignment # 3 Initial Interview Paper and Process Recording. Students use chapter #8, Conoyer (2005) as a model for their papers. The model allows client systems to tell their story to include rich cultural, religious family traditions and builds on strengths. Students identify the best practice strategies that help the client with identified goals. Finally students implement a plan to evaluate client progress

In the syllabus for *SW 361 Generalist Social Work Practice with Small Groups* assignment #5 p. 12, Group Project gives students the opportunity to design a six-session group project based on a developmental stage, an assigned ethnic group and a group practice theme. They must implement practice strategies that are relevant and appropriate to their assigned client group. Students must take into consideration the need for cross-cultural knowledge, cross cultural skills and social service delivery resources.

In SW 362 Generalist Practice with Families, Organizations and Communities students learn to define and implement practice strategies with persons form diverse backgrounds (see syllabus p. 2, course goal #1) In the case study *Riverton: A Home Place in Distress* (chapter 6 Fauri, D.P, Wernet, S.P. & Netting, E. F. 2004) students, in small group discussion must address the problem of inadequate representation of a minority community within a larger one. Utilizing information from required reading Gutierrez, L.M.& Lewis, E.A. (1994) *Community organizing with women of color: a feminist approach* students are to develop a culturally competent strategy to recruit adequate representation. In small group discussion using case study, e.g. *Lee and the Amazing Multifaceted Community Needs Assessment*s (chapter 1 Fauri, D.P, Wernet, S.P. & Netting, E. F. 2004) examines what method to use in order to identify the needs of older persons. Students not only identify and discuss the differing opinions and perceptions of the participants, but must consider the differing definitions of community. Students discuss as the author states "what tools can be useful in translating theory into assessments and interventions that improve community well being." Students must determine ways to involve the senior citizens and other community stakeholders, as well as identify other strategies to meet the needs of the senior members of the community.

In *SW 368 Human Behavior and Social Environments II* students develop an awareness and understanding of macro practice models to combat discrimination, oppression and economic deprivation. Through lecture, readings and video students develop an awareness and understanding of various strategies to combat discrimination, oppression and economic deprivation. Models discussed include Rothman's Model of Community Practice (Locality, Social Action, Social Planning Weil's Model of Community Practice (Neighborhood and Community Organizing, Organizing Functional Communities, Community Social and Economic Development, Social Planning, Program Development and Community Liaison, Political and Social Action, Coalitions, Social movements). All the videos shown in the course demonstrate strategies in action to students, e.g. how the Diamond Community in *Fenceline*, educate, mobilize and organize to take on a multinational corporation, and in *Forgotten Americans* residents living in a colonia organize themselves and challenge public officials for quality housing, roads and property rights; *After Stonewall: History of the gay and lesbian movement* students develop and awareness of various strategies and tactics including social protest, coalition-building, seeking and holding political office, and the role of the media.

In *SW 374 Introduction to Social Work Research* students learn how scientific knowledge resulting from culturally appropriate research and evaluation defines, designs and implements practice strategies with persons from diverse backgrounds. Students are required to read (syllabus, p. 2 course goals #1,#2, #3, #4). *"The logic of feminist standpoint theory for social work research"* (Swignowski, M.E. 1994) which instructs researchers to "center" the experiences of diverse and other marginalized groups in their research studies. Students are introduced to sampling methods (Engel & Schutt, 2005, chapter 4) that ensure the representation of diverse groups as well as the development of culturally appropriate data collection tools. For example, chapter 8 in Engel & Schutt (2005) discusses the construction of survey questions which minimize bias. Students also are required to read *"Empowerment evaluation as a social work strategy"* (Secret, M.,

Jordan, A., Ford, J., 1999) which encourages participation of client systems in the evaluation process.

In *SW 426 Social Welfare Policy and Services II* students learn to define and implement practice strategies with persons from diverse backgrounds (see syllabus p. 2, course goal #1). Using the American's with Disabilities Act as a lecture illustration coupled with required case study reading (chapter 3 (Fauri, D.P., Wernet, S.P. & Netting F.E. (2004)) students learn about the self-advocacy movement and the integral role of persons with disabilities had/have in shaping political decisions influencing their well being. Education and advocacy, e.g. providing testimony, is emphasized.

In the syllabus for *SW 450/451 Social Work Seminar I,* the reading list on page 4 includes several articles on practice with diverse backgrounds. For example Delgado and Tennstedt discuss Puerto Rican sons as caregivers to the elderly and some challenges involved. In the syllabus for 450/451 page #10 assignment #4 students are required to assess how the article they have selected addresses issues of diversity. In addition on page 14 in the same syllabus students are required to discuss in their system analysis how their intervention plan my be tailored to the diverse population they are working with.

EP 4.2 Populations-at-Risk and Social and Economic Justice (Program Objectives #3, #5, #6, #7, #12.)

4.2.1 Populations-at risk integrated

In *SW 226 Introduction to Social Welfare Policy and Services I* populations-at-risk and economic justice is woven throughout the course in assigned readings, cases and related discussion, class assignments as well as the interface of related videos For examples the foundation material on this topical areas can be found in chapter 4 in Suppes & Wells (2002), *"Poverty and Populations-At-Risk".*

In *SW 227 Human Behavior and the Social Environment I,* information on populations-at-risk is integrated throughout the course. For example in the final exam group oral report (p. 9) the students are asked to examine their assigned ethnic group and to report on why the information is important for a generalist social worker. Special emphasis is placed on the populations-at-risk within the assigned ethnic group.

Sheafor, Horjsi & Horjsi (2003) and Devore and Schlesinger (1999) form the foundation for understanding for *SW 360 Generalist Practice with Individuals and Families.* The Layers of understanding in chapter # 7 of Devore form the structure from which all client systems are understood. Students are required to use the Layers in discussions and writing about each case. Layer 5 " *Impact of the ethnic reality on the life* of a client and Layer # 7 Adaptations of procedures for ethnic sensitive practice help the student focus on culture and ethnicity.

In the syllabus for *SW 361, Generalist Social Work Practice with Small Groups* Unit 5, p. 7 Diversity in Groups, several required readings include: Devore, and chapter 8

highlights Ethnic Sensitive Practice with Groups. Jacobs, Masson & Harvill, (2003) Principles for Diversity Competent Group Workers, and Guertiez and Lewis, (1999) chapters, Empowerment: A Model for Practice and Empowerment Techniques Practice with Groups also gives the students a foundation in understanding persons from diverse backgrounds. An activity use is "*Coming out of the Closet*" Zastrow, (p. 126, 2001), focuses on the Gay/Lesbian community as a population at risk.

In *SW362 Generalist Practice with Families, Organizations and Communities* populations-at-risk are integrated throughout the course (see syllabus course goal #1p. 2). Through lecture material and case study materials students are required to identify the social, economic, political, cultural etc. factors that contribute to putting a population at risk. For example, students read Chen, H.T. & Marks, M.R.(1998) Assessing the needs of inner city youth: beyond needs and identification and prioritization . Material focuses on the role of social workers, and strategies and tactics to empower populations-at-risk. For example, students read Gutierrez, L.M.& Lewis, E.A. (1994) *Community organizing with women of color: A feminist approach.*

In *SW 368 Human Behavior and Social Environments II* populations-at-risk are integrated throughout this course. For example, video presentations include gays and lesbians (*After stonewall: History of the gay and lesbian movement)* African American (*Fenceline: A company town divided*), Hispanics (*The Forgotten Americans*). From a global perspective: women workers from Thailand, women and children from Ghana (*Rich world, poor women*) From their required readings: The Invisible Poor, immigrant communities and migrant workers (Shipler, 2004) and men, women and children who are enslaved or indentured throughout the world (Bales, 1999).

In *SW 374 Introduction to Social Work Research* populations-at-risk is integrated throughout the course in the context of class, race, ethnicity, gender, religion, sexual orientation, etc. has influenced the research process: issues of informed consent, selection of topic, design, analysis of data, findings and implications (syllabus, p.2 course goals #2, #3, #4). Populations at risk and economic and social justice is the second of two themes students select for their research proposal for further study assignment (syllabus, p. 7-12). Students are required to discuss issues of informed consent, both orally and written, with research informants.

In *SW426 Social Welfare Policy and Services II* populations-at- risk is integrated throughout the course in the context of class, race, ethnicity, gender, religion, sexual orientation, etc. and implications for social welfare policy (see syllabus p.2, goal #1). Multiple required readings are required regarding how policy decisions influenced by risk factors have shaped policy decisions. For example, students read how race has been a defining characteristic in the development of US immigration policy in Kilty, K.M (2002) "Race, immigration and public policy: *The case of Asian Americans;* chapter 7 Popple, P.R. & Leighninger, L. (2004) focuses on welfare reform and recipients; case studies in Fauri, D.P., Wernet, S.P. & Netting F.E. (2004) form the basis of small group discussion regarding persons with disabilities (chapter 3), and gays and lesbians (chapter 7). Students are also required to read about the global HIV/AIDS crisis – Parker R.

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(2002) "*The global HIV/AIDS pandemic structural inequalities, and the politics of international health*" and "Specter, M. "*The Devastation*," a provocative article regarding the AIDS/HIV crisis in Russia.

Populations at risk are included in the course by the following: In the syllabus for *SW451 Social Work Field Seminar I* and *SW453 Social Work Field Seminar II* the course objectives remind students of the importance of factors that contribute and constitute being at risk at local, national and international levels. Readings and discussion cover gay and lesbian, Puerto Ricans, African American, Elderly, Native American, women, Asian, immigrants and refugees and children. (Syllabus p. 3 & 4). Saleeby's (2002) book on the strength perspectives highlights First nation peoples with specific case illustrations that deal with older adults, African American, and children. Division is made clear of those populations who have a history of oppression. In the system analysis assignment students bring from the field a variety of case scenarios that target ethnic minorities and immigrants and refugees, gays and lesbians, children and the elderly. In this context students use the NASW Cultural Competency Standards as they assess the client system. In addition in SW 452/453 Social Work Field Seminar II the Assignment # 3 Ethical Dilemmas in Social Work Practice Journal students are must apply and discuss the content from (Lowenberg, 2000) the general decision making model and the ethical assessment screen to a variety of cases dealing with populations at risk. They are also required to answer questions at the end of chapters. For example in chapter #7 exercise # 3 various issues concerning refugees are addressed. An example of a case scenario chapter #4, p. 96, exercise 4.3 "*Archie Walker's Golden Years*" highlights, among many issues, poverty and elderly in today's' cities. In the summary, for assignment # 3 students identify salient issues confronted as they explore social work values, ethics and Cultural competency standards. (p. # 6 in syllabus)

Content on factors that contribute to and constitute being at risk.

In chapter 4 in Suppes & Wells (2002) the text used for *SW 226, Syllabus of Social Welfare Policy and Services I* the factors that contribute to and constitute being at-risk are articulated for children, women, older adults, racial and ethnic minority groups, people with disabilities, and gay and lesbian persons. In addition to these groups our classroom discussion include local populations-at-risk for example Polish, Puerto Ricans, and refugees.

In the syllabus for *SW 227 Human Behavior and The Social Environment I*, p. 9, The assignment #3, students are required to report on novel includes an examination of the challenges and difficulties are for gay men in our society today.
In the syllabus for *SW 360 Generalist Social Work Practice with Individuals and Families*, Sheafor (2003) chapter # 1 discusses basic human rights and defines social and economic justice (distributive justice). Chapter #2 discusses how to promote economic justice and political involvement.

In the syllabus for *SW 361 Generalist Social Work Practice with Small Groups* in

Unit 5 (p. 7) Zastrow, gives definitions of key terms regarding discrimination and prejudice. Specifically he defines populations at risk. Using exercise A, *"Whom Wouldn't You Mary?"* (pp. 125-126) identifies personal stereotypes and prejudices.

In *SW 362 Generalist Practice with Families, Organizations and Communities* content on factors that contribute to and constitute being at risk is emphasized. In the case study *Riverton: A Home Place in Distress* (chapter 6, Fauri, D.P, Wernet, S.P. & Netting, E. F. 2004) the large minority segment of an urban area face an array of political, economic and environmental conditions. Political indifference created an atmosphere of distress and frustration. In small group discussion, students discuss questions provided at the end of the chapter including what should be done to stimulate sustain growth in the neighborhoods minority members reside in, and what are the implications for social work practice?

In *SW 368 Human Behavior and Social Environments II* content is provided on factors that contribute to and constitute being at risk (see syllabus, p.2 course goal #2). Students read *Disposable people: New slavery in the global economy* (Bales, 1999). Throughout the readings students develop an understanding of various economic, political, cultural and social factors that fuel the enslavement (oppression) of groups of diverse people throughout the world. Through the video presentation of *After Stonewall: The history of gay and lesbian movement* (see syllabus, p. 11) students develop a historical perspective of sexual orientation as a risk factor and the accompanying prejudice and discrimination and its influences on gays and lesbians, and society as a whole. F*enceline*, and *Forgotten Americans* (see syllabus p.14). students develop an understanding of how ethnicity and class contribute to being at risk. Students are also required to read Zastrow & Krist-Ashman (2004) chapter 5 *"Ethnocentrism and Racism"*.

In *SW 374 Introduction to Social Work Research* content on factors that contribute to and constitute being at risk are integrated throughout this course (syllabus, p.2 course goals #1, #2, #3, #4). Students are introduced to how research and evaluation methods are mechanisms by which risk and protective factors can be identified, and addressed. Students are required to read and discuss (syllabus, p. 4-5) *"Perceived crime and informal social control in the neighborhood as a context for adolescent behavior: A risk and resilience perspective"* (Nash, J.K. & Bowen, G.L.,1999) and *"Differentiating urban neighborhoods: A multivariate structural model analysis."* (Chow, J., 1998). Students are introduced to an instructor's project regarding the role of data and program development. Lecture material centers on how available data from The CT Governor's Prevention Initiative for Youth Student Survey (2000) available on line (www.dmhas.state.ct.us/sig/studentsurvey2000) was used as the basis for developing a federal proposal for and subsequent funding from the Drug Free Communities Grant Program for a neighborhood project. Risk and protective factors are identified.

In *SW426 Social Welfare Policy and Services II* students develop an understanding of various economic, political, cultural and social factors that contribute to and constitute being at risk (see syllabus p. 2, course goal #1). Content on factors contributing to and constituting being at risk is provided in the context of how social

welfare policy decisions are the cause of or result of social, economic and political conditions. Through the policy analysis assignment (see syllabus p. 6, Assignments #2 and #3) students develop an understanding of factors necessitating action. Through examination of specific policies (see syllabus, Part III, p.12) students develop a historical perspective of the interaction of specific risk factors and the social, political and economic conditions led to various social welfare policy decisions.

In the system analysis assignment (p. 15 in Syllabus *450/451 Social Work Field Seminar I*) students are required to identify information pertinent to the analysis. For example: age, gender, ethnic compositions are among the factors considered. In 450/451 required reading focuses on gay and lesbian, Puerto Ricans, African American, elderly, Native American, women, Asian, immigrants and refugees and children. Student led discussion of articles include a requirement that they highlight populations at risk in the article and address why that particular population is considered at risk (SW *450/451 Social Work Field Seminar I,*(pp. 18 &19).

In *SW452/453 Social Work Field Seminar II* the majority of articles focus on five different populations at risk, gays and lesbians, African American, Latino, elderly and immigrant and refugees. The discussion format (p. 22 in *SW 450/451*) centers on the populations at risk and what constitutes being at risk. (See p. 4 in SW 450/451 and p. 4 in SW 452/453)

4.2.2 Content on how group membership includes access to resources.

Content on group membership, access to resources as well as the unmet needs of the groups are discussed as students explore various fields of practice. For example, Chapter 11 in Suppes & Wells (2002) the text used for *SW 226, Syllabus of Social Welfare Policy and Services I, "Social Work with Older Adults"* social work roles and services are identified. This provides the opportunity for students to explore local, state, or national agencies as well as the eligibility requirements for service.

In the syllabus for *SW 227 Human Behavior and The Social Environment,* (p. 9), the final group oral presentation students must explore assigned ethnic group in its relationship to the NASW Standard on Cultural Competence. They must assess how inclusion in the ethnic group will effect service delivery to the clients in this group.

In the syllabus for *SW 360 Generalist Social Work with Individuals and Families* the Family Referral Paper Assignment #4, (p. 10), allows student to explore the group membership of the client and how that membership inhibits or promotes access to resources.

In the syllabus for *SW 361 Generalist Social Work Practice with Small Group* Unit 5, (p.7), Diversity and Populations at Risk in Groups includes multiple readings on access to groups. They include: Zastrow (2001) chapter 6, Devore (2000), chapter 8, pp. 203-211), Sheafor chapter 15 (pp. 512-536), Gutierrez and Lewis and Jacobs and Harbill

(1999). As part of our discussion concerning working with diverse groups and populations at risk we identify and explore resources in our local communities.

In *SW362 Generalist Practice with Families, Organizations and Communities* content on how group membership includes access to resources (see syllabus p.2, course goal #1, #2). For Assignment #1 (see syllabus p. 12) students must identify describe four (4) potential funding sources for their *specific* projects. Students develop an awareness of the relationship of criteria for eligibility and the amount of money available. In class discussion students discuss populations-at-risk their senior field education agency serves and the amount and types of community resources available for them.

In *SW 368 Human Behavior and Social Environments II* content on how group membership includes, inhibits or promotes access to resources is provided. Students develop an understanding of how e.g. race, ethnicity, gender, sexual orientation, class, etc., inhibits access to economic, political, social rights resulting in the extreme case of enslavement (*Disposable people*, Bales, 1999). On the other hand, group membership promotes access to resources, e.g. one's economic position, and opportunities for education, housing, etc. Persons on either end of the economic continuum have access to education and housing—those with personal economic resources can afford an expensive education and housing; those with limited resources (theoretical) depend upon government resources to make education possible (student aid) and affordable housing. Students develop an understanding of social service agencies as formal, complex organizations designed to achieve specific goals, e.g. provide families with needed support, employment and training, supportive housing (required reading chapter 4 in Pillari & Newsome, 1998).

In *SW 374 Introduction to Social Work Research*—access to resources as it pertains to the building and evaluation of social work knowledge. In the research paper, the major assignment for the course, students explore themes of diversity, populations at risk and social and economic justice. (p. 8 in syllabus) In their interviews and final paper theses themes must be evident as they apply to their subject and how they have had access to or been denied access to resources needed. For example interviewing an older African male a student may discover how they were or were not allotted the same G.I. benefits after WWII, as other ethnic groups.

In *SW 426 Social Welfare Policy and Services II* content on how group membership includes inhibits or promotes access to resources (see syllabus, course goal #1). Students develop an understanding of how e.g. race, ethnicity, gender, sexual orientation, class, inhibits or promotes access to economic, political, social rights and resources. For example, students are required to read and discuss a series of articles that demonstrate how group membership has ramifications for policy. More specifically who gets what and how much, including Kilty, K. M. (2002). *Race, immigration and public policy: The case of Asian Americans*, and McPhail, B.A. (2000) *Hating hate: Policy implications of hate crime legislation* and Abromovitz, M. (2001) *Everyone is still on welfare: The role of redistribution in social policy*

In *SW 450/451* (assignment # 5 System Analysis p. 15) and 452 (Assignment # 6, Small groups as a Resource) Barriers and access to resources are included in both these course assignments. In addition 451 for example articles focus in on Puerto Rican sons as primary care givers for parents an additional article describes care giver burden in South Asian families (see Additional Readings p. 5).

4.2.3 *Dynamics of risk factors and strategies to redress them.*

Risk factors for poverty and populations-at-risk are presented chapter 4, Suppes & Wells (2002) the text used for SW 226, Syllabus of *Social Welfare Policy and Services I "Poverty and Populations-At-Risk"*. In Part I (Social Work and Its Context) of the course, an experiential activity "Living on a Budget" allows students to create a budget for a family of four and make a comparison to the reality of living in poverty using the Health and Human Services, Poverty Guidelines. Discussion includes way to redress this disparity and how to use the National Association of Social Workers to advocate for change.

Dynamics of risk factors and how to redress them are addressed in the syllabus for *SW 227 Human Behavior and The Social Environment I*, in Assignment #3 (p. 9), Report on Novel. Students are asked to review NASW Code of Ethics and NASW Standards for Cultural Competence in Social Work Practice and identify how they will be guided by a code or standard they have selected.

In the syllabus for *SW 360 Generalist Social Work Practice with Individuals and Families* Taking Action Paper, Assignment # 5, (p. 12), asks students to identify populations at risk their agency serves. In addition students are required to connect with the literature (Sheafor chapter 2 &3) and discuss why the population is considered at risk. Step by step procedures to redress the identified unmet need are outlined by the student in the assignment.

In the syllabus for *SW 361, Generalist Social Work Practice with Small Groups* in Unit 5, (p. 7) on diversity, assigned readings and discussion is focused on Puerto Rican and Native American and Japanese. We use this group as an example of how our country has redressed the traumas of immigration, prejudice and racism.

In *SW 362 Generalist Practice with Families, Organizations and Communities* dynamics of risk factors and strategies that redress them is provided throughout the course. For example, through lecture material students are given illustrations of an instructor-developed funding proposal and illustrations from guest speaker—a municipal grant writer—of the process by which risk factors are identified and interventions designed to address them. One illustration is the process behind how a local coalition secured a federal funded Drug Free Communities Grant for an ethically diverse, high risk neighborhood for the purpose of developing a natural helper network. In addition, students are required to read chapter 12 *Building the Organized Effort* and Chapter 13 (Homan 2004) *Strategies and Actions* and Gutierrez, L.M.& Lewis, E.A. (1994)

Community organizing with women of color: a feminist approach which provide knowledge on the regarding the ways in which social worker initiate change.

In *SW 368 Human Behavior and Social Environments II* students develop an awareness of and a beginning understanding of the dynamics of risk factors and strategies to redress them. In assignment #3 students are to write a 5-8 page paper considering how human rights are respected or abused in daily life. This assignment requires students to identify and develop an understanding of an abuse – or respect—of a human right in daily life, and discuss implications to social work and social work profession. For example, Connecticut's death penalty has been one topic. Students are required to read *Disposable people* (Bales, 1999) where various risk factors (e.g.. gender, poverty, ethnicity) are identified making specifics groups of people more vulnerable to being enslaved. Chapter 7 *"What can be done?"* is discussed as well as the role and responsibility of social work and the social work profession. In addition, *After Stonewall: History of the gay and lesbian movement* demonstrates to students how sexual orientation is a risk factor and illustrates various strategies in a historical context to redress them. Following the video, class discussion focuses on the state of gay and lesbian rights in Connecticut and the factors leading up to the 2005 successful implementation of Civil Unions law. Students are required to read, *Organizing for economic human rights* (Rudisill, L. & Netherton, J., 2003) that focus on mobilizing people, and *Strengthening global commitment* (Bailey, G., 2005) that provide to students a report on the collaborative effort of the social work profession with other international entities to assist the diverse people of the world.

In *SW374 Introduction to Social Work Research* students are introduced to the role of data to develop and evaluate strategies to address risk factors (syllabus, p. 2 course goals #3, #4). Lecture material centers on how available data (secondary data) informs program design. Students are shown how data from The Governor's Prevention Initiative for Youth Student Survey (2000) available on line "www.dmhas.state.ct.us/sig/studentsurvey2000.htm" was used as the basis for developing a federal proposal for and subsequent funding from the Drug Free Communities Grant Program for a local neighborhood project. Risk and protective factors are identified. Students are also required to read *"Ethical and safety considerations when obtaining information from or about battered women for research purposes"* (Sullivan, C.M. and Cain, D. 2004). In small groups students discuss studying vulnerable groups, risks and benefits as well as strategies for minimizing risks.

In *SW426 Social Welfare Policy and Services II* dynamics of risk factors and strategies to redress them is integrated throughout the course (see syllabus p. 2 course goals #1. #2, #3). Through lecture material, required readings and policy analysis assignment students develop the ability to recognize the impact social welfare policies have on the well being of client systems with an emphasis on diverse client systems and populations at risk, as well as recognizing the relationship between social and distributive justice, and forms of oppression. Students develop an understanding of the variety of ways social workers take action (chapter 12 in Popple, P.R. & Leighninger, L. (2004)) including the role of the profession (guest speaker NASW-CT). More specifically, using a small group format, students are able to formulate written and oral testimony on an

identified social issue to an assembled panel of invited public officials. Students identify and assess a social issue, identify stakeholders and develop social welfare policy recommendations (see syllabus, Assignment #5).

In both the System Analysis (p. 15), assignment # 6 and in *SW452 Social Work Field Seminar II*, assignment, Small Groups as a Resource (p. 18), Specific steps in each assignment require students to examine risk factors of the population they are working with and strategies to redress them.

4.2.5 Social and economic justice integrated.

Social and economic justice issues are. In chapter 14, in Suppes & Wells, (2002) the text used for SW 226, Syllabus of *Social Welfare Policy and Services I "Future Challenges and Closing Notes"* students are engaged in a discussion of current political trends that focus on social and economic justice (wage gap by gender & welfare reform).

Social and economic justice issues are the focus in the above. In the syllabus for *SW 227 Human Behavior and The Social Environment I*, Assignment #3 (p. 9) and also in the final, ethnic group oral presentation students are asked to explore the controversial issues raised in the novel regarding homosexuals' ability to be a part of our society. They are also asked to summarize what they learned about their assigned ethnic group and the "at risk" populations of their group.

In all phases of the working relationship with individuals and families (*SW 360 Generalist Practice with Individuals and Families*, Unit 1 – 6, pp. 4-7) social and economic justice are included into the discussion at each stage of the helping process. This focus is parallel with assigned readings from Sheafor and Devore and selected journal articles that help the student in establishing a solid foundation in understanding that helps promote social and economic justice.

In the syllabus for *SW 361 Generalist Social Work Practice with Small Group* Social and economic justice issues are addressed throughout the course. For example in Unit 4, (p. 6) Planning for Groups, addresses the need to reach out to diverse populations groups and to advocate for resources that are missing to meet the needs for diverse populations. Planning and designing of a group focuses on what the community as a whole has identified as a need. For example, Parents Opening Doors, a Latino group in the community identified the needs of children with disabilities that were not being met in the public schools and state agencies. The group is an example of an advocacy group that was created to remedy the social injustice and has now become institutionalized in cities with a large Spanish speaking populations. (p. 6 in syllabus)

In SW362 Generalist Practice with Families, Organizations and Communities social and economic justice is integrated throughout reading, lecture and assignments. For example, students are required to develop a website for the Electronic Advocacy Project (see syllabus p.9) for the purpose of advocating/ educating /mobilizing on behalf of social issue or client system. Students are required to read Younes, M.N. (2003) *Coming full circle: Putting advocacy ethics into action* and Willis, M.A. (2004). *Living*

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cities: Collaborative investing for healthy neighborhoods. In the case study *Riverton: A Home Place in Distress* (chapter 6 Fauri, D.P, Wernet, S.P. & Netting, E. F. 2004) students, in small group discussion must address the problem of inadequate representation of a minority community within a larger one.

In *SW 368 Human Behavior and Social Environments II* social and economic justice is integrated. Through lecture material students develop an understanding of various social justice perspectives including: John Rawls, Iris Marion Young, US Conference of Catholic Bishops, NASW Perspective, Jane Addams, Mary Church Terrell, Ida B. Wells, Jeannette Rankin, Bertha Capen Reynolds. Throughout the semester students are required to read *Organizing for economic human rights* (Rudisill, L. & Netherton, J., 2003); *Strengthening global commitment* (Bailey, G. 2005); *Embracing radical social work* (Bailey, G., 2003); and *Building an international field of practice* (Fred, S., 2005) that focuses on social and economic justice, and the social work profession's role, responsibility and response. The various video presentations also illustrate to students the experience of diverse groups of people in their quest for social and economic justice. Student's required readings -- *Disposable people* (Bales, 1999) and readings from Shipler (2004) -- provide for students various illustrations of social and economic injustice from global and domestic perspectives. Also, Zastrow and Kist-Ashman (2004) chapter 5 *"Ethnocentrism and Racism"* is required reading for students. Students are required to read United Nations Human Rights Document available at www.un.org/Overview/rights.html".

In *SW 374 Introduction to Social Work Research* social and economic justice is integrated throughout the course (syllabus, p.2, course goal #3). Lecture, reading, and assignments focus on how the building of social work knowledge contributes to the alleviation of social and economic injustice. For example, lecture material includes the history of deinstitutionalization and how covert research methods—and the accompanying ethical dilemmas—provided the catalyst for this policy: Students must demonstrate knowledge and understanding of how research and evaluation skills are used to document social and economic injustice—often the starting point for intervention—the development of interventions to address issues, and the effectiveness of service delivery to client systems (performance outcomes). Populations at risk and economic and social justice is the second of two themes students select for their research proposal for further study assignment (syllabus, p.7-8).

Included throughout *SW 426 Social Welfare Policy and Services II* is social and economic justice. Through lecture material, required readings and policy analysis assignment students develop the ability to recognize the impact social welfare policies have on the well being of client systems with an emphasis on diverse client systems and populations at risk, as well as recognizing the relationship between social and distributive justice, and forms of oppression. Students develop an understanding of the variety of ways social workers take action (chapter 12 in Popple, P.R. & Leighninger, L. (2004)) including the role of the profession (guest speaker NASW-CT). More specifically, using a small group format, students are able to formulate written and oral testimony on an identified social issue to an assembled panel of invited public officials. Students identify

and assess a social issue, identify stakeholders and develop social welfare policy recommendations (see syllabus, Assignment #5).

Throughout *SW 450/451 Social Work Field Seminar I & SW 452 Social Work Field Seminar II*, the importance of the role of social workers in pursuing social and economic justice is emphasized. Particular focus is on poverty, discrimination and other types of social injustices. This is demonstrated in the objectives of the seminar, discussion of process recording of client/systems interactions and in Assignment # 6(p. 14) the System Analysis. It continues in Assignment #3 ethical dilemmas in social work practice in the syllabus *Social Work Seminar II* (p. 6) (Ethical Dilemmas in Social Work Practice Journal) and the Small Groups as a Resource assignment, p. 9 in the syllabus Social Work Seminar II.

4.2.6 Content on understanding of distributive justice, human and civil rights and global interconnections of oppression.

Content on distributive justice, human and civil right and global interconnections of oppression are incorporated into the course through Assignment # 4 (p. 13), *(syllabus for SW 226, Syllabus of Social Welfare I)* Internet Journal. Students are required to visit three web sites *(Bread for the World, America's Second Harvest and Food First)* and connect with Connecticut Association for Human Services. They are required to write about the similarities and differences concerning issues of hunger in Connecticut and the global community. They also connect to their reading in Suppes & Wells and discuss in class the relationship between hunger and human oppression

. On p. # 10 in the syllabus for S*W 227 Human Behavior and the Social Environment* there is an Activity: Final Discussion Point, that requires students to participate in discussion. It also asks them to identify, within and between the ethnic groups, similarities and differences in the distribution of resources and propose how they would advocate for unmet needs.

In the syllabus for *SW 360 Generalist Practice with Individuals and Families*, readings Brown Unit I , (p. 5), and Suarez, Unit V (p. 6) and cases in chapter 10 (Koren, Cambodian, Russian) of Devore all provide a rich base for exploring distributive justice and human civil rights and facilitate the discussion on global interconnections of oppression.

In the syllabus for *SW 361, Generalist Social Work Practice with Small Group* In Unit 7 (p. 8) an article by Nickelson and Kay, *"Group Treatment of Cambodian Women: A Culture Specific Approach"* (1999), forms the foundation for understanding the connections between the stages of immigration and US immigration policies. Students must design culturally specific groups to meet the needs of their assigned group. Students understand the process it takes to come to the US and how policies determine which refugees are allowed to settle. Religious and Political reasons for leaving countries of origin are also reviewed.

In *SW 362 Generalist Practice with Families, Organizations and Communities*
strategies to combat discrimination, oppression and economic deprivation are provided.
Students are required to read chapters 12 and 13 Homan (2004) which provides strategies
and tactics. In the Electronic Advocacy assignment (course goal #1) students learn how
to use technology as a tool of advocacy.

In *SW 368 Human Behavior and Social Environments II* content is provided on
understanding distributive justice, human and civil rights and global interconnections of
oppression (see syllabus, p.2, course goal # 2). Lecture content includes definitions of
distributive justice, legal justice, commutative justice, human rights and civil rights, and
globalization and structural adjustment policy. In *Rich world, poor women* (NOW PBS
video), and *Disposable people* (Bales, 1999) students develop an understanding of how
economics, politics and technology fuel the global economy and have transformed work,
privatized access to e.g. water, land, resources significantly exacerbated poverty,
disproportionately effecting marginal groups specifically women and children (*Rich
world, poor women* NOW, PBS). Students are required to read United Nations Human
Rights Document available at www.un.org/Overview/rights.html. On the domestic front,
students are required to read Shipler (2004) chapters 3 and 4 about the changing world of
work in the United States and implications for poor and immigrant communities. The
videos *Fenceline* and *Forgotten Americans* demonstrate to students the role of social
institutions in oppressing rights of individuals, groups and communities.

In *SW 374 Introduction to Social Work Research* students are required to read
(syllabus, p.12) "Human rights, politics and reviews of research efforts"(Beyrer, C. and
Kass, N.E. 2002) that focuses on ethical considerations for conducting research in a
global context (syllabus, p.2, course goals #1, #2, #3, #4). This article introduces students
to the human rights climate of a country and its implications on the research process, for
example, how information gathered can lead to oppressive consequences on informants
and populations as a whole. Students are also required to read "*Ethical and safety
considerations*" when obtaining information from or about battered women for research
purposes" (Sullivan, C.M. and Cain, D. 2004). In small groups students discuss studying
vulnerable groups, risks and benefits as well as strategies for minimizing risks.

In *SW 426 Social Welfare Policy and Services II* students develop an
understanding of distributive justice, human and civil rights and global interconnections
of oppression (see syllabus goals #1) through lecture material. Students learn about the
relationship between social welfare policy formulation and the following philosophical
approaches: egalitarian, utilitarian libertarian and feminist (Iris Marion-Young). Students
are provided content on the role of the judiciary in policy making and its impact on client
systems. For example, one case discussed is the 1991 Consent Decree influencing CT
Department of Children and Families (DCF). The role of the budget and distributive
justice is discussed. Understanding the state budget, its influence and efforts to ensure a
Fair Share Budget is presented. In small group discussion, students discuss the
implication of state budget on their field education agencies and client population After
reading Parker R. (2002) "*The global HIV/AIDS pandemic structural inequalities, and
the politics of international health*" and "Specter, M. "*The Devastation,*" a provocative

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article regarding the AIDS/HIV crisis in Russia, discussed is "(a)what is the United States responsibility in addressing the world HIV/AIDS crisis?" (b) what is the role of the profession?

Strategies to combat discrimination, oppression & economic deprivation and advocacy for non-discriminatory social and economic justice are included in *SW 450/451, Social Work Field Seminar I,* Assignment #6 Systems Analysis part 2b "system objective and intervention plan". Students are asked to incorporate how clients have been affected by oppression & discrimination. Student must identify steps to remedy current discrimination and access to services for the clients.

In *SW 452/453 Social Work Field Seminar II,* an interactive class session in week three focuses on global inter-connection and oppression of children from Brazil, Rwanda, India/Bangladesh & Native Americas (see p. 16 in syllabus).

4.2.7 *Strategies to combat discrimination, oppression and economic deprivation.*

Strategies to combat discrimination, oppression & economic deprivation, at the end of Chapter #4 in Suppes and Wells syllabus for SW 226, Syllabus of *Social Welfare Policies and Services I.* There is a list of discussion questions (#7,) which specifically ask what each person can do to increase harmony between groups in the United States today. In addition there are specific web sites listed at the end of the chapter the students are asked to explore and then discuss in class. http:www.disrights.org/ and http://www.ngltf.org/.

In the Syllabus for *SW 227, Human Behavior and the Social Environment I* (p.9), question #6, asks students to make suggestions to raise awareness in their agency on issues for gays and lesbian populations. In the course overview on (p.5) in the syllabus *for Human Behavior and The Social Environment I,* students are informed concerning the frameworks and theories that will be utilized in discussion concerning human development and behavior.

In the syllabus for *SW 360 Generalist Social Work with Individuals and Families* In assignment #5 (p. 12) students are required to brainstorm strategies (Zastrow chapter #9) to combat discrimination, oppression and economic deprivation as this relates to the identified populations of their agencies.

In the syllabus for *SW 361 Generalist Social Work Practice with Small Group* Zastrow (2001) Chapter 6 Unit 5, (p. 7), there is a focus on understanding groups through the eyes of oppressed and marginalized populations. For example, African Americans and Mexican Americans may feel tension as they move from their traditional roles into "main stream" America. A support group for women at this important junction from the empowerment model and strengths perspective is used as a model for this type of group

In *SW 362 Generalist Practice with Families, Organizations and Communities* strategies to combat discrimination, oppression and economic deprivation are provided.

Students are required to read chapters 12 and 13 Homan (2004) which provides strategies and tactics. Gutierrez, L.M.& Lewis, E.A. (1994) *Community organizing with women of color: a feminist approach* which provide knowledge on the regarding the ways in which social worker initiate change In the Electronic Advocacy assignment (course goal #1) students learn how to use technology as a tool of advocacy.

In *SW 368 Human Behavior and Social Environments II* students develop an awareness and understanding of macro practice models to combat discrimination, oppression and economic deprivation. Through lecture, readings and video students develop an awareness and understanding of various strategies to combat discrimination, oppression and economic deprivation. Models discussed include Rothman's Model of Community Practice (Locality, Social Action, Social Planning Weil's Model of Community Practice (Neighborhood and Community Organizing, Organizing Functional Communities, Community Social and Economic Development, Social Planning, Program Development and Community Liaison, Political and Social Action, Coalitions, Social movements). All the videos shown in the course demonstrate strategies in action to students, e.g. how the Diamond Community in *Fenceline*, educated themselves and organized to take on a multinational corporation; in *Forgotten Americans* residents living in a colonia organized themselves and challenged the county officials for quality housing and property rights; *After Stonewall: History of the gay and lesbian movement* students learn about the role of media, holding public office and social protest as strategies. In addition, through lecture, students are introduced to the process by which human rights violations/abuses are to be addressed.

In *SW 374 Introduction to Social Work Research* students are introduced to research and evaluation strategies that combat discrimination, oppression and economic deprivation (syllabus, p.2 course goals #1, #2, #3, #4). Students are required to read "The logic of feminist standpoint theory for social work research" which "places the life experience of the marginalized at the center of the research project" (Swignowski, M.E. p. 387, 1994). Students are required to apply standpoint theory to their research proposals for further study assignment as it applies to e.g. selection of topic, data collection process (design of interview questions), analysis of data, and implications for study (syllabus p.8, and Assignments # 2, Final research project). Students also are required to read *"Empowerment evaluation as a social work strategy"* (Secret, M., Jordan, A., Ford, J., 1999) which encourages participation of client systems in the evaluation process. In addition, students must demonstrate their understanding of Human Subjects protocol and issues of informed consent (assignment # 1, syllabus, p. 8 and readings Engel & Schutt (2005), chapters 2, 8 and 9) in the treatment of research participants.

In *SW 426 Social Welfare Policy and Services II* students develop an awareness and understanding of strategies to combat discrimination, oppression and economic deprivation (see syllabus p. 2, course goals #1, #2, #3) Through lecture and required readings students develop an understanding of the role of the legislature and judiciary in combating discrimination, oppression and economic deprivation—how policy shapes practice. Students develop an understanding of the interrelationship between government (including political, economic and social forces) and service delivery, e.g. funding

Students are required to read chapters 12 and 13 Homan (2004) which provides strategies and tactics. Gutierrez, L.M.& Lewis, E.A. (1994) *Community organizing with women of color: a feminist approach* which provide knowledge on the regarding the ways in which social worker initiate change In the Electronic Advocacy assignment (course goal #1) students learn how to use technology as a tool of advocacy.

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(purchase of services, performance outcome), agency priorities, recipients of services. The Legislative Director of Connecticut Chapter of National Association of Social Workers (NASWCT) is an invited guest speaker, who provides information regarding the professions role, response and efforts to formulate social welfare policy that will enhance individual and social well-being. More specifically she provides information on our chapter's agenda and specific actions. Students develop an understanding of the variety of ways social workers take action (chapter 12 in Popple, P.R. & Leighninger, L. (2004)) including the role of the profession (guest speaker NASW-CT). More specifically, using a small group format, students are able to formulate written and oral testimony on an identified social issue to an assembled panel of invited public officials. Students identify and assess a social issue, identify stakeholders and develop social welfare policy recommendations (see syllabus p. 7, Assignment #5).

Strategies to combat discrimination, oppression & economic deprivation and advocacy for non-discriminatory social and economic justice are included in *SW 450/451, Social Work Field Seminar I,* Assignment #6, Systems Analysis part 2b, "system objective and intervention plan". Students are asked to incorporate how clients have been affected by oppression & discrimination. Student must identify step to remedy current discrimination and access to services for their clients. Clients may include individuals, families, groups, communities and organizations.

In *SW 452/453 Social Work Field Seminar II,* an interactive class session on week three focuses on global interconnections and oppression of children from Brazil, Rwanda, India/Bangladesh & Native Americas (see p. 16 in syllabus).

4.2.8 *Preparation for advocacy for nondiscriminatory social and economic systems.*

Preparation for advocacy for nondiscriminatory social and economic systems is introduced in *SW 226* Introduction to *Social Welfare Policy and Services I* by first connecting students to historical roots with Jane Adams and Hull House in Assignment #1. Students are required to write about the beginning of social work and its values and ethics. They begin to understand the role of advocacy and what the first social workers did at this point in history. By reading about *"Poverty and Populations at Risk",* Chapter #4 in Suppes & Wells the case of Juan Attencio and George Allen the social worker gives students a narrative of the helping profession and how George was able to be an advocate for Juan and his family. There is a discussion at the end of the chapter on Affirmative action that provides the basis for a class debate on the pros and cons of affirmative action.

In the syllabus for *SW 227 Human Behavior in the Social Environment* I, p. 9 Assignment III, Report on Novel and Zastrow chapter 13, "Spotlight on Diversity; Discrimination the Impacts of Homophobia gives students the opportunity to discuss and write about how social workers should acquire current information about the gay community. It also ties into the question #1 for Assignment III that requires students to be aware of their own biases.

Students take a first step toward advocacy in their assignment # 5, (p. 12) in the syllabus for *SW 360 Generalist Social Work with Individuals and Families*, Taking Action. Students are required to undertake a social action project for the agency they are at for their 5-hour a week volunteer experience. They are asked to examine the population that the agency may or may not be serving and work towards an observable change during the semester. A class presentation of posters concerning the change they engaged in is also required at the end of the semester. The brainstorming session focuses on strategies to combat discrimination and oppression and economic deprivation as this relates to the change they carried out at their agency. A second step from assignment #5 (p. 12) is to identify ways of advocating for non-discriminatory approaches to client systems at the state level. Our program requires that students attend a lobby training session each year. The session is led by representatives of NASW and takes place at the legislature.

