

# **Progress Report to CSWE**

## **Oral Roberts University Social Work Program**

April 1, 2012

### **Contents**

- 1. CSWE Reaffirmation letter from June 11, 2011.....2**
- 2. Program Concerns**
  - a. AS 2.1.8 Employed Practicum.....4**
  - b. AS 3.1.2 Respect for Diversity and Difference.....5**
  - c. AS 3.4.5 Field Education Director.....16**
- 3. Field Practicum Manual 2011-2012..... (Separate PDF)**

# 1. CSWE Reaffirmation Letter of June 11, 2011

June 11, 2011

Mark Rutland, Ph.D.  
President  
Oral Roberts University  
7777 S. Lewis  
Tulsa, Oklahoma 74171

Dear President Rutland:

At its June 2011 meeting, the Commission on Accreditation (COA) reviewed the *Self Study*, the *Letter of Instruction* to the Site Visitor, the *Site Visit Report*, and the *Program's Response to the Report* as the Reaffirmation application for the baccalaureate social work program. The COA voted to reaffirm the program's accreditation for eight years, ending June 2019, with a progress report to be reviewed by the COA.

In taking this action, the Commission identified concerns.

## **Concerns**

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

The program is asked discuss how the procedures and policy that ensures that supervision associated with the student's employment is different from that provided for the field practicum. Fully discuss the differentiation in supervision.

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

The program is asked to discuss progress in including content on sexual and other minorities in its explicit and implicit curriculum. Please provide documentation on content added.

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

The program is asked to provide documentation relative to the hiring of Professor Tucker as field education director. Please submit a letter, contract (mark through any information which is confidential) or other such document related to the hire.

Submit three copies of the Progress Report no later than April 1, 2012 for review during the June 2012 COA meeting.

Up to date information regarding Reaffirmation, including timetables and fees, is available on the Council on Social Work Education web site: <http://www.cswe.org/Accreditation/Reaffirmation.aspx>.

Please be in touch with RosieLee Camacho Salinas, M.S.W., Ph.D., Accreditation Specialist II in the Office of Accreditation Standards, if there are any questions about this letter or the procedures and actions of the Commission on Accreditation.

Sincerely,

James P. Adams, Jr., Ph.D., Chair  
Commission on Accreditation

JPA/RLCS

Cc: Lanny R. Endicott, Ph.D, M.Div., MSSW  
Director  
Oral Roberts University  
Social Work Program

## 2. Program Concerns

### a. AS 2.1.8 Employed Practicum

To address the concern of employed or paid practicum or practicum performed at the agency where the student, the following policy is implemented:

Students may want to do their practicum work in settings where they currently work or be hired by the agency to perform their practicum. In either case, students must complete the “Practicum in Agency Where Employed” form (page 64) in the *ORU Social Work Practicum Manual 2011-2012*. The ORU Social Work Program Field Education Director makes final approval/disapproval of the student’s application contingent on the following:

- 1) Hours performed in the practicum must be clearly designated and differentiated from those when the student is employed;
- 2) Included in the request is a description of the practicum position, employment responsibilities to the agency, hours of work, and who will be providing the supervision to the student;
- 3) Shows clearly that the student is placed in a social work function different from where employed – which includes exposure to new/different social work activities and clientele;
- 4) Lists a BSW or MSW supervisor from an accredited school of social work providing the supervision/instruction and who has not supervised the student when employed;
- 5) Provides a copy of the Supervisor/Field Instructor’s current resume;
- 6) Form is signed by the Field Education Director of ORU, person to be performing the supervision/field instruction, and the student.

This statement is found in the Practicum Manual 2011-2012 (pp. 64-65) that is distributed to students performing both junior and senior practicums. See the manual in a separate PDF document that accompanies this *Progress Report to CSWE*.

## b. AS 3.1.2 Respect for Diversity and Difference

The following discussion details both 1) explicit curriculum content on diversity and difference in the Oral Roberts University Social Work curriculum, and 2) implicit curriculum content.