In the syllabus for *SW 361 Generalist Social Work Practice with Small Group* In Assignment #5 p. 11, the students are required to re-read *NASW Code of Ethics*, Standard # 6 and discuss how their group design has met this standard.

In *SW362 Generalist Practice with Families, Organizations and Communities* students are prepared for advocacy for nondiscriminatory social and economic systems. For example students are required to develop a website for their Electronic Advocacy Project (see syllabus, p. 3, course goal #3) for the purpose of advocating/ educating /mobilizing on behalf of social issue or client system.

In *SW 368 Human Behavior and Social Environments II* preparation for advocacy for nondiscrimination social and economic systems begins with students developing an understanding of the interactions between changing economic and political technology, culture, etc.—the phenomenon of globalization-- on human behavior, and respect for cultural diversity. Through video presentations, students are introduced to social movements (*After Stonewall*), and community organizing strategies (*Fenceline*, and *The Forgotten Americans*). In addition students learn about the role of research in informing our work and efforts for change. Students are introduced to international advocacy organizations, with a specific emphasis on social work and social welfare organizations including: United Nations Human Rights Website www.un.org/rights/; International Federation of Social Workers www.ifsw.org/; The International Council on Social Welfare www.icsw.org/ . Students also develop an awareness of the role of the media, technology and the World Wide Web as a means to educate/ awareness and as a method of advocacy.

In *SW 374 Introduction to Social Work Research* students learn about the role of research in advocacy for nondiscriminatory social and economic systems (syllabus p.2, course goals #1, #2, #3, #4) For example, lecture material focuses on the role of research and researchers in examining and evaluating the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (welfare reform) and how these findings serve as the basis for advocacy efforts. Discussed is *Connecticut Voices for Children*

(http://www.ctkidslink.org/) and how their data findings inform the work of ONE CONNECTICUT a coalition of human service organizations, "to fight poverty and build economic security" (http://www.onect.org/).

As demonstrated in *SW 426 Social Welfare Policy and Services II* students are prepared for advocacy for nondiscriminatory social and economic systems (see syllabus, p. 2 Goals #1 and #3). Through lecture material, required readings and policy analysis assignment students develop the ability to recognize the impact social welfare policies have on the well being of client systems with an emphasis on diverse client systems and populations at risk, as well as recognizing the relationship between social and distributive justice, and forms of oppression. Students develop an understanding of the variety of ways social workers take action (chapter 12 in Popple, P.R. & Leighninger, L. (2004)) including the role of the profession (guest speaker NASW-CT). More specifically, using a small group format, students are able to formulate written and oral testimony on an identified social issue to an assembled panel of invited public officials. Students identify and assess a social issue, identify stakeholders and develop social welfare policy recommendations (see syllabus p. 3, Assignment #5).

4.3   Human Behavior and The Social Environment (Program Objectives: #1, #2, #4, #5, #7, #8, #10, #12)

4.3.1 Content on: reciprocal relationships between human behavior and social environments

In the syllabus for *SW 226 Social Welfare Policy and Services I* Assignment I, (p.7) Urban Experience in Chicago: Hull House and its Neighborhoods, 1889-1963.students, exploring a web site and answer a series of questions aimed at their understanding of the Chicago neighborhood experience. They are asked to imagine what the various immigrant population groups were experiencing. This also includes and exploration of the response to immigration from the surrounding communities.

In the syllabus for *SW 227 Human Behavior in the Social Environment I* Assignment #1 (p. 7) Family History, requires students to make three echo-maps for three periods in their lives. We ask students to write about how they were influenced by the environment they lived in at the time of each eco-map. There is an activity at the end of the assignment a discussion point that requires students to identify the parallels between their social environment and those of the clients served at their volunteer agencies.

As demonstrated in *SW 368 Human Behavior and Social Environment II* (syllabus, p. 2 course goal #1) content is provided on reciprocal relationships between human behavior and social environments. Students are required to read chapter 1 in Pillari & Newsome (1998) that provides an overview of ecosystems perspective. Students are required (syllabus, p. 5) in assignment 1 to apply the ecosystems perspective to their family. Also the video presentations demonstrate to students the interactions of social systems and human behavior, e.g. how economic polices and

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practices oppress groups of people specifically women, children and members of minority and ethnic groups.

4.3.2. Empirical theories and knowledge about the interactions between and among systems.

In the syllabus for *SW226, Social Welfare Policy and Services I,* in Suppes each chapter focuses on a professional practice setting and students have the opportunity to read and discuss relevant theories utilized in that setting. For example the chapter 5, Family and Children Services the case illustrates the necessity for using a systems perspective and developmental theory as a framework for understanding the family that is the focus of the discussion.

In the syllabus for *SW 227 Human Behavior and the Social Environment I,* (p. 5) Unit I, required reading in Zastrow (2004). The preface lays a foundation for the theories that underscore the book. These theories provide the basis for the course. Also students read Zastrow to give a more thorough background of systems theory, micro, mezzo and macro models. (Chapter 1)

In *SW 362 Generalist Practice with Families, Organizations and Communities* students develop an understanding of empirical theories and knowledge about the interactions between and among systems. In lecture material, structural, conflict, interactionalist paradigms are reviewed. Emphasized in this course are Rothman's Model of Community Practice and Weil's Model of Community Practice. Students are required to read Homan (2004) chapter 2 which reviews the following theoretical frameworks including: Kramer and Specht, and Rubin and Rubin. Community Development frameworks. A Framework for assessing organizations provided by Netting, F.E.and McMurtry is provided to students.

In *SW 368 Human Behavior and Social Environments II* students develop awareness and beginning understanding of empirical theories and knowledge about the interactions between and among systems. In lecture material, structural, conflict, interactionalist paradigms are reviewed. In SW 368 Human Behavior and Social Environments II the following theories/perspectives/models are covered: Ecosystem perspective, Strengths perspective, Political economy. Regarding Communities: Traditional Theories of Community including Tonnies (Relationships), and Warren (Functions). Contemporary include Neo-Gemeinshaft Rivera and Erlich Community Rothman's Model of Community Practice, Weil's *Model of Community Practice, Building/Community Renewal, Community Assets and Strengths; Economic perspective of community, Social Capital Approach.* Students are required to read Zastrow and Kirst Ashman pp. 28-43. Regarding organizations: Bureaucracy (Weber), Organizations as living organisms (Parsons), Scientific Management (Taylor), Human Relations, Theory X and Theory Y (McGregor), Collegial, Theory Z, Consensus Iannello), Total Quality Management (Edwards). Students are required to read Zastrow & Kirst-Ashman (2004) pp.23-28, 468-478. Students demonstrate their knowledge and application of theory to human behavior in the following ways: assignment #1 students are required to apply the

ecosystem's perspective to their family (see syllabus, p.5. Through lecture and consequently small group activity, students apply the ecosystem perspective to organizations. Following the video presentation of *Rich World, Poor Women* (NOW PBS) in small groups students are required to (a) Using the strengths perspective, discuss the Thailand women's protest against the factory closing; (b) Using the ecosystem perspective, discuss the Thailand's women's protest against the factory closing (see syllabus p.12 & 18 appendix B)

4.3.3 Theories and knowledge of biological, sociological, cultural, psychological, & spiritual development across the life span

The syllabus for *SW 227 Human Behavior and the Social Environment I* covers theories of biological, sociological, cultural, psychological, spiritual development. These are listed on p. 4 of the syllabus and used throughout the course as each developmental stage is explored and evaluated.

In *SW 368 Human Behavior and Social Environments II* students develop awareness and beginning understanding of empirical theories and knowledge about the interactions between and among systems. In lecture material, structural, conflict, interactionalist paradigms are reviewed. In SW 368 Human Behavior and Social Environments II the following theories/perspectives/models are covered: Ecosystem perspective, Strengths perspective, Political economy. Regarding Communities: Traditional Theories of Community including Tonnies (Relationships), and Warren (Functions). Contemporary include Neo-Gemeinshaft Rivera and Erlich Community Rothman's Model of Community Practice, Weil's Model of Community Practice, Building/Community Renewal, Community Assets and Strengths; Economic perspective of community, Social Capital Approach. Students are required to read Zastrow and Kirst Ashman pp. 28-43. Regarding organizations: Bureaucracy (Weber), Organizations as living organisms (Parsons), Scientific Management (Taylor), Human Relations, Theory X and Theory Y (McGregor), Collegial, Theory Z, Consensus Iannello), Total Quality Management (Edwards). Students are required to read Zastrow & Kirst-Ashman (2004) pp.23-28, 468-478. Students demonstrate their knowledge and application of theory to human behavior in the following ways: assignment #1 students are required to apply the ecosystem's perspective to their family (see syllabus, p.5). Through lecture and consequently small group activity, students apply the ecosystem perspective to organizations. Following the video presentation of *Rich World, Poor Women* (NOW PBS) in small groups students are required to (a) Using the strengths perspective, discuss the Thailand women's protest against the factory closing; (b) Using the ecosystem perspective, discuss the Thailand's women's protest against the factory closing (see syllabus p. 18 appendix B)

4.3.4. Theory and knowledge of range of social systems

In *SW 227, Human Behavior and the Social Environment I, the* syllabus (p. # 5) lists theories and organizes them into micro, mezzo and macro content. This gives

students a solid background introduction to the various theories that will be examined in depth in later courses.

In *SW 362 Generalist Practice with Families, Organizations and Communities* theory knowledge and range of social systems is provided. In small group activity students apply Netting and McMurtry framework for assessing organizations to their field education agencies.

In *SW 368 Human Behavior and Social Environments II* students develop and awareness theories and beginning understanding of a range of social systems. Students are required to apply the ecosystem perspective to their family for assignment #1 (syllabus, p. 9). Through lecture and small group activity, students apply the ecosystem perspective to organizations and communities. Students develop an understanding of communities and organizations.

4.3.5. Ways social systems promote or deter maintaining or achieving health and well-being

The syllabus for *SW 227, Human Behavior and the Social Environment I* requires students to read Zastrow (2004) that describes each developmental stage and the ideal environment for optimum growth. It also describes variation by culture and discusses barriers that do not promote growth. For example in chapter 4 Social Systems on Infancy and Childhood, makes the connections between well-being and cultural approaches that promote wellness.

In *SW 362 Generalist Practice with Families, Organizations and Communities* students develop an awareness and understanding of the ways systems promote or deter maintaining or achieving health and well-being. Students have the opportunity in Assignment VII to develop an Electronic Advocacy Project. (p.9). They are required to discuss in the paper the populations that may benefit from the project and how this is so. This assignment also gives students the opportunity to discuss access to technology by certain target groups and how marginalized groups often do not have access to computers.

In *SW 368 Human Behavior and Social Environments II* students develop an awareness and understanding of the ways systems promote or deter maintaining or achieving health and well-being. Students are required to read Bales (1999) *Disposable people: The new slavery in a global economy* provides profiles of diverse people around the world. Students develop an awareness and understanding of how globalization (the economic system), political and cultural forces fuel oppression See syllabus, p.15). Also, from a domestic perspective, students are required to read Shipler (2004), chapters 3 and 4, about the influences of globalizations on the world of work in the United States and, specifically, its implications for poor and immigrant communities. Students also view and discuss three videos of various groups of diverse people and their quest for self-determination–gays and lesbians, (*After Stonewall: History of the gay and lesbian movement*), an African-American community taking on a multinational (Fenceline: A

company town divided), and Hispanics challenging public officials (*The Forgotten Americans*). In assignment #1 (syllabus, p.14) students develop an understanding of their own families' cultural and personal identities.

EP 4.4 Social Welfare Policy and Services (Program Objectives #2, #3, #5,#6, #7, #8, #9, #12)

4.4.1 Content on history of social work & history and current structures of social welfare services.

The syllabus for *SW 226 Social Welfare Policy and Services I*, chapter I Suppes & Wells, covers the history of social welfare in the United States. Assignment # 1 (p.7) Urban Experience in Chicago: Hull House and its Neighborhoods, 1889-1963 on page 6 is clear-cut in its emphasis on the history of social welfare policy and services.

In *SW 362 Generalist Practice with Families, Organizations and Communities* content is provided on the history of social work, specifically the development of macro practice, with an emphasis on social action and advocacy. The increasing specialization of models of practice is introduced.

In *SW 368 Human Behavior and Social Environments II* history of social work is provided through lecture material. Students develop an understanding of the interrelationship of e.g. policy, economics, research on social welfare services organizations and how federal and state policy trends have shaped finances and service delivery systems. For example, how federalism (Reagan years) changed federal funding from line item to Community Development Block Grant—shifting decision making to the state and localities. Also, the Connecticut state budget and its effects are highlighted. Discussed is the trend towards performance outcomes which has challenged local social service organizations (receiving payments from the state in a timely fashion so that agencies can pay the bills.)

As demonstrated in SW 426 Social Welfare Policy and Services II (see syllabus p. 2 course goals #1 #2 #3 and #4) content on history of social work and history and current structures of social welfare services is provided through readings and class lecture. Identifying and understanding historical trends (or antecedence) Emphasized throughout the course for the purpose of becoming aware of the incremental nature of policy. The instructor has developed a timeline that includes, among other topics (poverty, mental health) a history of the social work profession that is required. Students read Stuart, P.H.(1999) "Linking Clients and policy: Social work's distinctive contribution" which discusses social work's beginning linking clients and policy advocacy. Through class lecture and reading of Popple, P.R. & Leighninger, L. (2004) chapter 1 which discusses social work as a "policy based profession". Chapter 4 provides a discussion for students regarding policy analysis from the perspective of history. More specific students are presented with a specific illustration in chapter 7, about the history (historical trends) of public assistance resulting in the current federal Personal Responsibility and Work Opportunity Reconciliation Act,. Class lecture demonstrates how the state of

Connecticut's Job's First Program is derived from this federal legislation. The history of US immigration policy, disability movement (e.g. the development of personal assistance) and foster care in the US as it pertains to the development of independent living programs is provided through lecture, class discussion and handouts. In their policy analysis assignment (see syllabus p. 6 assignment #3), students are required to discuss the historical antecedents of their selected legislation.

In *SW 374 Introduction to Social Work Research* the history of social work and current structures of social welfare services is integrated throughout the course as it pertains to research as a foundation for the profession (syllabus, p. 2 course goals #1,#2,#3). In the first unit the Flexner debate as a catalyst for action within the social work profession is discussed in lecture material, as well as the development of social work's ethical obligation to be a producer, consumer and contributing partner in the development of knowledge. Students are introduced to the federal legislative effort to create a national center on social work research.

4.4.2 Role of policy in service delivery and practice and attainment of individual and social well-being.

As demonstrated in SW 426 Social Welfare Policy and Services II (see syllabus p.2 course goals # 1#3 and #5) the role of policy in service delivery and practice, and attainment of individual and social well-being is provided. Students develop an understanding of how policy is formulated- legislatively, judicially and administratively. For example, through lecture students learn about judicially policy making— "sponsorship of test cases" strategy and the history of Brown vs. the Board of education, and "friend of the court" brief strategy using as illustrations the rights of a fetus vs. rights of the mother, and civil unions as mechanisms for a just society. NASW NEWS articles are used to demonstrate to students those issues that NASW have submitted "friend of the court briefs." Students are also introduced to administrative (organizational) policy making—retrospective and prospective rule making- and e.g. how it shapes child welfare services. More specifically in assignment # 4, see syllabus p. 7, using their senior field education experience students are required to select a specific organizational policy that impacts their client population and/or service delivery and discuss. Students are required to read and in small groups discuss chapter 2 Fauri, D.P., Wernet, S.P. & Netting, E., F.(2004) "Hate Crimes Legislation : Legislative advocacy for the GLBT." This chapter provides a case study for students of efforts—using a variety of efforts—to secure equal protection for a population at risk. To assist students in their discussions they are required to read McPhail, B.A. (2000), "Hating Hate: Policy Implications of Hate Crime Legislation." Students view The GI Bill: The Bill that Changed America (The American Experience/PBS video) which provides students with and illustration of how policy manages social issue with intended and unintended consequences.

In the syllabus for *SW 226, Social Welfare Policy and Services I,* (p. 4), Part I in the course outline a video is shown. The video, Welfare Reform I or II is joined with a class activity, finding a website listed at the end of chapter #4 in Suppes & Wells. These assignments are aimed at understanding the role of policy in people's lives and the

attainment of social well-being. Student exploration of websites is interfaced with discussion of findings.

In *SW 368 Human Behavior and Social Environments II* the role of policy in service delivery and practice and attainment of individual and social well-being is provided via lecture material supplemented with newspaper articles, video presentations and class discussion. Current events on a state and federal level and their influences on local agencies are emphasized in lecture material. Students develop an understanding of the interrelationship between government (including political, economic and social forces) and service delivery, e.g. funding (purchase of services, performance outcome), agency priorities, recipients of services. Using their five hour volunteer experience, students are asked to discuss how policy shapes service delivery and identify their influence on recipient of services, employees, etc.

4.4.3 *Knowledge and skills to understand major policies.*

Part Two in the Syllabus for *SW 226 Social Welfare Policy and Services I* covers multiple social work issues and roles. Chapters 5-13 give an overview of professional practice setting and then a specific case that illustrate the role of the social worker in that agency or community or organizational setting. In class, visit to state agency websites provides exposure to and discussion of various program policies.

In *SW 368 Human Behavior and Social Environments II* students are introduced to terminology needed to understand policies including budget and spending cap, Community Biock Deveiopment Grant (CBDG).

As demonstrated in SW 426 Social Welfare Policy and Services II (see syllabus p. 2 course goals #1 and #2) students develop the knowledge and skills to understand major policies. Lecture and readings, specifically chapters 3, 4, 5, and 6 (part II, Popple, P.R. & Leighninger, L. (2004) students are introduced to the basic components of policy analysis (chapter 3) and more specific discussion regarding historical analysis (chapter 4), social and economic analysis (chapter 5) and political analysis (chapter 6). The instructor provides information regarding using technology to locate legislation and related information for analysis. Students are introduced to THOMAS (http://thomas.loc.gov/) to access federal legislation and State of Connecticut Legislative Branch website (www.cga.ct.gov/) . The Legislative Director of Connecticut Chapter of National Association of Social Workers (NASWCT) is an invited guest speaker, who provides information regarding the professions role, response and efforts to formulate social welfare policy that will enhance individual and social well being. More specifically she provides information on our chapter's agenda and specific actions. Students are re-introduced to the NASWCT website (www.naswct.org/Legislation.shtml) and information regarding how to access our chapter's lobbyist website www.jblei.com. Students are provided a glossary of budgetary terms.

4.4.4 *Knowledge and skills to analyze organizational local, state, national and international issues in social welfare policy and social service delivery.*

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Assignment #3 in the syllabus for *SW 226 Social Welfare Policy and Services I* requires students to take the necessary first steps to study the agency were they are carrying out their five hour volunteer job. They are required to describe and point out relevant background and purpose of the agency. They also need to understand the populations at risk the agency serves and the role of the social worker in that agency.

In *SW 368 Human Behavior and Social Environment II* knowledge and skills to analyze organizational, local, state, national and international issues in social welfare and social service delivery is provided through lecture and video presentations. Students are introduced to terminology Global perspective Non governmental organizations (NGOs), The World Bank, International Monetary Fund (IMF), the United Nations and United Nation Treaties. Through lecture students are introduced to the process by which NGOs, etc. advocate/address human rights violations; international treaties and the responsibilities of the United States.

As demonstrated in SW 426 Social Welfare Policy and Services II (see syllabus p. 2 course goals #1 and #2) students develop the knowledge and skills to understand major policies. Lecture (Unit II, see syllabus) and readings, specifically chapters 3, 4, 5, and 6 (part II, Popple, P.R. & Leighninger, L. (2004) students are introduced to the basic components of policy analysis (chapter 3) and more specific discussion regarding historical analysis (chapter 4), social and economic analysis (chapter 5) and political analysis (chapter 6). The centerpiece of the course is the Policy Analysis assignment (see syllabus p. 2 assignment #2 and #3). Students are required to apply the provided policy analysis framework to a self-selected piece of social welfare legislation (Either federal or state). In addition, using their senior field education experience students are required to select a specific organizational policy that impacts their client population and/or service delivery and discuss (see syllabus, p. 7 assignment #4).

4.4.5 Understand and demonstrate policy practice skills in regard to economic, political, and organizational systems.

Assignment #3 in the syllabus for *SW 226 Social Welfare Policy and Services I*, (p. 11) requires students to analyze the agency where they are completing their volunteer work. This gives students a beginning understanding of the purpose of the agency and its goals for serving populations at risk. In assignment #4 part B, students engage in a web search and describe and discuss the sites in connection with system levels. Students must then discuss how the information helps them understand social welfare and social work practice.

As demonstrated in SW 426 Social Welfare Policy and Services II (see syllabus p. 2 course goals #1 and #2) the centerpiece of the course is the Policy Analysis assignment (see syllabus p. 6 assignment #2 and #3). Students are required to apply the provided policy analysis framework to a self-selected piece of social welfare legislation (Either federal or state). In this assignment students are required to specifically analysis policy in regards to economic implications, political and organizational. In addition, using their senior field education experience students are required to select a specific organizational

policy that impacts their client population and/or service delivery and discuss (see syllabus, p. 7 assignment #4).

4.4.6 Use policy practice skills to influence, formulate, and advocate for policy consistent with social work values.

In assignment #3 (p. 9), H. in the syllabus for *SW226, Social Welfare Policy and Services I* students are asked to examine their agency in terms of gaps in services provided for clients. They are then asked to discuss the steps that can be taken to accomplish the change in policies that are needed to address the identified gaps in service.

In *SW 368 Human Behavior and Social Environments II students* develop an understanding of the financial, organizational, administrative and planning processes to deliver social services. Through lecture and readings (chapter 4 in Pilllari & Newsome, 1998) students identify the goals of organizations, various types of agencies (e.g. public or governmental, private not for profit, and for profit organizations), functions, nature, communication processes, leadership, conflict and implications for social work practice. Funding sources are discussed including public or governmental funding, private dollars including corporate, private and community foundations. Students also develop an understanding of the interrelationship between government (including political, economic and social forces)and service delivery, e.g. funding (purchase of services, performance outcome), agency priorities, recipients of services. Through lecture and small group activity, students apply the ecosystem perspective to organizations.

As demonstrated in SW 426 Social Welfare Policy and Services II (see syllabus p. 2 course goals #2 and #3) in small group format students are required to provide testimony –both written and oral—to a panel of invited public officials on an identified social issue (see syllabus p. 7 assignment #5). This mock public hearing is held during the last class and focuses on a timely issue. Each group must identify and assess the issue, assume a position, and develop social welfare recommendations. Students apply a testimonial framework provided by the instructor.

4.4.7 Identify financial organizational administrative and planning processes to deliver social services.

Assignment #3 in the syllabus for *SW 226 Social Welfare Policy and Services I* requires students to take the necessary first steps to study the agency were they are carrying out their five hour volunteer work. They are required to describe, point out relevant background and the purpose of the agency. They are also required to understand the populations at risk the agency serves and the role of the social worker in the agency. This includes the role the social worker has in planning for services while at the same time dealing with agency budget constraints.

As demonstrated in SW 426 Social Welfare Policy and Services II (see syllabus p. 2 course goal #1 and goal #4) students are required to read chapter 5 (Popple, P.R. &

Leighninger, L. (2004)) regarding economic analysis of policy; lecture material by instructor and guest speaker—Legislative Director, NASWCT –provides information regarding budgets, and more specifically CT state budget. Students view a CD-Rom created by One CT (www.onect.org/) "is a coalition of over 100 organizations dedicated to creating a prosperous state free from damaging economic disparities for all residents, municipalities and regions through equitable taxes, sufficient public investment and a vibrant democracy". One CT has been an effective coalition advocating for a "fair share budget." In small group discussion, students discuss the implication of state budget on their field education agencies, and client population. Students are provided by the instructor a glossary of budgetary terms (see syllabus p. 24).

EP 4.5 Social Work Practice (Program Objectives #1#2, #3, #4, #5, #6, #7, #8, #9, #10 & #12)

4.5.1 Social Work practice anchored in purposes of social work profession.

SW 360 Generalist Social Work Practice with Individuals and Families, as outlined in the University catalogue, page 76 requires 5 hours a week volunteer experience (70 hours a semester). Assignment # 5, Taking Action (p. 12) requires students to contribute to their agency by completing a project that will enhance the lives of clients and or the agency. The projects have included, book drives, clothing drives, holiday parties and preparing Thanksgiving dinner at the Salvation Army.

In the syllabus for SW 361, Generalist Social Work Practice with Small Groups, (p.1) the course description is anchored in the purposes of the social work profession, The course also requires a five hour a week (70 hours per semester) volunteer job in a social service agency. In Assignment #2 (p.8) students are required to attend a self-help group and write a paper on their observations. Student must examine how the dignity and self worth of the person are enhanced by participation in the group. Assignment #3 (p.10) in syllabus requires students to assess the group services provided by their agency and to suggest how additional groups can aid the populations served by the agency..

In SW 362 Generalist Practice with Families, Organizations and Communities social work practice is anchored in the purposes of the social work practice (see syllabus p. 2-3, course goals #1, #2, #3, #5). Students develop the knowledge and skills necessary to influence change in the larger systems. For example, the formulation, implementation and modification of human service delivery systems. The centerpiece of the course is the Funding Proposal Assignment (see syllabus p. 2 course goal #2) where students develop an agency initiative for their senior field education agencies. Students are also required to develop an Electronic Advocacy website (see syllabus p. 2 course goal #3) for the purpose of advocating/ educating /mobilizing on behalf of social issue or client system.

In SW 374 Introduction to Social Work Research social work practice is anchored in the purposes of the social work profession. Students demonstrate an understanding of how social workers are ethically obligated to be "producers, consumers and contributing partners" in the pursuit of knowledge (syllabus, p.2 & 3 course goals #1,

#2, #3, #4). Students develop an understanding of how the building of social work knowledge is a regular part of practice, not an advanced specialty pursued by a few. In lecture material and in Engel & Schutt (2005) chapter 1, students are informed of various categories of research and their utility for social work practice. They include: exploratory, descriptive and explanatory studies, as well as evaluation studies, e.g. program, policy and one's own practice. In class discussion, when appropriate, students are encouraged to use their experiences in their current and previous required volunteer experiences (in courses *SW226, SW227, SW360, SW361*) as the basis for research and evaluation studies. Students are encouraged to bring in newspaper articles and through class discussions brainstorm potential studies.

The readings in *Syllabus 450/451 Social Work Field Seminar I* (p. 4) and *SW452 Senior Seminar II (p. 4)*, provide the content to carry out the purposes of the social work profession. In the Syllabus 450/451 *Social Work Field Seminar* I (p. 15), System Analysis, students are required as part of their assessment to keep in mind The NASW Standards on Cultural Competence when completing the assessment. In section 3, they are also required to include how barriers to resources were addressed in the case and what needs to be done to help the client.

In Social Work Policy and Services II social work practice is anchored in the purposes of the social work practice (see syllabus, course goals #1,#2,#3,#5). Students develop the knowledge and skills necessary to influence the formulation, implementation and modification of social welfare policy and human service delivery systems. The centerpiece of the course is the Policy Analysis assignment (see syllabus assignment #2 and #3). Students are required to apply the provided policy analysis framework to a self-selected piece of social welfare legislation (Either federal or state). In this assignment students are required to specifically analysis policy in regards to economic implications, political and organizational. In addition, using their senior field education experience students are required to select a specific organizational policy that impacts their client population and/or service delivery and discuss (see syllabus, assignment #4). In small group format students are required to provide testimony –both written and oral—to a panel of invited public officials on an identified social issue (see syllabus assignment #5). This mock public hearing held during the last class and focuses on a timely issue. Each group must identify and assess the issue, assume a position, and develop social welfare recommendations. Students apply a testimonial framework provided by the instructor.

4.5.2 Content on: strengths, capacities, and resources of client systems.

On p. 5 of the syllabus for *SW 360 Generalist Practice with Individuals and Families* in Unit I, Shaefor, Horejsi, and Horejsi (2003) students are introduced to the Strengths Perspective. Case examples are discussed and the Strengths Perspective is applied and discussed in assessing the case situations.

SW 361 Generalist Social Work Practice with Small Groups in syllabus Assignment #3, (p. 10), Agency Group Service Paper requires students analyze the group services offered by their agency and comment on what may or may not need to be added.

Assignment #5, (p.12) requires students to design a six session group project and present it to the class

In the syllabus for *SW 361, Generalist Social Work Practice with Small Groups* pages 6 & 7 Unit 2, 4, & 8 cover readings in Zastrow (2001), that provides students the knowledge to work with groups. In the syllabus p. 11 Assignment #5 Group Project provides students with the opportunity to participate in a small group and then analyze the group dynamics and their own behavior within the group.

In SW 362 Generalist Practice with Families, Organizations and Communities content on strengths, capacities and resources of client systems (see syllabus p. 2 course goal #1) is provided throughout the course. For example, through lecture and reading, the strengths perspective is applied in regards to organizing people for action Students are required to read Gutierrez, L.M.& Lewis, E.A. (1994) *Community organizing with women of color: a feminist approach,* and Cox, E.O. (2001) *Community practice issues in the 21st century: Questions and challenges for empowerment-oriented practitioners* Emphasized in lecture are the importance of education and collaborative relationships when organizing people for action. Students are also introduced to community assessments which identify assets rather than problems Chapter 6 *Knowing your community* in Homan (2004) provides information to students regarding Asset Based Community Development approach developed by Kretzman and McKnight and collecting cultural knowledge.

In *SW 374 Introduction to Social Work Research* content is presented on strengths, capacities and resources of client systems (syllabus, p.2 course goals #1, #2, #3, #4). Students are required to read and apply standpoint theory that "places the life experience of the marginalized at the center of the research project" (Swignowski, M.E. p. 387, 1994—see syllabus, p. 5) for their research proposals for further study. Inherent in this theoretical perspective is the strength's perspective. Using standpoint theory students are to design culturally appropriate interview questions, analyze their data and discuss implications of research (one practice implication is required).

In SW 426 *Social Work Policy and Services* II social work practice is anchored in the purposes of the social work practice (see syllabus p. 2, course goals #1,#2,#3,#5). Students develop the knowledge and skills necessary to influence the formulation, implementation and modification of social welfare policy and human service delivery systems. The centerpiece of the course is the Policy Analysis assignment (see syllabus p. 6, assignment #2 and #3). Students are required to apply the provided policy analysis framework to a self-selected piece of social welfare legislation (Either federal or state). In this assignment students are required to specifically analysis policy in regards to economic implications, political and organizational. In addition, using their senior field education experience students are required to select a specific organizational policy that impacts their client population and/or service delivery and discuss (see syllabus, p. 7 assignment #4). In small group format students are required to provide testimony –both written and oral—to a panel of invited public officials on an identified social issue (see syllabus p. 7 assignment #5). This mock public hearing held during the last class and

focuses on a timely issue. Each group must identify and assess the issue, assume a position, and develop social welfare recommendations. Students apply a testimonial framework provided by the instructor.

In the Syllabus *450/451 Social Work Field Seminar I*, (p.13) Assignment #6, System Analysis, requires students to include client's strengths as well as available resources for the client system. As a foundation for assessment Saleebey's book, *The Strengths Perspective* (2002) is assigned in *Social Work Field Seminar I* and is expected to be used throughout both semesters as a means of understanding the client system.

4.5.3 Knowledge and skills to work with individuals, families, groups, organizations and communities.

Students in the Social Work Program at CCSU acquire the necessary knowledge and skills to work at the micro, mezzo and macro levels.

Cournoyer (2005), *The Social Work Skills Workbook*, provides the foundation for practice in *SW 360 Generalist Practice with Individuals and Families*. Exercises are done in individual assignments and class discussions. Roll plays with the material from case examples are completed in class. Course procedures outline the expectation that students will practice skills by role playing in class. Assignment #4, Family Referral, (p. 10) gives students the opportunity to become familiar with community agencies and resources.

In the syllabus for *SW 361 Generalist Social Work Practice with Small Groups* (pages 6 & 7) Unit 2, 4, & 8 readings in Zastrow provides students the knowledge to work with groups. In the syllabus (p. 12) Assignment #5, Group Project, provides students with the opportunity to participate in a small group and then analyze the group dynamics and their own behavior. The analysis forms the content for this assignment.

In *SW 362 Generalist Practice with Families, Organizations and Communities* knowledge and skills to work with individuals, families, groups, organizations and communities (see p. 2-3 course goals #1, #2, #3, #4) throughout the course. Through course readings, case studies and lectures, a foundation is provided for students to build their knowledge and skill base. Students are required to read, for example, Homan (2004) chapter 2 which provides a theoretical framework for community change , how it is applied to practice (chapter 3). Information is also provided on program planning (Homan 2004, chapter 8; Kiritz, N.J. *Program Planning & Proposal Writing: Expanded Version)* advocacy and action strategies, the role of technology (McNutt, J.G. (2002). *New horizons in social work advocacy) and the media* (Homan, 2004). The Funding Proposal Assignment (see syllabus p. 2, course goal #2) provides opportunities for students to be able to identify client system needs and interventions to address them.

In *SW 374 Introduction to Social Work Research* knowledge and skills to work with individuals, families, groups, organizations and communities are integrated throughout the course(syllabus p. 2 & 3 course goals #1, #2, #4). Students must demonstrate their understanding of how research and evaluation is used to develop

knowledge about client systems. Students are required to read studies of various client systems (syllabus p. 5 & 6), as well as identify and discuss implication of their student on various clients systems in their research proposal for further study (syllabus, p.7). They include: individual - Brophy, G. (2000), *"Social work treatment of sleep disturbance in a 5-year-old boy: A. single-case evaluation"*; group- Jacobson, S. & Samdahl, D.M. (1998). *Leisure in the lives of old lesbians: Experiences with and responses to discrimination; and community"*, Nash, J.K. & Bowen, G.L. (1999). *"Perceived crime and informal social control in the neighborhood as a context for adolescent behavior: A risk and resilience perspective"*.

4.5.4 Developing appropriate client-worker relationships

Role plays are completed in almost every class regarding each step in client interactions. For example (p 6) of syllabus *SW 360 Generalist Social Work Practice with Individuals and Families* Unit II, B. *"Beginning with Clients"*, has a classroom activity role playing introductions between social worker and client. The student social worker must explain the purpose of the agency. Students are also assigned Lucas, (1993) Chapter 1 & 5, *Where to Start and What to Say*. This gives student a step by step map for how to conduct a first interview with clients (adult or child).

In *SW 361, Generalist Social Work Practice with Small Groups*, Unit 2 (p. 6) in syllabus deals with Leading Groups. Zastrow, Chapter 3, 4, 5 covers appropriate knowledge for developing client-worker relationships. Students also learn about group leadership roles, functions and guidelines and the interface of the client-worker relationship.

In *SW362* content on developing appropriate client-worker relationships is integrated throughout the class. For example, In small group discussion using a case study, e.g. *Lee and the Amazing Multifaceted Community·Needs Assessments* (chapter 1 Fauri, D.P, Wernet, S.P. & Netting, E. F. 2004) examines what method to use in order to identify the needs of older persons. Using the information provided students determine what the role of the social worker is in the community. Maintaining boundaries, and balancing the power and interests of stakeholders is discussed.

In *SW 374 Introduction to Social Work Research* students have an opportunity to develop appropriate participant-researcher relationships (syllabus, p.2 course goals #1, #2, #3, #6). Prior to data collection, students review NASW Code of Ethics and Standards for Cultural Competence, in regards to research, and discuss with their research participants issues of informed consent (assignment # 1, syllabus, p. 8 and readings Engel & Schutt (2005), chapters 2, 8, 9 and 13). Research participants sign an informed consent form, give copies of their signed document to research participants and give the original to the instructor Through lecture material and reading (Engel & Schutt (2005) chapter 7) the differences between research participant and client are addressed, as well as when clients are research participants (evaluation).

Developing appropriate client-worker relationships are examined with the use of

process recordings that are required in the *Syllabus 450/451 Social Work Field Seminar I(p.e # 9) and SW452 Senior Seminar II,* that are read to the field instructor and then in class. Feedback from supervisor and fellow students give the student an opportunity to examine their interactions with clients. In the Syllabus *450/451 Social Work Field Seminar I,* (p.13) Assignment #6, System Analysis requires students to collect and assess client information and develop a plan of action.

4.5.5 Collecting and assessing information

On p. 5 of the syllabus for *SW360, Generalist Practice with Individuals and Families,* students are assigned Sheafor, Horejsi and Horejsi (2002), Chapter 11, Data Collection and Assessment. This chapter gives a summary of how various types of data are collected. Unit III, Cournoyer in Chapters 7 & 8, Exploring and Beginnings, aids the students' in their understanding of what is needed to initiate the helping process by collecting salient client information and then understand the relationship between collecting information and assessment. Exercises in Cournoyer Work Book give student an opportunity to role play the interview process and work on their interviewing skills.

SW 361 Generalist Social Work Practice with Small Groups Assignment #5 p. 11 Group Project requires students to gather information on the topic assigned. For example to design a six session Refugee Support Group for adult Bosnian refugees is one choice. Needs of the ethnic group, understanding of the adult life phase and exploration of the problems confronted are required in the assessment process.

In *SW 362 Generalist Practice with Families, Organizations and Communities* students collect and assess information for their funding proposals (see syllabus p. 2, course goal #2). Students must document the conditions (needs assessment) in the client system where change is desired. Students must identify appropriate information to be included in their discussion. This may include but is not limited to agency statistics, census data, and other sources of community data. Students must be able to evaluate the appropriateness of the information collected, related it to the mission of the agencies seeking funds, and be clear and concise.

In *SW 374 Introduction to Social Work Research* students must demonstrate an understanding of the methodologies available to social workers in developing, collecting and assessing information for the production and evaluation of knowledge for the profession (syllabus, p.2 course goals #1, #2, #3, #4). Through lecture and reading (Engel, R.J. & Schutt, R.K (2005) chapters 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12) students develop an understanding of the scientific method. Students are required to collect 3 sets of interview data and analyze their data using the developmental research sequence (a.k.a. domain analysis; Spradley, J.) for their research proposal for further study. In preparation for their interviews students learn how to develop culturally appropriate interview questions for the purpose of gathering information. Students are also required to complete a literature review for their projects (assignment #2, syllabus, p.8) which involves locating appropriate and relevant studies, analysis and syntheses of information

(students read <u>APA</u> <u>Manual</u>, chapter 1, Engel R.J & Schutt, R.K. (2005) appendixes A, B, C, D).

In the *Syllabus 450/451 Social Work Field Seminar I,* (p.13) Assignment #6, System Analysis, requires students to collect and assess client information and develop a plan of action.

4.5.6 *Identifying issues, problems, needs, resources and assets.*

In Unit IV, in syllabus *SW 360, Generalist Practice with Individuals and Families* students are assigned Sheafor, Horejsi and Horejsi Chapter 11, Data Collection and Assessment, Section A and Chapter 12, Planning & Contracting, Section A. Assignment #3 Client Initial Interview and Process Recording requires students to complete an interview and identify issues to be worked on.

In the syllabus for *SW 361, Generalist Social Work Practice with Small Groups,* (p . 6) Unit 4, Activity: "*Spaceship Futura*" is an exercise in which students are split into small groups and must decide who is allowed to travel on the ship and who will stay back and not survive. In addition, in the syllabus (p.10) students are required to analyze the group services of their volunteer agency and assess if client needs are being met by the services. They also are required to suggest the types of groups that will fill the service gaps.

In *SW 362 Generalist Practice with Families, Organizations and Communities* identifying issues, problems, needs, resources and assets is integrated. Students are required to read chapter 6 *Knowing your community* in Homan (2004) which provides information on a variety of needs assessments, included Asset Based Community Development approach developed by Kretzman and McKnight and collecting cultural knowledge. Students also read Chen, H.T. & Marks, M.R.(1998) *Assessing the needs of inner city youth: beyond needs and identification and prioritization.* For the required funding proposal requirement, (see course goal #3) students are to identify need for their proposed intervention/initiative. Students are also required to develop an Electronic Advocacy website (see syllabus p. 3 course goal #3) for the purpose of advocating/ educating /mobilizing on behalf of social issue or client system. The Funding Proposal Assignment (see course goal #2 p. 2) provides opportunities for students to be able to identify client system needs and interventions to address them. Students frequently included additional resource section on their websites.

In *SW 374 Introduction to Social Work Research* students develop an understanding of how researchers identify issues, problems, needs, resources and assets for the building and evaluation of social work knowledge (Engel R.J. & Schutt, R.K. (2005) chapter 1) (syllabus, p.2 course goals #1, #2, #3, #4). In class discussion, when appropriate, students are encouraged to use their experiences in their current and previous required volunteer experiences (in courses SW226, SW227, SW360, SW361) as the basis for potential research and evaluation studies. Students are encouraged to bring in newspaper articles and through class discussions brainstorm potential studies from them.

In the *Syllabus 450/451 Social Work Field Seminar I*, SW452 Senior Seminar II, (p. 2) objective # 10, requires students to use their weekly supervision to gain insight to improve personal competencies and respond positively to suggestions. Reading aloud process recordings allows for supervisors to have students discuss their own feelings and responses in real client situations and allows supervisors to comment on them.

4.5.7 Using communication skills, supervision and consultation

Students use their communication skills in *SW 360, Generalist Practice with Individuals and Families* by role-playing. They have the opportunity to enact each of the steps of client interactions using cases outlined in Cournoyer, Social Work Skills Workbook (2004) Their mid-term exam requires students to present their interview in Assignment # 3, (p. 9). In this way they can receive feedback and supervision from the class and professor. The assignment also emphasizes the importance of effective communication in social work practice.

In the syllabus for *SW 361, Generalist Social Work Practice with Small Groups* assignment #5, (p. 11) Group Project requires students in assigned small groups to develop a presentation. In doing so they are also asked in Assignment #6 to keep a journal noting the communication patterns and dynamics of their assigned group. The instructor provides feedback and engages the class in discussion of themes that emerge from journals.

In *SW 362 Generalist Practice with Families, Organizations and Communities* written communication skills is emphasized as demonstrated through the Funding Proposal, p. 3 Assignment (see syllabus p. 2 course goal #2) and Electronic Advocacy Project (see syllabus p. 3 course goal #3). As demonstrated in the syllabus (see page 9) students are evaluated on design that includes issues of consistency, density. As students develop their funding proposals for their field education agency, it frequently requires students to consult with the agency development/grant writer and finance staff.

In *SW 374 Introduction to Social Work Research* students develop and demonstrate strong listening, speaking and critical thinking skills (syllabus p.3, course goal #5). Students are required to collect 3 sets of interview data and analyze their data using the developmental research sequence (a.k.a. domain analysis; Spradley, J.) for their research proposal for further study. In preparation for their interviews students learn how to develop culturally appropriate interview questions for the purpose of gathering information. Prior to data collection, students have an opportunity to role play interviews. Through lecture material students learn that research does not exist in a vacuum and researchers frequently and consistently get feedback from others. Students are strongly encouraged to discuss with one another their research. Instructor feedback is provided throughout the course.

In the Syllabus *SW 452/453 Senior Seminar II*, (p. 11) Small Groups as a Resource, students are required to evaluate their group experience and analyze the results. Part of their required Power Point presentation is the commentary on data collected. Data

collected may be from a pre and post test or a survey of group participants. (See p. 12 question #4 in the syllabus).

4.5.8   *Identifying, analyzing and implementing empirically based interventions.*

In the syllabus for *SW 360 Social Work Practice with Individuals and Families* Unit VI p. 7 the reading from Sheafor (2005) chapter 14 includes a discussion on the pros and cons of empirically based practice and focuses on multiple tools to measure success of practice. Students are required in Assignment I, Professional Development Contract to construct an empirical evaluation of their own contract for the semester. They must include learning goals and three measurable objectives for the semester. They must utilize an evaluation tool to assess if they accomplished their goals and objectives for the semester. Unit V: (p. 6) in syllabus for *SW 360 Generalist Practice with Individuals and Families. Helping Individuals and Families Negotiate the System*, chapter 2, *The Ethnic Reality* in Devore & Schlesinger outlines the best practice approaches while keeping clients ethnicity in mind. Using empirically based tools to evaluate practice, emphasis must be placed on culture and ethnicity.

In the syllabus for *SW 361, Generalist Social Work Practice with Small Groups* (p.7) there is a reading assignment, Comer, Meier & Galinsky, which provides students with the opportunity to read and analyze an empirical assessment of a group intervention. Class discussion follows with emphasis on the design of the research and its application.

In SW 362 Generalist Practice with Families, Organizations and Communities identifying, analyzing and implementing empirically based interventions are emphasized in the objectives to course goals. (See p. 2 objective 5 for goal #1 and 5 & 6 for goal #2)

In *SW 374 Introduction to Social Work Research* students learn the process by which to identify, analyze and learn how to implement empirically based interventions (syllabus p.2 course goals #1, #2). Through class lecture and readings students learn how to locate empirically based interventions via electronic databases and other library aids, how to read and evaluate empirical studies. Students read Schutt & Engel (2005) appendixes A,B,C& D. As students learn about the scientific process through lecture, discussion and course readings, they develop an understanding how to evaluate empirical material.

In the Syllabus *SW450/451 Senior Field Seminar II* (p. 12) students are required to use relevant research and theories that provide the justification for their group intervention and the positive results they anticipate.

4.5.9   Applying empirical knowledge and technological advances

Assignment #1 in *SW360, Generalist Practice with Individuals and Families* (p. 7), requires students to develop a learning contract for the semester. Contracts include goals and objectives that must be measured at the end of the semester. Students use a single subject design to measure their attainment of goals and objectives.

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In the syllabus for *SW 361, Generalist Social Work Practice with Small Groups* (p.11) Group Project, students are required to use a Power Point presentation for their final summary and discussion. For the same project they also must complete research on their assigned subject. The research must be relevant to the population served and include justification for group services of this kind.

In *SW 362 Generalist Practice with Families, Organizations and Communities* the application of empirical knowledge and technological advances is emphasized. Students must identify and evaluate the empirical knowledge for their Funding Proposal Assignment (see syllabus p. 2, course goal #2) for the Needs Assessment section. Students develop skill and knowledge of using technology for the required Electronic Advocacy Project (see syllabus p. 3 course goal #3).

In *SW 374 Introduction to Social Work Research* students have opportunities to apply empirical knowledge and are introduced to technological advances (syllabus p.2 course goals #1,#5). Students are required to successfully complete a research proposal for further study using qualitative methods. As opportunities present themselves students present their studies, via poster presentations or workshop sessions at a variety of venues including the CCSU Creativity Day in May, Spring CCSU June Higgins Gender Conference, regional, state and national conferences. Students are introduced via classroom demonstrations of *Statistical Package for Social Sciences* (SPSS) and *Ethnograph*, a qualitative data analysis software program.

In the syllabus for *SW 452/453 Senior Seminar II*, (p. 11), Small Groups as a Resource, students are required to evaluate their group experience and analyze the results. Part of their required Power Point presentation is the commentary on data collected (see p. 14 question #4 in the *SW452 Senior Seminar II syllabus).,*

4.5.10 Evaluating program outcomes and practice effectiveness

Assignment #1 in *SW360, Generalist Practice with Individuals and Families*, p. 7, requires students to develop a contract with measurable goals and objectives. Required reading of Shaefor, Horejsi and Horejsi, Chapter 14, *Evaluation and Termination*, gives students a choice of models to use for their evaluations of their own contracts. This interaction between student and professor provides a model that students can transfer to their work with clients.

In the syllabus for *SW 361, Generalist Social Work Practice with Small Groups* (p.13), Assignment #7, students have the opportunity to lead a small group activity and receive verbal and written feed-back from the professor and class.

In *SW362 Generalist Practice with Families, Organizations and Communities* evaluating program outcomes and practice effectiveness is emphasized. Students are required to formulate a specific evaluation plan for determining the need that their objectives are meet and methods been followed for the Funding Proposal Assignment

(see syllabus p. 2, course goal #2). Students are required to read chapter 8 (Homan 2004) which includes information on program evaluation.

In *SW 374 Introduction to Social Work Research* students develop an understanding of evaluating program outcomes and practice effectiveness (syllabus p.2 course goals #1, #2). Students are required to read (Schutt & Engel (2005) chapters 7 and 10; Brophy, G. (2000) *"Social work treatment of sleep disturbance in a 5-year-old boy: A single-case evaluation"*, as an illustration of evaluation of practice. Lecture material focuses on program evaluation (formative, summative) the various methodologies and illustrations are provided.

In the *Syllabus SW 452/453* (p. 2) question #7, students are required to make recommendations for social workers based upon the success and/or challenges with the group they carried out in their practice. The recommendations should be based on the evaluations by clients and the research used to support the group intervention.

4.5.11 *Developing analyzing, advocating and providing leadership for policies and services*

Assignment # 5, (p. 12), Taking Action in *SW 360, Generalist Practice with Individuals and Families* requires students to create a social action project involving populations at risk in their agency after consulting with their supervisor. They must analyze the needs of the agency/clients and develop a plan, make a time line and carry it out.

In the syllabus for *SW 361, Generalist Social Work Practice with Small Groups* pp. 11-12 Assignment #5 students are assigned a population at risk/ethnic/racial group and must design a six session group that meets clients' needs. Students must discuss the NASW standards of culture competency that relates to their assigned group.

In *SW362 Generalist Practice with Families, Organizations and Communities* developing, analyzing, advocating and providing leadership for polices and services is emphasized. Students are required to develop a Funding Proposal (see syllabus p. 2 course goal #2) for their senior field education. This assignment provides opportunities for students to be able to identify client system needs and interventions to address them. Also students are required to develop a website for the Electronic Advocacy Project (see syllabus p. 3 course goal #3) for the purpose of advocating/ educating /mobilizing on behalf of social issue or client system. Students are also required to Cox, E.O. (2001) *Community practice issues in the 21ˢᵗ century: Questions and challenges for empowerment-oriented practitioners.*

In *SW 374 Introduction to Social Work Research* students develop an understanding of the production and evaluation of social work knowledge as the foundation for the development, analysis, advocacy and leadership for policies and services (syllabus, p. 2 course goals #1, #2, 3, #4). Students are required to read "Empowerment evaluation as a social work strategy" where students are introduced to the

application of empowerment strategies to evaluate a program and the policy, practice and research implications of it (Secret, M., Jordan, A. & Ford, J. 1999 p.120). Students are required to read *"The logic of feminist standpoint theory for social work research"* which "places the life experience of the marginalized at the center of the research project" (Swignowski, M.E. p. 387, 1994). Students are required to apply standpoint theory to their research proposals for further study assignment as it applies to e.g. selection of topic, data collection process (design of interview questions), analysis of data, and implications for study. Students develop an understanding of how "privileging" the experience of marginalized populations in the research process, and are required to identify policy and practice implications of their studies (syllabus p.8 and Assignments # 2, Final research project).

In *SW 426 Social Welfare Policy and Services II* students develop, analyze, advocate and provide leadership for policies and services (see syllabus p. 2 course goals #1, #2, #3, #5). The centerpiece of the course is the Policy Analysis assignment (see syllabus p. 6 assignment #2 and #3). Students are required to apply the provided policy analysis framework to a self-selected piece of social welfare legislation (Either federal or state). In this assignment students are required to specifically analysis policy in regards to economic implications, political and organizational. In addition, using their senior field education·experience students are required to select a specific organizational policy that impacts their client population and/or service delivery and discuss (see syllabus, assignment #4). In small group format students are required to provide testimony –both written and oral—to a panel of invited public officials on an identified social issue (see syllabus assignment #5). This mock public hearing held during the last class and focuses on a timely issue. Each group must identify and assess the issue, assume a position, and develop social welfare recommendations. Students apply a testimonial framework provided by the instructor.

In the syllabus for *SW 452/453 Social Work Seminar II* (p. 11) Small Groups as a Resource question #7, students are required to carry out a group they have researched. The planned group must focus on a subject that will be of assistance to the population served by the agency. In addition in question 7, Conclusion and Recommendations, requires that students make specific practice recommendations for social workers based upon the success or challenges with the group they facilitated at their field agency..

4.5.12 Promoting Social and Economic Justice

Assignment #5, (p. 12), Taking Action in *SW 360 Generalist Practice with Individuals and Families*, students must focus on populations at risk. The project must focus on ways to meet the needs of clients and promote social and economic justice for the clients.

In the syllabus for *SW 361 Generalist Social Work Practice with Small Groups* (p.11-12) Assignment #5 students are assigned a population at risk with a special ethnic/racial group. They must design a six-session group that meets clients needs and aids in social functioning.

In SW 362 Generalist Practice with Families, Organizations and Communities social and economic justice is promoted. For example, students are required to develop a website for the Electronic Advocacy Project (see syllabus p. 3, course #3; assignment, p. 9) for the purpose of advocating/ educating /mobilizing on behalf of social issue or client system. Students are required to read Younes, M.N. (2003) *Coming full circle: Putting advocacy ethics into action* and Willis, M.A. (2004). *Living cities: Collaborative investing for healthy neighborhoods.* In the case study *Riverton: A Home Place in Distress* (chapter 6 Fauri, D.P, Wernet, S.P. & Netting, E. F. 2004) students, in small group discussion must address the problem of inadequate representation of a minority community within a larger one.

In *SW 374 Introduction to Social Work Research* students develop an understanding of the production and evaluation of social work knowledge for the promotion of social and economic justice (syllabus p.2 course goals #1, #2, #3). Students are required to read *"The logic of feminist standpoint theory for social work research"* which "places the life experience of the marginalized at the center of the research project" (Swignowski, M.E. p. 387, 1994). Students are required to apply standpoint theory to their research proposals for further study assignment as it applies to e.g. selection of topic, data collection process (design of interview questions), analysis of data, and implications for study (syllabus p.8, and Assignments # 2, Final research project). Students develop an understanding of how "privileging" the experience of marginalized populations in the research process, and are required to identify policy and practice implications of their studies.

In *SW 426 Social Welfare Policy and Services II* students are prepared to promote social and economic justice (see syllabus p. 2 course goals #1,#2,#3,#5).Through lecture material, required readings and policy analysis assignment students develop the ability to recognize the impact social welfare policies have on the well being of client systems with an emphasis on diverse client systems and populations at risk, as well as recognizing the relationship between social and distributive justice, and forms of oppression. Students develop an understanding of the variety of ways social workers take action (chapter 12 in Popple, P.R. & Leighninger, L. (2004)) including the role of the profession (guest speaker NASW-CT). More specifically, using a small group format, students are able to formulate written and oral testimony on an identified social issue to an assembled panel of invited public officials. Students identify and assess a social issue, identify stakeholders and develop social welfare policy recommendations (see syllabus, p. 7, Assignment #5).

In the syllabus for *SW 450/451Social Work Field Seminar I* (p. 14), System Analysis, requires students to implement an intervention for a client/system and specify in their paper how the intervention did or did not, promote social or economic justice for the clients/system.

EP 4.6 Research (Program Objectives #2 #4 #5, #6, #7)

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4.6.1 Content on qualitative and quantitative methodologies to build knowledge for practice

In the Syllabus for *SW 360 Generalist Social Work Practice with Individuals and Families* on (p.4), Unit I has a reading assignment, Le Croy and Stinson that introduces the students to quantitative data gathering and use. Class discussion focuses on the content as well as the research methods used.

In the syllabus for *SW 361 Generalist Social Work Practice with Small* Groups (p. 8), Unit 6 the article Comer, Meier & Galinsky introduces students to a research paradigm for groups. Class discussion engages the students in understanding the article and how the research can be applied to practice.

In *SW 362 Generalist Practice for Families, Organizations and Communities* content on qualitative and quantitative methodologies to build knowledge for practice is integrated. (see syllabus p. 2 course goal #2). For their required Funding Proposal assignment (see syllabus p. 2 course goal #2) students must formulate an evaluation plan for determining effectiveness. Students are encouraged to use both qualitative and quantitative methodologies.

In *SW 374 Introduction to Social Work Research* approximately 40% of the course contains information pertaining to the development and evaluation or social work knowledge using qualitative methodology and 40% containing quantitative (syllabus p. 2 course goals #1, #2). The second unit is dedicated to qualitative methodologies. The major project in this course is the research proposal for further study. Students are required to use qualitative methods for research and evaluation—specifically interviewing as the method of data collection and use the developmental research sequence (a.k.a. domain analysis). Students are also introduced to Analytic Induction and Constant Comparative Method (Glaser and Strauss). Approximately 40 % of the course is dedicated to quantitative methods for research and evaluation. Through in class activities (small group and large), students design a quantitative research project which includes developing a problem statement, identifying concepts and operationalizing them, identify potential sampling population and use the various sampling tools available, identify errors in measurement, etc. Students are required to take *Stat 215 Statistics for Behavioral Sciences I.* In SW 374 emphasis is placed on the application of statistical tools in the design of a research project.

In the syllabus for *Social Work Field Seminar I* (p. 4) several research articles are assigned to read for content and research methodology. Students lead article discussions (see p. 18 in syllabus for guide) that include an evaluation of how the research was carried out and what changes they would make in the methodology the research.

4.6.2 Preparation to develop, use and communicate empirically based knowledge, including evidence-based interventions

In syllabus for *SW 360 Generalist Social Work Practice with Individuals and* *Families* Assignment #1, Contact and Contract Revision gives students the opportunity to design a contract. They are then required to assess how well they have done with their contract. They use Sheafor, Horjisi & Horjisi chapter 14, p. 486, single subject design to evaluate their own contracts at the end of the semester. A short paper summarizes the evaluation.

In the syllabus for *SW 361 Generalist Social Work Practice with Small Groups* (p. 9) Assignment #1, Contract and Contract Revision, gives students an opportunity to develop their own learning contract and then to evaluate the outcome of their contract at the end of the semester using a single subject design. In chapter 32 in Zastrow (2001) students are again exposed to single subject design in addition to Task Achievement scaling and by the Questionnaire (pp. 532-537).

In *SW362 Generalist Practice with Families, Organizations and Communities* the preparation to develop, use and communicate empirically based knowledge, including evidence-based intervention is provided. Students are required to provide a needs assessment for the Funding Proposal Assignment (see syllabus p. 2 course goal #2) which requires the ability to identify and evaluate the appropriateness of empirical measures. Students are also required to formulate a specific evaluation plan for determining the need that their objectives are meet and methods been followed for the Funding Proposal Assignment (see syllabus p. 2, course goal #2). Students are required to read chapter 8 (Homan 2004) which includes information on program evaluation.

In *SW 374 Introduction to Social Work Research* students are prepared to develop, use and communicate empirically based knowledge, including evidence-based interventions (syllabus, p.2 course goals, #1, #2, #7). Students are required to complete a research proposal for further study using qualitative methods (pp. 7-8). This assignment is done in stages throughout the semester (see syllabus, assignment #1, #2, #3, #4) with required re-writes when necessary.

In the syllabus for *Social Work Field Education Seminar II* (p. 9, 10, 11) Small Group as a Resource" Research Paper and Oral Power Point presentation students are required to run a group at their field agency and evaluate the results. They must describe and discuss the processes and instruments used to evaluate progress toward problem resolution and goal attainment using pre/post tests or surveys etc. They are required to include the tools used for this in their paper and show examples of the tools and outcomes in their class presentations.

4.6.3. Research knowledge to provide high-quality services; to initiate change; to improve practice, policy and social service delivery; to evaluate own practice

In SW360 Generalist Social Work Practice With Individuals and Families, *research knowledge provides the basis for intervention with individuals and families.* In Cournoyer chapter 9 & 10 Contracting and Evaluating (2005), students complete exercises in class regarding contracting with a client and helping clients evaluate

progress. Lectures and discussion focus on evaluating services provided. This gives students a beginning knowledge of providing high quality service and the ability to evaluate their own practice.

In the syllabus for *SW 361 Generalist Social Work Practice with Small Groups* (p. 9) Assignment #1 Contract and Contract Revision, gives students an opportunity to develop their own learning contract and then evaluate the outcome of their contract at the end of the semester. In addition Assignment #3 (p. 10) Agency Group Service Paper, requires students to analyze the group services at their agency and suggest new group services based on students exploration with staff concerning gaps in service. Students can carry out surveys to determine need..

In *SW362 Generalist Practice with Families, Organizations and Communities* research knowledge to provide high-quality services; to initiate change; to improve practice, policy and social service delivery is emphasized (see syllabus p. 2, course goals #1, #2). Students are required to provide a needs assessment for the Funding Proposal Assignment (see syllabus, p. 12 course goal #2) that appropriately measures the particular situation proposal is to addressed. Students are also required to formulate a specific evaluation plan for determining the need that their objectives are meet and methods been followed for the Funding Proposal Assignment (see syllabus, course goal #2). Students are required to read chapter 8 (Homan 2004) that includes information on program evaluation.

In *SW 374 Introduction to Social Work Research* students demonstrate an understanding of the role of the production and evaluation of social work knowledge to provide high – quality services (syllabus p. 2 course goals #2,#3,#4). Students are required to complete a literature review which requires the identification, analysis and synthesis of empirical literature (syllabus, p. 8 assignment #2). In addition, students are required to complete a research proposal for further study. Students must demonstrate their understanding of the production and evaluation of knowledge to initiate change (syllabus p.2, course goal #3). In their research proposal for further study requirement (syllabus, p.8 assignment #4) students are required to identify implications of their studies for practice, policy and the profession. Students must demonstrate knowledge and understanding of the production and evaluation of knowledge to improve practice, policy and social service delivery (syllabus, p 2 , course goals #1, #2, #3, #4). Students are required to complete a research proposal for further study (syllabus p.9, assignment #4) which requires them to analyze interview data and develop implications for practice, policy and the profession from their findings. Students develop an understanding of how to evaluate their own practice (syllabus, p. 2 course goals #1,#2,#3). Through required reading (Engel,R.J. & Schutt, R.K (2005) chapter 7 and Brophy (2000) Brophy, G. (2000). *"Social work treatment of sleep disturbance in a 5-year-old boy: A single-case evaluation"* and course lecture students develop an understanding of evaluation of their own practice.

In *SW 426 Social Welfare Policy and Services II* research knowledge to provide high-quality services; to initiate change; develop practice skills to effect change to

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improve change; to improve practice, policy & social service delivery; to evaluate own practice is provided (see syllabus p. 2 course goals #1, #3). In Assignment #5, (see syllabus p. 7) students must be able to locate, identify and evaluate research knowledge to assist them in identifying and assess a social issue, identify stakeholders and develop social welfare policy recommendations for their testimony.

In the syllabus for *Social Work Field Seminar II SW452/453* Small Group as a Resource" (p. 11) Research Paper and Oral Power Point presentation, students are required to run a group and evaluate the results. They must describe and discuss the processes and instruments used to evaluate progress toward problem resolution and goal attainment using pre/post tests or surveys etc. They are required to include the tools used for evaluation in their paper.

2.1 *The Social Work program administers field education (4.7 and 5) consistent with program goals and objectives*

EP 4.7 Field Education(Program Objectives # 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12)

The Social Work Program utilizes its mission, goals and objectives to guide its field education . Student graduates are prepared for generalist social work practice as measured by the senior field evaluation, senior exit survey and alumni and employer survey. (See AS 8 for a comprehensive review). All students in 'field education are required to work with diverse and at risk populations and this is monitored by the student learning contract which is completed between the student and the supervisor at the agency where field education is taking place. It is also evaluated at the end of each semester by the field education supervisor using our field evaluation form. Using the Strength's Perspective (Saleebey, 2002) as the major foundation for understanding clients, students learn that the promotion of social and economic justice is vital to client systems of all sizes including individuals, groups, families, communities and organizations. Students are required to have a solid grounding in liberal arts. A total of 44-46 General Education credits are required by the university for a baccalaureate degree.

Volunteer and senior field sites reinforce identification with purposes, values and ethics of profession. All of the agencies work with at risk and/or diverse populations. To emphasize the values and ethics of social work seniors are required in SW 452/453 to keep an ethics journal on reading and observations of the agency. They are also required to write about an ethical dilemma encountered in practice. Volunteer sites and senior field education sites are listed on the web and divided into specific content or by the group to be worked with. For volunteer 5 hour a week agencies students make their own selection and interview for their 5 hour a week requirement. Seniors in coordination with the Field Coordinator complete their portfolio requirements, meet with the coordinator and are assigned agencies to make appointments to interview.

Empirical and practice based knowledge is considered a key to learning for all social work students. It is the focus of journal articles and readings in the Social Work Program, particularly the senior seminars SW 450 and SW 452 and SW 426. This

provides students with current information and research for practice The use of recent research is applied to the field education practice by senior social work students. For example, this year an article on single fatherhood provided vital information to a senior completing her field education experience at a child welfare agency. She planned and carried out a group for single mothers on the importance of involving fathers in child rearing.

Field sites are evaluated on their ability to provide learning that is consistent with program goals and objectives. (Volunteer experience and field education settings available to students are quite diverse. These settings include a mix of public (town, city, state) and private agencies; traditional and grass-roots organizations; organizations designed to meet the needs of special population groups (Latinos, Asians, Polish, migrants, refugees and immigrants); health and mental health organizations; public schools; on-campus programs; child welfare organizations; agencies serving urban and suburban communities; agencies reaching at-risk populations such as women and children, the elderly, disabled, the gay, lesbian, bisexual and transgender clients, and those providing intervention at the micro, mezzo, and macro system levels. Students have the opportunity to work with a diverse cohort of staff, including co-workers who are indigenous community workers as well as workers with degrees at the A.A., B.S.W. or M.S.W. level. The Social Work Program considers it extremely important to provide students this wide variety of populations for volunteer and field experiences.

AS2.1.1   The Social Work Program provides a minimum of 400 hours of field education for baccalaureate programs

As stated in CCSU Social Work Handbook and Field Education Manual students are required to complete a minimum of 400 hours of field education experience (see p. 1).

AS2.1.2   The social work program admits only those students who have met the program's specified criteria for field education.

The following is a summary of the criteria for acceptance into the senior field education experience.

Deficiencies in any area will delay the start of your senior field education experience.

1. All course requirements—with grades of "C" or better— for the social work major must be completed except for SW 362 and SW 426. These courses are to be taken concurrently with the field education experience.

It is the students' responsibility to determine whether they have met prerequisites for a course (See CCSU Student Handbook and Field Education Manual.)

2. It is expected that all general education courses be completed before the start of student's senior year (effective Fall 2006).

3. Students must be in good academic standing (see CCSU Students Handbook and Field Education Manual) Overall GPA 2.0; SW Major 2.3.

4. Students must receive a satisfactory (or favorable) evaluation of their portfolio.

5. Students must have demonstrated good writing skills in previous courses.

6. Students must have demonstrated professional behavior throughout their coursework and in previous field education experiences.

7. Students must have successfully completed all the required steps in accordance with established procedures and within the established timeframe to securing a senior field placement.

B. Denied Admission to the Senior Field Education Experience

In the event a student is denied admission to the senior field education experience and field seminar, the process to appeal this decision is outlined in this handbook (see page 56) and the University Student Handbook (See Grievance Policy and Procedures).

C. Student Leave of Absence

Students who leave CCSU or the social work major for more than two consecutive semesters —regardless of circumstances—must reapply and be accepted in order to continue in the social work major. In addition, if the student is at the senior level, a new field education experience application must be completed and approved.

Selection Process

The senior field education selection process is done in partnership with the field education coordinator and faculty. The process of selecting a field education experience for each senior is based upon the individual learning needs of the student, ability of agency and field instructor to create appropriate learning environment, and the overall objectives of the department. The field education component is a very personal experience for each student.

In determining student field education experience, the field education coordinator in consultation with faculty:

1. Evaluates the learning needs of students.

2. Evaluates potential placements that will continue the professional development of the students in an educationally directed manner.

3. Evaluates the supervisory style and availability of potential qualified field instructors.

4. Evaluates the previous five-hour volunteer experiences completed during sophomore and junior years.

5. Incorporates the special needs of individual students in regard to physical abilities, transportation, and other necessary personal requirements.

6. Evaluates the potential exposure to additional experiences within the social work profession.

7. Match student and agency.

STUDENTS ARE TO ABIDE BY THE FOLLOWING PROCEDURE:

Step 1 Attend Orientation Session
Eligible students are required to attend a field orientation session held at the announced time during week three (3) of the semester. Field policies and procedures will be discussed at this time.

Step 2 Submit Application Materials
Complete and submit application materials*. Materials are due in the social work office at the announced time during week seven (7) of the semester.

Step 3 Interview with Field Educator Coordinator
At the announced time students will meet individually with field education coordinator to discuss individual academic progress, application, portfolio and potential field opportunities. This meeting will also serve as the official advising for registration.

Based on the individual needs of students, each student will be given between one (1) and three (3) places from the approved agency list to interview at. (See appendix for list of interview questions for students).

When possible, to assist the field education coordinator will meet with students prior to the official university advising time in order to provide ample time for students to secure placements.

Step 4 Contact Recommended Field Instructors
Students are to contact field instructors at perspective agencies to schedule an appointment to discuss senior field education experience opportunities.

Step 5 Review Interview(s) with Field Education Coordinator/Faculty
Students will report to field educator coordinator/social work faculty members with their impression of the assigned agencies and discuss their interviews. A senior field education experience will be chosen or new agencies suggested. The process continues until the student, faculty and field education coordinator agree on a field education experience agency.

Step 6 Submit Confirmation Form
Written confirmation form (See Appendix S) must be signed by both student and field instructor and given to field education coordinator. Students who fail to submit this

conformation form at the announced time will delay field education experience until the next semester.

Step 7 Field education coordinator Contacts Agency

The field education coordinator will contact the agency to make sure that the field instructor understands the individual learning needs of each student, the requirements of CCSU Social Work Major and to formalize the placement.

AS2.1.3   *The Social Work Program specifies policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.*

The Social Work Program has a volunteer requirement for sophomore and junior year of 70 hours per semester and 400 hours of field education for seniors.

The Social Work Program requires volunteer experiences for sophomore and junior year and a field education placement for senior year. The Social Work Program requires sophomore and junior students to put *a minimum of 70 hours per semester*, five hours per week in an agency setting which provides services to individuals, groups, organizations, or communities. Students remain in their internship for one year (two semesters) and must change agencies at the completion. It is expected that students have different opportunities every semester. An evaluation form is sent to each agency towards the end of each semester to evaluate the progress of students. We required supervisors to meet with students to complete evaluation forms together. Both students and supervisors must sign the form. If a student is in disagreement with the evaluation the student has the opportunity to submit a written response to be attached to her evaluation. A grade of "incomplete" is submitted for their final grade if evaluation form has not been returned, or hours have not been completed.

Affiliation Agreements For Senior Field Experience

An affiliation agreement is a contract between Central Connecticut State University and field agencies. This contract outlines the nature of the relationship and responsibilities.

1. Upon official student-field instructor's confirmation of senior field education experience (the agency's name and address will be forwarded to CCSU Business Office who will mail out an affiliation agreement to be reviewed and signed.
2. A copy of the signed agreement will be kept in Department of Social Work Office. Questions regarding the parameters of the agreement should be forwarded to: Director of Business Services, Davidson Hall, Central Connecticut State University, 1615 Stanley Street, New Britain, Connecticut 06050 (860) 832-2525

Definition of Field Instructor For Senior Field Experience

A Field Instructor is a social worker with a M.S.W. degree employed at an agency—and approved by CCSU Department of Social Work—who facilitates the learning process at the agency. She/he acts in the capacity as teacher, supervisor and mentor for the student.

Qualifications: CCSU Department of Social Work requires instructors to possess an accredited Master of Social Work Degree (M.S.W.) and a minimum of two years post-masters experience.

Responsibilities include:

1. Complete application for field instruction form (See Appendix N).
2. To have an interest and ability to teach.
3. Work cooperatively with CCSU Field education coordinator/Faculty.
4. Expected to display a commitment to social work values and education through their work.
5. Expected to attend field instructor seminars provided by CCSU Department of Social Work.
6. Responsible to orienting student to the agency and interfacing with the agency on behalf of the student.
7. Facilitate the educational goals and objectives of the Department in cooperation with the Faculty liaison.
8. Conduct weekly supervisory/educational conference—minimum of one (1) hour per week—with the student.
9. Assist in the development of student learning contact (See Appendix N).
10. Provide a range of culturally sensitive learning opportunities to enable student to achieve the educational objectives as described in learning agreement.
11. Alert Faculty Liaison of difficulties/problems or potential problems immediately.
12. Required to provide a verbal mid-semester evaluation covering the learning agreement.
13. Required to prepare—in a formal conference with student—and sign end-of-semester evaluations (See Appendix P in Handbook). Field Instructors are responsible for returning completed evaluations to the Social Work Office.
14. Are responsible for recommending grade to Faculty Liaison, while the final grade is the responsibility of the Faculty Liaison.
15. Expected to participate in various assessments to evaluate CCSU field education experience component.
16. Notify immediately field education coordinator /faculty liaison of any change in the employment status, including any disciplinary action, and the change in field instructor.
17. Complete application for field instruction form (See Appendix N in Handbook.)
18. To have an interest and ability to teach;
19. Work cooperatively with CCSU field education coordinator/faculty.
20. Expected to display a commitment to social work values and education through their work;

21. Expected to attend field instructor seminars provided by CCSU Department of Social Work;
22. Responsible to orienting student to the agency and interfacing with the agency on behalf of the student;
23. Facilitate the educational goals and objectives of the Department in cooperation with the faculty liaison.
24. Conduct weekly supervisory/educational conference—minimum of one (1) hour per week—with the student;

Assist in the development of student learning contact (See Appendix O in Handbook)

Criteria and Responsibilities of Supervisor
- A BSW is required an MSW degree strongly encouraged but not required;

- Be located on-site;

- Develop appropriate tasks & responsibilities that involve participation, not merely observation, that afford both educational & experiential value;

- Complete with student the end-of-the-semester evaluation form.

It is the Department of Social Work's expectation that agencies and organizations provide opportunities for students to "do" rather than observe. We expect students to become familiar with agency policy, intake procedures, staff responsibilities and client services. It is imperative for students to have opportunities to learn and interact with the client system served. Coursework will require that students are able to articulate the above.

Faculty Liaison

A Faculty Liaison, also referred to as field liaison, is a social work faculty member who is assigned to individual students for the purpose of connecting and coordinating coursework to the practice setting, monitoring student progress and assist field instructor in teaching/learning strategies and activities. In most circumstances the faculty liaison is the same faculty member who teaches the student's senior seminar course.

Responsibilities include:

1. Serves as a link between the CCSU Department of Social Work, Agency, Field Instructor and Student.
2. Collaborate with field instructor to develop field education opportunities based upon individual learning needs of student.
3. Participates with field instructor and student in development of learning contracts.
4. Visits the agency a minimum of two (2) times per academic semester to confer with field instructor and student about the student's professional development in relation to learning objectives.
5. Assists the field instructor in dealing with challenges/problems that are related to the educational progress of the student.

6. Identifies early problem areas with student and move to assist field instructor and agency to meet educational objectives and resolve conflicts.
7. Participates with field instructor and student in the evaluation of student progress.
6. Assigns the grade for students

Evaluations for sophomore and Junior Volunteer Experience

Evaluations are completed at the end of every semester. It is the responsibility of students to inform their agency supervisors of the assigned due date, and provide them with (1) evaluation forms and (2) department addressed stamped envelopes. Failure to return completed evaluations by the stated date will result in a final course grade of "F".

When developing learning opportunities please consider the following:

Sophomore Learning Objectives:
1. To test career interests in the field;
2. To become familiar with a social welfare agency;
3. Exposure to & interaction with the different clients that social work professionals serve;
4. To begin to develop interpersonal skills;
5. Develop professional attitudes and behavior about work;
6. To begin to discuss student field education experiences connecting with course content.

Junior Learning Objectives:
All of the above and
7. Begin to understand clients' right to self-determination;
8. Demonstrate ability to maintain appropriate social work boundaries;
9. Demonstrate ability to understand and respect confidentiality and any exception related to it;
10. Demonstrate beginning understanding of eligibility, intake and referral processes;
11. To advance discussion of student field education experiences connecting with course content.

Evaluation of Senior Field Experience

Evaluation of Senior Field Experience are based on the Learning Contract developed between the Field Instructor, Student and Faculty Liaison. The (p.77 in Student Handbook). The Senior Learning Objectives provide a guide to the contract process.

<u>Senior Learning Contract</u>

A learning contract is an individualized education plan developed between the student, field instructor and CCSU Department of Social Work. At the start of every semester a leaning contract (See Appendix O for the Learning Contract template) is developed. If necessary the contract is amended at mid semester. The purpose of this contract is to make explicit the education goals of the student, and the mutual

responsibilities and expectations of student, field instructor and agency. Use the following as a guide for the basic components that should be included in your contract. This is to be submitted to the Faculty Liaison by the third (3rd) week of the semester. The learning contract is composed of goals and measurable objectives. Also specified are the roles and responsibilities of student, field instructor and agency.

The learning goals and objectives are organized around the following areas:

I. Professional Behavior (Social Work Practice)
II. Personal and Professional Value System (Values and Ethics; Social Work Practice)*
III. Policy/Human Behavior and Social Environment of Field Placement Agency (Social Welfare Policy and Services; Population-At Risk and Social and Economic Justice; Human Behavior and Social Environment)
IV. Practice/Individuals and Families (Social Work Practice; Human Behavior and Social Environment; Populations-at-Risk and Social and Economic Justice; Research)
V. Practice/Groups (Social Work Practice; Human Behavior and Social Environment; Research)
VI. Practice/Communities (Social Work Practice; Populations-At-Risk and Social and Economic Justice; Research)
VII. Diversity (Diversity; Social Work Practice; Populations-at-Risk and Social and Economic Justice; Values and Ethics)**
VIII. Field Instructor and Faculty Liaison Goals

The learning contract is a dynamic agreement. The student and field instructor in consultation with the faculty liaison will review and amend when necessary the learning contract at the mid semester review.

* Student adheres to the NASW Code of Ethics; ethical responsibility to clients, colleagues and responsibilities to practice settings, professionals social work profession and the broader society. Any unethical conduct will result in counseling out/termination from CCSU social work program. Consult NASW Code of Ethics and CCSU Social Work Program Handbook for more information.
** Student adheres to NASW Standards for Cultural Competence in social work practice. Resources for developing goals and objectives see Sheafor (2003), chapter 12 "Planning & Contracting" and Cournoyer (2003) Chapter 9 "Contracting"

Mid Semester Review
The Learning contract is a dynamic agreement. The student and field instructor are to review the stated goals/measurable objectives. At times a revision is necessary. State the reason(s) for the revision and the specific activities that will assist student in accomplishing the goals/measurable objectives. A signed and dated addendum must be completed and handed in to Faculty Liaison.

Senior Field Education Experience Evaluation

The form for the Senior Evaluation is provided in Appendix P in the Student Handbook/Field Manual (p. 79) The evaluation process involves both student and field instructor and because a mid-term evaluation is encouraged, should hold no unexpected assessments. Field Instructors are encouraged to include the student in the evaluation process by having the student fill out a preliminary evaluations form. It is expected that a meeting between the field instructor and student be scheduled well ahead of the due date of the evaluation. A mutual reading of both evaluations provides student and field instructor a venue for honest discussion concerning the students' accomplishments and challenges. This process will hopefully result in a consensus on the goals and objectives met. Student and field instructor are both required to sign the evaluation and submit it by. the required date. A special meeting may be scheduled with the faculty field liaison if any problems or unresolved issues arise. The meeting can be requested by either student or field instructor.

AS2.1.4   *The Social Work Program specifies that field instructors for baccalaureate students hold a CSWE-accredited baccalaureate or master's social work degree.*

Due to a wealth of social workers with M.S.W. degrees in the central Connecticut region, the CCSU Department of Social Work requires senior field instructors to be a social worker with a M.S.W. degree with a minimum of two years post-masters experience. Many of the field instructors have also completed the Seminar in Field Instruction given by The University of Connecticut School of Social Work.

AS2.1.5   *The Social Work Program provides orientation, field instruction training, and continuing dialog with agencies and field instructors.*

The Central Connecticut State University Social Work Program considers field instruction an essential component of student learning and provides training and continual contact with the agencies and field instructors.

Field Instruction Seminars

In line with the Council on Social Work Education (CSWE) (2.1.5) and Central Connecticut University's Social Work Program, we are requiring all Field Instructors to attend two seminars each semester. Seminar topics include, but not limited to:

- orientation to CCSU Department of Social Work and field component
- developing a learning contract
- developing learning opportunities
- dealing with challenging students
- evaluating students

A 2.1.6   *The Social Work Program develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student's employment.*

Policies for Use of Employment as a Senior Education Field Experience

1. CCSU Department of Social Work **strongly discourages** students from using their employment as a means to complete the senior internship requirement.
2. Only under the most exceptional circumstances will faculty <u>consider</u> using students' place of employment.
3. In making this decision faculty will take into consideration the exceptional circumstances, the individual learning needs of the student, and ability of employing agency to provide an optimal learning environment.
4. In accordance with CSWE standards (2.1.6) the student must take on <u>additional/different</u> activities/responsibilities that are challenging, skill enhancing and educationally directed based on the curriculum of the Department of Social Work. These activities/responsibilities must be <u>separate from</u> employment activities/responsibilities.
5. In accordance to CSWE standards (2.1.6) the Field Instructor must be different from the employment supervisor.
6. The field instructor must meet the Department of Social Work's criteria used in the selection of field instructors, and be available to attend field instructor seminars twice each semester.
7. The employee-student must adhere to the requirement of a minimum of 400 hours for their senior field internship, separate from their requirement for employment. For example: internship min. 14 hours per week + employment 30 hours per week= 44 hours per week.
8. To complete senior educational component, employee-student may use university vacations, and in consultation with faculty, weekend for field activities. Based on the availability and agreement of the faculty field liaison the employee-student may extend the hours into the summer.
9. The employee-student must be in good standing with the employee agency, not a probationary employee or the subject of disciplinary action with the agency.
10. Evaluation for the educational experience shall be separate from the work evaluation and must be consistent with academic standards and submitted every semester.
11. Any change in the employment status, including any disciplinary action, and the change in field instructor, the employee-student MUST notify the Department of Social Work immediately.
12. Upon consideration of change in employee status, and/or field instructor, the Department of Social Work, in consultation with agency and employee-student reserves the right to terminate placement when appropriate.
13. If the employing agency and the employee-student agree to these policies, a signed agreement between the Department of Social Work, the agency and the student must be included in the senior field application/file.

Denied Use of Employment for Senior Field Education Experience

In the event that a student is denied permission to use his/her employment as a senior field education experience, the process to appeal this decision is outlined in the Student Handbook (see page 56) and the University Student Handbook (see grievance policy and procedures).

Central Connecticut State University

AS3: Program Governance, Admin, Structure

**Council on Social Work Education
Commission on Accreditation**

Budget
Form A_2002

This form is used to evaluate a program's compliance with Accreditation Standard (AS) 3.1.2.

AS 3.1.2

The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

Combined programs must submit as many copies of this form as necessary to present their budget arrangement. Provide all information requested below.

Type of Program: Baccalaureate: X   Master's: _____   Combined: _____

PROGRAM EXPENSE BUDGET

	Previous Year 2004		Current Year 2005		Next Year 2006	
	$	% Hard Money	$	% Hard Money	$	% Hard Money
Faculty, Administrators	159,905.15	100%	182,419.30	100%	184,795.52	100%
Support Staff	11,881.78	100%	12,539.90	100%	13,338.00	100%
Temporary or Adjunct Faculty & Field Staff	7,698.85	100%	9,431.73	100%	9,431.73	100%
Fringe	46,903.04	100%	79,195.52	100%	81,870.35	100%
Supplies/ Services	1,300.00	100%	1,150.00	100%	1,150.00	100%
Travel	1,498.00	100%	2,258.00	100%	3,217.37	100%
Student Financial	176,886	100%	205,779	100%	236,678	100%
Equipment			1,150.00	100%	1,150.00	100%
Other (Foundation Fund)	10,871.00	100%	10,871.00	100%	10,871.00	100%
TOTAL	416,943.80		504,794.20		542,502.0	

AS3.0   Program has autonomy and structure to achieve goals and objectives.

In 1982 a Social Work major was created in the School of Arts and Sciences. The Social Work Program was accredited in 1994 by the Council of Social Work Education and had its accreditation reaffirmed in 1998. The Social Work Program moved to the School of Education and Professional Studies in spring 2004. At that time it became the Department of Social Work. There are three full-time faculty and several adjuncts to teach elective courses. In the year 2000 the program moved to a new building and at that time was given two additional offices. One became the department office and houses the University Assistant, a computer for adjuncts, and files. For the first time all of the faculty were able to have separate offices assigned. There is now private space for confidential student advising. In addition space for our records is available.

AS3.0.1   The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.