### Explicit Curriculum

#### SWK 202 – Introduction to Social Work (Fall or Spring Semester Freshman or Sophomore year)

Cultural competence and ethnic sensitive social work practice are integrated throughout the Introduction to Social Work course. Special emphasis to diversity is given through the following course lectures, discussions, and class assignments:

**Student debates:** Student teams engage in rigorous debates over some of the following topics:

- Social Justice and Gay Marriage
- Citizenship Rights for Undocumented Immigrants
- Racial Inequality in American Schools
- Gay and Lesbian Adoption and Foster Care
- Discrimination and the “English Only” Movement
- The Right to Education for Immigrants
- Affirmative Action
- Racial Profiling

In an informal debate, opposing teams argue both sides of the issue integrating current research, periodicals, and media. Each discussion is followed by a discussion of social work core values, the NASW Code of Ethics, and the application of culturally sensitive social work practice.

**“Ghetto” simulation game:** During two consecutive class periods, students assume characters of various ethnicities living in a poor inner-city neighborhood. Throughout the game students are forced to experience the harsh limitations of poverty and the difficulties towards economic advancement. This experience is followed by a reflection paper integrating theories of poverty, information from the assigned textbook, class lectures, and a documentary on poverty.

**Session Five PowerPoint Lecture:** Diversity and Culturally Sensitive Social Work Practice. In this lecture, special emphasis given to transgender populations and the NASW Code of Ethics.

**Guest Speakers -- Maria Reyes, Director of Immigrant Services, YWCA, Tulsa, OK:**

Ms. Reyes (or another guest lecturer) addresses the topic of special needs among immigrant and culturally diverse populations.

**SWK 331 – Social Work Practice I (Fall Semester – Junior year)**

Dolgoff, Lowenberg, & Harrington text puts focus on ethical decision and the NASW Code of Ethics. Considerable time is spent on ethical decision cases – many involving issues of client diversity and difference.

Students pair off to conduct client assessment twice during the semester. Assignment involves role play over two sessions with the client often playing one from a diverse background.

Huyser and Wolfer text is a book of decision cases for students to examine the many factors in a case including diversity and ethical issues. Additionally, a similar book by Scales and Wolfer also focuses on decision cases – one particular case deals with a lesbian therapist “coming out” and dealing with her attraction to a particular female client at the same time.

Students are presented the Ethnographic Model for Interviewing by Leigh, which deals with diversity and difference; they also read about working with different clientele in the “Transcultural Healthcare.”

**SWK 332 – Social Work Practice II (Fall Semester – Junior year)**

Ivey, Ivey, & Zalaquett text on Intentional Interviewing and Counseling has a long tradition of a strong multicultural focus. Diversity is thoroughly integrated throughout the text. Chapter 2 specifically focuses on Ethics, Multicultural Competence, and Wellness

Sheafor & Horejsi text on Techniques and Guidelines meets CSWE Competencies for Diversity in Practice in chapters 5, 6, 8, & 15 and Competencies for Human Rights and Justice in chapters 1, 2, 4, & 5.

Early in the semester, lecture takes time to focus on working with clients from diverse backgrounds relating to ethnicity/race, gender, sexual orientation, age. This is reinforced throughout the term.

Experiential role playing covers a broad range of diverse client populations and issues. They allow students to discuss comfort zones, stereotypes, and biases.

The out of class Worker-Client assignment requires each student to develop a working relationship with someone they do not know very well, often from a diverse background from their own.

### **SWK 302 – Research Methods (Fall Semester – Junior year)**

Grinnell & Unrau text: Chapter 4 contrasts the interpretive approach with the positivist approach for obtaining knowledge. Chapter 16 comprehensively describes how to do social work research with minority and disadvantaged groups of people (e.g., becoming culturally competent and using a strengths-based perspective).

Lecture discusses the same content. Additionally, it specifically highlights ethical issues in conducting research with diverse populations and highlights how instrument construction must consider the subjective world views of target populations.

Students develop a formal Research Proposal with a section on how their topic differentially impacts diverse populations. Instruments must reflect cultural sensitivity.

### **SWK 309 – HBSE I (Fall Semester – Junior year)**

Hutchison text on the Changing Life Course: All chapters engage the topic of diversity through case studies, current research, systems context, and theoretical content and fully meets the CSWE Educational Policy and accreditation Standards for Core Competency 2.1.4 – Engage Diversity and difference in practice.

Lecture specifically highlights the following topics:

The concept of 'normal' and the bias that is inherent to many theories.

Gender identity development, with a discussion of current research and theoretical conceptualizations of homosexuality.

Emphasis is placed on how the 'church' has not responded well to the issue.

Diverse parenting styles are discussed for cultural relevance.

Cultural bias in IQ testing is discussed.

Androgyny discussion highlights the contrast between instrumental (male) and expressive (female) traits and how society has historically placed more value on traditionally male characteristics.

Contrast Kohlberg's and Gilligan's theories of moral development.

### **SWK 341 – Junior Practicum I (Fall Semester – Junior year)**

Students participate in a junior level practicum to become acquainted with the practice of social work in various agencies. During the academic year they will get two experiences: fall and spring semesters. Faculty assess student's interests as well as where they feel students need growth and place them accordingly. These practicums amount to actual participation of 5 hours per week or 70 hours during the semester and are taken concurrently with SWK 331 and 332 in the fall and SWK 333 in the spring.

Students complete *action plans* to address *competencies* during both practicums. Practicum I has students doing *action plans* for *competencies* 1-5, whereas Practicum II has them writing them for *competencies* 1, 6-11. Students write reflection papers related to beginning practice of these *competencies* each semester. Note that in Practicum I, *action plans* are written for accomplishing *competency* numbers 4 and 5: diversity and human rights and justice.

### **SWK 303 – Social Welfare Policy (Spring Semester – Junior year)**

DiNitto text is utilized in the course. In addition to the discussion of poverty, there are presentations on programs that address many human needs. Regarding diversity and difference, there are chapters on social services to diverse groups: handicapped, elderly, mentally ill, racism and sexism, and so forth.

Students write and present group papers on diverse areas, guided by study questions on policies that address these areas.

Payne's *Poverty Framework* and Kotlowitz' *No Children Here* further deepen student understanding of poverty, racism, etc. Additionally, many students will attend a poverty conference sponsored by the Payne organization and Oklahoma Department of Human Services.

### **SWK 310 – HBSE II (Spring Semester – Junior year)**

Hutchison text on Person and Environment: Chapters 1-14 engage the topic of diversity through case studies, current research, systems context, and theoretical content and fully meets the CSWE Educational Policy and accreditation Standards for Core Competency 2.1.4 – Engage Diversity and difference in practice.

Specific chapter content comprehensively covers: Diversity, Inequality, and the pursuit of Social Justice; Spirituality and Diversity; Traditional and Postmodern understandings of Culture; Social Structure and Social Institutions; Diversity in Family Life; Culturally Sensitive Care Systems; and, Social Movements (e.g., Feminist, Gay Rights, etc.)

Students team up and prepare PowerPoint presentations for text chapters. They are graded on professional competencies demonstrated. Lecture/Discussion supplements text content and student presentations with additional source information.

### **SWK 333 – Social Work Practice III (Spring Semester – Junior year)**

The Zastrow text on Social Work with Groups meets CSWE Competency Standards to Engage Diversity and Difference in Practice (EP 2.1.4). Chapter 7 comprehensively focuses on Working with Diverse Groups.

Early in the semester, lecture takes time to focus on working with clients from diverse backgrounds relating to ethnicity/race, gender, sexual orientation, age. This is reinforced throughout the term.

Experiential group exercises in class allow students to engage in topics of ethics and diversity, helping them to explore and discuss personal stereotypes and biases.

The Post Group Analysis assignment requires students to discuss how demographic diversity impacted the dynamics of the group they were a co-leader for.

### **SWK 420 – Minority Group Relations (Spring Semester – Junior year)**

Textbook: *The Social Construction of Race and Ethnicity in the United States* by Joan Ferrante and Prince Browne, Jr.

The text covers the personal experiences of several minority populations including immigrant populations. One essay looks at Childhood and Sexual Identity Under Slavery; however, the text does not look at sexual orientation or class differences. Those topics are covered in reaction papers (papers written in response to selected readings) and the classroom discussion brought about by the short articles given in class. They are also covered in lecture/discussion.