Consistent with the Educational Policies of the Council on Social Work Education (EP 1.1)

The Central Connecticut State University (CCSU) Department of Social Work definition of generalist social work practice is informed by The Educational Policies of The Council on Social Work Education and is anchored in the purposes of the social work profession. It is also consistent with the university's policies. The culturally competent generalist social worker is prepared to engage and work with a variety of client systems, especially those who are socially and economically isolated and populations at risk. Content on the populations at risk within the State of Connecticut which we provide are given special emphasis to include marginalized women, children and adolescents, Puerto Rican/Caribbean Basin Natives, African Americans, persons living with HIV/AIDS, persons with disabilities, refugees, new immigrants, gay men, lesbian women, bi-sexual and transgender individuals, older adults. Refugee populations include Bosnians, Kolovos, Laotians, Vietnamese, Mexican and Columbian. Immigrants include Jamaican, Haitians, Bahamian and Brazilian populations.
    We believe that if students are trained to understand that life is dynamically interwoven by historical, social, political, and economic forces, then students will be able to comprehensively assess conditions and be prepared to work in a variety of practice environments and levels of intervention.
    Further we add that by generalist social work we educate and train social workers to engage in intervention activities that link client systems with the resources necessary to respond and assist in resolving individual and social problems. We also train our students to become skilled in conducting needs assessments related to all system sizes, including individuals, families, groups organizations and communities. We want our students to become culturally competent and to be prepared to carry out a variety of social work roles including but not limited to advocate, educator, case manager and broker.
The university's policies ensure that students strive towards achieving excellence. The university requires that a student maintain a minimum cumulative grade-point average of 2.00 and receive grades of C- or better in all courses required for the major and minor with a minimum cumulative grade-point average of 2.00 in the major and minor and complete a minimum of 122

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credits for graduation. A minimum of 45 credits "in residence" at CCSU is also required for a bachelor's degree. The Department of Social Work requires that students receive a grade of C or better in all prerequisites and maintain a C+ (2.3) in Social Work courses.

The Social Work major is 51 credit hours comprised of 42 credits in Social Work core courses including: Social Welfare Policy I and II (SW 226, SW 426), Human Behavior in the Social Environment I and II (SW 227, SW 368), three Generalist Practice courses (SW 360, SW 361, SW 362), Research (SW 374), Field Education I and II and Field Education Seminar I and II (SW 450-453) and two social work electives; Nine credits of related courses including: Soc 110 or Anthropology 140; Soc 111; Soc 233. Social Work majors are also required to complete the following as part of their general education requirements: Bio 111/BMS 111, PS 110 or 230; Econ 200; and Stat 215. The University requires 122 credits for graduation. Note: This major does not require a minor.

Course Requirements for the Social Work Major

Ideally, a student knows they want to major in Social Work when they enter CCSU as a Freshman. However, there are times when students transfer into the major/department from both inside and outside the University. These students must adhere to all academic requirements of the Department of Social Work.

The following is a sample sequence for Social Work required courses that may be taken by social work majors. It is followed by a narrative overview of each course and how it is connected to Educational Policy 1.1.

Freshman 1	Freshman 2	Sophomore	Junior	Senior
Soc 110 or Anth. 140	Bio 111/BMS 111 (Gen Ed)	SW 226	SW 360 SW 361	SW 362
Soc 111	Soc. 233	SW 227	SW 368	SW 450
Eng 110 (Gen Ed)	PS 110 or 230 (Gen Ed)	Econ 200 (Gen Ed)	SW 374	SW 451
Gen Ed *	Gen Ed *	Stats 215 (Gen Ed)	Gen Ed*	SW 426
		Gen Ed *		SW 452
Electives (6)	Electives (6)	Electives (6)	Electives (6)	SW 453
				SW Elective (6)

SW 226 Social Welfare Policy and Service I

Exploration of the historical background of social work and social welfare institutions in the United States and around the world; knowledge, values and practice skills that distinguish social work as a discipline. 70 volunteer work required.

Consistent with social work purposes:

- Consistent with developing social work knowledge.
- Consistent with social work education being grounded in history, purpose and philosophy of social work.
- Consistent with social work education based on a body of knowledge, value and skills
- Consistent with the university beliefs that higher education should promote the personal and social growth of its students, as well as their intellectual achievement and professional competence.

SW 227 Human Behavior in the Social Environment I

Examination of individuals, families and communities, taking an ecological perspective of the life span; various cultural, economic and ethnic factors that influence lives, application of social work values and how these relate to developmental tasks in a socio-political environment. Field work required: 70 hours per semester.

Consistent with social work purposes:

- Consistent with the purpose of educating and preparing competent and effective professionals

- Consistent with social work education that is grounded in the professions history, purpose and philosophy

SW 360 Generalist Social Work Practice with Individuals and Families

Study of the delivery of direct service to individuals and families interacting within groups and communities; tasks and skills necessary for a generalist social worker to empower clients to modify and change their situations. Volunteer work required: 70 hours per semester.

Consistent with purposes of social work education:

- Consistent with the purpose of educating and preparing competent and effective professionals

- Consistent with social work education being grounded in the professions history, purpose and philosophy

- Consistent with the purpose of social work education to enable students to integrate knowledge, values and skills of the social work profession for competent practice.

SW 361 Generalist Social Work Practice with Small Groups.

Use of the small group as a resource for delivering direct service in the generalist social work practice; tasks and skills necessary for the social worker to use group process to empower clients. Volunteer work required: 70 hours per semester.

Consistent with purposes of social work education:

- Consistent with the purpose of educating and preparing competent and effective professionals

- Consistent with social work education being grounded in the professions history, purpose and philosophy

- Consistent with the purpose of social work education to enable students to integrate knowledge, values and skills for competent practice.

SW 362 Generalist Social Work Practice with Families, Organizations, and Communities

Interventions and strategies for assisting families, organizations, and communities in the context of generalist social work practice; tasks and skills necessary to bring about change in large systems. Field work required.

Consistent with purposes of social work education:

- Consistent with the purpose of educating and preparing competent and effective professionals

- Consistent with social work education being grounded in the professions history, purpose and philosophy and is based on a body of knowledge, values, and skills.

- Consistent with the purpose of social work education to enable students to integrate knowledge, values and skills for competent practice.

- Consistent with the purposes of social work education provide leadership in the development of service delivery systems.

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SW 368 Human Behavior and the Social Environment II*

The ecosystems framework provides the foundation to examine systems of all sizes – families, groups, organizations and communities. Special attention is given to the impact of human diversity, discrimination, and oppression in the context of these social systems. Field work required.

Consistent with purposes of social work education:

- Consistent with the purpose of educating and preparing competent and effective professionals

- Consistent with social work education being grounded in the professions history, purpose and philosophy and is based on a body of knowledge, balues and skills.

SW 374 Introduction to Social Work Research.

Research knowledge and skills essential for beginning social work practice. Theory of social research, hypothesis testing, research design, sampling, data collection techniques, and ethical issues germane to social workers. Quantitative and qualitative research and the problem – solving model, associated with a research proposal applicable to social work practice, will be developed. Field work required.

Consistent with purposes of social work education:

- Preparing students to develop social work knowledge

- Social work education is grounded in the profession's history, purposes, and philosophy and is based on a body of knowledge, values and skills.

SW 426 Social Welfare Policy and Services II.

Uses of policy analysis and planning as intervention strategies in generalist social work practice. Recommended that SW 450 and SW 451 or SW 452 and SW 453 be taken concurrently. Field work required.

Consistent with purposes of social work education:

- Consistent with the purpose of educating and preparing competent and effective professionals

- Consistent with social work education being grounded in the professions history, purpose and philosophy and is based on a body of knowledge, values, and skills.

SW 450 & 452 Field Education

Placement in a social work agency in the community for a minimum of 400 hours for an academic year. Students are engaged in social work roles and activities that help them to develop generalist practice skills and knowledge.

Consistent with purposes of social work education:

- Consistent with the purpose of educating and preparing competent and effective professionals

- Consistent with social work education being grounded in the professions history, purpose and philosophy and is based on a body of knowledge, values, and skills.

SW 451 & 453 Field Education Seminar I & II

Prereq: All other requirements for the major except SW 362 and SW 426 (may be taken concurrently with this course); completed field application and permission of Field Education Coordinator. Shared learning experience among all students placed in a community social work agency to provide an opportunity for information exchange in depth. Case processes and agency analysis are required. Social work philosophies, values and ethics in the social service delivery system are reinforced. Relevant readings, assignments and projects are assigned to help students integrate theory and practice. Must be taken concurrently with SW 450.

Consistent with purposes of social work education:

- Consistent with the purpose of educating and preparing competent and effective professionals

- Consistent with social work education being grounded in the professions history, purpose and philosophy

AS 3.0.2 *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 faculty at Central Connecticut State University participate in the Collective Bargaining Agreement between the Connecticut State University American Association of University Professors and the Board of Trustees for Connecticut State University System. The faculty has representation in collective bargaining meetings set out in the agreement. Requirements for promotion and tenure of faculty are outlined in the Collective Bargaining Agreement. Because of the small size of the department . Social Work has also requested and received permission for an additional outside member to participate on the promotion and tenure committee for the department. Dr Catherine Baratta has served on the university Promotion and Tenure Committee

The Social Work Department has developed its own by-laws since becoming a department last year. The by-laws outline department responsibilities, membership, meetings and responsibilities of the chairperson, the field coordinator and students. Furthermore the

department has laid out requirements specific to social work for promotion and tenure in the department in our by-laws. (See Appendix II) The by-laws were adopted by the department in April 2005 and approved by the Dean of the School of Education and Professional Studies. Consistent with Policies of the University:

The curriculum of departments at the University is sanctioned by the AAUP-CSU Collective Bargaining Agreement section 5.17 which gives each department responsibility for the content and development of courses, curriculum and programs of study within its discipline.

The curriculum committee is a standing committee of the Faculty Senate. Its charge is to review and recommend to the Senate policies concerning curricula of all majors and minors. The curriculum committee has approved additions and changes to the Social Work curriculum in the past. For example in 2001 we added Human Behavior in the Social Environment II and received approval from the committee. We are fortunate to have Dr. Catherine Baratta from our faculty as a member of the committee.

AS3.0.3 *The chief administrator of the social work program has either a CSWE-accredited master's social work degree, with a doctoral degree preferred ,or a professional chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience and other academic and professional activities in the field of social work.*

All full-time faculty in the Social Work Department have a doctorate and a master's in Social Work degree from a CSWE accredited program. Patricia Hensley, Chairperson, received an M.S.W. in 1978 from The University of Connecticut School of Social Work. In 1996 she received a doctorate from Smith College School for Social Work. Throughout her social work career she has worked in many agencies. At the Institute of Living she served as a clinical co-coordinator, an administrative position. In May of 2004 her scholarship, community service and service to the University was validated when she became tenured at the University and received a promotion to Associate Professor. She has presented at two Baccalaureate Program Meetings, the first in 2001 and then in 2004. She has been on the Advisory Board of the Training Academy for The Department of Children and Families for the last three years and has recently served as its President. For several years she has been involved in giving supervision workshops at The Children's Trust Fund. She recently gave a workshop at The Department of Children and Families Training Academy on Writing for the Profession. She has published an article in The Clinical Supervisor entitled *The Value of Supervision* and recently written a book review for The Journal of Clinical Social Work. Since coming to the University she has been involved with yearly updates of curriculum and the development and revision of syllabi. (See AS4)

AS3.0.4 *The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25%) to provide educational and administrative leadership.*

The Chair of the Social Work Department has a full-time tenured track appointment to the University and was hired for a faculty position in social work. The Chair teaches 9 credit hours and is given 3 credit hours of released time each semester to administer the department. In addition 3 credit hours of non-teaching are assigned to administer the Department during the summer. The Chair is the Department's representative to the University community. She is a member of the Dean's Chair Committee for The School of Education and Professional Studies.

Other duties include scheduling of courses, arranging workloads for full-time faculty, hiring part time faculty and participating in other University administrative events.

AS3.0.5   The field education director has a master's degree in social work from a CSWE accredited program and at least two years post-master's social work degree practice experience.

The field education coordinator, Catherine Baratta has a master's in social work from The University of Pittsburgh and a doctorate from Syracuse University. Her post M.S.W. employment includes, but is not limited to, Foster Care Youth Independence Project, New York State Member of Assembly Melvin N. Zimmer Legislative Aide. Twenty-five percent of her time is assigned as Field Director, and she has a 3 credit released time *Field Education Coordinator*

The field education coordinator is the faculty member who is responsible for organizing, implementing and administering the field component for the social work major.

Tasks and Responsibilities
1. Organize the field practice.
2. Identify the appropriate agencies to be used.
3. Provide a field manual.
4. Interview and assign students to agencies if all requirements are met.
5. Provide agencies with information about the student.
6. Assign a social work faculty member to serve as field liaison.
7. Provide agencies with criteria for student evaluation.
8. Plan and conduct field instructors' workshops and meetings.
9. Develop and provide field instructors with curriculum outlines and syllabi.
10. Expose field instructors to other professionals, emerging research and findings in the field.
11. Establish and maintain relationships with agencies utilized as field practice.
12. Research, develop and investigate potential new agencies for field practice. (field finding)
13. Organize and conduct the annual field-recruiting day.
14. Investigate and certify credentials of new field instructors.
15. Meet with and respond to student needs around the field practicum.
16. Maintain an accessible file of all field agencies with descriptions of student role.
17. Update listing of sophomore/junior field practicum agencies.
18. Field finding of sophomore/junior agencies.
19. Oversee evaluation process of sophomore, junior field placements.
20. Contact Field Instructors when problems develop.

AS3.0.6   The field education director has a full-time appointment to the program and sufficient assigned time (25%) to provide educational and administrative leadership for field education.

Dr Catherine Baratta has a full-time tenured track faculty position and was hired as a social work faculty. She has a release time of one three-credit course, which is equivalent to a 25% course release. This allows her to schedule and run Field Instructors Meetings four times a

year, recruit new placement agencies and plan with each potential senior their field educational experience.

AS3.1 The Social Work program has sufficient resources to achieve program goals and objectives.

The Social Work Department is located in The School of Education and Professional Studies. Budget and other money for department support comes through the School. The Dean is supportive to the mission of the department and views the social work department as a vital part of the school. The social work faculty have offices in the newest building on campus, Vance Academic Center. All faculty have their own offices with computers and printers assigned for their exclusive use. The State of Connecticut has had financial difficulties the past few years, which has prohibited the department from expanding its budget and faculty. However we (the University) have continued to hire excellent qualified faculty and faculty load has not changed due to the union contract.

The University provides a variety of qualified professionals to aid in the department's functioning. Consultation on legal matters come from the University's counsel and the Dean of The School of Educational and Professional Studies provides leadership and support to departments. Meetings of department chairs take place twice a month.

Students at the university have access to support systems to assist them in accomplishing their goals. The Counseling and Wellness Center offers free and confidential services to full and part-time students, including individual, group and relationship counseling.

Central Access and Student Development is also available to assist people in recovery to help with initiating and successfully managing their college career at Central Connecticut State University. This service is also for full, part-time and potential students of the university.

AS3.1.1 The program has sufficient support staff, other personnel and technological resources to support program functioning.

The program is assigned a University Assistant for 19 hours a week. She has a designated computer, phone, copier, fax and printer for her exclusive use. The University also maintains a HELP line available during the day to answer computer and other technology questions. She can also avail herself to any training offered by the Technology Department. The Copy Center Department is also a resource for duplication of syllabi and other long documents. As we have evolved into a department we have requested a part-time support staff at the clerk typist or secretary level; however, because of monetary restraints at the University, caused by related problems at the state level, this has not taken place.

The University maintains an Information Technology Services, which provide a variety of services and can be found at http://www.ccsu.edu/its/. Faculty and student support are offered in multiple venues. The Marcus White Microcomputer Lab is available to students, and the Faculty Computing Lab is available for faculty. In addition faculty and students are supported by Academic/Instructional Computing on campus. Ongoing training is offered year around for both students and staff on such topics as Web CT basics, movie editing, SPSS data analysis and many others.

The following is a partial description of what is available on campus for media and technological support.

1. **What is available for course management (Blackboard, WebCT)**

   a. Web CT is automatically active for all courses at CCSU. All students are automatically enrolled in Web CT courses for each course they take and faculty are automatically setup as the designer in every course they teach. Both students and faculty access their Web CT courses through the CCSU web portal, Central Pipeline. CCSU uses Web CT 3.8 Campus Edition. Although not common, it is possible for courses to be cross-listed within Web CT for those faculty teaching multiple sections of the same course. This must be requested of our Web CT administrator, Lisa Ricci.

2. **Catalog of media collection for social worker and related disciplines.**

   a. The Media Center maintains about 3000 items in our Instructional Materials Collection, mostly video in VHS and DVD format. (Subject headings include Criminal Justice, Social Work, Kids, Urban, Children, per Pat Hensley) In preparation by Sherry (see appendix A)

   b. A fund is maintained by the Media Center for the rental of materials, again, mostly video, for faculty to use in their classes when the cost of purchasing is prohibitive or the intended use is limited. Faculty make requests for rental and purchase through their departments.

3. **Instructional opportunities for distance learning, continuing education and technology development for the department?**

   a. Distance learning at CCSU is largely handled by our System Office (Connecticut State University) via its OnLine CSU web based distance-learning program. Students may enroll in these courses, which are actually courses from the four units of CSU (Central, Eastern, Southern and Western Connecticut State Universities) and taught by their respective faculty. Students receive credit at the institution where the course is based and that credit is transferable into their degree program at CCSU.

   b. Distance learning technology in the form of "PictureTel" compressed video is available on campus. There is a distance learning classroom in Willard Hall (room 5) equipped with a Picture Tel system consisting of two cameras, document camera, computer, DVD player, vcr and conference microphone. This system has been largely used by our nursing department for courses delivered to various hospitals around the state, most recently the VA hospital in North Haven, CT. It is also used for occasional "guest speaker" type events in some management and other courses. Each of the CSU units has this system so it is possible to do two way interactive video conferencing distance learning with each as well as any other location so equipped. The CSU System office maintains a bridge so that multiple sites can participate at once. To date, the Social Work Department has not used this system.

c. The Media Center includes the Faculty Computing Center (FCC), which is a laboratory/workshop room consisting of about 15 computers, 7 Macintosh and 8 Windows PCs. The lab includes production facilities for scanning (image, ocr, slides) output to 35mm slides, transparencies, color printing, CD and DVD, and digital video editing/production on both Mac and PC formats. The lab is open on a walk in basis for faculty from 9-5 Monday through Friday and is staffed at all times by at least one University Assistant to assist the faculty in using the lab. Additionally, depending on their schedules, members of the Media Center staff are available to assist faculty in the lab.

d. See also 4. Instructional Sessions below.

4. Instructional sessions (number and type of presentations available.)

a. Multiple Faculty Development workshops are offered every semester. For spring 2003 the following were offered. Also listed are Fall 2003, Spring 2004 and Fall 2004. (See appendix B)

b. Also provided is a program of "One-on-One" development opportunities wherein faculty apply with a proposal for a specific need for development in instructional technology applications. If the application is accepted, the faculty member works on a one-on-one basis with a graduate assistant or Media Center staff member on a scheduled basis at the convenience of the faculty member for at least a semester. Examples are:
* All components and functionality of WebCT
* All Microsoft Office Tools
*.FrontPage
* Video editing training
* Slide Scanning
* Document Scanning
* Adobe Acrobat
* Desktop Management/File Management
* Digital Camera Usage

c. Also provided are Web CT specific training sessions during summers and at other times as the need dictates. (See attached appendix C)

d. Also provided are training sessions on the use of the multimedia technology in the "smart classrooms" at the beginning of each semester and on an as needed basis for those that miss the group sessions. These group sessions include training on examples of each of the various types of systems on campus and are held as follows:

Thursday before classes begin: 1-2:30 pm
Friday before classes begin: 10-11:30 am

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5. Opportunities for technology development for students.

    a. The Media Center provides for student viewing of materials in our collection within the Media Center.

    b. Students may borrow, with a faculty endorsement, a variety of media equipment including camcorders (VHS and digital), DVD players, vcrs, cassettes, overhead projectors, lcd projectors, 16mm projectors, etc.

    c. The Media Center will provide limited instruction and assistance in the use of the equipment and will make overhead transparencies from originals provided by the student on film provided by the student. Computer facilities are available to students at the Micro Lab in Marcus White Annex under the direction of Academic Computing Services, Lisa Ricci.

There is a HELP desk accessed by phone available to faculty and students for help with technology problems. The staff is also available to respond to technical difficulties in the classroom and office.

AS3.1.2   The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives

The Social Work Department has its own budget. Each year the Chair of the Department of Social Work in consultation with the Dean of Education and Professional Studies develops a budget. (See Budget Form A_2002, p. 95). The Chair has autonomy with consultation from the faculty on how the monies are spent. Most of the money covers supplies for the department.

The Baccalaureate Program Directors membership is paid for by the Department, as is membership for each faculty to The Council on Social Work Education. Computer expenses are covered by the University's general fund. The University also covers maintenance for computers, printers and other office equipment. Any printing having to do with syllabi and training is not charged to the Social Work Department.

As of December 2004 the Department has $10,871 in a university Social Work account Foundation Fund. Most of the money has come from donations. We hope to increase this in order to be able to use interest for financial support for students. This is money is for Social Work only.

Research release time is awarded by the University and applied for through the School of Education and Professional Studies. Faculty receive information on grants available through email and information can also be found on-line and through library resources.

The Social Work Department has a separate fund established under the CCSU Foundation that is available for program needs and enrichment. Funds have not been drawn upon as the University has provided enough support so far.

Travel and continuing education money is available under the AAUP union contract and allocated to faculty each year. In addition the dean of The School of Arts and Science and the dean of The School of Education and Professional Studies have generously awarded money for training for CSWE and other travel involving faculty presentations.

The Student Government of the University allots the Social Work Club financial support. The club sponsors many events during the year. Food for our annual Social Work Awareness Program is provided, which includes dinner for all the majors and faculty. In addition the club

puts on the Phi Alpha Honor Society induction that includes refreshments for participants and guests. This past year, in celebration of Social Work month, the club sponsored a speaker.

AS3.1.3 *The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program's goals and objectives*

Library resources and supports are available to faculty and students of the Social Work Department. Burritt Library holds over 675,000 bound volumes including 108,000 periodicals. In addition there are 554,000 microforms. It has over 2,500 current print periodical subscriptions and a large number of electronic titles. Librarians, support staff and student helpers are available to provide services including circulation, reference, reserve, acquisitions, on-line searching, interlibrary loan, cataloging and collection development.

Access to material in the Library is provided through CONDULS, Innovative Interfacers, Inc.'s online system that supports all four CSU libraries and the Connecticut State Library. The system is accessible through terminals in the Library as well as from remote sites. It provides the public with access to the joint online catalog but (not?) to CCSU library Reserve room collection. Multiple search engines for searching the Internet are available. Digital reserves are available 24 hours a day to students through the CONSULS reserve module.

The library supports the program with the purchase of books and periodicals requested by the department. This year, 2004-2005, the Social Work Department has its own budget for the first time ($3010). See Appendix for full library report.

AS3.1.4 *The program has sufficient office and classroom space, computer-mediated access, or both to achieve the programs' goals and objectives.*

Since the Social Work Department's move to a new building in 2001 the faculty have individual assigned offices that afford confidentiality for student conferences and advising. All faculty are assigned an individual computer, and they are updated with new computers every four years. Teaching classrooms are primarily located in Vance Academic Center. Since it is a new building all classrooms are equipped with computers, DVD and Video players, projectors and screens. All faculty must go through training with the classroom equipment in order to receive a key to the equipment. This is offered by Information Technology on campus. In addition the Media Center offers a library of videos, separate from the Library and multiple other services. (See Media Report Appendix II)

AS3.1.5 *The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning system)s.*

The University complies with federal laws, Rehabilitation Act of 1973 and The American With Disabilities Act Title II and with Connecticut Laws, Section 46a-58 (physical disability), Section 46a-71 (learning disability or physical disability, including, but not limited to blindness), and Section 46a-75 (learning disability or physical disability, including but not limited to blindness).

Each year the University distributes Faculty Guidelines on Policy and Procedures for Students with Disabilities. The manual outlines federal and state laws that deal with disabilities and describes accommodations that are required.

CCSU has a non-discrimination policy that states the following: "Central Connecticut State University is committed to the goal of providing equal educational opportunity and full participation for persons with disabilities. To that end, this statement of policy is put forth to ensure that no qualified person be excluded from participation in, be denied the benefits of, or other wise be subjected to discrimination under any program of activity of the University."(3/14/05)

Central Access & Student Development is a special program at the university to assist people in recovery from mental health and/or substance use issues. It is free and available to full and part-time students as well as potential students.

Baccalaureate (AS 4)				Master's (AS 4)			
Full-Time Faculty				Full-Time Faculty			
Full-Time Faculty to Full-Time Student Ratio	1	to	22.3	Full-Time Faculty to Full-Time Student Ratio		to	
FTE Faculty to FTE Student Ratio		to		FTE Faculty to FTE Student Ratio		to	
Full-Time Doctoral Faculty (If any)							

If the ethnicity categories below differ from those used by your institution, make appropriate changes.

Baccalaureate Program										
Ethnicity (AS 6)	Students					Faculty				
	Female		Male			Female		Male		
	Full-Time	Part-Time	Full-Time	Part-Time	Total	Full-Time	Part-Time	Full-Time	Part-Time	Total
African American/Other Black (non-Hispanic)	12		1				2			
American Indian/Native American										
Asian American	1									
Pacific Islander	2									
Mexican American										
Puerto Rican	3	2				1	2			
Other Latino/Hispanic	2									
White (non-Hispanic/ Caucasian)	30	5	6	1		2	1			
Other Groups (please specify)	2									
Total	52	7	7	1		3	5			

Central Connecticut State University

AS4: Faculty

AS4.0 The program has full-time faculty, which may be augmented by part-time
faculty, with the qualifications, competence, and range of expertise in social
work education and practice

The Social Work Department is located in The School of Education and Professional
Studies. The Social Work faculty consists of three full time tenure-track professors and adjunct
faculty who are hired, as needed, each semester. The primary responsibility of the faculty is
teaching. One serves as chair and another serves as Field Coordinator. Faculty carries twelve
credit hours per semester. The Chair of the department receives a three-credit release for
administrative responsibilities. The Field Coordinator also receives a three-credit release to
locate new field resources, plan for senior field experiences and conduct Field Instructors
Seminars. All faculty engage in student advising.

AS4.1 The program demonstrates how the use of part-time faculty assists in the
achievement of the program's goals and objectives.

Several part-time faculty are hired to expand the knowledge base, skills and expertise of
the department. Each part-time faculty brings her own cultural background and social work
experience to the program. The part-time faculty are oriented to the Department's mission and
objectives and work closely with the Chair, who provides mentoring throughout the semester. To
teach **Afrocentric Cultural Competence** we engaged Vannessa Dorantes, M.S.W., a Program
Supervisor with the Department of Children and Families. Vanessa has extensive experience
working with children and families in the African American community and understands the
dynamics of the ethnic population. She supervises graduate and undergraduate students in
investigations and also serves on the Social Work Advisory Board for The Department of Social
Work
Selma Barrios, M.S.W., ABD teaches **Human Behavior in the Social Environment I**.
She has an M.S.W. and is ABD from Smith College School for Social Work. She has many years
experience at The Village for Families and Children, an urban agency serving the Greater
Hartford area. One of her main interests is in the Puerto Rican immigration and assimilation
experience.
Janet Jackson, M.S.W., is a retired Vice President of a local child welfare agency. She
has over twenty-five years of experience in working with children and families. She recently
attended a meeting of Black Child Welfare Administrators in Washington DC. She is presently
teaching **Child Welfare I**. Her interests lie in African American city youth and the current
threats to children growing up in poverty.
Paul Trubey, M.S.W., is the social work clinical coordinator for Hospice. He has worked in
health care for many years. He has taught at local community colleges in Human Service
programs and supervises graduate and undergraduate social work students at Hospice. He
teaches **Health and Social Work** for the Department of Social Work. The wide breadth of
cultural backgrounds and experience in social work adds much to the program.

AS 4.2 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.

Full time faculty for the Department of Social Work is consistent with the guidelines set forth in the AAUP Collective Bargaining Agreement and the Connecticut University System. Article 5.17.2. Our three full time faculty fulfills the ratio of 1 to 25, the standard described in the contract and recommended by CSWE. We engage a number of adjuncts to fill the positions for electives and faculty leave. Each faculty is required to teach 12 credit hours per semester. The program director has a 3 credit release for administrative duties as does the Field Coordinator .

Class size is described in the Collective Bargaining Agreement Section 10.3 and 10.4. Section 10.4 describes Size Limits for Specialized Assignment Load Credit which mentions social work, which will have a side letter or special agreement between the department and the university President. Class size is limited by the Collective Bargaining Agreement and only with permission of the professor may students enroll over that number. Our practice courses average about 12 students. Our senior practice courses are quite small and only on one occasion have exceeded 17 students.

AS4.3 Faculty who teach required practice courses have a master's social work degree from a CSWE accredited program and at least two years post-baccalaureate or post-masters social work degree practice experience.

All of the full-time Social Work faculty have completed doctorate degrees and have extensive practice in the field. All have a master's degree in social work from an accredited program. In addition to maintaining a full teaching load, faculty also are involved in community service, creative activity and service to the university.

Barbara Candales joined the Social Work Program in the fall of 1995. She served as Program Director from 1997 to 2003. She has a Master of Social Work from The University of Connecticut School of Social Work, a Master of Public Health from The University of Connecticut School of Medicine and a doctorate from The University of Connecticut. She is licensed as a Clinical Social Worker by the State of Connecticut. Her professional social work post master's experience took place from 1976 to 1982 at The Institute for the Hispanic Family of Catholic Family Services. Her teaching assignments include: SW 226 Social Welfare Policy I, SW 227 Human Behavior in the Social Environment I. SW360, Generalist Practice with Individuals and Families, SW361 Social Work Practice with Small Groups, SW 451 & Sw453 Senior Seminar and SW 450 & SW452 Field Liaison to social work educational experience.

The field education director, Catherine Baratta joined the Social Work Program in the fall of 1998. She has a master's in Social Work, and a Master of Public and International Affairs from The University of Pittsburgh and a doctorate from Syracuse University. Her professional social work post M.S.W. employment includes, but is not limited to, Chadwick Residence-Transitional Living Program for Low-Income Women and their Children, Foster Care Youth Independence Project, New York State Member of Assembly Melvin N. Zimmer Legislative Aide. Dr Baratta teaches SW 368, Human Behavior in The Social Environment II, SW374, Social Work Research, SW 362 Generalist Social Work Practice with Families Organizations and Communities, SW 426, Social Welfare Policy II.

Patricia Hensley joined the Social Work Program in the fall of 1998. She has a Master of Social Work from University of Connecticut and a doctorate from Smith College School for Social Work. She had part-time teaching positions at Smith College School for Social Work and University of Connecticut School of Social Work. She is licensed as a Clinical Social Worker by the State of Connecticut. Her twenty-four years of professional practice experience includes, but is not limited to: The Institute of Living in Hartford CT, St Francis Out-Patient Psychiatric Clinic, Western Massachusetts Intensive Alcohol Treatment Program and the supervision of

masters, doctoral and psychiatric residence in family therapy. She has recently been appointed by the university president to serve on the Presidential Advisory Board for Alcohol, Tobacco and Drugs

A 4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program's goals and objectives.

The social work full-time faculty belong to The Central Connecticut State University chapter of The American Association of University Professors, the collective bargaining group that has negotiated with the State of Connecticut for all Connecticut State University professors.

As outlined in the Collective Bargaining Agreement, the instructional load of a full-time faculty shall not be more than 12 credit load credits per semester. Professors have the academic freedom to conduct their courses, provided they follow the subject matter specified by the University and the Department. The Social Work faculty, like all faculty, are entitled to full freedom in research and publishing and are free from institutional censorship. Problems between the faculty and University can be resolved by filing a grievance.

Central Connecticut
State University

AS5: Student Professional Development

AS5.0 *The program has admissions criteria and procedures that reflect the program's goals and objectives.*

The Department of Social Work operates under a selective admissions policy. The policy is based on the need to maintain a program of excellence in the classroom, in field education and to assure availability of quality internship placements. The Department reserves the right to admit a limited number of students each year. Acceptance into the University does not guarantee acceptance into the social work major.

The Social Work Program (Department) has three goals and twelve objectives that build upon the program mission statement and serves to guide the education of the social work major. These goals include:

1. Student graduates are prepared for entry-level generalist social work practice.

2. Student graduates are prepared to commit to practice with diverse and at risk populations, and understand and promote social and economic justice.

3. Student graduates, through a liberal arts foundation, are prepared to pursue life long learning and professional development.

The following are the objectives to meet the mission and goals. Students will:

1. Demonstrate competencies in social work knowledge, values and skills measured by senior evaluations, portfolio and employer survey.

2. Practice with diverse client systems with an emphasis on populations at risk including cultural and spiritual consideration and the socio political, and economic environment focusing on unique populations of Connecticut including Polish, Puerto Rican and refugees.

3. Understand historical underpinning of social welfare and the social work profession.

4. Function in a wide spectrum of entry level generalist social work positions.

5. Utilize and apply research, critical thinking and writing skills.

6. Develop a professional identity and an awareness of self as informed by the values and ethics of the social work profession, including commitment to life long learning.

7. Understand and recognize the impact of human oppression and discrimination and work to promote economic and social justice.

8. Obtain the necessary technology skills to meet evolving needs of client systems in the 21st century.

9. Possess skills necessary to analyze and influence social policy.

10. Practice with client systems of various sizes.

11. Use supervision and consultation appropriate to generalist social work practice.

12. Recognize and understand the global interconnections of social work practice.

Upon admission to Central Connecticut State University (CCSU) students interested in a B.A. in Social Work self identify as a pre-social work major. This self selection process permits the student to enroll in five core prerequisite courses with the purpose of preparing pre-social work majors for the first two social work courses --- SW 226 – Introduction to Social Welfare Policy I and SW 227 – Human Behavior and the Social Environment I.

These prerequisite courses include SOC110 – Introduction to Sociology or ANTH 140 – Introduction to Anthropology, SOC111 – Social Problems, SOC 233- Sociology of the Family, PS 110 – American Government or PS 230 American National Government, and BIO 111 - Introductory Biology or BMS 111 – Cells & the Human Body. All of the prerequisite courses listed here are considered part of the general education framework. In addition to these required prerequisite courses, the pre-social work major, with guidance from program faculty, selects additional general education coursework to create a first and second year plan of study. General education coursework "aims to provide students with the basic foundation for life long learning as rational members of society.... [t]his commitment to personal development depends on the acquisition and expansion of knowledge, intellectual processes and techniques" (2003-2005 CCSU Undergraduate Catalog, p. 40). The general education objectives are parallel to those of the Social Work Program. For example, development and enhancement of global awareness, development of natural and social scientific understanding and developing critical thinking skills are especially important to the development of generalist social workers. Collectively, the prerequisite courses and the general education foundation establish a solid base in the liberal arts.

In the admissions policy and procedures the Social Work Program clearly articulates professional behavior as an important part of student commitment to becoming a social worker. This includes adherence to the professional performance standards of the profession which includes the National Association of Social Workers (NASW) Code of Ethics (1996) and the NASW Standards of Cultural Competence (2001). In the classroom and in the field pre-social work majors are expected to act in a professional manner, including attendance and promptness in class and in the field, respect for diverse opinions as well as tolerance for differences. Part One of the Sophomore Volunteer Experience Evaluations (See Student Handbook and Field Education Manual, Appendix L) lists as set of "professional attitudes and behavior" expectations/criteria that students are to be evaluated on using a 5 point likert scale.

The Department of Social Work utilizes the materials organized in a Student Portfolio to assess student preparedness to be admitted into the social work major. Students are required to complete a *Social Work Major Application* (See Student Handbook and Field Education Manual, Appendix A) and *"Application to Social Work Major Pledge"* (See Student Handbook and Field Education Manual, Appendix B). A set of *Student Portfolio Guidelines* (See Student Handbook and Field Education Manual, Appendix C) identify the specific material required to support the student's request to be admitted into the social work major. A critical component of the student portfolio is a personal narrative. Eight *Portfolio Personal Narrative Questions* (See Student

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Handbook and Field Education Manual, Appendix D) serve as the foundation in determining student potential for professional competence. The Department of Social Work faculty individually review student portfolios. Each area of professional competence is rated using a five-point scale (Scale: 5 = Excellent, 4 = Very Good, 3 = Good, 2 = Fair, and 1 = Poor). Potential for professional competence includes the following:

- Meeting University academic standard and regulation by maintaining a cumulative grade point average (GPA) of 2.0 or higher to be in good standing. In addition pre majors must maintain a GPA of 2.3 (C+) or higher in prerequisite and major courses.
- Satisfactory Volunteer Field Experience Evaluations
- Awareness of Diversity & Populations at Risk (NASW Cultural Competence Standards) in social work practice.
- Demonstrate competence in writing skills. The Pre Social Work Assessment of Writing Competence rubric is used to assess one SW 227 paper and the personal narrative as samples of writing.
- Demonstrate self awareness. Self awareness is defined for the applicant as "an accurate perception of one's own beliefs, attitudes, and behavioral habits and their usual effects on one's decision making and behavior in social work practice (Sheafor & Horejsi, 2003, p. 576)."

Transfer students meeting all requirements and prerequisites may apply where applicable. A *Transfer Student Field Experience and Service Learning Form* and *Transfer Student Reference Form* (See Student Handbook and Field Education Manual, Appendix F and Appendix G) must be completed as part of the application process. These two documents help the transfer student to document the equivalent hours of volunteer or service learning experiences and the respective evaluation process which is required of pre-social work majors currently at CCSU.

"It is possible that the student and/or instructor conclude that a student is not fully motivated toward an understanding of the professional, as well as the academic responsibilities this major requires. If a student does not meet academic or professional standards (as a Pre-Social Work or Social Work major), he or she will be placed on provisional status. Written notification will be given and conditions for full completion of the major discussed with the student. Students will be given the opportunity to correct the problem(s); however, if the student does not demonstrate improvement, he or she will not be allowed to complete the major" (2003-2005 CCSU Undergraduate University Catalog). Students are expected to take responsibility for reviewing the grievance procedures outlined in the Student Handbook and Field Education Manual (See *Academic and Professional Policy Expectations* and the *School of Education and Professional Studies Non-Educational Certification Programs Appeals Policies, Appendix ff).* Students who have left CCSU or the social work major for more than two semesters must reapply.

AS5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.

The Department of Social Work does not grant credit for either life or work experience in lieu of any social work courses or the field education. Students who have completed social work courses from CSWE accredited programs will have their materials reviewed on a case-by-case basis to determine comparability with the CCSU social work major requirements. (See Handbook/Field Manual p. 31)

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AS5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

The Social Work Program transfer policy specifies the approach taken when a student transfers from another CSWE accredited social work program in order to ensure that repetition of content and/or courses is limited. Careful review of syllabi to discern compatibility of required content of the core courses transferred is undertaken by the faculty member teaching the course. The Department Chairperson may serve as a second reviewer. When there are questions regarding a course to course transfer, or in meeting the course objectives, the program may take the opportunity to call the College or University where the course was taught for further clarification. For students transferring within the Connecticut State University System a transfer evaluation is carried out by the admission office after a student has been accepted in consultation with the Department Chairperson. Students are referred to the CCSU University Catalog for specific details. Social work students are expected to meet the 2.0 GPA in any prerequisite course for the major and must have a 2.3 GPA in major courses.

AS5.3.1 The program has written policies and procedures concerning transfer credits.

The Department of Social Work does not accept courses taught on a 100 level as equivalent 300-400 level courses. One hundred level courses are accepted as general electives unless they specifically apply to social work, in which case they may be accepted as social work electives. Social work courses taught at other accredited programs are evaluated for content before being accepted for a core course. The course evaluation consists of reviewing the course syllabi for content, required reading assignments, and grade given. Field Education experience credit given by other Social Work Programs is accepted only as elective credit in the social work major. There are no means through which a student can obtain credit for courses in the social work major on the basis of credit by examination, life experience, work experience, or non-collegiate sponsored instruction. Students are expected to meet the 2.0 GPA (C) in any prerequisite course for the major and must have a 2.3 GPA (C+) in major courses.

AS5.4 The program has academic and professional advising policies and procedures that are consistent with the program's goals and objectives. Professional advising is provided by social work faculty, staff, or both.

The Department of Social Work views social work education as an evolving developmental process gradually leading students towards achieving the goals of the Social Work Program (Department) upon completion of their education. Movement from pre-social work status to social work major is an important component of student assessment and development. Students are expected to:

- Become well rounded social workers through a selection of liberal arts courses that serve as a foundation for living and practicing in their community, state, and region. This we believe will motivate students to see themselves as life long learners with specific attention to their continued development within the social work profession.

- Become social workers with a commitment to practice with diverse and at risk populations and understand their role in promoting social and economic justice.
- Become entry level generalist social work practitioners.

The academic and professional development advising process provides pre social work majors and social work majors the best opportunity to attain the program goals by students taking responsibility for planning their education with the guidance of social work faculty. The faculty see themselves as role models and mentors, which is reflective of the parallel learning process within social work education. To insure a smooth transition through University general education requirements, prerequisite courses and social work major courses, student and advisor complete an advising contract. This includes courses student may take each semester as well as requirements students must complete to move forward in the social work curriculum and to graduate. Both student and advisor sign the contract. One copy is given to the student and the other remains in the student file (See Student Handbook and Field Manual, Appendix I).

The academic and professional advising process is carried out by faculty within the Department of Social Work. Academic advising involves assisting students in assessing their aptitude and motivation for a career in social work. In addition, social work faculty participate in evaluating applications to the social work major. It is expected that all students take responsibility for making sure that all paper work (such as course substitution forms, course transfer credit and graduation requirements) are complete. Advisors are available to advise students on the social work major requirements. However, faculty place emphasis on student responsibility for and diligence in meeting all university requirements for graduation. The academic advising procedures include:

1) Freshman and transfer students (pre-social work majors) will meet with a University counselor whenever possible before they enter CCSU. The School of Education and Professional Studies counselor (Ms. Mary Hager) is located in Henry Barnard, Room 250; Telephone: (860) 832-2112.

2) Students will be given a detailed social work curriculum sheet and must sign a *Student Pre Social Major Advisement Contract* (See Student Handbook and Field Education Manual, Appendix H) indicating their understanding of the prerequisite requirements for the social work major. Upon enrollment in SW 226 or SW 227, the B.A. in Social Work Student Handbook and Field Education Manual will be provided to each student and reviewed in SW 226 and/or SW 227. The Student Handbook and Field Education Manual provides students with a history of the social work degree, background information, and the Department of Social Work procedures and policies required of pre-social work and social work majors are identified. In addition all documents necessary to be admitted to the major and field education are provided.

3) During registration, pre-social work majors have the following options available to them:
   a) To meet individually with the School of Education and Professional Studies counselor as described in #1 above.
   b) To meet with the School of Education and Professional Studies counselor along with The Department of Social Work faculty. Students who have been accepted into the social work major will be advised by the Department of Social Work faculty. The Department utilizes a system of contracting with students on a semester by semester basis using an

Advising Contract (See Appendix I in the Student Handbook and Field Education Manual).

Students have access to advisement files kept in the Department of Social Work office in Vance Academic Center, Room 3240500. The materials kept in student files may include the student's application to the social work major, personal narrative(s), curriculum guides, advising contracts, application for the senior field practicum, the student's field evaluation forms from all field experiences, advising notes, all correspondence between the student and advisors, which faculty deem important and which indicate professional and academic competence.