The reaction papers have covered topics such as: “Why Gay Parents May be the Best Parents”; “If I Was a Poor Black Kid”; “Kids’ Gender Stereotypes: Let’s All

Relax”; “Religious undercurrent? Ripples in Anti-Gay Bullying”; “Anti-Latino hate Crimes Rise as Immigration Debate Intensifies”; “Pvt. Danny Chen, 1992-2011”; “Men Struggle for Rape Awareness”; “Making It in the U.S. is More Than Just Hard Work.”

The classroom discussions have centered around short articles including topics as: “Is the Term ‘African-American’ Accurate in 2012?” ; “Education Gap Grows Between Rich and Poor, Studies Say” ; “The Return of the White/Non-White wealth Gap”; “The Growing White Underclass”; Out and Proud After ‘Don’t Ask, Don’t Tell’ Repeal.”

At least two class periods are devoted to LGBT issues and include Showing Respect for Difference, Is Justice for Everyone or Just Everyone Who is the Same as we Are, Gay Adoption, and Are Christianity and the LGBT community incompatible?

### **SWK 342 – Junior Practicum II (Spring Semester – Junior year)**

Students participate in a junior level practicum to become acquainted with the practice of social work in various agencies. During the academic year they will get two experiences: fall and spring semesters. Faculty members assess students’ interests as well as where they feel students need growth and place them accordingly. These practicums amount to actual participation of 5 hours per week or 70 hours during the semester and are taken concurrently with SWK 331 and 332 in the fall and SWK 333 in the spring.

Students complete *action plans* to address *competencies* during both practicums. Practicum I has students doing *action plans* for *competencies* 1-5, whereas Practicum II has them writing them for *competencies* 1, 6-11. Students write reflection papers related to beginning practice of these *competencies* each semester.

### **SWK 381 – Child Welfare (Spring Semester – primarily Junior year)**

Child Welfare is an elective course for social work majors and students from other disciplines; but, it is required for students participating in the Title IV-E program with Oklahoma Department of Human Services.

The Crosson-Tower text on *Understanding Child Abuse and Neglect*. Chapter 2 comprehensively discusses minority family systems. Chapter 5 discusses the social, cultural, and economic variables that contribute to abuse. Chapter 6 discusses Feminist Movement influences and contrasts female and male victims. Chapter 16 discusses developing cultural awareness and competence.

Students are required to critique current articles relevant to Child Welfare. These articles are selected to provoke thought about ethical and value issues in the field, often focusing on diversity, e.g., “Why Gay Parents May be the Best Parents” or “Native American Roots Trump in Adoption Battle over Toddler.”

#### **SWK 404 – Social Work Practice IV (Fall Semester – Senior year)**

Homan’s, *Promoting Community Change*, discusses community assessment and change. Additionally, when working in communities, cultural competency is addressed. Students perform a community project in the Tulsa community: providing assistance to a neighborhood in its community assessment to helping a community develop a neighborhood organization. These communities addressed are diverse in nature, particularly racially and culturally.

The professor also discusses community wide assessments and surveys and uses two examples conducted by the Human Rights Department (City of Tulsa) as examples: *Task Force on Handicap Concerns*; and the community *Sexual Preference Study* – the latter study detailing issues of discrimination and harassment of gays and lesbians in the Tulsa community. Both studies are old but the process of gathering and sorting the information and confronting city officials are portrayed as examples of community social action.

#### **SWK 405 – Senior Seminar (Spring Semester – Senior year)**

The course uses the Grobman, *Nonprofit Handbook*, to understand how to organize a nonprofit, write bylaws, conduct strategic planning, write logic models, etc. Of particular focus is the board of directors and the need for diversity in the board’s make-up. Several examples of diverse boards are presented.

Students also participate in grant writing venture as well.

#### **SWK 499 – Senior Research Paper (Fall or Spring Semester – Senior year)**

Required sections of the paper include:

How scope of the issue potentially impacts diverse populations.

A research question that relates to diversity.

A historical context that may be specific to various diverse populations.

A systems discussion that focuses on diverse contexts, from micro to macro.

A comprehensive discussion of how diverse populations are differentially impacted by the issue.

A comprehensive description and analysis of a cross-section of community social services and organizations relevant to the topic. Discussion of strengths and weaknesses of each often highlight gaps in services to diverse populations.

Conclusions and recommendations examine the current state of SWK practice regarding: the subject, often targeting areas of concern for diverse populations, with professional recommendations for addressing those areas. Recommendations can target research needs, service delivery, and/or social policy.

### **SWK 443/444 Senior Practicum (Fall or Spring Semester – Senior year)**

Cultural competence and ethnic sensitive social work practice are integrated throughout the Senior Practicum Seminar and within field placements. Special emphasis to diversity is provided through the following course discussions, and class assignments:

**Action Plans:** All students create Action Plans to cover the Program's 11 Competencies and Associated Behaviors--Competency 4 requires students to demonstrate cultural competence in social work practice; Competency 2 asks students to show ability to integrate the Social Work Code of Ethics within all client systems. Using measurable strategies from the Action Plans developed for each program competency, students provide examples from field experiences in their weekly logs, classroom discussions for both their final written and oral examinations. During the oral exam, two faculty members and one non-university social work professional, assess student competency for each of the 11 Competencies and Associated Behaviors. Students are assigned a score by panelist and are given feedback about their overall defense of practice skills.

During the weekly field seminar class, students bring up discussion topics and scenarios based upon field experiences. Recent topics have included: working with LGBT adolescents, Spanish speaking single mothers, problems in identifying sexual trafficking victims among non-English speaking women, special needs among Burmese immigrants, a Caucasian student's experience in conducting a neighborhood survey among elderly African Americans, and an African American student's agency project (student created a video teaching Caucasian foster parents how to provide hair care for African American foster children). All discussion topics incorporate the NASW Code of Ethics as a guide for practice consideration, areas of ambiguity, ethical dilemmas, and professional responsibilities and boundaries.

## Practicum Sites Used in the Social Work Program 2011-2012

For **junior practicum** students field experiences promote the appreciation of diversity and difference. Students spend 5 hours weekly working in the practicum site. Recently the Social Work Program utilized the following:

- Tulsa Courts – Drug Court and Veterans Court
- Tulsa Health Department – outreach to Hispanic young mothers
- Renaissance – case management to developmentally disabled adults
- Laura Dester Children’s Shelter – a DHS children’s shelter
- Emergency Infant Services – food and clothing for low-income families with small children
- Bair Foundation – therapeutic foster care
- Oxford Health Care – program to assist seniors remaining in their homes
- Youth at Heart – after school mentoring/tutoring, group activities program for children in low-income apartments
- Mental Health Association (Denver House) – a drop-in center providing social services and group activities for mentally ill adults
- Memorial High School – school social work for high school youth
- Cornerstone Hospice – a hospice program
- Margaret Hudson Program – social service program and alternative school for pregnant children and teens

**Senior practicum** sites utilized recently included the following. The senior practicum is primarily offered in a block arrangement with 480 hours practicum experience expected. On occasion students will split the practicum into two semesters – 240 hours each.

- Department of Human Services (Child Welfare) – for students doing practicums in the Title IV E Program
- Laura Dester Children’s Shelter – a DHS children’s shelter
- Hillcrest Medical Center – 691-bed multi-service medical center
- Brookhaven Hospital – a traumatic brain hospital and mental health center
- Alzheimer’s Association – a planning agency that provides community organization, education, and support to Alzheimers’ patients and families
- Youth Care of Oklahoma – a case management and counseling agency that address youth in the juvenile justice system
- Street School – alternative junior and senior high school and social service program
- Family and Children’s Services – a comprehensive agency serving children and their families
- Will Rogers High School – school social work with high school students

- Catholic Charities – a comprehensive agency serving low-income residents, pregnant teenagers, and immigration resettlement services
- Day Spring Villa – faith-based emergency shelter for victims of domestic violence and human trafficking
- Tulsa Area United Way - macro planning and funding agency for Tulsa area agencies
- \*Department of Human Services (Iowa) – child welfare services in Iowa
- \*VA in Philadelphia – particular site for student is a skilled nursing facility run by the VA

\*Practicum sites are away from Tulsa, Oklahoma, but meet requirements to provide student practicums – i.e., MSW field instructor, undergoes training for working with social work students, able to work in a distance education format with ORU social work faculty, and is trained to work with students to apply the action plan format to address competencies. Group Skype is utilized to connect students to weekly practicum seminar.