The advising file is open to the student's review upon request. The information in the file is viewed as material helpful to the student and the advisor and is not meant to be harmful in any way. Students are encouraged and required in some instances to keep their own personal copies of documents to be included in their Student Portfolio. Files are maintained for a period of three years after completion of the Social Work Program for purposes of referring graduates to job opportunities, informing alumni of events or writing letters of references.

AS5.5 The program has policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

The Central Connecticut State University (CCSU) Student Handbook identifies the many committees and advisory boards through which a student can be involved in having an impact on the development and implementation of policy as a student representative of the Student Government Association.

Faculty of the Department of Social Work also encourage student participation in formulating and/or modifying policies that impact them as pre-social work and social work majors. Participation in this process can be accomplished by providing oral or written critiques, suggestions, or feedback through the Social Work Club, the Phi Alpha Honor Society, or as student representatives of the Department of Social Work Advisory Board (See Student Handbook and Field Education Manual for Advisory Board List, p. 6).

Individual students interested in discussing current policies or procedures with the social work faculty are also encouraged to do so. New policies or procedures under consideration are reviewed by the groups previously mentioned, announced and discussed in class to elicit student input. Policies and procedures that may be of interest to the social work student body include:

> ➢ Academic and Professional Policy Expectations
> ➢ Academic Advising Procedures
> ➢ Student Advisement Files
> ➢ Social Work Major Admission Policy and Procedures
> ➢ Transfer Policy
> ➢ Credit for Life or Work Experience Policy
> ➢ Academic and Professional Policy Expectations
> ➢ Counseling Out and Termination from the Social Work Program Procedures
> ➢ Grievance Policy and Procedures
> ➢ Field Education Component of the Program
> ➢ Criteria for Acceptance into the Field Education/Seminar
> ➢ Policy for the Use of Employment as Field Education

> Vehicle Policy
> Safety Policy

Student Organization and Services

The Student Social Work Club is a student organization recognized and funded by the University through the Student Government Association. The Social Work Club sponsors meetings, social service projects, and helps organize and fund attendance at professional social work conferences. Pre-social work and social work majors are eligible and encouraged to actively participate.

Phi Alpha Honor Society is a national honor society for Social Work students. The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. An undergraduate student is eligible for membership after achieving the following national requirements and meeting local chapter requirements:

a. Declared social work as a major.
b. Achieved sophomore status.
c. Completed 9 semester hours of required social work courses.
d. Achieved an overall grade point average of 3.0 (on a 4.0 scale).
e. Achieved a 3.25 grade point average in required social work courses.
f. Local chapters may establish higher eligibility requirements.

Students admitted to the Phi Alpha Honor Society must sign a pledge (See Student Handbook and Field Education Manual, Appendix J).

National Association of Social Workers (NASW). Students are encouraged to join NASW to foster early professional identification with the national and state chapter. Students are made aware of the diverse opportunities available to them as a B.S.W. member. In addition to NASW students are made aware of a variety of other social work professional organizations providing student membership:

- National Association of Black Social Workers (NABSW)
- National Association of Christian Social Workers
- Association of the Advancement of Social Work with Groups
- Association of Community Organizations and Social Administration (ACOSA)
- Connecticut Society of Clinical Social Work
- International Federation of Social Workers
- School Social Work Association of America

Students are made of aware of a wide range of student services on the CCSU campus such as The Prevention and Counseling Center, The Women's Center, Career Services, The Learning Center, The Writing Center, the Central Access & Student Development and the Office of Special Student Services. On course syllabi faculty list many of these resources and discuss them at the beginning of each semester. In addition, through the advising process individual students may be encouraged to seek out support appropriate to their need. Students can refer as

well to the University Student Handbook or visit the CCSU web site for additional information on the range of student centers or services described above.

Vehicle Policy

Students are <u>not</u> encouraged to use their own or agency vehicles to transport clients. If agencies require driving, students must be informed of their personal liability in case of an accident in writing. Students must agree to these terms and write a letter to the agency stating such, with a copy to the Chair of the Department of Social Work. If a student is under the age of eighteen a parent must sign.

Safety Policy

Human Service agencies are not immune to workplace violence. Often social workers deal with disgruntled clients and are in positions of power to influence decisions made regarding our client's lives. The Department of Social Work <u>strongly recommends</u> that students be aware and alert for the potential for violence in their placements. Students are encouraged to discuss with their agency supervisor the safety policy, procedures and strategies that are in effect at the agency. In addition, students are asked to consider the following:

- *Be alert.* Be aware of both verbal and non-verbal cues that can indicate growing agitation of clients.
- *Exercise good judgment.*
- *Always be aware of your surroundings.*
- *Trust your instincts.*
- *<u>Report any concerns to your field supervisor</u> or other agency personal and CCSU Department of Social Work field coordinator and/or faculty member.*

Last year as part of S.W.A.P. we invited an officer from the CCSU police department to discuss safety issues with all of our Social Work majors.

Sosnowitz Prize

This award is named after Dr. Barbara Sosnowitz, the first Program Director of the Social Work Program upon her retirement. Recipients of this award must be a graduating senior. Students, field instructors or faculty may nominate a student for this award. A narrative must be submitted identifying how the student meets one of the guidelines. The guidelines to be considered for the Sosnowitz Prize are identified as significant contribution to the practice of social work as demonstrated by one of the following:

- Creation of an original program which benefits clients
- Improvement of an existing program which benefits clients
- Demonstration of exceptional devotion to clients
- Academic scholarship is not a criterion.

(See the Student Handbook and Field Education Manual, Appendix K for the Sosnowitz Prize Application).

Social Work Awareness Program (SWAP)

Pre-social work majors and social work majors are required to participate in an annual Department of Social Work event called the Social Work Awareness Program. This event is co-sponsored and financially supported by the Social Work Club. SWAP is a conference style event designed to bring together all pre-social work majors and social work majors to learn about relevant issues and concerns for the social work profession. This event is planned and organized by two to three senior social work interns as their final small group as a resource project. One program faculty provides supervision by serving on the planning committee. SWAP also provides the opportunity for student–faculty socialization by including a dinner. Over the last few years the SWAP conference presented topics on culture, sexual orientation, and political involvement and diversity.

AS 5.6 The program informs students of its criteria for evaluating their academic and professional performance.

University Grade Requirements

University policy requires students to earn a cumulative academic grade point average of at least 2.00 GPA to receive a bachelor's degree from the University. Students whose GPA drops below 2.00 are placed on academic probation or dismissed from the University.

The Social Work Program requires students to have an overall GPA of 2.00 and a minimum C in all prerequisite courses required for the major. This includes all the following prerequisite courses: SOC 110 or ANTH 140; SOC 111 and SOC 233; PS 110/230; BIO 111 or BMS 111, STAT 215, and ECON 200. In addition, students admitted to the major must maintain a GPA of 2.30 or better in all social work courses. If a student falls below this requirement for the social work major they are placed on probation by the Department and have a semester to bring their grade point average up in Social Work courses. Students will be informed by letter of their change in status.

Each professor provides a grading system for the courses they teach. In courses where five hour volunteer experience is required (SW 226, SW 227, SW 360 and SW 361) agency supervisors are responsible for meeting with the student to complete the Sophomore/Junior Volunteer Experience Evaluation (See Student Handbook and Field Education Manual, Appendix L) and mailing the evaluation to the Social Work Department. Points are added to the student's final grade (SW 226 & 227, maximum of 5 points and SW 360 & SW 361, maximum of 10 points) by faculty based on the results of the completed evaluation.

In Field Education I and II the Field Instructors are responsible for recommending a grade to the Faculty Liaison. The final grade assignment is the responsibility of the Faculty Liaison based on the field education objectives and assignments outlined in the syllabus and student contract, andthe seven evaluative categories established in the Field Education Evaluation (See Student Handbook and Field Education Manual, Appendix P). Social Work Majors must maintain a GPA of 2.30 or better in all social work courses.

AS 5.7 The program has policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance.

Academic and Professional Policy Expectations

The following section describes academic and professional standards prescribed by the Department of Social Work and the University. It also includes procedures for student grievances and appeals. Students entering the Social Work Program take courses with the expectation of continuing in the program until graduation. However, it is possible that a student may encounter difficulty in Scholastic and Ethical Academic Standards or in Personal Conduct. Should this occur students may need to delay or terminate their continuance in the social work major. Students are urged to read and become familiar with the Statement on Rights, Freedoms and Responsibilities of Students, the Policy on Academic Misconduct, the Alcoholic Beverages and Other Drug Policies, and Policy Regarding Racism and Acts of Intolerance in the Central Connecticut State University Student Handbook. The following includes a list of the standards expected of social work majors with the procedures to be followed if expected standards are not met. If there is difficulty in the following areas a student may be advised to leave the program and select another major at the University.

Standards

1. Scholastic and Ethical Academic Standards, Social Work Program and University
   a. Students must meet academic standards
   b. Students demonstrate the ability to complete class or field assignments promptly or in a professional manner
   c. Students attend the University continuously, not allowing two unattended semesters to accrue
   d. Students will follow the Academic Misconduct Standards adopted by the University Senate (See the CCSU University Student Handbook).

2. Ethical Standards relating to Personal Conduct
   a. Student demonstrates professional competence and behavior in the class and field as defined by the NASW Code of Ethics. The code is a definite set of behaviors that students are expected to follow.
   b. Demonstrates knowledge of the NASW Cultural Competence Standards (2001) and adheres to the standards.

Procedures to follow in response to difficulty with academic standards, scholastic and personal conduct in the Social Work Program:

Problem:	Procedure
In Class room	Meets with course instructor, appeals to Department Chair, then appeals to Program Appeals Board, and finally to Dean of The School of Education and Professional Studies.
At Field Agency	Meets with field instructor and faculty liaison, appeals to Department Chair and Program Appeals Board within two weeks. Final Appeals to Dean of The School of Education and Professional Studies
University & Community	Meets with Department Chair, then Program Appeals Board within two weeks with final appeals to Dean of The School of Education and Professional Studies.

Standards relating to Ethical Academic Scholastic standards: Students are asked to refer to the Academic Misconduct Policy published by the University and also available on the University Web Site. (Adopted 2001) (See also School of Educational and Professional Studies Non-Educational Certification Appeals Policies, Appendix ff).

Personal Conduct: Ethical Standards

Social work students must inform the Department of Social Work Chairperson as soon as possible following any arrest or violation of any of the above University policies. All students are required to purchase a copy of the NASW Code of Ethics upon entering the Social Work Program. Ethical and responsible conduct is expected of social work majors in all activities including classroom, fieldwork (including clients, co-workers and supervisors), within the University and the community. Behavior that is not in agreement with the NASW Code of Ethics will be considered a violation of the standards and will be subject to review by the Department of Social Work faculty and may result in dismissal as described by the summary of procedures above (See Student Handbook & Field Manual, pp. 33-34).

Student Professional Development is an essential component of the Social Work Program. This section describes the relationship between admission criteria and program goals and objectives. In addition, this narrative describes the policies of interest to social work majors. These policies include: policy on course credit for life experience, policy to insure students do not repeat foundation content, policy on transfer credits, advising policy, student rights & responsibilities policy, and a policy on termination.

Central Connecticut
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AS6: Nondiscrimination & Human Diversity

AS6.0   The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation) are practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field education committees; resource allocation; program leadership; speakers series, seminars and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

The Department of Social Work adheres to the University's Affirmative Action Policy. "Central Connecticut State University is committed to a policy on non-discrimination, equal opportunity and affirmative action for all persons regardless of race, color, religion, sex, sexual orientation, age, national origin, marital status or disability. The policy is applicable to all employment practices, admission of students, programs and services to students, faculty, staff and the community" (See the CCSU 2003-2005, Undergraduate Catalogue).

The Department of Social Work is committed to recruiting, admitting, and retaining students from diverse cultural groups. The faculty makes every effort to treat all students with respect and endeavors to handle all students fairly. Students in the Department of Social Work are strongly encouraged to think critically and to focus on self awareness their own prejudices, and to become sensitized to issues of race, color, religion, sex, sexual orientation, age, national origin, marital status or disability.

The Social Work Program in its admissions policy and procedures clearly articulates professional behavior as an important part of student commitment to becoming a social worker. This includes adherence to the professional performance standards of the profession which includes the National Association of Social Workers (*NASW) Code of Ethics (1996)* and the *NASW Standards of Cultural Competence (2001)*. In the classroom and in the field pre social work majors and social work majors are expected to act in a professional manner, including respect for diverse opinions as well as tolerance for differences.

The Social Work Program curriculum model emphasizes inclusion, as articulated in the definition of generalist social work. The culturally competent generalist social worker is prepared to engage and work with a variety of client systems, especially with those who are socially and economically isolated and populations at risk. The Social Work Program identifies the populations at risk within the State of Connecticut to include marginalized women, children and adolescents, Puerto Rican/Caribbean Basin Natives, African Americans, persons living with HIV/AIDS, persons with disabilities, refugees, new immigrants, gay men, lesbians, bisexual and transgendered individuals, older adults. Refugee populations in the state include Bosnians, Kosovos, Laotians, and Vietnamese. Immigrants include Mexicans, Columbians, Jamaicans, Haitians, Bahamians, and Brazilian populations. We believe that if students are trained to understand that life is dynamically interwoven by historical, social, political, and economic forces, then students will be able to comprehensively assess conditions and be prepared to work in a variety of practice environments and levels of intervention. Furthermore, in an effort to have students achieve the three program goals, social work majors must be educated and trained:

- to engage in the problem solving process that responds to human needs and social problems.

- to engage in intervention activities that link client systems with the resources necessary to respond and assist in resolving individual and social problems.

- to become skilled in conducting needs assessments related to all system sizes.

- to be skilled in intervention with all sizes of systems including individuals, families, groups, organizations, and communities.

- to have an expertise in the application of the generalist, general systems, ecosystems, strengths, ethnic-sensitive, and feminist perspectives.

- to have a strong foundation in biological, sociological, cultural, psychological and spiritual development across the lifespan.

- to be prepared to carry out a variety of social work roles (advocate, educator, case manager, broker, and so on).

- to become culturally competent.

- to engage in personal exploration and to develop self-awareness.

- to have understanding of distributive justice, human and civil rights and global interconnections of oppression.

Overall, the Social Work Program curriculum model provides students with a solid understanding of and respect for diversity. The content on diversity is infused across the curriculum and within each distinct course. The following program objectives meet the foundation curriculum content EP 4.1 Diversity Standard:

#1   Demonstrate competencies in social work knowledge values and skills measured by senior evaluations, portfolio and employer survey.

#2   Practice with diverse client systems with an emphasis on populations at risk including cultural and spiritual consideration and the socio political, and economic environment focusing on unique populations of Connecticut including Polish, Puerto Rican and refugees.

#3   Understand historical underpinning of social welfare and social work profession.

#4   Function in a wide spectrum of entry level generalist social work positions.

#5   Utilize and apply research, critical thinking and writing skills.

#6   Develop a professional identity and an awareness of self as informed by the values and ethics of the social work profession, including commitment to life long learning.

#7   Understand and recognize the impact of human oppression and discrimination and work to promote economic and social justice.

#8 Obtain the necessary technology skills to meet evolving needs of client systems in the 21st century.

#9 Possess skills necessary to analyze and influence social policy.

#10 Practice with client systems of various sizes.

#11 Use supervision and consultation appropriate to generalist social work practice.

#12 Recognize and understand the global interconnections of social work practice.

The following examples describe how diversity content is included within selected courses under each specific diversity standard. Additional examples can be found in *Accreditation Standard 2 Curriculum* (p. 36) of this Self Study document.

Understanding, affirmation and respect for people from diverse backgrounds integrated. Culture and personal identity emphasized.

Respect for people from diverse backgrounds forms the foundation of HBSE I. For example, in the syllabus for *SW 227 Human Behavior and The Social Environment*, page 6, the video "In The Land of Giants" multiple cultures are featured as the students are exposed to pregnancy and birth in Japan, South America, Russia and an African American family in the United States. They are also required to read "*The Multicultural Mosaic*" by Yellow Bird, Fong, Galindo, Nowicki & Freeman (originally published in 1995, *Social Work*. 17, pp.131-138) which provides a background for their future practice in agencies with populations at risk and people of different cultures. Their own identities are emphasized with the required paper on their families of origin.

The major activity for the course *SW 361* is Assignment #5, Group Project. The assignment requires students to design a six-session group project based on a developmental stage, an assigned ethnic group and a group practice theme. For example, students might choose early adulthood, Bosnian's, and the theme of a refugee support group. Students must engage in research for the cultural ethnic group and social work practice considerations for the group.

Content ensures that social services meet needs of groups served and are culturally relevant.

Assignment # 3 in the syllabus for *SW 226 Social Welfare Policy and Services I* p. 11, students examine the needs of special populations and are asked to provide examples of how services pay special attention to culture. Throughout the course, content exploring culture and personal identity is emphasized. For example, Suppes & Wells (2002) in each chapter provides diverse case examples that are used for discussion and application of course content. In addition, a variety of videos (for example, "*Dancing in Moccasins*," and the "*Invisible Disability*") provide students the opportunity to hear the client's perspective.

In the syllabus for *SW 360 Generalist Social Work with Individuals and Families* Assignment #2, (p. 8 in syllabus) students are required to carry out an observation. Among the choices are an inner city emergency room, police department, maternity clinic, unemployment office and a city laundry mat. Students are asked to review the *NASW Code of Ethics and Standards for cultural competence* and to point out violations in regard to how clients are treated and attended to at the various venues. In addition in Assignment #4, Family Referral Paper, students must find culturally relevant services and agencies for their assigned cases.

Recognition of diversity within and between groups influencing practice.

In *SW 374 Introduction to Social Work Research* students are introduced to how research and evaluation is used to recognize diversity within and between groups, and design methods to account for differences (syllabus, p.2 course goals #1, #2, #3, #4). To facilitate thinking, students are required to read *"A sketch of Arab-Americans: Who should study whom?"* (Lee, F. 2003) for class discussion. A key issue in the article is concern whether methods used account for diversity within Arab-American population (syllabus, p.12). Similarly another required reading *"Notes on research methodology: Methodology and ethical issues in research on lesbians and gay men"* (Martin, J.I., Knox, J., 2000) raises the issue of the researcher's ability to obtain a representative sample considering the variety of definitions used to define members of the population. Students are introduced to sampling methods (Engel & Schutt. 2005, chapter 4) that ensure the representation of diverse groups.

In *SW 426 Social Welfare Policy and Services II* recognition of diversity within and between groups influencing policy and practice is illustrated through the illustration of "distributive justice." Students are required to read chapter 7, Popple, P.R. & Leighninger, L. (2004) which focuses on welfare/welfare reform, and Abromovitz, M. (2001) "Everyone is still on welfare: The role of redistribution in social policy." Through class discussion students discuss how, as Abromovitz stated "government spending benefited people from all walks of life as well as major corporations." While all groups benefit, it is the so-called "undeserving" or "system dependent" poor that continue to be vilified.

Students learn to define, design and implement practice strategies with persons from diverse backgrounds.

Suppes & Wells (2002), the text required for *SW 226, Syllabus of Social Welfare Policy and Services I*, utilizes case examples in their text that provide students with an opportunity to explore diverse life scenarios. Class discussion focuses on intervention design & practice strategies that take into consideration the ethnic and cultural reality of individuals, groups and families as well as structural adaptations that must be taken into account.

In the syllabus for *SW 360 Generalist Social Work with Individuals and Families,* students are asked to interview a client from a different background other than their own (religious, ethnic, sexual orientation etc.) in Assignment # 3 Initial Interview Paper and Process Recording. Students use chapter #8, Cournoyer, as a model for their papers. The model allows client systems to tell their story to include rich cultural, religious family traditions and builds on strengths. Students identify the best practice strategies that help the client with identified goals. Finally students implement a plan to evaluate client progress.

The central characteristics that describe and define generalist practice within the CCSU Department of Social Work and curriculum model described above provide students with a solid understanding of and respect for diversity. Our students therefore are prepared to engage and work with diverse client systems, especially those who are socially and economically isolated and populations at risk.

The program faculty consists of three tenured females (two white and one Puerto Rican) each having a distinct research interest and specializations such as supervision; practice with Latino

populations and cultural competency; women in welfare history and urban community practice. Two faculty teach pre-social work courses (SW 226 & SW 227) and generalist practice courses (SW 360 & SW 361). They both assume responsibility for teaching the Field Education Seminar and serve as Field Liaison. The third faculty teaches SW 368, SW 374, SW 362, and SW 426 as well as serving as the Field Education Coordinator. One faculty, a Puerto Rican, served as Field Coordinator and Program Director (1997-2003). The current Department Chair is a white female.

Volunteer Experience and Field Education settings available to students are quite diverse. These settings include a mix of public (town, city, state) and private agencies; traditional and grass-roots organizations; organizations designed to meet the needs of special population groups (Latinos, Asians, Polish, migrants, refugees and immigrants); health and mental health organizations; public schools; on-campus programs; child welfare organizations; agencies serving urban and suburban communities; agencies reaching at-risk populations such as women and children, the elderly, disabled, the gay, lesbian, bisexual and transgendered clients, and those providing intervention at the micro, mezzo, and macro system levels. Students have the opportunity to work with a diverse cohort of staff, including co-workers who are indigenous community workers as well as workers with degrees at the A.A., B.S.W. or M.S.W. level. Examples of agencies the Department of Social Work has placed senior interns over the past two years include:

- The Department of Children & Families (Hartford, New Britain & Waterbury Offices)
- The Department of Mental Retardation, Hartford Region
- Gaffney, Holmes, DiLoreto, Smith and Roosevelt Middle School, New Britain
- Kinsella, Quirk Middle and Hartford High School, Hartford.
- Connecticut Children's Hospital, Foster Care Screening Clinic (services children state wide), Hartford.
- New Britain General Hospital, Addiction Services, New Britain
- Families in Crisis (services children with an incarcerated parent), Hartford
- Town of Newington, Department of Social Services
- Wheeler Clinic, Lifeline Program (outpatient program serving women with substance abuse issues)
- Department of Corrections, Osborn Prison, Mental Health Unit, Enfield
- Family Life Education (services to pregnant teens), Hartford
- True Colors (services to gay, lesbian, bisexual and transgendered clients), Hartford Region.

Each semester a mix of agencies provides students with exposure to diverse client populations and for discussion of issues and concerns presented by various client systems, exploration of intervention strategies, and exploration of the agency context for practice within the senior seminar. All students benefit from the rich discussion which enhances student learning and development of competence as generalist social work practitioners.

Social Work Program Advisory Board

The Social Work Program Advisory Board membership (see Student Handbook & Field Manual, p. 3) is reflective of a wide range of representation including:

- racial, ethnic and cultural diversity in the greater Hartford Region and State
- the public and private agencies where students are placed and clients are served
- the departments offering prerequisite courses
- the linkages with state community college system
- graduate school representation (MSW)
- alumni representation
- the traditional and non traditional students
- pre-social work major and social work major

Our student base consists primarily of traditional full time students as well as a blend of non-traditional age students, part time, transfer students, students of color and students who have physical or learning challenges. The program's good relationship with the state community college system helps to engage students of color and the part time student learners from human service or social service associate degree programs at five community colleges in our geographical area.

Two new initiatives, one funded by the National Association of Schools and Colleges (NEASC) and the other funded by the Connecticut Consortium of Higher Education are collaborative initiatives with Capital Community College located in Hartford. The NEASC grant has facilitated the development of a detailed seamless transition plan for social service majors seeking to transfer into the social work major at CCSU. The Comenzamos Project, a collaborative project with Saint Joseph College Department of Social Work, the National Association of Social Workers (CT Chapter) Latino Network, and the CCSU Department of Social Work, seeks to address the need for Spanish-speaking social workers in Connecticut. The Comenzamos Project created a course, *Puerto Rican/Latino and the Social Work Profession* which is taught by a Puerto Rican M.S.W. adjunct faculty. .The course is housed at Capital Community College but taught respectively at Saint Joseph College, then at CCSU, and is transferable as a social work elective at both institutions. Students are provided with B.S.W. or M.S.W. mentors during the semester and have the opportunity to shadow their mentor on the job. In addition, the Comenzamos Project places emphasis on enhancing technology and writing skills. Both of the initiatives are driven by our program's desire to be inclusive and to respond to regional demands to meet the growing needs of diverse population groups.

The Social Work Department is exploring the possibility of a weekend program as many students employed in the human service field have requested such a program. A weekend program would enhance access to higher education beyond the community college, especially for students of color and non-traditional age students. An additional faculty would be required to move forward with such a plan.

Through collaborative projects between the Department of Social Work and the Social Work Club, resources are combined to invite state, regional and national social work speakers for the Social Work Awareness Program (see Section AS 5.5 p. 119) for Social Work Month events, and statewide BSW Program Annual Conferences. For example some of the speakers we have featured include Dr. Terry Mizahari, NASW President, and Dr. Laurie Pearlman, Trauma Research, Education and Training Institute, Inc. We also provide the opportunity for our students to be informal mentors with social service majors at Capital community College through social/cultural events. This past year both groups of students went together to see the performance of "*The Cook*" at the Hartford Stage. The event gave both programs the opportunity to integrate content on Cubans and Cuban Americans. We also came together for a pre-performance dinner which gave social work majors the opportunity to talk one on one with social

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service majors about our program and to answer questions presented by the community college students.

In the classroom, faculty invite leaders from ethnic communities, social workers that provide services to immigrant populations residing in our state and to the gay, lesbian, bisexual and transgendered client systems. Whenever possible we bring students into communities for community walks or for cultural events. For example this past year we took students to an Indian dance performance at the Learning Corridor Theater in Hartford, to the True Colors State wide conference and to the United Nations for a social work month event. Faculty feel it to be imperative that students take affirmative steps to carry out the *NASW Cultural Competency Standards* and this can be accomplished by social work faculty serving as role models.

Evidence has been provided on how our Social Work Program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity are practiced. This have been articulated through the description of our commitment to affirmative action; field education opportunities in our region; advisory board, faculty and student population; and finally resources allocation to support integration of diversity initiatives for the betterment of our students and surrounding communities. Furthermore our entire curriculum model is influenced by the Social Work faculty's commitment to reinforcing the multi-dimensional aspects of diversity for all the individuals who participate in our program community including students, field instructors, community agencies and the university at large.

Central Connecticut State University

AS7: Program Renewal

AS7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social service agencies, professional associations, regulatory agencies, the academic community and the community at large.

The Social Work Program recognizes the significance of ongoing change and growth. We believe that in part, this is dependent on its connections and exchanges with the greater community. The faculty and program have been occupied in reflection, research on outcomes and thoughtful discussion with students and the community since our last reaffirmation in 1998. Through this means the program has on-going exchanges with external constituencies, and faculty are involved with agency and community activities.

We connect with the community through our Advisory Board, which has representatives from many agencies, students, alumni and faculty from other departments at the University. (See page 7 in Handbook for a list of Advisory Board Members.) We include the university and faculty in many of our activities. Seniors are required to complete a Power Point Presentation on their final group project. All agency field instructors, Advisory Board Members and faculty from the School of Professional Studies are invited. This provides observers an opportunity to obtain a deeper understanding of the work our students take part in and the requirements of the Social Work major.

Each year the program sponsors a Social Work Awareness Program (S.W.A.P.) and attendance is required of all majors. The event is planned and carried out by seniors, and includes dinner, socializing and a program. The goal of S.W.A.P. is to enhance student learning and to add to their knowledge of political, economic and social frameworks to understand diverse and at risk populations. Each event is different and may require students to adopt a stance that is directly opposite to their own feelings, behavior and values. Last year's program focused on Gay, Lesbian and Trans-gendered populations. In other years programs focused on People of the Caribbean, Rock the Vote and Social Work Careers.

Each semester guests are invited to speak in all Social Work classes. They have included, but are not limited to, speakers from Families in Crisis, The Friendship Center, The Connecticut Commission on Aging, The Mental Health Association, NASW Committee on Inquiry, The Department of Corrections and The Department of Children and Families.

All Social Work faculty sit on outside boards and perform community service in multiple ways. Dr. Catherine R. Baratta served as Vice President, Board of Directors of the New Britain Human Resource Agency, Member of the Board of Trustees of The Friendship Service Center of New Britain, Chair, Member, Steering Committee New Britain Weed & Seed, Board of Trustees, The Collaborative Center for Justice, Hartford, Governance Team Member and was Evaluation Liaison, Free To Grow, an initiative for HRA New Britain Head Start and the Robert Wood Johnson Foundation to Prevent substance and alcohol abuse through community building in North Oak neighborhood.

Dr. Baratta has been closely involved with New Britain Human Resource Agency, this year serving as board vice president and chair of the personnel committee, and on the search committee for a new Executive Director.

Dr. Barbara A. Candales is involved with the community in multiple ways. She is on the Board of Trustees at Wheeler Clinic, Advisory Board, Social Service Program, Capital Community college, committee Member, National Association of Social Workers-National Committee on Racial and Ethnic Diversity, Co-Chair, Curriculum Committee: To Develop a Train the Trainer Module for NASW Standards for Cultural Competence in Social Work Practice, 2001. She is a member of NASW committee, NCORED and the NASW Latino Network.

Dr. Hensley has a working volunteer relationship with the state Department of Health. She is presently reviewing complaints concerning licensed social workers for The Department of Health, the social work licensing body in the State of Connecticut. In this way she is connected to the group that regulates practice of Licensed Clinical Social Work for Connecticut. Last year she sat on a work group from The American Board of Examiners in Clinical Social Work. The group consulted and wrote an extensive paper outlining the different types of supervision. It will become the standard for accrediting advanced level supervisors. She is President of the Advisory Board to the Training Academy for The Department of Children and Families and has also served on its research committee. She has served on the University Faculty Senate and been the Library Liaison for the department. She serves on the President's Advisory Board for Alcohol, Drugs and Tobacco.

AS7.1 The program's faculty engages in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.

Social Work faculty all engage in research, scholarship and other creative activities.

Dr.Catherine Baratta wrote a grant for Bank North of New Britain in March 2005 to benefit Central in the City, the summer camp for neighborhood children. She received $5,000 for the camp. She co-presented at The Baccalaureate Program Directors Meeting November 2004: A Map for Expanding Student Learning: Use of the Portfolio in New and Innovative Ways," The following are the highlights of her creative activities for the past several years.

July 2003   Invited Speaker, *Voices from Three Centuries: Teaching the History of Women, Family and Reform Through Primary Sources* **University of Massachusetts-Amherst, Summer Institute; Sophia Smith Collection, Historic Deerfield & The Porter-Phelps-Huntington Foundation, Funded by NEH Amherst MA**

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Oct 2002	*"Scaring the Begeebers Out of BSW Students: Requiring a* Neighborhood Organizing Project in the Macro Practice Class" Paper Presentation 20th Annual Conference of the Association of Baccalaureate Social Work Program Directors, Pittsburgh, PA
Sept 2002	Invited Speaker, *" Under a Colonial Roof-Tree: Arria S. Huntington and Reflections on Forty Acres"* New Research at the Porter-Phelps-Huntington Museum: A Colloquium Celebrating the 250th Anniversary of Forty Acres, Sponsored by The Porter-Phelps-, Huntington Museum Hadley, MA
Apr 2002	Panel electronic Presentation, *Neighborhood Collaboration: North Oak Revitalization New Britain, CT* Presentation 18th Annual Barbara J. Schreier Social Work Conference *Community Moblization Partnerships in Action,* Central Connecticut State University, New Britain, CT
June 2001	*"For the Benefit of the Children: The Life and Works of Arria Sargent Huntington 1848-1921"* Paper Presentation New York State History Conference, Wells College, Aurora, NY
April 2001	"Computing for Social Change" Presentation, 15th Annual CSU Academic Computing Conference, Western Connnecticut State University
Mar 2001	*"The Electronic Advocacy Project: Integrating Technology in the Macro Practice Class and Across the Curriculum"* Electronic Presentation Media Tech Symposium, Council of Social Work Education (CSWE) Annual Program Meeting, Dallas TX.
Oct 2000	*" The Electronic Advocacy Project: Integrating Technology in the Macro Practice Class and Across the Curriculum",* 18th Annual BPD Conference, Destin Fla.

Dr. Barbara A. Candales is involved in multiple creative ventures relevant to the profession and the department committee She is a member of the National Association of Social Workers-National Committee on Racial and Ethnic Diversity, Co-Chair, Curriculum Charge: To Develop a Train the Trainer Module for NASW Standards for Cultural Competence in Social Work Practice, 2001. She is a member of NASW committee, NCORED and the NASW Latino Network. She received a grant from The New England Association of Colleges and Universities to develop a special program to transition students from Capital Community College and the University. The goal is to promote a smooth transition between the Human Service Program at Capital and the Social Work Department at CCSU Comenzamos: A Transition Course for Puerto Rican/Latino Social Work Students, Hartford Consortium for Higher Education, 2003-2004 Capital Community College, Social Service Program and Central Connecticut State University, Social Work Program Transition Development Plan, New England Association of Schools and Colleges Grant, 2004

Co-presented at The Baccalaureate Program Directors Meeting November 2004: A Map for Expanding Student Learning: Use of the Portfolio in New and Innovative Ways," Baccalaureate Program Directors Meeting, Detroit November

- Recruited and matched MSW mentors with AA Social Service majors
- Held organization meeting with Capital Community College, St. Joseph College and Central Connecticut State University administrators
- Planned "Comenzamos: Puerto Ricans/Latinos and the Social Work Profession course
- Planned and Organized Comenzamos Orientation for Mentors & Mentees
- Planned and Organized Comenzamos Celebration

Additional highlights of Dr. Candales' creative activity include the following:

- "Community Organizing as a Means of Grief Therapy", 18th Annual Baccalaureate Program Directors Conference, Destin, Florida, October 2000 (Co-presentation with Dr. E. Phillips).

- "Transformative Learning Process and Female Puerto Rican Community College Graduates", 77th Annual Convention, American College Personnel Association, Boston, MA. March, 2001.

- Cultural Competency for Field Instructors", Central Connecticut State University, Social Work Program, Fall 2001.

- "Empowering Latina Students Through Transformative Education", Respondent to Lorraine M. Guiterrez, Keynote Speaker, "Empowering Latinas in Social Work Education", at Celebracion: Puertorriquenas/Latinas in Social Work, April 2002, Saint Joseph College, West Hartford, CT.

- "Mentoring the Community College Student and Adult Learner: Strategies for Empowering Lantina/o Students", Caritas Conference: In Praise of Mentoring, May 2003, Saint Joseph College, West Hartford, CT.

- "Group Work Model for Creating Connections between Latina/o Social Service Majors at a Community College and a Baccalaureate Social Work Program", October 13, 2003, Association for the Advancement of Social Work with Groups, Inc., 25th Annual International Symposium on Social Work with Groups, Boston, MA.

- "Addressing Sensitive Issues in Supervision," (Co-Presenter), Field Instructors Seminar, Central Connecticut State University, Social Work Program, November 18, 2003.

- "Developing & Modifying Learning Contracts with Culturally Competent Learning Objectives, Field Instructors Seminar, Central Connecticut State University, February 2004.

- "The Relational Cultural Continuum in Social Work Education: Circles of Support for Latina/o Students" (Co-Author), Latino Symposium at the 50th Annual Program Meeting, Council on Social Work Education, February 28, 2003, Anneheim, CA.

- Evelyn Newman Phillips and Barbara A. Candales .(2001)."Reflecting on the death of a colleague and teacher: Lessons learned" in Reflections: Narratives of Professional Helping, California State University, Long Beach, Department of Social Work, Mary Ann Jimenez, Ph.D., Editor.

- Lorrie Greenhouse -Gardella, Barbara A. Candales, & Jose Ricardo Rivera "Latino Perspectives on Adult Education" (Book Chapter Draft, Winter 2005), in Mary Alice Wolf, (Ed), New Directions for Adult and Continuing Education, Adulthood: New Terrain .

Dr. Patricia Hensley Co-presented at The Baccalaureate Program Directors Meeting November 2004: A Map for Expanding Student Learning: Use of the Portfolio in New and Innovative Ways," Baccalaureate Program Directors'Meeting, Detroit November 2004, March- Children's Trust Fund – Supervisors- "Supervision: Making a Difference" September 2004 she gave a workshop entitled: "Writing for the Profession" at the Visiting Nurses Association of New Britain. In October of 2004 a workshop entitled: Challenges of the Supervisor" was presented to the supervisors at The Village for Families and Children and in March 2005 a workshop entitled" Writing for the Profession" was given at The Training Academy of The Department of Children and Families. Highlights from other creative work are the following:

June &July 2005 .	Supervision Workshops for The Children's Trust Fund
Sept 2002-April 2003	Monthly Supervision Seminar: Children's Trust Fund
2002-May	Presentation, NASW Conference for May, 2002- Empowering Supervisors: The Differences Between Supervision and Therapy
2001-April	Computing for Social Change-Co-led workshop for Computer Conference, Western CT State University
2001-May	Workshop Given at Gaylord Hospital: Taking Care of Our Selves" Social Work Supervision in the New Millennium
2001- Sept-May	Monthly supervisors workshop for Prevent Child Abuse, Wheeler Clinic, Plainville CT.

2001- April 6	Presentation for National Association of Social Workers, Connecticut Chapter. A Strengths Perspective: Supervision in the New Millennium
2000-October	Workshop - Race, Ethnicity and Class: The Challenge to New Supervisors- *Baccalaureate Program Directors Social Work Conference, Destin, Florida*
1999 November	St. Joseph College, Social Work Program. Race and Ethnicity: The Challenge for Supervisors. Presentation to Field Supervisors
1999 October	Presentation, Global Justice Women's Rights, Women's Studies Program Southern Connecticut State University
1999 April	Presentation York Study, Gender Conference Central Connecticut State University
August 2004	Book Review in *The Clinical Social Journal*, Therapeutic Action by Jonathan Lear
January 2003	Paper published – *The Clinical Supervisor*, The Value of Supervision.
Summer 2002	Book Review in *The Clinical Social Work Journal*, Clinical Social Work Practice in Behavioral Mental Health

AS 7.2   The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

Social Work faculty all engage in volunteer work and outside activities and seek to represent a model of professional behavior for social work students.

Dr. Catherine R. Baratta served as Vice President, Board of Directors New Britain Human Resource Agency, Member of the Broad of Trustees of The Friendship Service Center of New Britain, Chair, Member, Steering Committee New Britain Weed 7 Seed, Board of Trustees, The Collaborative Center for Justice, Hartford, Governance Team Member & was Evaluation Liaison, Free To Grow, an initiative for HRA New Britain Head Start and the Robert Wood Johnson Foundation to Prevent substance and alcohol abuse through community building in North Oak neighborhood. Dr. Baratta closely involved with New Britain Human Resource Agency, this year serving as board vice president and chair of the personnel committee, and on the search committee for a new Executive Director.

Dr. Barbara A. Candales is involved with the community in multiple ways. She is on the Board of Trustees at Wheeler Clinic, Advisory Board, Social Service Program, Capital Community college, committee Member, National Association of Social Workers-National Committee on Racial and Ethnic Diversity, Co-Chair, Curriculum

Charge: To Develop a Train the Trainer Module for NASW Standards for Cultural Competence in Social Work Practice, 2001. She is a member of NASW committee, NCORED and the NASW Latino Network.

Dr. Hensley has a working volunteer relationship with the state Department of Health. She is presently reviewing complaints concerning licensed social workers for The Department of Health, the social work licensing body in the State of Connecticut. In this way she is connected to the group that regulates practice of Licensed Clinical Social Work in the state. Last year she sat on a work group from The American Board of Examiners in Clinical Social Work. The group consulted and wrote an extensive paper outlining the different types of supervision. It will become the standard for accrediting advanced level supervisors. She is President of the Advisory Board to the Training Academy for The Department of Children and Families and has also served on its research committee. All Social Work faculty hold positions on University committees. Dr.Baratta and Hensley each served two years in the Faculty Senate and Candales is serving now. Dr Baratta is on the Promotion and Tenure Committee. Dr Candales is on the Mediation Committee and Dr Hensley is on the Termination Committee.
Dr Baratta began Central in the City four years ago, an innovative camp to connect city children with the University.

Students in the Social Work Program are engaged in activities that provide service and leadership to the campus and community. The Social Work Department has an active Social Work Club and Honor Society. Social Work students are visible on The Central Connecticut State Campus in their involvement in The Ruth Boyer Women's Center, The Caribbean Club, The Dean's Advisory Council, involvement in athletics and holding responsible Resident Assistant Positions. The Social Work Club is active and engages in innovative activities. During the past several years they have hosted multiple activities. Halloween and Easter parties were held at the University day care. In the fall of 2004 a successful Toiletry Drive was held for a homeless shelter in New Britain, the Friendship Center. The club also attended a play at the Hartford Stage, entitled "The Cook." This play narrated the historical events of Cuba from the 50's to the present.

The Phi Alpha Honor Society plans the induction of new honor society members each year. They also initiated and carried out a "Thank You to Supervisors." All Faculty Field Instructors of seniors were honored at this special event.

Social Work students also complete innovative projects in their required courses. In SW 360, Generalist Social Work Practice with Individuals and Families, students are required to carry out a "Taking Action Project." (See p. 12, Assignment #5 in the Syllabus for SW 360, Generalist Social Work Practice with Individuals and Families) Projects have included organizing a field trip for Families in Crisis an agency that serves children of incarcerated men and women, organizing a Thanksgiving meals program for The Salvation Army and planning and carrying out a Safety Information program for parents in a family center of a local elementary school. Several of the projects were included in CCSU Annual Research Day in the spring of 2002.

In SW 362 Generalist Social Work Practice with Families, Organizations and Communities students are required to complete an Electronic Advocacy Project (See page # in the syllabus). In teams of two, students design and created a web page for information and help to a population at risk or to eliminate social injustice. Examples have included web pages on child welfare, domestic violence and voting.

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In SW 374 Introduction to Social Work Research students complete a qualitative research project. These projects have been showcased at the University's Research Day and a regional New England Regional Sociology Research Conference. Students also presented at the Baccalaureate Program Directors Meeting in Destin, Florida.

Central Connecticut
State University

AS8: Program Assessment & Continues Improvement

AS8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

Development and Evolution of the Program Assessment Plan

The Department of Social Work has continued to improve and strengthen its assessment of the program objectives and related student outcomes since the last reaffirmation of the program in 1998. In conjunction with curriculum improvements and changes documented in Accreditation Standard 2. Curriculum, p. 14, the Department has modified its original assessment measures and added new measures in order to evaluate better the current program objectives. The assessment plan itself continues to evolve as the faculty periodically reviews the evaluation measures for their validity and effectiveness in providing information on outcomes of the program.