## **Implicit Curriculum**

### **Diversity of Oral Roberts University**

Oral Roberts University fall semester (2011) student demographics include the following:

- |                                 |     |
|---------------------------------|-----|
| • 3,259 total students          |     |
| • 1,377 male                    | 42% |
| • 1,882 female                  | 58% |
| • 1,725 White                   | 53% |
| • 536 Black or African American | 16% |
| • 179 Hispanic/Latino           | 5%  |
| • 208 Nonresident alien         | 6%  |

These numbers indicate the diverse nature of the university.

### **Student Diversity (reported to CSWE)**

The following numbers show the diversity in the ORU Social Work Program (submitted to CSWE: Annual Survey of Social Work Programs: Baccalaureate Programs, 2011). For full-time junior and senior social work students the demographics show:

- 51 total junior and senior students
- 32 White (non-hispanic) 62%
- 12 African American/Other Black 23%
- 4 Other Latino/Hispanic 7%
- 2 Asian American/Other Asian
- 2 Other
- 1 Multiple Race/Ethnicity
- 4 male and 47 female
- 48 Aged 25 years and younger
- 3 over 31 years

Students not only represent diverse racial and ethnic backgrounds, but they come from throughout the USA with different backgrounds and perspectives from their respective areas/regions.

### **Student Social Work Club**

Students show good attendance at club activities and meetings which are diverse in nature. Speakers from the community are invited to make presentations to the student club.

**Topics:** domestic violence; working with the deaf; working with clientele with Alzheimer disease; understanding the 45<sup>th</sup> Infantry of the Oklahoma National Guard and the 3,300 members returning to the state from Afghanistan; suicide prevention

**Projects:** Helping with graffiti clean-up for the City of Tulsa; working with children at the Laura Dester Emergency Children’s Shelter (a DHS shelter)

### **Student Missions**

Several students have participated in Fall and Spring Break and Summer missions, where exposure to diversity and difference is routine and normal.

### **AS 3.4.5 Field Education Director**

Chene Tucker is the Field Education Director for the Social Work Program; Lanny Endicott remains the Director of the Social Work Program. Professor Tucker's position is reflected in her release time of 25% to performing her activities as director.

Professor Tucker teaches SWK 202 – Introduction to Social Work both fall and spring semesters and SWK 443/444 – Senior Practicum during the two semesters as well. She receives the 25% release time to coordinate the Practicums and provide training to Field Instructors. Professor Tucker is also participating in the BPD annual meetings and concentrating much of her focus on the field practicum workshops associated with the conference.

Dr. Lanny Endicott teaches in the fall semester: SWK 331 – Social Work Practice I, SWK 404 – Social Work Practice IV, and SWK 341 – Junior Practicum 1. He receives 25% release time for his work as program director.

In the spring, Endicott teaches: SWK 303 – Social Welfare Policy, SWK 405 – Senior Seminar, and SWK 342 – Junior Practicum II. He receives 25% release time during the spring as well.

Please see letter on the next page confirming Professor Tucker's appointment to Field Education Director.

August 16, 2011

Chene Tucker  
Behavioral Sciences Dept.  
Oral Roberts University  
7777 S. Lewis Ave.  
Tulsa, OK 74171

Dear Ms. Tucker:

I am pleased to extend to you an appointment to the University in the role of Field Education Director for the Social Work Program of Oral Roberts University.

In this position you will have the responsibility of approving practicum placements for our social work students (both junior and senior level), coordinating their supervision, and training of field instructors who work with them. In keeping with Council on Social Work Education policies, you are granted 25% release time each semester for the academic year to perform this important work.

This appointment is an expression of our confidence in you, and it is our sincere desire that you succeed in every detail of the job. Should you at any time find the performance of the required duties and functions of the job untenable to you, please do not hesitate to contact me. By the same token, if I feel that your performance relative to this appointment is inconsistent with the requirements of the job or incompatible with the administrative policies of the University, your appointment will be subject to my office.

Your dated signature in the space provided will indicate your acceptance of the position of Field Education Director and your acceptance of the job specifications listed above.

Sincerely,

  
Debra Olson Sowell, Ph.D.  
Vice President for Academic Affairs

  
Ralph Fagin, Ph.D., Provost

Accepted this

8/16/11  
Date

  
Signed