The primary means of evaluation of student outcomes used by the Department in 1998 were senior portfolio reviews, field practice and internship evaluations as well as in-class evaluation procedures. A Senior Exit Survey, an Alumni Survey, and an Employer Survey also provided data on program outcomes. During the past seven years the faculty have revised and improved these measures, as shortcomings in the measures have been identified, and they have added other measures. During the reaffirmation self-study process, the Department revised its mission statement and the statement of the program's objectives. Adoption in January 2005 of the Mission Statement has thus stimulated necessary revisions in the assessment plan and procedures. Although the assessment measures used in the past few years measure many of the newly stated objectives, not all objectives are covered, and revisions of the measures are ongoing. As the current assessment plan is discussed below, changes in the plan and in individual measures will be specified.

The basis of the Department's assessment plan is a commitment to regular administration of multiple assessment measures at strategic points in a student's progress through the program and in follow-up after a student's graduation. Information on the evaluation procedures is provided to students in the *Student Handbook and Field Education Manual* so that they are aware of when and how their skills will be evaluated during the program. The key constituencies of students, faculty, and field instructors are involved in the assessment process through a variety of measures. On a regular basis also, all constituencies of the program are informed of the results of evaluations. Students receive individual feedback on their progress in fulfilling the program objectives. In regularly scheduled meetings, faculty, students, members of the advisory board, affiliated agency representatives, and field instructors are informed of group assessment results to elicit suggestions for improvement of the curriculum and student experiences in the program. The dean of the school and university administration are kept informed of the Department's assessment activities and results as well as curriculum improvements through the Annual Report and periodic meetings with the chairperson and faculty of the Department.

Table 8.0.1 below lists the assessment measures currently included in the Department's assessment plan as well as other information about the measures. The measures are presented here in the sequence in which they are normally administered during a Social Work major's advancement through the Social Work program. Table 8.0.2 lists other measures the faculty use to gain feedback from students, field instructors, alumni and employers concerning components of the Social Work program. These other measures yield information that is relevant to the program objectives, although they do not directly evaluate student outcomes.

Table 8.0.1 Data Sources and Methods of Evaluating Program Objectives

Measure	Program Objectives	Form of Data	Source	Benchmark	Timing
1.Sophomore/ Junior Volunteer Evaluation Form (Rev. 1/05) (Cf. Handbook Appendix L)	1, 2, 6, 11	Likert scale ratings	Supervisors and students	80 % of ratings of 4 or higher on all items	End of each semester
2.Portfolio - Application to Program (cf. Handbook Appendix C, D, & U)	1, 2, 5, 6, 7	Likert scale ratings and narratives	Faculty	70 % of ratings of 3 or higher in all categories	Application to Program
3. BEAP Social Work Values Inventory (begin 3/05)	1, 6, 7	BEAP SWVI scale scores	Students (newly admitted and seniors)	Match national averages	Spring semester
4.Portfolio - Application to Field Placement (Cf. Handbook Appendix T & U)	1, 2, 3, 5, 6, 7	Likert scale ratings and narratives	Faculty	80 % of ratings of 3 or higher in all categories; 20 % ratings at 4 or 5	Oct 1 and March 1
5.Social Work Field Education Experience Evaluation Form (rev. 12/02) (cf. Handbook Appendix P)	1 - 11	Likert scale ratings and narratives	Field Instructors	1st sem.:75% of ratings of 2 or higher; 2nd sem.: 75 % of ratings of 3 or 4 and 25% of ratings of 4	End of each semester

Table 8.0.1 Cont.

Measure	Program Objectives	Form of Data	Source	Benchmark	Timing
6.Evaluation of CCSU Field Component by Field Instructors (rev. 1/05) (cf. Handbook Appendix Y)	1 - 12	Likert scale ratings	Field Instructors	80 % of ratings of 3 or higher	End of second semester of practicum
7.Portfolio – Senior (Cf. SW 452 syllabus & Handbook Appendix U)	1 - 12	Likert scale ratings	Faculty	80 % of ratings of 3 or higher in all categ's; 20 % of all ratings at 4 or 5	Last semester of Senior Year
8.Senior Exit Survey Form (rev. 2/05)	1 - 12	Likert scale ratings and narrative	Senior Students	80 % of ratings 4 or higher	December and May

Table 8.0.2 Other Measures of Program Components

Measure	Program Objectives	Form of Data	Source	Benchmark	Timing
9.Student Evaluation of CCSU Senior Field Educ. Experience Form (rev. 1/05) (cf. Handbook Appendix Z)	1 - 12	Likert scale ratings and narratives	Senior Students	75 % of ratings of 3 or higher on all items	End of second semester of practicum
10.Student Survey of Portfolio Process Form (begin Fall '04)	2, 4 - 6	Likert scale ratings	Students (just applied, applying for field, seniors)	80 % of ratings at 3 or higher on all items	December and May
11.Senior Students' qualitative eval. of prog.		Narrative-anonymous	Senior Students	None	December and May
12.Faculty Course Evaluations (Addendum 5/05)	2, 4 - 8, 10 - 12	Student ratings	Students	80% students agree would recommend course & professor; 75 % of ratings of 3 or lower on Add.	End of semester

Table 8.0.2 Cont.

Measure	Program Objectives	Form of Data	Source	Benchmark	Timing
13. Alumni Survey Form	Goal 1; Obj. 4, 6	Likert scale ratings and narratives	Alumni	80% of responses at 3 or higher	January and June, every 2 years
14. Employer Survey Form	Goal 1; Obj. 1, 4	Likert scale ratings and narratives	Employers	80 % of responses in Pt.3 at 3 or 4	January, every 2 years
15. Focus Group (begin April '05)	1, 2, 4, 6, 7	Likert scale ratings & narrative report	Students (juniors & seniors)	None	Spring semester

Discussion of the Assessment Measures

1. The Evaluation of Sophomore/Junior Volunteer Experience form (Appendix L in *Student Handbook*) is used to evaluate students' performance and skills following the five hour per week volunteer experiences associated with the first courses, SW 226 and SW 227. The student's agency supervisor and the student complete the form. The student's professional attitude and behavior and social work knowledge and skills are rated. The *Field Education Manual* informs students of the learning objectives of the volunteer experience and outcomes on which they will be assessed. The Field Education Coordinator and Advisory Board members developed the form for a pilot study in 2002. Minor changes were made following feedback from students. The form was then revised slightly in January 2005. The same evaluation form with the rating of additional skills is used to assess students' performance in the volunteer experiences associated with SW 360 and SW 361 in the junior year. Each volunteer supervisor reviews the evaluation with the student being evaluated to provide feedback to the student, and the student signs the evaluation. The instructor of the course also reviews each student's evaluation and assigns grade points in the course according to the level of performance. The evaluation is used to give students goals that may be used in their student advising contracts. It also provides information to help the Field Education Coordinator identify agency settings that provide good Field education experiences as well as ones that may not be suitable. The benchmark set for the Evaluation by the program is a goal of 80 percent of the items rated 4 ("Almost always demonstrates") or higher on the 5 point scale (1 = Never to 5 = Always).

2. The Student Portfolio has been a requirement for students since 1993. For a number of years, the portfolio of work was examined primarily at the time of admission to the program and in the senior year in an exit interview with faculty members. In 2002, the faculty implemented the development of the Student Portfolio throughout the student's program with three review periods: 1) at the time

of application to the program, 2) with the application to field placement for the senior year, and 3) at the end of the last semester. Students are given clear guidelines concerning the content of the Portfolio (see *Student Handbook*, Appendices C and D). The student's personal narrative is assessed according to a writing competency rubric adopted in 2004 (see *Student Handbook* Appendix E), and the portfolio contents are rated on objectives, including "awareness of diverse populations and populations at risk" and "self-awareness." The program has set a benchmark of 70 percent of the students earning ratings of 3 (Good) or higher on the 5-point scale (1 = Poor/N/A to 5 = Excellent) for all categories that are rated. For the data on objectives, which is based on evaluations of a cohort, the benchmark is 70 percent of the ratings at 3 or higher.

3. In order to secure another assessment of students' values and ethics in social work, the faculty decided to administer the <u>BEAP SWV1 Survey</u> to seniors and new acceptances to the program, beginning in March 2005. The faculty expect to administer the Values Survey to all seniors in their final semester and to new acceptances in their first semester in the future. Starting with graduation of the Spring '05 student acceptances, the faculty will be able to compare students' social work values and ethics at the beginning and end of their programs. The program's benchmark for the SWVI survey is to match or exceed the national averages on all scales.

4. The <u>second evaluation of the Student Portfolio</u> is made when students <u>apply for field placement</u>. The *Student Handbook and Field Education Manual,* pp. 52-54, informs students of the requirements for Portfolios, which are submitted with their application for field placement. The contents of the portfolio are assessed according to the same objectives as in the application-for-admission portfolio with the addition of "demonstration of professional attitudes and behaviors," "practice experience with diverse populations and populations at risk," and an "understanding of what a 'professional social worker' means." Writing in the Personal Narrative is rated according to the writing competency rubric. The portfolio evaluation is discussed with each student, and the feedback provides goals that are incorporated into learning contracts developed by the field instructor, the student, and the faculty liaison. For this second portfolio review, the benchmark goal is higher than with the initial portfolio. The goal is 80 percent of students earning ratings of 3 (Good) or higher on the 5-point scale and 20 percent earning ratings of 4 or 5 (Very Good or Excellent) on all criteria. For the data on objectives (based on evaluations of cohort samples), the benchmark is 80 percent of ratings of 3 or higher and 20 percent of ratings at 4 or 5.

5. The <u>Social Work Field Education Experience Evaluation</u> (*Student Handbook* Appendix P) is completed at the end of each semester by supervising Field Instructors for each senior student fulfilling the Field internship of SW 450 – SW 453. A student's performance is rated by the field instructor on aspects of professional behavior, personal and professional value systems, social welfare policy and understanding of the agency, practice with individuals and families,

practice with groups, practice in communities, and knowledge and awareness of diversity. Narrative comments are encouraged. The student is given a copy of his or her evaluation and discusses the evaluation with the field instructor as well as the Field Coordinator. Feedback is used in development of students' learning contracts for the second semester and in the final assessment of each student's Field education experience performance. The Field Education Coordinator developed the current evaluation form for the Field education experience in December 2002. In Fall '04 the rating scale for the evaluations was changed from a 6 point to a 4-point scale (1= Skill deficiencies to 4= Exceptional skills). The benchmark for the Field education experience Evaluations given at the end of the first semester is 75 percent of ratings of 2 (Developing skills) or higher on all items. Because students are expected to improve in the second semester, the benchmark for the Evaluations given at the end of the second semester is 75 percent of ratings of 3 and 4 (Good and Exceptional skills) and 25 percent of ratings of 4 (Exceptional skills) on all items.

6. The Evaluation of CCSU Field Education Experience Component by Field Instructors (*Student Handbook* Appendix Y) is completed by field instructors for the senior practicum field component of the Social Work program at the end of their students' internships. The original form developed in Fall '04 focused primarily on ratings of the field seminars for Field Instructors and the role of the faculty liaison. In order to also assess program objectives, the evaluation form was lengthened in January 2005 to include Part B on ratings of the growth of the student's skill and knowledge during the Field Education Experience. The program has set the benchmark at 80 percent of items with ratings of 3 or higher (1 = Totally Disagree with statement — 5 = Totally Agree).

7. The final Student Portfolio assessment is carried out at the end of the senior student's last semester. Seniors are given written requirements for their portfolios in the syllabi of the Field Education Seminars (cf. also *Student Handbook* Appendix U). The review of the Portfolio includes a rating by the SW 453 instructor of the student's performance on the same criteria as previous ratings of the portfolio contents with the addition of "demonstration of integration of Social Work knowledge base with Field Education Experience," and "makes connections between learning objectives in all pre-requisite courses and Field Education Experience." A student's writing skills are again rated according to the writing competency rubric. A senior exit interview for each student is scheduled with her/his faculty advisor, and the student is given feedback on the strengths and areas of challenge evident in her/his portfolio. The benchmark for the senior portfolio review is set at 80 percent of students with ratings of 3 (Good) or higher in all categories and 20 percent with all ratings at 4 or 5 (Very Good or Excellent). For the data on objectives (based on evaluations of cohort samples), the benchmark is 80 percent of ratings of 3 or higher in all categories and 20 percent of ratings at 4 or 5.

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8. The <u>Senior Exit Survey</u> (Self Study Appendix III) is completed by students at the end of their final semester. This survey originally focused on a student's plans for a job or graduate school following graduation. In January 2005, the survey was revised to elicit students' self-assessment of their knowledge and skills with respect to the revised program objectives. The benchmark for the revision is 80 percent of items rated 4 or 5 on the 5-point scale (1 = Agree not at all – 5 = Agree very much).

9. The <u>Student Evaluation of CCSU Senior Field Education Experience</u> (*Student Handbook* Appendix Z) gives senior students an opportunity to evaluate their experiences in the senior field practicum at the end of their second practicum semester. The form is similar to that used by the field instructors. The form was revised in January 2005 to address program objectives more effectively, adding sections C and D. In addition to rating the process and interaction with field instructors and faculty, students are also asked to assess their development of social work skills and knowledge during the practicum experience. The benchmark for the Student Evaluation is 75 percent of items rated 3 or higher on the 5 point scale (1 = Totally Disagree with statement to 5 = Totally Agree).

10. The faculty initiated an evaluation of the Portfolio process in Fall 2004. Students complete the <u>Student Survey: "The Use of the Portfolio"</u> (Appendix III) with ratings of the usefulness of the portfolio in helping them to achieve program objectives after their admission to the program and in their last semester. This indirect measure of program objectives is benchmarked at 80 percent of ratings at 3 (Helpful) or higher on all items. The 4 point scale is 1 = Not at all helpful to 4 = Very helpful.

11. <u>Senior students</u> are asked to give an anonymous <u>qualitative evaluation of the overall Social Work program</u> through suggestions for improvements in the program and comments on the positive aspects of the program. Previously this qualitative assessment was included in students' portfolios, and therefore the authorship of comments was identified. The faculty determined that students' anonymity would be preferred for this assessment, and the first anonymous administration was elicited in December 2004.

12. The <u>Faculty Course Evaluations</u> (Appendix III) are standard course rating forms that have been developed for use by all faculty in the University and are administered to students at the end of each semester as part of the University's faculty evaluation process. Students anonymously rate characteristics of the teaching and content of courses they are completing. The program has set a benchmark of 80 percent of responses of "Agree" or "Strongly Agree" to the items on whether they would recommend the course and the professor. The primary use of the Faculty Course Evaluations is to give feedback to improve teaching; however, in May 2005, the Social Work faculty added nine items to course evaluations for Social Work courses in order to elicit judgments of the usefulness of the course content with respect to the program objectives. The addendum will be used for Social Work course evaluations in the future in order to provide another

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measure of program objectives. Because the content of each course does not necessarily support all program objectives, the faculty plan further work on using the Addendum in order to identify which objectives should be covered in each course. The judgment of the usefulness of pertinent courses can then be examined for each objective. The initial benchmark for the 9 items in the addendum has been set at 75 percent of ratings of 3 (Good) or lower on the 5-point scale (1 = Definitely helped – 5 = Not at all).

13. In the Alumni Survey (Appendix III), the alumni/ae of the Social Work Program are surveyed every two years in order to assess their status with regard to the social work profession and their views on the program. The primary focus of the Alumni Survey is the satisfaction of the alumni/ae with various aspects of the Social Work Program. The faculty plan to revise the Alumni Survey in the coming year in order to elicit more information on program outcomes relevant to the program objectives. The benchmark currently is a goal of 80 percent of responses at 3 (Agree with statement) or higher on the 5-point scale (1 = Strongly Disagree with statement – 5 = Strongly Agree).

14. An Employer Survey (Appendix III) is scheduled for administration every two years and is sent to employers of graduates of the previous two years. The survey asks employers to assess their employee's skills and knowledge as well as give comments on training needs that should be considered by the Social Work Program. The faculty plan to revise the Employer Survey in the future to elicit more information relevant to student outcomes. The benchmark currently is 80 percent of responses in Part 3 at 3 (Above Average/Prepared) or 4 (Excellent/Very well prepared).

15. In April 2005, the Department of Social Work scheduled a Focus Group with students of different stages in the program in order to obtain a qualitative assessment of students' opinions on the impact of the program on them individually and on the student major group as a whole. Dr. Albert Alissi, Emeritus Professor of the School of Social Work at the University of Connecticut conducted the focus group, surveying the students prior to the focus group on how helpful the training in the program was in their personal and professional development with regard to the goals and objectives of the program. The discussion of the focus group centered on the mission goals and objectives and how experiences in the classroom and field had influenced them. Following the focus group discussion, the students were asked to rate the impact of the program on the student group as a whole. The focus group consisted of 13 seniors and five juniors. The Pre-Focus Group and Post-Focus Group surveys used 5-point Likert scale ratings (1 = Minimally Helpful to 5 = Very Helpful). The surveys as well as the narrative report describe students' opinions on how the program has helped them to develop social work skills, values, and competencies and to prepare them to function as entry-level generalist social workers. (See May 24, 2005, report on the Focus Group and CCSU Social Work Student Survey Conducted May 11, 2005. [Appendix III]

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Program Objectives and Related Assessment Measures

Tables 8.0.3a, 8.0.3b, and 8.0.3c below identify the program objectives and the items or rating categories in the various assessment measures used to evaluate each objective.

TABLE 8.0.3a Mapping of Program Objectives in Field Education Experience Measures

PROGRAM OBJECTIVES	Soph/Jr Volunteer Eval. (Cf. Handbook Appendix L)	Field Ed Experience Eval. (Cf. Handbook Appendix P)	Eval. of Field Component by Field Instr. (cf. Handbook Appendix Y)	Student Eval. of Sr. Field Ed Exper. (Cf. Hand-book Appendix Z)
	Items	Criteria	Items	Items
1.Demonstrate competencies in social work knowledge, values and skills...	Pt.2. A.1-4, B, C, D.a Pt.3. A-D	Prof. Beh. (SW Practice): B. 1-2, C.1; Policy/HBSE Understanding of Agency: I; Practice/Indiv. & Families: A, C, D.1-4, E-H, J.1-2, K	B.1; C.9	C.14; D.16
2. Practice with diverse client systems with an emphasis on populations at risk...	Pt.2. E	Diversity: A-C	B. 8; C.10	C.8; D.17
3. Understand the historical underpinning of the social welfare and social work profession.		Personal & Prof. Value System: A, B; Policy/HBSE Understanding of Agency: G, H, K, L; Practice/Groups: A	C.11	D.18
4. Function in a wide spectrum of entry-level generalist social work positions.		Prof. Beh. (SW Practice): D.1-2, E.1-5, G; Policy/HBSE Understand. of Agency: B.1-2, C, D, G, H; Practice/Comm: A	C.12	C.1-3; D.19
5. Utilize and apply critical thinking and writing skills.		Prof. Beh. (SW Practice): H, I; Policy/HBSE Understanding of Agency: J; Practice/Indiv. & Families: I. 1-2; Practice/Comm.: B.1-4	C.14	D.21

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Table 8.0.3a Cont.

PROGRAM OBJECTIVES	Soph/Jr Volunteer Eval. (Cf. Handbook Appendix L)	Field Education Experience Eval. (Cf. Handbook Appendix P)	Eval. of Field Component by Field Instr. (cf. Handbook Appendix Y)	Student Eval. of Sr. Field Ed Exper. (Cf. Hand-book Appendix Z)
	Items	Criteria	Items	Items
6. Develop a professional identity and an awareness of self as informed by the values and ethics of the social work profession, including a commitment to life-long learning.	Pt.1. A.1-2, B, C.1., D, F Pt.2. F	Prof. Beh. (SW Practice): B. 3-6, F.1-3; Pers. & Prof. Value System: A-F; Practice/Indiv. & Families: B	B.8, C.13	D.20
7. Understand and recognize the impact of human oppression and discrimination and work to promote economic and social justice.		Policy/HBSE Understanding of Agency: I, M; Practice/Indiv. & Families: J.3; Practice/Comm.: B.1-4: Diversity: A, B	C.15	D.22
8. Obtain the necessary technological skills to meet evolving needs of client systems in the 21st century.		Policy/HBSE Understanding of Agency: E.1	C.16	D.23
9. Possess the skills necessary to analyze and influence social policy.		Policy/HBSE Understanding of Agency: A.1, K-O	C.17	D.24
10. Practice with client systems of various sizes.		Practice/Indiv.: A-C; Practice/Groups: A, B.1-5	C.18	D.25
11. Use supervision and consultation appropriate to generalist social work practice.	Pt.1. E	Prof. Beh. (SW Practice): A.1-4	C.19	D.26
12. Recognize and understand the global interconnections of social work practice.			C.20	D.27

Table 8.0.3b Mapping of Program Objectives in Portfolio Reviews and Related Measure

	Portfolio w/ Applic. (Cf. Handbook Appendix U)	Portfolio w/ Field Placement Applic. (Cf. Handbook App. U)	Senior Portfolio (Cf. Handbook Appendix U)	Student Survey of Portfolio Process (App 3)
	Criteria	Criteria	Criteria	Items
1.Demonstrate competencies in social work knowledge, values and skills...	Satisfactory 5-Hour Evaluations	Satisfactory 5-Hour Evaluations; Demonstration of Prof. Attitudes & Behavior	Demonstration of Prof. Attitudes & Behavior; Demonstrates integration of SW knowledge base with Field Education Experience	
2. Practice with diverse client systems with an emphasis on populations at risk...	Awareness of Diverse Populations & Pop's at Risk	Awareness of Diverse Populations & Pop's at Risk; Practice Exper. w/ Diverse Pop's	Awareness of Diverse Populations & Pop's at Risk; Practice Exper. w/ Diverse Pop's & Pop's at Risk	8.
3. Understand the historical underpinning of the social welfare and social work profession.		Understanding of "Professional Social Worker"	Understanding of "Professional Social Worker"	
4. Function in a wide spectrum of entry-level generalist social work positions.			Demonstration of Prof. Attitudes & Behavior; Demonstrates integration of SW knowledge base with Field Education Experience	5, 6.
5. Utilize and apply research, critical thinking and writing skills.	Narrative writing skill evaluation	Narrative writing skill evaluation	Narrative writing skill evaluation	3, 7.
6. Develop a professional identity and an awareness of self as informed by the values and ethics of the social work profession, including a commitment to life-long learning.	Self-awareness	Self-awareness; Demonstration of Prof. Attitudes and Behavior	Self-awareness; Demonstration of Prof. Attitudes and Behavior; Understanding of "Prof. Social Worker"	4.

Table 8.0.3b Cont.

	Portfolio w/ Applic.	Portfolio w/ Field Placement Applic.	Senior Portfolio	Student Survey of Portfolio Process
	Criteria	Criteria	Criteria	Items
7. Understand and recognize the impact of human oppression and discrimination and work to promote economic and social justice.	Awareness of Diverse Populations & Pop's at Risk	Awareness of Diverse Populations & Pop's at Risk	Practice Exper. w/ Diverse Pop's & Pop's at Risk; (Demonstrates integration of Social Work knowledge base with Field Education Experience)	
8. Obtain the necessary technological skills to meet evolving needs of client systems in the 21st century.				
9. Possess the skills necessary to analyze and influence social policy.			(Demonstrates integration of SW knowledge base with Field Education Experience)	.
10. Practice with client systems of various sizes.			(Makes connections between learning objectives in required courses & Field Education Experience)	
11. Use supervision and consultation appropriate to generalist social work practice.	.	.	(Makes connections between learning objectives in required courses & Field Education Experience)	
12. Recognize and understand the global interconnections of social work practice.			(Makes connections between learning objectives in required courses & Field Education Experience)	

Table 8.0.3c Mapping of Program Objectives in SWVI and Other Measures

PROGRAM OBJECTIVES	BEAP SWVI (App 3)	Sr. Exit Survey (App 3)	Faculty Course Eval's (App 3)	Alumni Survey (App 3)	Employer Survey (App 3)
1.Demonstrate competencies in social work knowledge, values and skills...	Confident. Scale; Self-determination Scale	1.			Part 3: 1. 2.
2. Practice with diverse client systems with an emphasis on populations at risk...		2.	Add. 1.		
3. Understand the historical underpinning of the social welfare and social work profession.		3.			
4. Function in a wide spectrum of entry-level generalist social work positions.		4.	Add. 2	1.	Part 3: 3
5. Utilize & apply research, critical thinking and writing skills.		5.	Add. 5		
6. Develop a professional identity and an awareness of self as informed by the values and ethics of the social work profession, including a commitment to life-long learning.	Confident. Scale; Self-determination Scale	6.	Add. 3	1.	
7. Understand and recognize the impact of human oppression and discrimination and work to promote economic and social justice.	Social Justice Scale	7.	Add. 4		
8. Obtain the necessary technological skills to meet evolving needs of client systems in the 21st century.		8.	Add. 6		
9. Possess the skills necessary to analyze and influence social policy.		9.			
10. Practice with client systems of various sizes.		10.	Add. 7		
11. Use supervision and consultation appropriate to generalist social work practice.		11.	Add. 8		
12. Recognize and understand the global interconnections of social work practice.		12.	Add. 9		

Assessment Data for the Program Objectives

Following is a summary of the collected data that are relevant to the outcomes of each program objective. Information from the Senior Qualitative Evaluation of the Program, the Alumni Survey, and Faculty Course Evaluations is discussed separately in section 8.1.

Objective 1: Students will demonstrate competencies in social work knowledge, values and skills measured by senior evaluations, portfolio and employer survey.

The competencies of students are evaluated in portfolio reviews and employer surveys, but also now in several other measures. Faculty evaluate skill competencies evident in the portfolio at the time of application to the program using the criterion of "satisfactory five hour evaluations." Skill competencies are rated in portfolios prepared with the application for field placement according to the criteria of "satisfactory five hour evaluations" and "demonstration of professional attitudes and behavior." At the end of the senior year, competencies in social work knowledge and skills are assessed by the rating criteria of "demonstration of professional attitudes and behavior" and "demonstrates integration of social work knowledge base with Field Education Experience." Faculty base these ratings on evidence in the personal narratives and other portfolio content of the students' progress in achieving objectives of the program (cf. Student Handbook Appendices C and D). Students are expected to earn higher ratings on the 5-point scale for each criterion as they advance from the initial portfolio review to the senior review.

Data regarding competencies in social work knowledge, values and skills are also collected in 13 items of the Sophomore/Junior Volunteer Evaluation (nine items for sophomores and 13 for juniors), 18 items of the Field Education Experience Evaluation, and two items of the Evaluation of CCSU Field Component by Field Instructors. The specific items may be identified in Table 8.0.3a above. Scores on the Confidentiality· Scale and Self-determination Scale of the BEAP Social Work Values Inventory provide data on competencies in social work values. Students give a self-assessment of their development of social work values and skills in one item of the Student Evaluation of the Senior Field Education Experience and of social work values in one item of the Senior Exit Survey. Two items on the Employer Survey rate competencies of Social work alumni/ae in social work knowledge and skills (See Tables 8.0.3a and 8.0.3c above for items).

Objective 2: Students will practice with diverse client systems with an emphasis on populations at risk, including cultural and spiritual consideration and the sociopolitical and economic environment, focusing on unique populations of Connecticut, including Polish, Puerto Rican and refugees.

Students' practice with diverse client systems, especially with populations at risk, is assessed in data collected from the Field Education Experience evaluations, the portfolio reviews, and the senior exit survey. Faculty rate the students on "awareness of diverse populations and populations at risk" in the initial application portfolio. In the later

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portfolio reviews, they rate students on the criteria of "awareness" as well as "practice experience with diverse populations and populations at risk." Ratings by field supervisors on one item of the Sophomore/Junior Volunteer Experience Evaluation and three items in the Field Education Experience Evaluation yield data on Objective 2. (See Table 8.0.3a above.) One item in the Senior Exit Survey gives students' self-assessment of their ability to work with diverse client systems (See Table 8.0.3c).

Other data are indirect measures of Objective 2. Two items in the Evaluation of the Field Component by Field Instructors and two items in the Student Evaluation of the Senior Field Education Experience give the field instructors' and students' views of the opportunities in the Field Education Experience to practice with diverse client systems. An item in the Student Survey of the Portfolio Process gives students' self-assessment of the role of the portfolio process in helping them achieve the objective (See Tables 8.0.3a, b above).

Objective 3: Students will understand the historical underpinning of the social welfare and social work profession.

Students' understanding of the historical underpinnings of social work is assessed in the second and third portfolio reviews with the faculty's rating of the criterion of "understanding of 'professional social worker'" for each student. · Seven items in the Field Education Experience Evaluation by field instructors give information relevant to Objective 3. Data relevant to students' development of an understanding of the historical underpinnings of social work are also collected in one item from the Evaluation of the Field Component by Field Instructors (See Table 8.0.3a). Students provide self-assessments of their understanding of the development of the social work profession in one item each in the Student Evaluation of the Senior Field Education Experience and the Senior Exit Survey (See Tables 8.0.3a, c).

Objective 4. Students will function in a wide spectrum of entry-level generalist social work positions.

During the program, data on students' development of the ability to function in a wide spectrum of entry-level generalist social work positions is collected from 15 items in the Field Education Experience Evaluation (See Table 8.0.3a). In one item in the Senior Exit Survey, students assess their own abilities to function in a wide spectrum of entry-level generalist social work positions (See Table 8.0.3c). In the senior portfolio review, students are rated on the extent to which they " demonstrate professional attitudes and behavior" and "demonstrate integration of Social Work knowledge base with Field Education Experience." Content in their fieldwork performances and self-examination narrative provide the basis of the ratings.

Evaluations of the role of program components in developing students' ability to function in a variety of entry-level generalist social work positions give indirect evidence concerning Objective 4. Students rate how much the portfolio process helped them in developing their ability to function in entry-level social work positions in two items. One item in the Field Instructors' Evaluation of the Field Education Component and four items in the Student Evaluation of the Senior Field Education Experience rate the opportunities

in the Field Education Experience component for students to practice in a wide variety of positions (See Tables 8.0.3a,b for specific items.) Following graduation, alumni/ae and employers are asked in one item each how well the program prepared graduates to function in their current positions (See Table 8.0.3c).

Objective 5: Students will utilize and apply research, critical thinking and writing skills.

Students' ability to utilize and apply research, critical thinking and writing skills is assessed in the three reviews of the portfolio when faculty rate their writing skills, using the writing competency rubric (Student Handbook Appendix E). Field Instructors evaluate students' critical thinking and writing in ten items in the Field Education Experience Evaluation as well as one item in the Evaluation of the Field Component (See Table 8.0.3a). Students assess their own thinking and writing skills in one item in the Student Evaluation of the Senior Field Education Experience and one in the Senior Exit Survey (See Tables 8.0.3a, c).

Indirect data are generated in two items in the Student Survey of the Portfolio Process as students report the usefulness of the portfolios in their development of research, critical thinking and decision making skills, and writing skills (See Table 8.0.3b for specific items.)

Objective 6: Students will develop a professional identity and an awareness of self as informed by the values and ethics of the social work profession, including a commitment to life-long learning.

Data on the students' development of a professional identity and self-awareness informed by the values and ethics of the social work profession is collected from several of the assessment measures used by the program. "Self-awareness" is rated in the three portfolio reviews, and "Demonstration of professional attitudes and behavior" is rated in the second and third portfolio review. The additional criterion of "Understanding of 'Professional Social Worker" " is rated in the senior portfolio review. In the evaluations of Field Education Experience, nine items in the Sophomore/Junior Volunteer Evaluation and fourteen items in the Field Education Experience Evaluation by Field Instructors give data on students' development of a professional identity and ethical values. In the surveys, one item on the Senior Exit survey measures students' self-assessment of their development of a professional identity. Scores on the Confidentiality Scale and the Self-Determination Scale of the BEAP SW Values Inventory also give data relevant to the students' incorporation of values and ethics of the social work profession in their self-awareness and professional identity.

Other measures yield indirect evidence relevant to Objective 6. Two items in the Evaluation of the Field Education Component by Field Instructors indicate the field instructors' beliefs about the influence of the Field Education Experience on students' development of a professional identity and social work values. One item in the Student Evaluation of the Senior Field Education Experience gives the students' rating of how well the Field Education Experience contributed to their development of a professional identity (See Table 8.0.3a). In one item in the Student Survey of the Portfolio Process students give indirect evidence concerning the helpfulness of the portfolio process and

courses in their development of a professional identity. One item on the Alumni Survey gives graduates' self-assessments of the effectiveness of the program in their preparation for work and development of a professional identity. (See Tables 8.0.3b, c for specific items.

Objective 7: Students will understand and recognize the impact of human oppression and discrimination and work to promote economic and social justice.

Data concerning students' understanding and recognition of the impact of human oppression and discrimination as well as their efforts to promote economic and social justice is gathered in nine items of the Field Education Experience Evaluation by Field Instructors (See Table 8.0.3a). Scores on the Social Justice Scale of the BEAP SW Values Inventory address the students' views and understanding of social justice. In one item of the Senior Exit Survey, students give a self-assessment of their understanding of oppression and discrimination and their pledge to work to promote social justice (See Table 8.0.3c).

In one item each from the Evaluation of the Field Education Component by Field Instructors and the Student Evaluation of the Senior Field Education Experience, indirect evidence is given concerning the rating of the Field Education Experience in contributing to students' development concerning this objective.

During the portfolio reviews, faculty members look for evidence of students' understandings of oppression and discrimination as well as concerns with social and economic justice when they review the students' field practice experience with diverse populations and their evaluations of internship performance. The ratings of "Awareness of Diverse Populations and Populations at Risk" in the portfolio reviews are partially based upon faculty evaluations relevant to this objective, as are the ratings under the criterion of "Practice Experience with Diverse Populations and Populations at Risk." Presently, the other criteria for rating senior portfolios are general in nature and not directly related to the specific objective or outcomes. (The criteria do evaluate assignments in the students' self-examination papers in which 1) they discuss activities that helped them integrate social work theory with Field Education Experience, and 2) discuss connections between learning objectives of courses and Field Education Experience.) The faculty recognize the need to develop additional portfolio review measures, which will provide direct assessments of the outcomes of Objective 7 and others discussed below.

Objective 8: Students will obtain the necessary technological skills to meet evolving needs of client systems in the 21st century.

Students' development of technological skills is assessed in two items in the Field Education Experience Evaluation by Field Instructors, and one item each in the Evaluation of the Field Education Component by Field Instructors, and the Student Evaluations of the Senior Field Education Experience (See Table 8.0.3a). In one item of the Senior Exit Survey, students report on their own development of technological skills (See Table 8.0.3c).

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When reviewing the senior portfolios, faculty assess the portfolio evidence of projects and activities in which students demonstrate their use of technological skills. There is no specific measure of the outcomes of the objective in the portfolio criteria, however. The faculty plan to develop additional criteria for the portfolio reviews, which will address this objective and others directly.

Objective 9: Students will possess the skills necessary to analyze and influence social policy.

Six items in the Field Education Experience Evaluation by the Field Instructors give data relevant to the students' development of the ability to analyze and influence social policy. Individual items on the Evaluation of the Field Education Component by Field Instructors and the Student Evaluation of the Senior Field Education Experience and the Senior Exit Survey also provide data relevant to the objective (See Table 8.0.3a, c). The Field Instructors rate the development of the students' ability to analyze and influence social policy. Students rate the development of their skills in analyzing and influencing social policy in the items indicated (See Tables 8.0.3a, c).

Social and economic policy are included in the areas to be covered in the learning contract goals for the senior Field Education Experience, and the senior portfolios include evidence concerning students' achievements in this area. The present rating criteria do not directly measure the objective, however. The faculty will be working on the development of more specific criteria for this and other objectives.

Objective 10: Students will practice with client systems of various sizes.

Students' skill in practicing with client systems of various sizes is reported by Field Instructors in twelve items of the Field Education Experience Evaluation as well as in a single item in the Evaluation of the Field Component by Field Instructors. In the Student Evaluation of the Senior Field Education Experience and the Senior Exit Survey, students give self-reports on their skill in practicing with client systems of various sizes (See Tables 8.0.3a, c).

Students report on their Field Education Experience activities with client systems of various sizes in the senior portfolio. However, the specific objective is not assessed directly with the present rating criteria. The faculty plan to develop a more specific measure to assess the evidence of the objective in portfolio reviews.   .

Objective 11: Students will use supervision and consultation appropriate to generalist social work practice.

The Field Instructors report on students' use of supervision and consultation in four items in the Senior Field Education Experience Evaluation and in one item of the Sophomore/Junior Volunteer Experience Evaluation. They also report on students' use of supervision in single items in the Evaluation of the Field Education Component by the Field Instructors (See Table 8.0.3a). In the Student Evaluation of the Senior Field Education Experience and in the Senior Exit Survey, students report on their own understanding and ability to use supervision in single items (See Tables 8.0.3a, c).

Objective 12: Students will recognize and understand the global interconnections of social work practice.

In a single item in the Evaluation of the Field Education Component by Field Instructors, the field instructors rate their students' growth in understanding and recognition of the global interconnections of social work practice (See Table 8.0.3a). Students rate their own development of understanding of the global interconnections of social work practice in one item of the Student Evaluation of the Senior Field Education Experience and the Senior Exit Survey (See Tables 8.0.3a, c).

In the senior portfolios, students are asked to discuss the connections between their Field Education Experience and the learning objectives of the social work courses, "including at least one objective that focuses on the global interconnections" of social work. Faculty rate the discussion under the criterion of "Makes connections between learning objectives in required courses and Field Education Experience" in the senior portfolio review. However, the specific assessment of Objective 12 is subsumed under the overall assessment of many course learning objectives. The faculty will be working on development of additional direct measures of this objective.

AS8.1 *The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.*

As discussed above in the section on the Development and Evolution of the Program Assessment Plan, the Department of Social Work collects various kinds of data to assess the student outcomes of the program objectives. Information on each student's performance is obtained in the primary evaluations of the Field Education component of the program (the Sophomore/Junior Volunteer Evaluation and the Field Education Experience Evaluation by the Field Instructors), in the reviews of students' portfolios, and from the BEAP Social Work Values Inventory. Data in the form of students' self evaluations of their performance is gathered from the Student Evaluation of the Senior Field Education Experience, the Senior Exit Survey, and the Alumni Survey. The Employer Survey gives data on the performance of graduates of the program. The Department also collects indirect evidence of the effects of the program on students through the Student Survey of the Portfolio Process, the Senior Qualitative Evaluation of the Program, the Program Focus Group, and the Faculty Course Evaluations Addendum. These latter measures provide useful feedback from students for improvement of components of the program.

Implementation of the assessment plan and data samples that have been collected from the various measures will be discussed in this section in relation to each program objective. Although the portfolios and field evaluations are used individually to give feedback to students, the data presented below are in the form of aggregate data from cohorts of the program.

Objective 1: Students will demonstrate competencies in social work knowledge, values and skills measured by senior evaluations, portfolio and employer survey.

Students' competencies in the areas of knowledge, values and skills are assessed in many of the measures used by the Department. In the portfolio reviews, faculty study whether or not the students completed their volunteer Field Education Experiences satisfactorily, and they rate the portfolio evidence on skills under the criterion of "Demonstration of Professional Attitudes and Behaviors." In the evaluations of the students' performance in Field Education Experiences, there are a number of items that identify skills, such as interviewing and listening, the use of social work values, such as "respect for confidentiality," and decision-making based upon social work theory, practice and values. Following are data pertaining to Objective 1 from Portfolio reviews.

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8.1.1.1 Evaluation Ratings from Portfolios with Application to Program

	Criteria	Yes	No	? Not Avail.
March '05 N = 16	Satisf. Soph.Field Eval.	14 87.5%		2 12.5%
Oct. '04 N = 6	Satisf. Soph.Field Eval.	6 100%		
March '05 N = 20	Satisf. Soph.Field Eval.	17 85%		3 15%
Oct. '03 N = 6	Satisf. Soph.Field Eval.	6 100%		
March '03 N = 19	Satisf. Soph.Field Eval.	18 94.7%		1 5.3%
Benchmark: 70 % of ratings of 3 or higher				

8.1.1.2 Evaluation Ratings from Portfolios with Field Applications

	Criteria	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Dec. '04 6 students	Satisf. Soph.Field Eval.	Now rated "Yes" or "No": all rated "Yes"				
	Demonstration of Prof. Att. & Behaviors			5 83.3%		1 16.7%
May '04 9 students	Satisf. Soph.Field Eval.	Now rated "Yes" or "No": all rated "Yes"				
	Demonstration of Prof. Att. & Behaviors			4 44.4%	5 55.6%	
Dec. '03 6 students	Satisf. Soph.Field Eval.			1 16.7%	2 33.3%	3 50%
	Demonstration of Prof. Att. & Behaviors			6 100%		
May '03 10 students	Satisf. Soph.Field Eval.					10 100%
	Demonstration of Prof. Att. & Behaviors			5 50%	5 50%	
Benchmark: 80% ratings of 3 or higher; 20% ratings at 4 or 5						

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8.1.1.3 Evaluation Ratings from Senior Portfolios

	Criteria	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
May '05 15 students	Demonstration of Prof. Att. & Behaviors			4 26.7%	4 26.7%	7 46.7%
	Demonstrates integration of knowledge base w/field			1 6.7%	6 40%	8 53.3%
Dec. '04 8 students	Demonstration of Prof. Att. & Behaviors				2 25%	6 75%
	Demonstrates integration of knowledge base w/field			1 12.5%	3 37.5%	4 50%
June '04 8 students	Demonstration of Prof. Att. & Behaviors			1 12.5%	4 50%	3 37.5%
	Demonstrates integration of knowledge base w/field				6 75%	2 25%
Benchmark: 80% ratings of 3 or higher; 20% with ratings at 4 or 5						

Results collected from representative Field Education Experience evaluations are presented in Tables 8.1.1.4, 8.1.1.5, 8.1.1.6, and 8.1.1.7 following.

8.1.1.4 Evaluation Ratings of Sophomore Volunteer Experience[1]

		1 Never	2 Almost Never	3 Sometimes	4 Almost Always	5 Always
SW 227 Sg '05 N = 24	9 items			11 5.1%	41 18.9%	164 75.9%
SW 226 Fall '04 N = 12	9 items				51 47.2%	57 52.8%
SW 227 Sg '03 N = 16	9 items			3 1.9%	28 18.3%	122 79.7%
SW 226 Fall '02 N = 11	9 items			14 14.4%	32 32.9%	51 52.5%
Benchmark: 80 % of ratings at 4 or higher.						

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[1] Percentage = frequency of responses across items/total responses possible for all responders.

8.1.1.5 Evaluation Ratings of Junior Volunteer Experience

		1 Never	2 Almost Never	3 Sometimes	4 Almost Always	5 Always
SW 361 Sg '05 N = 17	13 items (1 omission)			3 1.4%	58 26.2%	159 71.9%
SW 360 Fall '04 N = 19	13 items			22 8.9%	64 25.9%	161 65.2%
SW 361 Sg '04 N = 19	13 items			27 10.9%	84 33.9%	137 55.2%
SW 360 Fall '03 N = 18	13 items			32 15.2%	43 20.5%	135 64.3%
Benchmark: 80 % of ratings at 4 or higher.						

8.1.1.6 Evaluation Ratings of Senior Field Education Experience

		0 Unable to Eval.	1 Skill deficiencies	2 Developing skills	3 Good skills	4 Exceptional skills
SW 452/453 Spring '05 N = 22	18 items (1 omit)	11 2.8%		71 17.9%	153 38.6%	160 40.4%
SW 452/ 453 Fall '04 N = 16	18 items			97 33.7%	101 35.1%	90 31.2%
SW 452/453 Sg '04 N = 10	18 items	4 2.2%		1 0.5%	57 31.7%	118 65.5%
Benchmark (2nd sem.): 75 % of ratings at 3 or higher; 25 % of ratings at 4						

8.1.1.7 Data from Evaluation of the Field Education Component

		1 Totally Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Totally Agree
Field Instructors' Eval. of Field Educ. Comp. Sg '05 N=6	Part C.#9 (one omission)					5 83.3%
Benchmark: 80% of ratings of 3 or higher						

The BEAP Social Work Values Inventory assesses students' knowledge of and competencies with social work values. The Department's first administration of the BEAP SWVI to a sample of sophomores and juniors in March 2005 yielded the following results related to Objective 1.

8.1.1.8 SWVI@Entrance Results

	Confidentiality Scale (N = 14)	Self Determination Scale (N = 11)
March '05 N = 15	M = 75.50 S.D. = 11.487	M = 64.18 S.D. = 12.246
National public total[2]	M = 69.02 S.D. = 12.886	M = 58.51 S.D. = 11.492
Benchmark: Match national averages		

The first administration of the BEAP SWVI to seniors in April 2005 produced these results.

8.1.1.9 SWVI@Exit Results

	Confidentiality Scale (N = 15)	Self Determination Scale (N = 14)
April '05 N = 16	M = 78.00 S.D. = 11.238	M = 67.21 S.D. = 9.006
National public total[3]	M = 75.77 S.D. = 11.426	M = 66.00 S.D. = 11.505
Benchmark: Match national averages		

Data based on students' and graduates' self-assessments of their competencies are reported below. Table 8.1.1.10 shows data from the Revised Students' Evaluation of the Senior Field Education Experience. Data from the Students' Evaluation of the Senior Field Education Experience form used previously does not address the program objectives. The item in the revision directly reflects students' beliefs about their performances with regard to values and skills. The item in the revised Senior Exit Survey expresses students' belief that they understand and can apply social work values in their work with clients.

8.1.1.10 Revised Students' Evaluation of the Senior Field Education Experience

		1 Totally Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Totally Agree
Spring '05 N = 15	1 item D.16	1 6.7%			4 26.7%	10 66.7%
Benchmark: 75% of ratings of 3 or higher.						

8.1.1.11 Data from the Revised Senior Exit Survey

		1 Not at all	2 A little	3 Somewhat	4 Quite a bit	5 Very much
April '05 N = 16	Item 1 on SW values				4 25%	12 75%
Benchmark: 80 % of ratings 4 or higher.						

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[2] http://rit.edu/~beap//cgi-bin/test.cgi?action=cat&file=annual/public_totals/publ%20total%20swvi@entrance.htm.gz

[3] http://rit.edu/~beap/cgi-bin/test.cgi?action=cat&file=annual/public_totals/pub%20total%20swvi@exit.htm.gz

The Employer Survey of January 2003 contained two items rating graduates' competencies in social work knowledge, values and skills.

8.1.1.12 Employer Survey Results

		1 Fair	2 Average	3 Above Average	4 Excellent
Jan. '03 2001-02 grads N = 14	First two items in Pt. 3		3 10.7%	14 50%	11 39.3%
Benchmark: 80 % of responses at 3 or 4.					

Discussion of Data on Assessment of Objective 1

Evidence on students' competency with regard to social work knowledge, values and skills is positive, particularly in the most direct measures: the volunteer and Field Education Experience evaluations by field instructors, the portfolio evaluations by faculty members and the ratings of graduates' performance by employers. In nearly all of the measures reported above, the ratings of items for Objective 1 met or exceeded the benchmark goals.

In the portfolio review data (Tables 8.1.1.1, 8.1.1.2, and 8.1.1.3), all samples exceeded the basic benchmarks for the rated criteria. The December '04 group of students applying for field education experience assignments did not achieve the second benchmark of 20 percent of ratings at "4" or "5." It should be noted that the group was small in size, and the majority of students were rated as having "Good" skills. By senior year, significant numbers of students are rated by the faculty as "Very Good" or "Excellent" with regard to their demonstration of professional attitudes and behaviors and their ability to integrate their social work knowledge with their field education experience performance.

In the evaluations of performance in the field, ten of the eleven samples met benchmarks. The senior student group finishing the field education experience in Fall 2004 earned only 66 percent of ratings at 3 or 4, falling slightly below the goal of 75 percent earning ratings of 3 or 4 on the 4-point scale. However, more than 25 percent of this same group had ratings at 4 (Exceptional skills). The group appears to have had a wider range of competencies than the Spring '04 and Spring '05 senior groups with a larger number rated as "developing skills" on a variety of items describing interactions with clients. It may be noted that evaluators used the "Unable to Evaluate" category in Spring '05 at about the same percentage as those rating in Spring '04. For both groups these ratings were concentrated on items assessing students' ability to find resources and referrals for clients as well as preparing clients for termination. These may be specific skills with which a few students need more practice. Data from the Employer Survey also are positive with 89 percent of employers rating the graduates' social work knowledge and skills above average or excellent.

The two samples of students taking the BEAP Social Work Values Inventory scored on the average slightly above the national averages reported in June 2005 for both the Confidentiality and Self Determination scales, meeting the Department's benchmark of matching national averages. The means of the sample on both scales fall within +1 standard deviation above the national means, so they are not significantly different. It may be assumed that the students in the Department are comparable to their peers elsewhere in incorporating social work values.

Although self-assessments are not external judgments of students' competencies, the data from the revised Students' Evaluation of the Senior Field Education Experience and the revised Senior Exit Survey indicate that the students are confident about their understanding of social work values and skills and feel that they have achieved this outcome. The benchmarks for both sets of data were exceeded.

On the whole, students in the Social Work Program appear to be developing competency in social work knowledge, values and skills quite well. As one of the field instructors noted in the Evaluation of the Evaluation of the CCSU Field Component by Field Instructors, "in my experience of having MSW students since 1989, I believe that CCSU students are receiving an education comparable to the 1st year of an MSW 2 yr. program." At the same time, it may be noted that although social work knowledge is inextricably bound with skills and values, the Assessment Plan currently measures values and skills more than knowledge. *The Department will be studying the feasibility of developing one or more measures of knowledge that are independent of course grades and grade point averages for a more comprehensive assessment of this objective.*

Objective 2: Students will practice with diverse client systems with an emphasis on populations at risk, including cultural and spiritual considerations and the sociopolitical and economic environment, focusing on unique populations of Connecticut, including Polish, Puerto Rican and refugees.

Objective 2 is assessed in the portfolio reviews and the Field Education Experience evaluations. Students' self-assessments of their practice with diverse client systems are obtained from the Senior Exit survey. Other measures give indirect information concerning the objective. These include the Evaluation of the Field Education Component by the Field Instructors, the Student Evaluation of the Field Education Experience, and the Student Survey of the Portfolio Process.

Data from Portfolio reviews relevant to students' practice with diverse client systems, particularly populations at risk, follow. The portfolio evidence is rated on two criteria: "Awareness of diverse populations and populations at risk" and "Practice experience with diverse populations and populations at risk."

8.1.2.1 Evaluations Ratings from Portfolios with Application to Program

	Criteria	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
March '05 N = 16	Awareness of Diverse Populations & Pop's at Risk		1 6.2%	13 81.2%	2 12.5%	
Oct. '04 N = 6	Awareness of Diverse Populations & Pop's at Risk	.	2 33.3%	3 50%	1 16.7%	
March '04 N = 20	Awareness of Diverse Populations & Pop's at Risk		5 25%	13 65%	2 10%	
Oct. '03 N = 6	Awareness of Diverse Populations & Pop's at Risk			3 50%	3 50%	
March '03 N = 19	Awareness of Diverse Populations & Pop's at Risk		5 26.3%	12 63.2%	2 10.5%	
Benchmark: 70 % with ratings of 3 or higher						

8.1.2.2 Evaluation Ratings from Portfolios with Field Applications

	Criteria	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Dec. '04 N = 6	Awareness of Diverse Populations & Pop's at Risk			5 83.3%	1 16.7%	
	Practice Experience w/ Diverse Pop's & Pop's at Risk			5 83.3%		1 16.7%
May '04 N = 9	Awareness of Diverse Populations & Pop's at Risk			4 44.4%	5 55.5%	.
	Practice Experience w/ Diverse Pop's & Pop's at Risk			2 25%	6 75%	
Dec. '03 N = 7	Awareness of Diverse Populations & Pop's at Risk			4 57.1%	3 42.8%	
	Practice Experience w/ Diverse Pop's & Pop's at Risk		1 14.3%	5 71.4%	1 14.3%	
May '03 N = 10	Awareness of Diverse Populations & Pop's at Risk			4 40%	4 40%	2 20%
	Practice Experience w/ Diverse Pop's & Pop's at Risk		4 40%	1 10%	3 30%	2 20%
Benchmark: 70 % with ratings of 3 or higher; 20 % with ratings of 4 or 5						

8.1.2.3 Evaluation Ratings from Senior Portfolios

	Criteria	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Spring '05 N = 15	Awareness of Diverse Populations & Pop's at Risk	(1 omit)			4 26.7%	10 66.7%
	Practice Experience w/ Diverse Pop's & Pop's at Risk				5 33.3%	10 66.7%
Dec. '04 N = 8	Awareness of Diverse Populations & Pop's at Risk				8 100%	
	Practice Experience w/ Diverse Pop's & Pop's at Risk				1 12.5%	7 87.5%
June '04 N = 8	Awareness of Diverse Populations & Pop's at Risk				4 50%	4 50%
	Practice Experience w/ Diverse Pop's & Pop's at Risk				3 37.5%	5 62.5%
Benchmark: 80% ratings of 3 or higher; 20% ratings at 4 or 5						

Following are the results from representative Field Education Experience Evaluations by field instructors. Item E in Part 2 of the Evaluation of Sophomore/Junior Volunteer Experience form evaluates students' sensitivity and awareness of ethnic and cultural differences. Three items in the Social Work (Senior) Field Education Experience evaluation form assess the students' use of knowledge about diverse groups and their understanding of how to use the knowledge in culturally sensitive social work practice.

8.1.2.4 Evaluation Ratings of Sophomore Volunteer Experience

		1 Never	2 Almost Never	3 Sometimes	4 Almost Always	5 Always
SW 227 Sg '05 N = 24	Part 2: Item E.				2 8.3%	22 91.7%
SW 226 Fall '04 N = 12	Part 2: Item E				3 25%	9 75%
SW 227 Sg '03 N – 17	Part 2: Item E				2 11.8%	15 88.2%
SW 226 Fall '02 N = 11	Part 2: Item E			2 18.2%	2 18.2%	7 63.6%
Benchmark: 80 % of ratings at 4 or higher						

8.1.2.5 Evaluation Ratings of Junior Volunteer Experience

		1 Never	2 Almost Never	3 Sometimes	4 Almost Always	5 Always
SW 361 Sg '05 N = 17	Part 2: Item E				2 11.8%	15 88.2%
SW 360 Fall '04 N = 19	Part 2: Item E			2 10.5%	3 15.8%	14 73.7%
SW 361 Sg '04 N = 19	Part 2: Item E			1 5.3%	3 15.8%	15 78.9%
SW 360 Fall '03 N = 18	Part 2: Item E			1 5.5%	3 16.7%	14 77.8%
Benchmark: 80 % of ratings at 4 or higher						

8.1.2.6 Evaluation Ratings of Senior Field Education Experience

	Sect. Diversity	1 Skill deficiencies	2 Developing skills	3 Good skills	4 Exceptional skills
SW 452/453 Sg '05 N = 22	Items A, B, C		10 15.1%	25 37.9%	31 46.9%
SW 452/453 Fall '04 N = 16	Items A., B, C		10 20.8 %	18 37.5%	20 41.7%
SW 452/453 Sg '04 N = 10	Items A, B, C		1 3.3%	11 36.7%	18 60%
Benchmark (2nd sem.)" 75 % of ratings at 3 or higher; 25 % of ratings at 4					

In the revised Senior Exit Survey students give self-reports on their recognition and understanding of diverse client systems and their ability to work with them. The Senior Exit Survey used earlier did not address the objective.

8.1.2.7 Data from Senior Exit Survey

		1 Not at all	2 A little	3 Somewhat	4 Quite a bit	5 Very much
April '05 N = 16	Item 2			1 6.2%	4 25%	11 68.7%
Benchmark: 80 % of ratings 4 or higher						

In measures used to assess components of the program, there are items that give indirect evidence relevant to Objective 2. In the Field Instructors' Evaluation of the Field Education Component, there are two items that indicate the agreement of the field instructor that his/her student had opportunities to develop skills and knowledge about diverse client systems (C.10) and that the field component supports culturally sensitive approaches and strategies for the student's learning. The students indicate their degree of agreement with the same statements in further indirect measures in the Student Evaluation of the CCSU Senior Field education experience. On the Student Survey of the Portfolio Process, the students also report on how helpful the portfolio process was in their understanding of human diversity. The results of these items follow.

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8.1.2.8 Data from Evaluations of the Field Education Component

		1 Totally Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Totally Agree
Field Instructors' Eval. of Field Educ. Sg '05 N=6	Pt. B#8; Pt.C:#10			1 9.1%	2 18.2%	8 72.7%
Student Eval.of Sr. Field Educ Exper. Sg '05 N=15	Pt. C#8; Pt.D#17	1 3.3%	2 6.7%	1 3.3%	7 23.3%	19 63.3%
Benchmark: (Field Instr.) 80% of ratings of 3 or 4; (Students) 75 % of ratings of 3 or higher						

8.1.2.9 Data from Students' Survey of the Portfolio Process

		1 Not at all	2 A little helpful	3 Helpful	4 Very helpful
Just applying to program Sg '04 N=17	Item #8	2 11.8%	8 47.05%	5 29.4%	2 11.8%
Applying to Sr. Field Exper. Sg '04 N=8	Item #8	4 50%	1 12.5%	2 25%	1 12.5%
1st sem. Seniors Sg '04 N=7	Item #8	1 14.3%	4 57.1%	1 14.3%	1 14.3%
2nd sem. Seniors Sg '04 N=10	Item #8	1 10%	3 30%	3 30%	3 30%
2nd sem. Seniors Dec. '04 N=9	Item #8	1 11.1%	4 44.4%	3 33.3%	1 11.1%
Benchmark: 80 % of ratings at 3 or higher					

Discussion of Data on Assessment of Objective 2

· Objective 2 prescribes that the program will give students opportunities so that they will be able to practice with diverse client systems, particularly with populations at risk. Data from evaluations of students' Field education experience performance and from the portfolio reviews give positive results overall with regard to this objective, suggesting that the program is achieving the desired student outcomes with regard to developing beginning social workers with a good awareness of diverse groups.

The ratings of the sample groups exceeded benchmark goals for both the sophomore and junior volunteer experiences and for the senior Field education experience. The field instructors rated solid percentages of senior students as having "Good or Exceptional" knowledge about diversity and use of that knowledge.

The ratings of the portfolios show an expected increase in students' awareness of and practice experience with diverse populations from application to the program to senior year. Sophomore students applying to the program were rated primarily as having "Good" awareness of diverse populations and populations at risk, as were the majority of

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students applying for field education experience, whereas in the senior portfolios all students in the three sample groups were rated as "excellent" or "very good." Data from the reviews of portfolios submitted with the field education experience applications indicate that the basic benchmark ("70 percent of ratings of 3 or higher") was met by all except the earliest sample of May 2003 on the "practice experience" criterion. The higher benchmark goal of 20 percent with ratings of 4 or 5 was not met by the small December 2004 group on either criteria or the December 2003 group on the "practice experience" criterion. The differences among the sample groups for Portfolios with Field Applications may be due to basic diversity among the student cohorts passing through the program. Since the students applying for field placement have had less experience and coursework than senior students, it may be expected that one will find fewer portfolios in 8.1.2.2 rated as "excellent" than among the senior portfolios in 8.1.2.3, particularly on the criterion of "practice experience with diverse populations and populations at risk." The data suggest that some students had fewer opportunities in the sophomore/junior volunteer experiences for practice with diverse populations in 2003 than in subsequent years. Data from 2005 remain to be analyzed to check on students' practice experience. *The faculty will continue to monitor the sophomore/junior volunteer placements in order to ensure that all students have opportunities to practice with diverse populations.*

The evidence from the evaluations of the field education component of the program also supports the direct evidence with both field instructors and students agreeing that the senior field education experience gives opportunities for students to practice with diverse client systems. It may be noted that self-reports by the seniors in the Senior Exit Survey indicate that they believe strongly that they understand diverse clients and are able to work with them. It might be hypothesized that junior students applying for the senior field placement would not respond as positively on this item as the seniors do.

Additional indirect information from the Students' Survey of the Portfolio Process suggests that students of different levels in the program do not find the portfolio process itself very helpful in their development of an understanding of human diversity. The students may focus more on courses or actual fieldwork as a basis of their understanding of diversity.

The Department expects to continue to monitor students' practice with diverse clients and to ensure that all students have both opportunities in the curriculum to develop knowledge and awareness of various populations at risk as well as diverse populations unique to Connecticut. Some of the current field education experience measures may be modified to add more specific items addressing the awareness of and practice with specific populations.

Objective 3: Students will understand the historical underpinning of the social welfare and social work profession.

Data concerning students' understanding of the history and foundations of social welfare and the social work profession are derived from faculty ratings of evidence of this understanding in the second and third portfolio reviews and subsumed under the criterion of "Understanding of 'professional social worker'." The data from the portfolio reviews are given below.

8.1.3.1 Evaluation Ratings from Portfolios with Field Applications

	Criteria	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Dec. '04 6 students	Understanding of "Prof. Social Worker"			5 83.3%		1 16.7%
May '04 9 students (1 omission)	Understanding of "Prof. Social Worker"				8 88.9%	
Dec. '03 6 students	Understanding of "Prof. Social Worker"		1 16.7%	2 33.3%	3 50%	
May '03 10 students (1 omission)	Understanding of "Prof. Social Worker"		3 33.3%	5 55.5%		1 11.1%
Benchmark: 80 % with ratings of 3 or higher; 20 % with ratings of 4 or 5						

8.1.3.2 Evaluation Ratings from Senior Portfolios

	Criteria	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
May '05 15 students	Understanding of "Prof. Social Worker"				10 66.7%	5 33.3%
Dec. '04 8 students	Understanding of "Prof. Social Worker"			2 25%		6 75%
June '04 8 students	Understanding of "Prof. Social Worker"			2 25%	4 50%	2 25%
Benchmark: 80% of 3 or higher; 20% with ratings at 4 or 5						

In the Evaluation of the Senior Field Education Experience, the field instructors rate students' on seven items related to their demonstration of an understanding of the role of social workers and social welfare agencies. The field instructors also indicate in one item their beliefs that the students developed their understanding of the historical basis of the social work profession further during the Field education experience. Following are data from representative Senior Field Education Experience evaluations and the Field Instructors' Evaluation of the Field Education Component.

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8.1.3.3 Evaluation Ratings of Senior Field Education Experience

		0 Unable to Eval.	1 Skill deficiencies	2 Developing skills	3 Good skills	4 Exceptional skills
SW 452/453 Sg '05 N = 22	7 items (1 omit)	3 1.9%		23 14.9%	68 44.2%	59 38.3%
SW 452/452 Fall '04 N = 16	7 items			39 34.8%	47 41.9%	26 23.2%
SW 452/453 Sg '04 N = 10	7 items	8 11.4%		5 7.1%	22 31.4%	35 50%
Benchmark (2nd sem.)' 75% of ratings at 3 or higher; 25% of ratings at 4						

8.1.3.4 Data from Evaluations of the Field Education Component

	Item	1 Totally Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Totally Agree
Field Instructors' Eval. of Field Educ. Sg '05 N = 6	Pt.C#11 (one omission)				2 33.3%	3 50%
Benchmark: 80% of ratings of 3 or 4						

Students also assess their own understanding of the historical basis of the social work profession in one item in the Student Evaluation of the Senior Field Education Experience and in the Senior Exit Survey.

8.1.3.5 Self-Assessment Data from Senior Students

	Item	1 Totally Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Totally Agree
Student Eval. of Sr. Field Exper. Sg '05 N=15	Pt.D#18		1 6.7%	2 13.3%	5 33.3%	7 46.7%
		1 Not at all	2 A little	3 Somewhat	4 Quite a bit	5 Very much
Sr. Exit Survey April '05 N = 16	#3			3 18.7%	9 56.2%	4 25%
Benchmark Field Exper.: 75 % of ratings of 3 or higher Benchmark Exit Survey: 80 % of ratings 4 or higher						

Discussion of Data on Assessment of Objective 3

The data overall is positive on students' understanding of the historical underpinning of the social welfare system and social work profession. Students at the level of juniors and seniors appear to have good understandings of what it means to be a professional social worker as evaluated by faculty in the portfolio reviews. The benchmark goal for senior portfolios was exceeded by the ratings of all sample groups. There was again more diversity in the portfolio evaluations of the groups applying for field placement. Three of the four groups' ratings exceeded the basic benchmark of 80 percent of ratings of "3" (Good) or higher. Two groups had more than 20 percent with ratings of "4" or "5." The May 2003 and December 2004 groups each had one student rated as "excellent" on the criterion; however, the students in the groups appeared to cover a broad range with no students rated as "4 = very good." The portfolio reviews do indicate growth from junior year to the end of the senior year in the numbers of students fully developing their understanding of the development of the social work profession.

The three groups of Senior Field Education Experience evaluations by the field instructors yielded mixed results. The Spring groups of 2005 and 2004 met the benchmark goals of "75 percent of ratings at 3 or higher and 25 percent at 4" with 50 percent of the Spring '04 ratings and 38 percent of the Spring '05 ratings actually at "4" ("exceptional skills"). However, the Fall 2004 group's ratings had a large number of "developing skills" ("2"), so that the group overall did not meet the benchmarks. It should be noted that in Spring 2004, a number of field instructors checked "unable to evaluate" for three items. These items evaluated students' knowledge of laws and regulations governing agencies, various governmental policies affecting agencies, and the uses of groups in social work practice. Three instructors in Spring '05 also checked "unable to evaluate" for the item on use of groups. The ratings of the same three items for the Fall 2004 group contributed 64 percent of the "2" ratings for this group. It is possible that the two groups of raters reflected their uncertainties of how to rate students on these items in different ways, with some in the Spring groups choosing not to rate at all and some in the Fall group ratings the students low on the items. *The Department plans to review the items of the Field Education Experience Evaluation for clarification. The items may also suggest some areas in which students would benefit from more help with respect to aspects of knowledge about the development of social work.*

It should be noted that when field instructors and students were asked in Spring 2005 to evaluate the field education component of the program, the majority agreed that the students had developed their understanding of the historical basis of the social profession during the Field education experience. The data for both groups exceeded the benchmark goals. Seniors in Spring 2005 also gave assessments of their own understanding of the historical basis of the social work profession that met the benchmark goal for the measure. Thus, there is support for the outcome in a broad, general sense. However, the Department *expects to explore ways to develop better student understanding of some of the specific manifestations of the history, such as a knowledge*

of how laws and policies influence the operation of social service agencies. Revision of items on the expected outcomes of the objective will also be explored.

Objective 4: Students will function in a wide spectrum of entry-level generalist social work positions.

The primary evidence of students' ability to function in a wide variety of entry-level positions in social work comes from the Field Education Experience Evaluations by Field Instructors and from the reviews of the senior portfolios by faculty. Fifteen items from the Field Education Experience Evaluation form address students' general performance in the field agency, including behavior toward colleagues, work habits, knowledge of the agency procedures, resources and funding, and understanding of the clients and community served by the agency. In the senior portfolios, faculty assess the narratives and other materials for evidence of the students' performance in the field and their application of knowledge about social work practice, subsuming the ratings under the criteria of "Demonstration of professional attitudes and behavior" and "Demonstration of Integration of Social Work knowledge base with Field Education Experience."

8.1.4.1 Data from Senior Field Education Experience Evaluations by Field Instructors

		0 Unable to Eval.	1 Skill deficiencies	2 Developing skills	3 Good skills	4 Exceptional skills
SW 452/453 Sg '05 N = 22	15 items (1 omit)			34 10.3%	111 33.6%	184 55.8%
SW 452/453 Fall '04 N = 16	15 items			52 21.7%	95 39.6%	93 38.7%
SW 452/453 Sp '04 N = 10	15 items	3 2%		4 2.7%	51 34%	92 61.3%
Benchmark (2nd sem.): 75% of ratings at 3 or higher; 25% of ratings at 4						

8.1.4.2 Evaluation Ratings from Senior Portfolios

	Criteria	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
May '05 15 students	Demonstration of Prof. Att. & Behaviors			4 26.7%	4 26.7%	7 46.7%
	Demonstrates integr. of knowl. base w/field			1 6.7%	6 40%	8 53.3%
Dec. '04 8 students	Demonstration of Prof. Att. & Behaviors				2 25%	6 75%

	Demonstrates integr. of knowl. base w/field			1 12.5%	3 37.5%	4 50%
June '04 8 students	Demonstration of Prof. Att. & Behaviors			1 12.5%	4 50%	3 37.5%
	Demonstrates integr. of knowl. base w/field				6 75%	2 25%

Benchmark: 80 % ratings of 3 or higher; 20 % with ratings at 4 or 5

In the Revised Senior Exit Survey, students give self-assessments, indicating the degree to which they feel able to function in a wide spectrum of entry-level generalist social work positions in one item.

8.1.4.3 Data from the Revised Senior Exit Survey

		1 Not at all	2 A little	3 Somewhat	4 Quite a bit	5 Very much
April '05 N = 16	Item 4 (1 omission)			1 6.2%	6 37.5%	8 50%

Benchmark: 80% of ratings 4 or higher

In the evaluation of program components, students rate the opportunities in the senior Field education experience for them to learn about and to practice in a variety of situations in four items in the Student Evaluation of the Senior Field Education Experience. The field instructors also rate the opportunities their field agency provided for their students to practice in different positions during the Field Instructors' Evaluation of the Field Component. Students also rate the portfolio process on its helpfulness to them in developing their ability to function in entry-level positions in item in two items. Indirect information also comes from the Alumni and Employer surveys in which the alumni/ae and employers are asked to judge how well the program prepared the graduates to function in their social work positions. Indirect measures' data follows.

8.1.4.4 Data from Evaluations of the Field Education Component

		1 Totally Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Totally Agree
Student Eval. of Sr. Field Exper. Sp '05 N=15	4 items C.#1-3 D.#19	1 1.7%	1 1.7%	3 5.1%	25 42.4%	29 49.1%
Field Instructors' Eval. of Field Educ. Sg '05 N=6	1 item C.#12 (one omission)			1 20%	1 20%	3 60%

Benchmark: (Students) 75 % of ratings of 3 or higher; (Field Instr.) 80% of ratings of 3 or 4

8.1.4.5 Data from Students' Survey of the Portfolio Process

		1 Not at all	2 A little helpful	3 Helpful	4 Very helpful
Just applying to prog. Sg '04 N=17	2 items #5, 6.	2 5.9%	8 23.5%	15 44.1%	9 26.5%

Applying to Sr. Field Exper. Sg '04 N=8	Items #5,6	2 12.5%	4 25%	6 37.5%	4 25%
1st sem. Seniors Sp '04 N=7	Items #5,6		4 28.6%	8 57.1%	2 14.3%
2nd sem. Seniors Sg '04 N=10	Items #5,6	1 5%	4 20%	9 45%	6 30%
2nd sem. Seniors Dec. '04 N=9	Items #5,6	1 5.5%	2 11.1%	13 72.2%	2 11.1%
Benchmark: 80 % of ratings at 3 or higher					

Following is information from a rating by employers and alumni/ae of how well the program prepared graduates (or themselves) to function in their present social work positions, an indirect indication of how well they function in an entry-level social work position.

8.1.4.6 Evaluation of Preparation for Entry-level Social Work Positions

		0 Not Known	1 Insufficient Preparation	2 Somewhat Prepared	3 Prepared	4 Very well Prepared
Employer Survey 1/03 N=14	1 item Pt.3 #3	2 14.3%			2 14.3%	10 71.4%
Benchmark: 80 % of responses at 3 or 4					.	
		1 Strongly Disagree	2 Disagree	3 Agree	4 Somewhat Agree 5	Strongly Agree
Alumni Survey 2001-02 grads N=31	1 item #1 (3 omissions)			10 35.7%	6 21.4%	12 42.8%
Alumni Survey 1998-2000 grads N=24	1 item #1 (2 omissions)			5 22.7%	7 31.8%	10 45.4%
Benchmark: 80 % of responses at 3 or higher						

Discussion of Data on Assessment of Objective 4

The optimal outcome of Objective 4 is a set of graduates who are able to work competently in a wide variety of entry-level generalist social work positions. During students' enrollment in the Social Work Program, the Department collects evidence of students' functioning in their field work agencies and other related situations. The data from the Senior Field Education Experience Evaluations indicate that most students are functioning well. Ratings for the three sample groups in 8.1.4.1 exceeded the benchmark goals, with well over 25 percent of ratings indicating "Exceptional skills" for the items, particularly in the groups graduating in the spring.

The seniors responding to the revised Senior Exit Survey agreed strongly that they are able to function in a wide spectrum of entry-level generalist social work positions (8.1.4.3). The ratings on this exceeded the benchmark goal of 80 percent of ratings at "4" or "5" (agree "quite a bit" or "very much").

Using the criteria of "Demonstration of professional attitudes and behaviors" and "Demonstrates integration of Social Work knowledge base with the Field education experience," the faculty ratings of senior portfolios also exceeded the benchmark goals. Most of the students were rated as "very good" or "excellent" in these areas. Although the evidence is contained in the portfolios, the Department recognizes that the rating criteria currently used are broad categories that do not specifically capture the outcome of the objective. *The faculty plan to develop more specific rating criteria in order to demonstrate more directly the desired outcome of students functioning in a wide spectrum of positions.*

Indirect evidence from the evaluations of the Field Education Component by both students and field instructors support the objective with general agreement that the field settings provided students a variety of opportunities in which to practice. Both group's ratings exceeded the benchmarks on the relevant items of the forms. Data from the Employer Survey administered in 2003 and the Alumni Surveys for graduates from 1998 to 2002 also give support to the outcome of the objective, agreeing that the graduates were well prepared for their post-graduation positions, from which it can be inferred that they were functioning satisfactorily. The ratings by these groups exceeded the benchmark goals.

The Students' Survey of the Portfolio Process asks students to indicate how helpful the portfolio process was in their understanding of generalist social work and in preparing them for work in the social work field. While few students in the sample groups indicated that the portfolio process was no help to them, few also rated the process as "very helpful." Only one second-semester senior group gave ratings that met the benchmark of 80 percent of ratings at "3" or "4" ("helpful" and "very helpful"). It appears that students recognize the value of preparing their portfolios as they move through the program, but do not rate it as important for their preparation as other components of the program.

Overall, the data indicate that most senior students can function well in a variety of social work positions for beginners. *In addition to improving the criteria used to evaluate the senior portfolios, the Department plans to revise the Alumni Survey, (which will be discussed later), so that graduates' functioning in positions one and two years after graduation can be more effectively evaluated.*

Objective 5: Students will utilize and apply research, critical thinking and writing skills.

Assessment of students' skills in research, critical thinking and writing is carried out by faculty in the three portfolio reviews and by field instructors in their evaluation of the students' performance during the Field education experience. The criteria for the ratings of writing skill used by the faculty appear in Appendix E of the *Student Handbook*.

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8.1.5.1 Evaluation of Writing Skills in Portfolios with Application to Program

	Criterion	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
March '05 N = 16	Writing skills		9 56.2%	3 18.8%	4 25%	
Oct. '04	Writing skills		3 50%	3 50%		
March '04 N = 20	Writing skills		11 60%	7 35%	1 5%	
Oct. '03	Writing skills		6 100%			
March '03	Writing skills	1 5.3%	11 57.9%	5 26.3%	2 10.5%	
Benchmark: 70 % of ratings at 3 or higher						

8.1.5.2 Evaluation of Writing Skills in Portfolios with Field Applications

	Criterion	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Dec. '04 6 students	Writing skills		1 16.7%	4 66.7%	1 16.7%	
May '04 9 students	Writing skills			6 66.7%	3 33.3%	
Dec. '03 6 students	Writing skills		2 33.3%	2 33.3%	2 33.3%	
May '03 10 students	Writing skills		5 50%	2 20%	2 20%	1 10%
Benchmark:80% ratings of 3 or higher; 20% with all at 4 or 5						

8.1.5.3 Evaluation of Writing Skills in Senior Portfolios

	Criterion	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Spring '05 15 seniors	Writing skills		1 6.7%	6 40%	6 40%	2 13.3%
Dec. '04 8 seniors	Writing skills			1 12.5%	4 50%	3 37.5%
Spring '04 8 seniors	Writing skills			1 12.5%	5 62.5%	2 25%
Benchmark:80% ratings of 3 or higher; 20% with all ratings 4 or higher						

The field instructors rate their students' ability in writing, communicating, analyzing, planning, and grant writing in ten items in the Social Work Field Education Experience Evaluation form.

8.1.5.4 Data from Senior Field Education Experience Ratings

		0 Unable to Eval.	1 Skill deficiencies	2 Developing skills	3 Good skills	4 Exceptional skills
SW 452/453 Sg '05 N = 22	9 items (1 omission)	35 17.7%		35 17.7%	65 32.8%	62 31.3%
SW 452/453 Fall '04 N = 16	10 items			61 38.1%	50 31.2%	49 30.6%
SW 452/453 Sp '04 N = 10	10 items	20 20%		2 2%	32 32%	46 46%
Benchmark (2nd sem.): 75% ratings of 3 or 4 & 25% of ratings of 4						

In evaluations of the senior field education component, the field instructors rate how much they agree that their students developed their thinking and writing skills during the field education experience. Students also report how strongly they agree that they developed their thinking and writing skills during their internships in the Student evaluation of the Senior Field Education Experience. In the Senior Exit Survey, students also assess their own ability to use and apply critical thinking skills.

8.1.5.5 Data from Revised Evaluations of the Field Education Component

		1 Totally Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Totally Agree
Field Instructors' Eval. of Field Educ. Sg '05 N=6	1 item C.#14 (item missing on one)			.	2 40%	3 60%
Student Eval. of Sr. Field Exper. Sg'05 N=15	1 item D.#21	1 6.7%		1 6.7%	5 33.3%	8 53.5%
Benchmark: (Field Instr.) 80% of ratings of 3 or 4; (Students) 75 % of ratings of 3 or higher						

8.1.5.6 Data from the Revised Senior Exit Survey

		1 Not at all	2 A little	3 Somewhat	4 Quite a bit	5 Very much
April '05 16 seniors	1 item #5			1 6.2%	7 43.7%	8 50%
Benchmark: 80 % of ratings 4 or higher						

The students report on the usefulness of the portfolio in their development of thinking and decision making skills in one item and in the development of their writing skills in a second item. Although these are not direct measures of the students' outcome of Objective 5, it might be inferred that students who feel helped by the writing and

review of the portfolios also believe that they have improved their thinking and writing skills.

8.1.5.7 Data from Students' Survey of the Portfolio Process

	2 items	1 Not at all	2 A little helpful	3 Helpful	4 Very helpful
1. Just applying to program Sg '04 N=17	#3 thinking	3 17.6%	5 29.4%	7 41.2%	2 11.8%
2.Applying to Sr. Field Exper. Sp '04 N=8	#3 thinking	2 25%	4 50%	2 25%	
3.1st sem. Seniors Sg '04 N=7	#3 thinking	4 57.1%	2 28.6%	1 14.3%	
4.2nd sem. Seniors Sg '04 N=10	#3 thinking		7 70%	2 20%	1 10%
5.2nd sem. Seniors Dec.'04 N=9	#3 thinking	1 11.1%	6 66.7%	2 22.2%	
Group 1. Just applying	#7 writing (1 omission)	1 5.9%	5 29.4%	7 41.2%	3 17.6%
Group 2. Applying to Field Exper.	#7 writing	2 25%	2 25%	2 25%	2 25%
Group 3. 1st sem. Srs.	#7 writing		5 71.4%	2 28.6%	
Group 4. 2nd sem. Srs.	#7 writing		3 30%	3 30%	4 40%
Group 5. 2nd sem. Srs.	#7 writing	1 11.1%	1 11.1%	6 66.7%	1 11.1%
Benchmark: 80 % ratings at 3 or higher					

Discussion of Data on Assessment of Objective 5

The writing and thinking skills of Social Work students are assessed in each portfolio review as well as in the evaluations of their fieldwork performance. The portfolios require analytic and organizational skills as well as good writing. Based upon the writing competency rubric, the writing in the portfolios is given a global rating from 1 (Poor) to 5 (Excellent). In general, students' writing in the initial portfolios with applications to the program was not rated highly. No application groups' ratings of writing exceeded the benchmark goal, and the majority of students were rated as having "Fair" writing skills. Among the sample groups of portfolios with field placement applications, most ratings fall slightly higher in the "3= Good" category. Two of these groups met the benchmark goal of 80 percent of ratings of "3" or higher; the two 2003 groups did not. Three groups did exceed the second benchmark of 20 percent with "4" or "5" ratings. In the senior portfolios one would expect improved quality of writing, and

the data from the three sample groups support this. The ratings for the groups exceeded the benchmark goal of "80 percent of ratings of 3 or higher" as well as the goal of "20 percent with ratings of 4 or 5." Of the three senior groups, only one student's writing was still rated as "fair."

Data from the ratings of Senior Field Education Experiences by the field instructors also indicate that the majority of students have developed good thinking and writing skills by senior year. The Spring 2004 group's ratings exceeded both benchmark goals with 46 percent rated as having "exceptional skills" ("4") on these items, while approximately 31 percent of the Fall '04 and Spring '05 groups were rated with "exceptional skills." The Spring 2005 and Fall 2004 groups' ratings did not meet the benchmark of "75 percent of ratings of 3 or 4," but the goal of" 25 percent of ratings of 4" was exceeded. A study of the items rated for this objective shows that the substantial percentage of ratings marked "unable to evaluate" for the Spring 2005 and Spring 2004 groups are those items on analytic and planning skills needed for grant-writing and development of treatment plans. Presumably students did not have opportunities to demonstrate these skills during the field education experience.

Further positive evidence on students' development of critical thinking and writing skills comes from the evaluations of the field education component. Both field instructors and students in the Spring 2005 groups agreed that the students developed their thinking and writing skills during the field education experience. The ratings for both groups exceeded the benchmarks with all respondents except one student agreeing with the statement. Students responding to the revised Senior Exit Survey item 5 indicated their own assessments of their ability to use and apply critical thinking skills. The majority seem confident about this, with the ratings exceeding the benchmark of 80 percent of ratings of "4" or "5." It should be noted that the Exit Survey does not include *research or writing skills. These may be added to the Exit Survey in the future to provide students' self-assessment of their research and writing as well as critical thinking skills.*

Although it might be assumed that students find the portfolio process helpful in their development of writing and thinking skills, the data from the sample groups on the Survey of the Portfolio Process do not fully support this assumption. None of the groups met the benchmark of 80 percent of ratings at "3" or higher ("Helpful" and "Very helpful"). More students in the senior groups rated the portfolio process as helpful with writing skills, but few students at any level rated the portfolios as more than "a little helpful" for development of critical thinking and decision-making skills. It appears that students view other aspects of their education as more important for development of thinking, research and writing skills.

Overall, the data offer positive evidence that the program is meeting Objective 5.

Objective 6. Students will develop a professional identity and an awareness of self as informed by the values and ethics of the social work profession, including a commitment to life-long learning.

In the portfolios, students demonstrate evidence of their development of self-awareness and a professional identity as they learn about and incorporate the values and ethics of the social work profession. Faculty rate this evidence under the criteria of "Self-awareness," "Demonstration of professional attitudes and behavior," and for seniors, "Understanding of 'professional social worker'."

8.1.6.1 Evaluation Ratings from Portfolio Reviews

	Criteria	1 Poor	2 Fair	3 Good	4 Very Good	5 Excellent
Portfolios with Application to Program						
March '05 N = 16	Self-awareness		3 18.8%	10 62.5%	3 18.8%	
Oct. '04 N = 6	Self-awareness		1 16.7%	4 66.7%	1 16.7%	
March '04 N =20	Self-awareness		6 30%	12 60%	2 10%	
Oct. '03 N = 6	Self-awareness			6 100%		.
March '03 N = 19	Self-awareness	.	3 15.8%	14 73.7%	2 10.5%	
Benchmark: 70% ratings of 3 or higher						
Portfolios with Field Applications						
Dec. '04 6 students	Self-awareness		1 16.7%	4 66.7%		1 16.7%
	Demonstration of Prof. Att. & Behaviors .			5 83.3%		1 16.7%
May '04 9 students	Self-awareness			2 22.2%	7 77.8%	
	Demonstration of Prof. Att. & Behaviors			4 44.4%	5 55.5%	
Dec. '03 6 students	Self-awareness		2 33.3%	2 33.3%	2 33.3%	
	Demonstration of Prof. Att. & Behaviors			6 100%		
May '03 10students	Self-awareness			7 70%	3 30%	
	Demonstration of Prof. Att. & Behaviors			5 50%	5 50%	
Benchmark:80% ratings of 3 or higher; 20% ratings at 4 or 5 (same for Senior Portfolios)						

Table 8.1.6.1 Cont. Ratings from Portfolio Reviews

Senior Portfolios						
May '05 15students	Self-awareness			6 40%	8 53.3%	1 6.7%
	Demonstration of Prof. Att. & Behaviors			4 26.7%	4 26.7%	7 46.7%
	Understanding of Prof. Social Worker				10 66.7%	5 33.3%
Dec. '04 8 students	Self-awareness				2 25%	6 75%
	Demonstration of Prof. Att. & Behaviors				2 25%	6 75%
	Understanding of Prof. Social Worker			2 25%		6 75%
June '04 8 students	Self-awareness			2 25%	4 50%	2 25%
	Demonstration of Prof. Att. & Behaviors			1 12.5%	4 50%	3 37.5%
	Understanding of Prof. Social Worker			2 25%	4 50%	2 25%

In the Sophomore/Junior Volunteer Experience, field instructors rate students' professionalism and work behaviors in eight items and their developing identification with the social work profession in one item (Item Part 2: F). Data are provided below.

8.1.6.2 Ratings of Sophomore/Junior Volunteer Experience

		1 Never	2 Almost never	3 Sometimes	4 Almost Always	5 Always
SW 227 Sg '05 N – 24	8 items			3 1.6%	25 13.0%	164 85.4%
	Item Pt. 2 F			1 4.2%	1 4.2%	22 91.7%
SW 226 Fall '04 N = 15	8 items				30 25%	90 75%
	Item Pt.2 F (5 missing)				3 20%	7 46.7%
SW 227 Sg '03 N = 17	8 items				9 6.6%	127 93.3%
	Item Pt.2 F				2 11.8%	15 88.2%
SW 226 Fall '02 N = 11	8 items				13 14.8%	75 85.2%
	Item Pt.2 F			1 9.1%	1 9.1%	9 81.8%

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Table 8.1.6.2. Cont. Ratings of Junior Volunteer Experience

SW 360 Fall '04 N = 21	8 items (one omitted)			5 2.9%	7 4.2%	155 92.2%
	Item Pt.2 F (two omitted)			2 9.5%	4 19 %	13 61.9&
SW 361 Sg '04 N = 19	8 items			3 1.9%	43 28.3%	106 69.7%
	Item Pt.2 F				7 36.8%	12 63.1%
SW 360 Fall '03 N = 18	8 items			4 2.8%	19 13.2%	121 84 %
	Item Pt.2 F			3 16.7%	2 11.1%	13 72.2%
Benchmarks: 80% ratings of 4 or 5						

The field instructors rate their student interns on several items in the Social Work Field education experience form, which concern professional behavior towards clients, self-awareness, independence and initiative, understanding of the Code of Ethics, and awareness of ethical issues of practice.

8.1.6.3 Ratings from Senior Field Education Experience Evaluation by Field Instructors

		1 Skill Deficiencies	2 Developing Skills	3 Good skills	4 Exceptional Skills
SW 452/453 Sg '05 N = 22	14 items	3 1.0%	37 12.0%	97 31.5%	171 55.5%
SW 452/453 Fall '04 N = 16	14 items (one omission)		37 16.6%	89 39.7%	97 43.3%
SW 452/453 Sg '04 N = 10	14 items			48 34.2%	92 65.7%
Benchmark (2ⁿᵈ sem.): 75% of ratings at 3 or higher; 25% of ratings at 4					

The senior students give a self-assessment of the degree to which they believe they have formed a professional identity that is informed by the values and ethics of the social work profession in Item 6 of the Revised Senior Exit Survey. Data from the first administration of the revised Exit Survey is below.

8.1.6.4 Data from Revised Senior Exit Survey

		1 Not at all	2 A little	3 Somewhat	4 Quite a bit	5 Very much
April '05 N = 16	Item #6				4 25%	12 75%
Benchmark: 80 % of ratings 4 or higher						

Scores from the BEAP Social Work Values Inventory also support the evidence that students are incorporating the values and ethics of the social work professions into their professional identities. As discussed previously under Objective 1, the Confidentiality and Self-Determination Scales measure students' ability to apply the concepts of confidentiality and self-determination from the Social Work Code of Ethics to situations with hypothetical clients. The table below illustrates that 2005 seniors in the program scored slightly higher on the two scales than a sample of sophomores and juniors. At the same time, the CCSU students' scores were slightly above the averages of the BEAP national group published in June 2005.

8.1.6.5 Data from the BEAP SWVI

	Confidentiality Scale	Self-Determination Scale
Sophomore/Junior sample March '05 N = 15	M = 75.50 S.D. = 11.487	M = 64.18 S.D. = 12.246
National public total@Entrance	M = 69.02 S/d/ = 12.886	M = 58.51 S.D. = 11.492
Senior sample April '05 N = 16	M = 78.00 S.d. = 11.238	M = 67.21 S.D. = 9.006
National public total@Exit	M = 75.77 S.D. = 11.426	M = 66.00 S.D. = 11/505
Benchmark: Match national averages		

Objective 6 is evaluated indirectly in some measures of program components. In the Evaluation of the Field Component by Field Instructors and in the Student Evaluation of the Senior Field Education Experience, the field instructors and the students indicate their view of the influence of the Field education experience on students' development of a professional identity and adoption of social work values. In the Student Survey of the Portfolio Process, students also report how helpful they believe the portfolio process has been in their development of self-understanding. The information is presented below.

8.1.6.6 Data from Evaluations of the Field Education Component

		1 Totally Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Totally Agree
Field Instructors' Eval. of Field Educ. Sg '05 N=6	2 items Pt.B #8 Pt.C #13				1 8.3%	10 83.3%
Student Eval. of Sr. Field Exper. Sg '05 N=15	1 item Pt.D.#20		1 6.7%	1 6.7%	4 26.7%	9 60%
Benchmarks: (Instructors) 80% of ratings 3 or higher; (Students) 75% ratings of 3 or higher						

8.1.6.7 Data from Students' Survey of the Portfolio Process

		1 Not at all	2 A little helpful	3 Helpful	4 Very helpful
Just applying to program Sg '04 N=17	Item 4	2 11.8%	2 11.8%	7 41.2%	6 35.3%
Applying to Sr. Field Exper. Sg '04 N=8	Item 4	3 37.5%	1 12.5%	2 25%	2 25%
1st sem. Seniors Sg '04 N=7	Item 4		3 42.8%	3 42.8%	1 14.3%
2nd sem. Seniors Sg '04 N=10	Item 4		1 10%	3 30%	6 60%
2nd sem. Seniors Dec. '04 N=9	Item 4	1 11.1%	1 11.1%	6 66.7%	1 11.1%
Benchmark: 80% of ratings at 3 or higher					

Discussion of Data on Assessment of Objective 6

The data concerning students' development of a professional identity and an informed self-awareness, which come from the portfolio reviews and volunteer and fieldwork evaluations are very positive. The ratings of the criteria for the three reviews (the portfolios with application to the program, the portfolios with field applications, and the senior portfolios) exceeded the general benchmarks for all groups, except for one small group of fieldwork applicants evaluated on self-awareness in December 2003. Still two-thirds of the group were rated "good" or "very good" on the self-awareness criterion and all were rated "good" in "demonstration of professional attitudes and behavior." The portfolio data show the expected increase in more students being rated "very good" and "excellent" in the senior portfolios compared to those just applying for senior field placement or applying to the program. It should be noted that the second benchmark for the second and third portfolio reviews, "20 percent of ratings at 4 or 5," is exceeded in all samples by large percentages and should perhaps be raised. *The Department will review this and other benchmarks for assessment.*

The evaluations by field instructors also yield positive evidence supporting the outcome of Objective 6. These ratings are based upon judgments of students' professionalism in the field setting and work behaviors. The ratings of samples in both sophomore/junior volunteer experience and senior Field education experience exceeded the benchmarks in all groups. The senior Spring 2005 and Fall 2004 groups were rated over a slightly broader range than the Spring 2004 group and may have been more varied groups of students. The Spring 2005 group, for example, contained a small number (1-2) of students rated as having "developing skills" for almost all items. Larger numbers were rated "2" on items covering appropriate use of self-disclosure (6) and maintenance of boundaries with clients (8). The item on the appropriate use of self-disclosure also elicited ratings of "1" ("Skill deficiencies") for three individuals. This indicates an area in which a minority of students may need extra help. At the same time, both groups had substantial numbers of students rated with "Exceptional skills," and the ratings exceeded the second benchmark of "25 percent of ratings at 4" by large margins. This benchmark too should be reviewed.

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Consistent with the evaluations by faculty and field instructors, the seniors responding to the revised Senior Exit Survey were very positive about their own assessment of their development of professional identities, incorporating the values and ethics of the social work profession. The benchmark of 80 percent of ratings at "4" or "5" was exceeded with 100 percent ratings themselves as agreeing that they had formed a professional identity. This item contains a reference to "a commitment to life-long learning" and is the primary evidence of students' pledge to commit themselves to life-long learning. Actual demonstration of this commitment is assessed more directly in alumni surveys.

Evidence from the BEAP Social Work Inventory is summarized here again because the scores on the Confidentiality and Self-Determination Scales illustrate that students are incorporating the values and ethics of the Social Work Code of Ethics in their developing identities as social workers. The two samples of CCSU Social Work students scored slightly higher on both scales than the nation public averages. Senior students also scored slightly higher than the sophomore/junior students on both scales, which is expected. *The Department looks forward to collecting more data on the BEAP SW Inventory so that actual pre-post scores on students can be examined.*

In the evaluations of the Senior Field Education Component of the program, both field instructors and students agreed that the fieldwork experience assisted the students in the development of their professional identities. The benchmark for each form was exceeded by the ratings of the groups. This indirect measure of Objective 6 supports the positive evidence above.

The other indirect measure on the usefulness of the portfolio process seems to suggest more about students' feelings about preparing the portfolios than about the objective, although the second semester senior samples reported the portfolio as more helpful in their development of a professional identity than did the groups of students with less experience with the portfolio. The data suggest that *students preparing the portfolio for the first and second time may need more assistance in understanding the portfolio process and the value of it in recording and monitoring their development during the program. The program has included an information class on the portfolio for Fall of 2005 in Social Work 226, Social Welfare Policies and Services I. Two seniors in the last semester of the program and faculty will meet with the class to show their portfolios and discuss the portfolio process.*

Objective 7: Students will understand and recognize the impact of human oppression and discrimination and work to promote economic and social justice.

In the Field education experience Evaluation, the field instructors rate their senior students on nine items concerning the students' efforts to be proactive on behalf of their clients as well as their knowledge about diversity and their understanding of culturally sensitive social work practice.

8.1.7.1 Evaluation Ratings of Senior Field Education Experience by Field Instructors

		0 Unable to Eval.	1 Skill deficiencies	2 Developing skills	3 Good skills	4 Exceptional skills
SW 452/453 Sg '05 N = 22	9 items (1 omiss.)	32 16.2%		34 17.2%	69 34.8%	62 31.3%
SW 452/453 Fall '04 N = 16	9 items			52 36.1%	51 35.4%	41 28.5%
SW 452/453 Sg '04 N = 10	9 items	15 16.7%		5 5.5%	31 34.4%	39 43.3%
Benchmark (2nd sem.): 75% ratings at 3 or 4 & 25% ratings at 4						

The BEAP Social Work Values Inventory measures students' understanding and beliefs about social justice in the Social Justice Scale. Following are the scores on the Social Justice Scale of a sample of CCSU Social Work majors in the first local administration of the Inventory.

8.1.7.2 SWVI Social Justice Scale

.	Social Justice Scale
CCSU Sophomore/Junior sample March '05 N = 15	M = 87.07 S.D. = 14.370
National public total (6/05) N = 16481	M = 84.05 S.D. = 11.962
CCSU Senior sample April '05 N = 16	M = 87.00 S.D. = 11.010
National public total (6/05) N = 6734	M = 88.60 S.D. = 11.976
Benchmark: Match national averages	

Senior students also give a self-assessment in Item 7 of the revised Senior Exit Survey of their understanding and recognition of the impact of human oppression and discrimination on people and their commitment to work to promote economic and social justice in the world.

8.1.7.3 Data from Revised Senior Exit Survey

		1 Not at all	2 A little	3 Somewhat	4 Quite a bit	5 Very much
April '05 N = 16	Item 7				4 25%	12 75%
Benchmark: 80 % ratings of 4 or higher						

Indirect evidence concerning Objective 7 comes from one item in the Evaluation of the Field Component by Field Instructors and one item in the Student Evaluation of the Senior Field Education Experience. Each item rates the responder's belief that the Field education experience promoted the student's understanding of oppression and discrimination and encouraged the student to promote justice.

8.1.7.4 Date from Evaluations of the Field Education Component

		1 Totally Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Totally Agree
Field Instructors' Eval. of Field Educ. Sg '05 N=6	Part C. Item #15				1 16.7%	5 83.3%
Student Eval. of Sr. Field Exper. Sg '05 N=15	Part D. Item #22			2 13.3%	4 26.7%	9 60%
Benchmark: (Field Instr.) 80% of ratings of 3 or 4; (Students) 75% of ratings of 3 or higher						

Discussion of Data on Assessment of Objective 7

The direct assessment data for Objective 7 is generally positive. In the nine items of the Senior Field Education Experience Evaluation, the field instructors rated students' knowledge of diversity and their understanding of culturally sensitive social work practice. They also rated the students' proactive efforts on behalf of clients. The ratings for the Spring 2004 group (Table 8.1.7.1) met both benchmark goals with more than 75 percent of ratings at "3" or "4" ("Good skills" or "Exceptional skills") and 43 percent with ratings of "4." The ratings for the Fall 2004 group and the Spring 2005 group fell short of the goal of 75 percent of ratings at "3" or "4" with 64 percent and 66 percent respectively at "3" or "4"; however, more than 25 percent had ratings of "4," meeting the second goal. It should be noted that for both of these groups some field instructors evidently had difficulty rating the items on grant writing and developing additional resources to help clients and used "0" ("Unable to evaluate"). Some field settings may not give students sufficient opportunities to demonstrate these behaviors. *The faculty will look into increasing the opportunities for students' participation in grant activities. As the Department reviews evaluation measures, other items assessing Objective 7 may be developed for this form also.*

The Social Justice Scale of the BEAP Social Work Inventory gives evidence on students' awareness of situations of injustice and their judgments of what may be done to promote social justice (See Table 8.1.7.2). The initial two samples of students scored on the average very close to the national averages for entrance-level and exit-level students. Both CCSU groups scored similarly on the average, with slightly less variability in the senior sample (S.D. = 11.01 compared to S.D. of 14.37).

The self-assessment of senior students on the revised Senior Exit Survey suggests that they believe they recognize the impact of oppression and discrimination and are committed to working toward economic and social justice. The self-ratings exceeded the benchmark with 100 percent agreeing strongly with the statement (See Table 8.1.7.3). Seventy-five percent declared "very much" that "I understand and recognize the impact of human oppression and discrimination and will work to promote economic and social justice."

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Ratings from items relevant to the objective on the Evaluation of the Field Education Component by field instructors and the Student Evaluation of the Senior Field Education Experience give indirect support for the objective (Table 8.1.7.4). The item concerned agreement with the statement that the field education experience promoted students' understanding of oppression and discrimination and encouraged students to promote justice. Field Instructors strongly supported the statement, exceeding the benchmark with 100 percent choosing "4" or "5." The students also agreed, but with 40 percent using "3" and "4" and 87 percent choosing "4" or "5."

Faculty review students' evidence of their awareness of human oppression and discrimination as well as their efforts to promote economic and social justice in their portfolio narratives and documents. Several rating criteria for the portfolios cover the foundations for development of the awareness in this objective, including the criterion of "Awareness of diverse populations and populations at risk" and "Practice experience with diverse populations and populations at risk." These may be considered indirect evidence supporting the objective's outcome. (See Tables 8.1.2.1, 8.1.2.2, and 8.1.2.3 for sample groups' ratings on these criteria.) Students' evidence of the objective in their senior portfolios also contribute to the ratings for the broad criteria, "Demonstrates integration of the social work knowledge base with field education experience" and "Makes connections between learning objectives in all required courses and field education experience." The criteria as such do not represent the objective directly, however. As discussed earlier in 8.0, *the Department plans to develop additional portfolio measures to capture their portfolio judgments of students' recognition of the impact of human oppression and discrimination and their efforts to promote economic and social justice.*

Objective 8: Students will obtain the necessary technological skills to meet evolving needs of client systems in the 21st century.

Students of today must learn to use the computer and other media equipment and master the software necessary for reports, grant applications, record keeping and presentations. The students' understanding of the field agency's use of technology and the students' competence in using computer resources at the agency are evaluated by the field instructors in two items of the Social Work Field Education Experience Evaluation form. In the Evaluation of the Field Component by Field Instructors, the instructors also indicate the level of their agreement that their students developed their technological skills. Students also report their agreement that they developed technological skills during the field education experience in the Student Evaluation of the Senior Field Education Experience. In the Senior Exit Survey, senior students assess the degree to which they have obtained necessary technological skills in one item.

8.1.8.1 Data from the Senior Field Education Experience Evaluation by Field Instructors

	Sect. Policy/HBSE Understandg of Agency	0 Unable to Evaluate	1 Skill Deficiencies	2 Developing Skills	3 Good Skills	4 Exceptional Skills
SW 452/453 Sg '05 N = 22	Item E.1	1 4.5%		2 9.1%	10 45.4%	9 40.9%
SW 452/453 Fall '04 N = 16	Item E.1			6 37.5	5 31.2%	5 31.2%
SW 452/453 Sg '04 N=10	Items E & E.1	1 5%		3 15%	4 20%	12 60%
Benchmark: 75 % ratings of 3 or 4; 25 % ratings of 4						

Note: In Table 8.1.8.1 above, all responders in Fall 2004 and Spring 2005 omitted the item on understanding of the field agency's use of technology (Item E). For the Spring 2004 group, the ratings for both items were similar in terms of the frequencies for each category on the 5-point scale.

8.1.8.2 Data from Evaluations of the Field Education Component

		1 Totally Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Totally Agree
Field Instructors' Eval. of Field Educ. Sg '05 N=6	Item Pt.C.16			1 16.7%	2 33.3%	3 50%
Student Eval. of Sr. Field Exper. Sg '05 N=15	Item Pt.D.23	1 6.7%		2 13.3%	4 26.7%	8 53.3%
Benchmarks: (Field Instr.) 80% ratings of 3 or 4; (Students) 75% ratings of 3 or higher						

8.1.8.3 Data from Revised Senior Exit Survey

		1 Not at all	2 A little	3 Somewhat	4 Quite a bit	5 Very much
April '05 N = 16	Item #8			4 25%	8 50%	4 25%
Benchmark: 80% of ratings 4 or higher						

Discussion of Data on Assessment of Objective 8

The current evidence concerning Objective 8 and students' use of technology comes primarily from the Field education experience evaluations of the students and of the field component. When rating the students' performance on using computer resources, the field instructors rated the majority of students as having "Good" or "Exceptional skills" ("3" or "4"). (See Table 8.1.8.1.) The ratings of the two spring groups exceeded both benchmark goals, and the ratings for all three groups exceeded the second goal with more than 25 percent of ratings at "4." *The faculty plan to review the*

Field Education Experience Evaluation by Field Instructors form in the future for possible additional items on technological skills and to check the format in order to ensure that responders answer all items.

The forms for Evaluations of the Field Education Component each had items asking field instructors and students to rate the extent to which they believe the students developed necessary technological skills during the field education experience. (See Table 8.1.8.2.) More than half of each group of responders reported that they "totally agree" ("5") with the statement. The ratings exceeded both benchmark goals for the form.

In a stronger self-assessment, 75 percent of seniors indicated on the Senior Exit Survey that they agreed either "Quite a bit" ("4") or "Very much" ("5") with the statement, "I have obtained the necessary technology skills to meet evolving needs of client systems." (See Table 8.1.8.3.) However, the groups' self-assessment on this item did not meet the benchmark of 80 percent of ratings at 4 or higher because 25 percent of students were less confident about their skills. Future administrations of the revised Senior Exit Survey may *determine whether this response is typical and whether a minority of students need special attention with development of technological skills.*

As faculty review the senior portfolios, they examine the students' evidence of the use of the computer and other equipment in writing, grant applications, and presentations. The assessment of this evidence is not directly rated, however, and the current senior portfolio criteria do not provide an assessment of the outcome of the objective. Because there is a great deal of evidence of achievements and projects of the students that require technological skills in the senior portfolios, *the Department plans to address the issue and create additional measures to give evidence concerning the objective. To start, an additional category on the Senior Portfolio Assessment has been added for future use: "Demonstrates understanding and use of computer technology." This will be measured by students' Power Point presentations on their group project.*

Objective 9: Students will possess the skills necessary to analyze and influence social policy.

The primary assessments available currently concerning students' development of the skills to analyze and influence social policy are in the Field Instructors' Evaluation of the Senior Field Education Experience form. Six items address students' understanding of agency and governmental policies and their impact on operations of agencies as well as students' implementation of agency policies. The evaluations of the Field Component by the field instructors also contain an item assessing the degree of skill development in this area by the students. In the Student Evaluation of the Senior Field Education Experience, the students assess their own progress in developing policy skills during the Field education experience. Students also rate how much they believe they possess skills for policy analysis and change in one item in the Senior Exit Survey.

8.1.9.1 Evaluation Ratings of Senior Field Education Experience by Field Instructors

	Section: Policy/HBSE	0 Unable to Eval.	1 Skill deficiencies	2 Developing Skills	3 Good Skills	4 Exceptional Skills
SW 452/453 Sg '05 N = 22	Items: A.#1, K – O			33 25%	47 35.6%	52 39.4%
SW 452/453 Fall '04 N = 16	Items A.#1, K – O			43 44.8%	31 32.3%	22 22.9%
SW 452/453 Sg '04 N = 10	Items A.#1, K – O	5 8.3%		10 16.7%	20 33.3%	25 41.7%
Benchmark (2nd sem.): 75% of ratings at 3 or higher; 25 % of ratings at 4						

8.1.9.2 Data from Evaluations of the Field Education Component

		1 Totally Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Totally Agree
Field Instructors' Eval. of Field Educ. Sg '05 N=6	Item Part C. #17		1 16.7%	1 16.7%	2 33.3%	2 33.3%
Student Eval. of Sr. Field Exper. Sg '05 N=15	Part D.#24			2 13.3%	8 53.5%	5 33.3%
Benchmark: (Field Instr.) 80% of ratings of 3 or higher; (Students) 75% of ratings of 3 or higher						

8.1.9.3 Data from the Revised Senior Exit Survey

		1 Not at all	2 A little	3 Somewhat	4 Quite a bit	5 Very much
April '05 N = 16	Item #9			4 25%	8 50%	4 25%
Benchmark: 80% of ratings 4 or higher						

Discussion of Data on Assessment of Objective 9

The data from the ratings of students' performance during the senior Field education experience give favorable evidence concerning students' development of the skills necessary to analyze and influence social policy. The field instructors have not rated students' skills for this objective quite as positively as for other skills, giving more ratings in the category of "2" ("Developing skills"). (See Table 8.1.9.1.) However, the ratings for the Spring 2005 and Spring 2004 groups still match the benchmark goal of 75 percent of ratings at "3" or "4" ("Good skills" or "Exceptional Skills") and exceed the goal of 25 percent of ratings at "4" with 39 and 42 percent respectively at "4." The Fall 2004 groups' ratings fell below the benchmark goals. The data suggest that *students may*

require more assistance in learning about agency and governmental policies and their impact on agency operations.

In the evaluations of the field education experience component, field instructors and students both indicate their degree of agreement with a statement that the student developed skills necessary to analyze and influence social policy. The ratings by both groups of respondents exceeded the benchmark goals for the forms with more than 80 percent of field instructors' ratings at 3 or higher and more than 75 percent of students' self-ratings at 3 or higher. (See Table 8.1.9.2.) However, among students some uncertainty appeared with a large percentage of students checking only "4" ("Somewhat agree") and a few checking the noncommittal "3" ("Neutral").

The other self-assessment by senior students on the Senior Exit Survey suggests a similar lack of certainty about policy skills among some students. Only 25 percent agreed "Very much " with the statement, "I possess the skills necessary to analyze and influence social policy." Twenty-five percent agreed tentatively with "Somewhat" ("3"). (See Table 8.1.9.3.)

The learning contract goals for the senior field education experience include social and economic policy, and the students report on their achievements in this area in their senior portfolios. The objective is not directly measured, however, by the rating criteria for the portfolios. The portfolios are an untapped source of assessment data on student outcomes of Objective 9. *The Department expects to remedy this issue in the near future when it reviews the portfolio process and the rating criteria.* At present, the data available suggests that *some students may require further assistance in identifying and developing skills for policy analysis and action. as well as a review of curricular attention to policy issues. A review of the curriculum with regard to social policy issues is planned.*

Objective 10: Students will practice with client systems of various sizes.

Students experience and skill in practicing with client systems of various sizes is assessed primarily in twelve items of the Senior Field Education Experience Evaluation by the Field Instructors. The items rate students' practice skills with individuals, families, and groups.

8.1.10.1 Data from Senior Field Education Experience Evaluations by Field Instructors

	Practice Sections	0 Unable to Eval.	1 Skill deficiencies	2 Developing Skills	3 Good skills	4 Exceptional skills
SW 452/453 Sg '05 N = 22	11 items (1 item omitted)	31 12.8%		32 13.2%	104 42.9%	75 30.9%
SW 452/453 Fall '04 N = 16	12 items			87 45.3%	59 30.7%	46 23.9%
SW 452/453 Sg '04 N = 10	12 items	32 26.7%			32 26.7%	56 45.7%
Benchmark (2nd sem.): 75% of ratings at 3 or higher; 25% of ratings at 4						

The field instructors also indicate their agreement that their students developed their skills working with client systems of various sizes during the ield education experience in one item of the Evaluation of the Field Education Component by Field Instructors. Similarly, in one item of the revised Student Evaluation of the CCSU Senior Field Education Experience, the students indicate their agreement that they developed their practice skills with client systems of various sizes during the field education experience. Students also give a self-assessment of their ability to practice with client systems of various sizes in one item of the Senior Exit Survey.

8.1.10.2 Data from Evaluations of the Field Education Component

	Item	1 Totally Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Totally Agree
Field Instructors' Eval. of Field Educ. Sg '05 N=6	Part C: #18				3 50%	3 50%
Student Eval. of Sr. Field Educ. Exper. Sg '05 N=15	Part D: #25			1 6.7%	8 53.3%	6 40%
Benchmark: (Field Instr.) 80% of ratings of 3 or higher; (Students) 75% ratings of 3 or higher						

8.1.10.3 Data from Revised Senior Exit Survey

		1 Not at all	2 A little	3 Somewhat	4 Quite a bit	5 Very much
April '05 N = 16	Item #10			2 12.5%	8 50%	6 37.5%
Benchmark: 80% of ratings 4 or higher						

Discussion of Data on Assessment of Objective 10

Field instructors rated students' performance on twelve items of the field education experience Evaluation by Field Instructors, covering students' work with individual clients and with groups. All instructors omitted one item in Spring 2005, apparently because of ambiguity about whether the item was a heading or item to be rated. The data were positive with the two Spring groups' ratings falling just short of the benchmark goal of 75 percent at "3" or "4" and exceeding the goal of 25 percent of ratings at "4." (See Table 8.1.10.1). The ratings for the Fall 2004 group covered a wider range with 45 percent of items rated "2" or "Developing skills" and 54.6 percent of the items rated at "3" or "4." Again, for Spring 2005 and Spring 2004, some field instructors indicated that they were "Unable to Evaluate" some items. The items were primarily items on group work, which may reflect the lack of opportunities for group work in some field placement settings.

Ratings on students' development of skills working with client systems of various sizes were more clearly positive in the Spring 2005 ratings by field instructors and

students on the Evaluation of the Field Education Component by Field Instructors and the Student Evaluation of the Senior Field Education Experience (See Table 8.1.10.2). For both sets of ratings, the data exceeded the benchmark goals as the raters indicated their degree of agreement with the statement that students had developed practice skills with client systems of various sizes.

On the Senior Exit Survey, students gave similar responses with 53 percent agreeing "Quite a bit" ("4") and 37.5 percent agreeing "Totally" ("5") with the assertion that "I can practice with client systems of various sizes." (See Table 8.1.10.3.)

The current measures above give generally good evidence that students are developing the ability to work with client systems of differing sizes. In some instances students' opportunities to work with larger client systems may be limited by their field placements. *Other assessment measures, including the portfolio review, will be reviewed for development of more items or criteria that will elicit additional data concerning the objective. Further, the program plans to monitor agency opportunities closely to ensure a variety of opportunities for all students. The faculty have decided to include an additional requirement of the sophomore/junior volunteer Field education experience. Students will be required to spend one semester in an agency that works with larger client systems, such as the NASW Connecticut Chapter.*

Objective 11: Students will use supervision and consultation appropriate to generalist social work practice.

Field instructors evaluate students' use of supervision in four items of the Social Work Field Education Experience Evaluation by the field instructors and in one item of the Sophomore/Junior Volunteer Experience Evaluation. The items bear directly on students' preparation for supervision, use of supervisors' feedback, and effective use of the process. The field instructors also rate their agreement that their students progressed during the field education experience in their understanding of supervision and consultation in the Evaluation of the CCSU Field Component by Field Instructors. In self-assessment, students indicate their agreement with the statement that they developed an understanding of supervision and consultation during the field education experience in the Student Evaluation of the CCSU Senior Field Education Experience form. In the Senior Exit Survey, they also indicate their beliefs that they can use supervision and consultation appropriate to generalist social work.

8.1.11.1 Evaluation Ratings of Sophomore Volunteer Experience[4]

		1 Never	2 Almost Never	3 Sometimes	4 Almost Always	5 Always
SW 227 Sg '05 N = 24	Pt. 1: Item E			1 4.2%	3 12.5%	20 83.3%
SW 226 Fall '04 N = 12	Pt. 1: Item E				2 13.3%	13 86.7%
SW 227 Sg '03 N = 16	Pt. 1: Item E				1 5.9%	16 · 94.1%
SW 226 Fall '02 N = 11	Pt. 1: Item E				1 9.1%	10 90.9%
Benchmark: 80 % of ratings at 4 or higher.						

8.1.11.2 Evaluation Ratings of Junior Volunteer Experience

		1 Never	2 Almost Never	3 Sometimes	4 Almost Always	5 Always
SW 361 Sg '05 N = 17	Pt. 1: Item E				2 11.8%	15 88.2%
SW 360 Fall '04 N = 21	Pt. 1: Item E			1 4.8%		20 95.2%
SW 361 Sg '04 N = 19	Pt. 1: Item E				2 10.5%	17 89.5%
SW 360 Fall '03 N = 18	Pt. 1: Item E			2 11.1%	2 11.1%	14 77.8%
Benchmark: 80 % of ratings at 4 or higher.						

8.1.11.3 Data from Senior Field Education Experience Evaluations by Field Instructors

	Sect. Prof.Beh. (SW Pract.)	0 Unable to Eval.	1 Skill deficiencies	2 Developing Skills	3 Good skills	4 Exceptional skills
SW 452/453 Sg '05 N = 22	Items A.1 – 4			7 7.9%	24 27.3%	57 64.8%
SW 452/453 Fall '04 N = 16	Items A.1 – 4		1 1.6%	10 15.6%	22 34.3%	31 48.4%
SW 452/453 Sg '04 N = 10	Items A.1 - 4				16 40%	24 60%
Benchmark (2nd sem.): 75% of ratings at 3 or higher; 25% of ratings at 4						

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[4] Percentage = frequency of responses across items/total responses possible for all responders.

8.1.11.4 Data from Evaluations of the Field Education Component

	Item	1 Totally Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Totally Agree
Field Instructors' Eval. of Field Educ. Sg '05 N=6	Part C: #19				1 16.7%	5 83.3%
Student Eval. of Sr. Field Educ.Exper. Sg '05 N=15	Part D: #26			1 6.7%	4 26.7%	10 66.7%
Benchmark: (Field Instr.) 80% of ratings of 3 or higher; (Students) 75% ratings of 3 or higher						

8.1.11.5 Data from Revised Senior Exit Survey

		1 Not at all	2 A little	3 Somewhat	4 Quite a bit	5 Very much
April '05 N = 16	Item #11			2 12.5%	5 31.2%	9 56.2%
Benchmark: 80% of ratings 4 or higher						

Discussion of Data on Assessment of Objective 11

Ratings from the field education experience evaluations by the field instructors on items on students' use of supervision in the field education experience setting indicate that even at the sophomore level, the students are using supervision and responding positively. By senior level, students have developed good skills in this area. The ratings for all groups of the sophomore and junior level field education experience exceeded the benchmarks. Similarly, all of the senior sample groups' ratings exceeded the benchmark goal of 75 percent of ratings at "3" or "4" ("Good skills" or "Exceptional skills") as well as the goal of 25 percent of ratings at "4." (See Tables 8.1.11.1., 8.1.11.2, and 8.1.11.3.)

In the evaluations of the Field Education Component, both field instructors and students agreed positively with the statements that students progressed in their understanding of supervision and consultation during the field education experience. (See Table 8.1.11.4.) More of the field instructors actually agreed "totally" ("5") with the statement than the students' themselves, some of whom may be somewhat unsure of their abilities (83 percent of field instructors choosing "5" and 67 percent of students choosing "5"). The ratings for both groups exceeded the benchmark goals for the forms. In the self-assessment of the Senior Exit Survey, the students' ratings of their agreement with the statement that they can use supervision and consultation appropriate to generalist social work practice also exceeded the benchmark with 87 percent choosing "4" or "5" ("Quite a bit" or "Very much"). (See Table 8.1.11.5.)

The existing data are supportive of the students' achieving the desired outcome of Objective 11. However, the Department recognizes the need for more direct measures. *The faculty plan to develop additional means through which Objective 11 may be measured in order to have a greater variety of assessment methods. New or revised items*

may be added to some of the existing measures, and criteria will be developed to address the information on supervision in the senior portfolios.

Objective 12: Students will recognize and understand the global interconnections of social work practice.

The Department has only recently begun to develop measures of students' understandings of the global interconnections of social work. In the revisions of the Evaluation of the Field Component by Field Instructors, the Student Evaluation of the Senior Field Education Experience, and the Senior Exit Survey, items address this objective. Field instructors rate their degree of agreement with the statement that their students developed an understanding and recognition of social work's global interconnections during their field education experience. Students assess themselves in two ways, indicating: 1) the degree to which they agree that they developed their understanding and recognition of global interconnections of social work during the internship, and 2) the strength of their belief that they do understand social work's global interconnections.

8.1.12.1 Data from Evaluations of the Field Education Component

		1 Totally Disagree	2 Somewhat Disagree	3 Neutral	4 Somewhat Agree	5 Totally Agree
Field Instructors' Eval. of Field Educ. Sg '05 N=6	Item Pt.C.20		1 16.7%		2 33.3%	3 50%
Student Eval. of Sr. Field Exper. Sg '05 N=15	Item Pt.D.27			3 20%	7 46.7%	5 33.3%
Benchmarks: (Field Instr.) 80% ratings of 3 or higher; (Students) 75% ratings of 3 or higher

8.1.12.2 Data from Revised Senior Exit Survey

		1 Not at all	2 A little	3 Somewhat	4 Quite a bit	5 Very much
April '05 N = 16	Item #12			4 25%	6 37.5%	6 37.5%
Benchmark: 80% of ratings 4 or higher

Discussion of Data on Assessment of Objective 12

The Department introduced more extensive coverage of the global interconnections of social work practice in the curriculum in the 2003 – 2004 academic year. In order to assess this objective as well as others, the faculty revised the forms for the Evaluations of the Field Education Component by Field Instructors and by Students, as well as the Senior Exit Survey. Currently, these are the only assessment tools for Objective 12. With the review of other assessment measures, *the Department expects to create other measures of students' understanding of the global interconnections of social work practice.*

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Even though the senior students of Spring 2005 have had less study of the global interconnections than other classes of students will have had by the time they graduate, the seniors and the field instructors indicated on the forms that they increased their understanding of global interconnections during the field education experience (See Table 8.1.12.1). The ratings of agreement with the statements that the student developed an understanding of global interconnections exceeded the benchmarks for both forms. In the revised Senior Exit Survey, the percentage of students choosing "4" or "5" ("Quite a bit" or "Very much") was slightly below the benchmark (75 percent instead of 80 percent). Twenty-five percent were less sure about their agreement that they recognize and understand global interconnections and chose "3" ("Somewhat") to represent their agreement with the statement. (See Table 8.1.12.2.) In general the majority of seniors indicated that they believe that they understand something about global interconnections of social work.

Information and Discussion of Other Selected Measures

As the Department has revised the curriculum and modified the program's goals and objectives, it has become apparent that some of the original assessment measures require revision and updating in order to provide assessment data on the current program objectives. The Alumni Survey and the Employer Survey, for example, were developed several years ago before the present faculty became involved in the program and do not address program objectives directly.

The Alumni Survey focuses primarily upon the satisfaction of the alumni with the program overall and with some of the basic elements of the program: electives, pre-requisite courses, required courses, pre-program interview, advising. Only two items provide some indirect information on the program goals, one in which alumni/ae indicate their degree of agreement with the statement that the "CCSU-SW program prepared me for my current employment," and one on "the CCSU-SW program prepared me for graduate education." These two statements give the beliefs of alumni/ae related to Goals 1 and 3 of the Department's mission (1. prepare graduates for entry-level generalist social work practice, and 3.Prepare graduates to pursue life-long learning and professional development). Results on these two items follow:

Alumni Survey Data

		N/A	1 Strongly Disagree	2 Disagree	3 Agree	4 Somewhat Agree	5 Strongly Agree
2001-2002 graduates N=31	Item 1 (prepare for entry-level)	3 9.7%			10 32.2%	6 19.3%	12 38.7%
1999-2000 graduates N = 24	Item 1	2 8.3%			5 20.8%	7 29.2%	10 41.7%

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Alumni Survey Data Cont.

2001-2002 graduates N=31	Item 2 (prepare for grad educ.)	4 12.9%			6 19.3%	7 22.6%	14 45.2%
1999-2000 graduates N = 24	Item 2	4 16.7%			4 16.7%	3 12.5%	13 54.2%
Benchmark: 80 % of responses at 3 or higher.							

The data indicate positive feelings on the part of the alumni/ae sample groups about their preparation in the Social Work Program. *With revision of the form, further information can be obtained concerning alumni's beliefs about their achievement of many of the outcomes prescribed by the program objectives.*

The Employer Survey also needs revision in order to provide more direct information concerning the outcomes of the program objectives that employers can observe in the graduates of the program. The original form has only two questions that elicit judgments about the graduate employee, item 1 on awareness of social work theories and practices and item 2 on the effectiveness of the employees' social work skills. Two other items ask how well the employer thinks the Social Work Program prepared the employee for his/her position (item 3) and whether the employer would hire another CCSU social work graduate (item 4). The responses from one administration of the Employer Survey in January 2003 covered graduates from 2001 and 2002. Only fourteen employers responded. (See below.)

Employer Survey Data on Select Items – January 2003

Item	Not Known	1 Fair	2 Average	3 Above Average	4 Excellent
1.			2 14.3%	7 50%	5 35.7%
2.			1 7.1%	7 50%	6 42.8%

Item	Not Known	1. Insuffic. Preparation	2. Somewhat Prepared	3. Prepared	4.Very Well Prepared
3.	2 14.3%			2 14.3%	10 71.4%

Item	Not Known	No	Yes	
4.			14 100%	

The Employer Survey in particular offers the opportunity for independent assessments of student outcomes of the program objectives. With revision, the survey should be a useful assessment measure for the program.

The Department recently initiated an Addendum to the University Faculty Course Evaluation form in order to solicit information on students' views of the contributions or "helpfulness" of individual courses to their development of skills and knowledge relevant to various program objectives. The items in the Addendum cover Objectives 2, 4, 5, 6, 7, 8, 10, 11, and 12. Tabulation of the results from the Spring 2005 administration of the Faculty Course Evaluations were received too late to study the ratings of specific courses with relation to the appropriate objectives for the courses; that is, to match courses and program objectives on the basis of common learning objectives and outcomes. *The data will be analyzed in the future, following each semester, to determine the contributions of appropriate courses to the program objectives.*

The Assessment Plan includes two qualitative measures: the Senior Qualitative Evaluation of the Program and the Focus Group. The Senior Qualitative Evaluation of the Program consists of responses to two questions, which students write during their senior portfolio preparation. In the past year, the answers have been submitted separately from the portfolio and are anonymous. This appears to have encouraged more frankness in the answers, and the written comments cover a range from very critical to very positive. The first question asks students to "Give examples and explain specific ways you would change the classroom and field education experiences to help future students improve their competence in the class and field. Provide four specific examples." The second question directs students to "Identify and discuss the most positive parts of the Social Work Program for you." (See SW 452/453 syllabus, "Student Portfolio Self Examination Paper.") The anonymous statements of two groups have been reviewed, one group of seven graduating seniors in December 2004 and one group of 17 graduating seniors in May 2005.

Among both groups of seniors there were some common suggestions for improvements in the classroom and field education experiences: schedule some evening and weekend classes, require all students to take classes from all professors, change grading of the senior seminars to letter grading, give more guidance and training on specific assignments, add or increase certain topics in the curriculum. The December group had many specific suggestions for curricular improvements. Within the May group, there appeared to be an issue about the senior field placements, and there were seven comments on requiring variety or a wider range of field placements and/or making sure that all placements provide opportunities for the experiences that the seminar instructors expect. Four students in the May group also commented that the senior seminar was too big and that they would have benefited from a smaller seminar. Two students commented that the application process was too easy and that students who are not suited to social work should be weeded out of the program.

The comments of the two groups were more uniform when addressing the question about positive aspects of the program. Ten of the May students and four of the December group listed the professors in the program as a positive element, citing their support, helpfulness, knowledge, and availability. In spite of complaints about aspects of the field education experiences in suggestions for improvements, many students in both groups (five in December and eight in May) mentioned the field placements and

supervision as positive experiences. Seven of the May group cited peer support and friendships as a positive aspect. One student summarized this, saying, "Being involved in a small program was positive because it allowed for students to make lasting relationships with each other and with the faculty and staff." The other positive factors listed by students were the self-reflection required by the program, the portfolio, SWAP and some specific assignments.

The Senior Qualitative Evaluation of the Program provides useful information for faculty, particularly in suggestions and comments on the senior field placement and senior field seminars.

As described previously in AS 8.0, Discussion of the Assessment Measures, the Department scheduled a focus group in April 2005 with junior and senior students. A retired Social Work professor from another university led the focus group. As the May 24, 2005, report (Appendix III) describes, the group leader used pre- and post-group surveys in combination with the focus discussion. The pre-focus group survey asked students to rate the helpfulness of their social work training in their personal achievement of the outcomes of the program objectives. This provided background for the focus discussion. Following the discussion, the post-focus group survey asked students to rate the programs' impact on the student body as a whole in terms of their achievement of four primary themes in the objectives of the program.

When assessing the helpfulness of the program to themselves, the majority of students rated the program as "considerably" or "very helpful" to their progress in all objectives assessed in the pre-focus group survey. The seniors' responses were more variable than the juniors, who gave higher average ratings on the items; however, the junior sample was smaller then the senior group (five compared to thirteen). The report describes the focus discussion as expressing satisfaction overall with the classroom content, instruction, and field work experience. A small minority of students was critical of the supervision, availability of clients, and the learning opportunities of their field education experience. In the following post-focus group surveys, the students rated the program as having a greater impact on the students as a whole than on themselves as individuals. On the whole, the ratings and reported strengths of the program provide very positive feedback from students. The reported strengths and weaknesses of the program are consistent with comments from seniors in the Senior Qualitative Evaluation of the Program.

Focus group discussions led by independent assessors will be used in the future for feedback on the program as a whole and perhaps on specific components of the program, such as field placement, elective options, guidance on assignments.