Addendum to Self Study

Oral Roberts University Social Work Program: Instructions to Site Visitor Regarding Specific Questions

Address the COA's specific questions about the following Accreditation Standards during the site visit.

Accreditation Standard (AS) *1.0.1: Mission and Goals: [The program] submits its mission statement and describes how it is consistent with the profession's purpose and values and program context.*

The Site Team is asked to have the program discuss how it has addressed the standard cited above. The COA found that the self-study provides a very brief narrative demonstrating how the program's mission is consistent with the profession's purpose & values and program's context.

ORU Social Work Mission

Mission of the Social Work Program

> The mission of the social work program is to prepare students with a strong Christian grounding to enter entry-level social work practice in a variety of social work settings on the baccalaureate (BSW) level and prepare for pursuit of graduate education in social work (MSW).

The mission of the Oral Roberts University Social Work Program is consistent with those of the social work profession's purpose and values. With respect to the social work mission (NASW Code of Ethics, Revised 2008): "…the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence."

The Program believes social work graduates entering professional training have service as their life-long mission and calling (the impression they have of what God desires them to do with their lives). Nearly all students reflect their various callings and service interests through interviews with faculty members. Students, from the beginning, bring this focus with them as reason for pursuing professional social work. They often are involved in service activities both on campus and in the community and their quest to serve can be found in the study and practice of social work. Additionally, students bring with them a sincere interest in social justice. Some are attracted to the social work major through taking courses in the "social justice minor," interacting with social work majors, and participating in social justice activities on and off campus.

ORU students bring the values of dignity and worth of each individual (a Christ-like perspective) with them into social work and find, through study and practice, their compatible and enhanced expression. Students know about the importance of human relationships (a value espoused by Jesus), and with study and practice, gain a deeper understanding of human behavior, family, culture, and community. Additionally, students often bring with them the value of integrity, and learn through the study of social work ethics and value its professional implications. Finally, with competency focus, students are given a "road map" for their educational training in social work and begin early on to make application of the behaviors important for their expression. The Program emphasizes service and practice throughout: beginning with service learning in the introduction course, the mini practicums during the junior year, and senior practicum. Throughout their educational program at ORU, students will engage in services projects sponsored by the Social Work Club (a registered service organization), ORU Community Outreach, and some will engage in various summer missions opportunities.

ORU social work students take their Christian backgrounds and specific callings, learn that social work can be an appropriate career for their expression, and enter social work education to gain the knowledge and competency skills for application in a variety of social work practice settings. At the same time, many students desire to pursue enhancement of their social work careers through graduate training. ORU's memorandum of understanding with the University of Oklahoma is one means to carry out this mission.

ORU Social Work Goals

Goals of the Social Work Program

> Develop students, grounded in the Christian faith, prepared academically and with practice skills [competencies]for entry-level professional social work practice in a variety of settings as generalist social workers; who meet entry qualifications for graduate social work education; and who are qualified to apply for licensure on the baccalaureate level in states with licensure laws.

The Program's goals further explain the mission. The ORU Social Work Program encourages students to express their Christian beliefs and values appropriate to the contexts where they practice and to respect the beliefs and values of other religious traditions, or non-beliefs. The many service opportunities provided students during their educational experience at ORU helps facilitate integration of their faith (or Christian World View) with their practice behaviors.

Students engage practice experience in at least three agency settings during their social work training: mini practicums during the fall and spring of their junior years and the senior practicum. These settings provide the exposure to a variety of social work practice agency types and skills of practice. Additionally, the junior practicum provides the opportunity for students to appreciate the exercise for practicing competency behaviors prior to performing their senior practicum.

The focus of the ORU Social Work Program is generalist social work: gaining relevant knowledge and focusing on competency development that can be carried into a variety of social work settings, and which can also be carried forth into graduate education if students desire. Additionally, some states, including Oklahoma, grant licensure for baccalaureate social work students upon passage of the test offered by the state's licensing board. Again, the goals of the program are generalist and entry-level.

ORU Social Work Program builds its generalist practice (discussed above) on the liberal arts and person and environment construct. The liberal arts base at ORU includes courses in religion (Old and New Testaments, and applied ministry: Charismatic Life and Healing Ministry), humanities, American history and government, macro economics, English—critical reading and writing, science (including Biology), oral communication, statistics, psychology, sociology, and modern language. For most students language is required; the Social Work Program emphasizes Spanish. A student can opt out of foreign language by permission, but must replace with 16 hours of science. Many students will also perform a summer emersion or mission trip in a Spanish-speaking country. The required Spanish 203 also introduces students to Spanish culture and diversity. ORU requires 4 humanities courses. A new course, Christian Ethics, is suggested for social work majors. Additionally, the humanities course, Christian World View, is also encouraged. So, the liberal arts focus of the University and Social Work Program during the first two years of college is believed to provide students a firm liberal arts base for the social work curriculum.

Additionally, the concept of context is introduced in the liberal arts curriculum and expanded significantly in the social work curriculum. In the *Self-Study Volume I*, pp. 33-35, is the discussion of PIE (person in environment) construct in the social work curriculum: Competency 7: apply knowledge of human behavior and the social environment—with associated

behaviors: apply bio-psycho-social-cultural-spiritual development and person-in-environment (PIE) context to assessment, intervention, and evaluation; Competency 9: respond to contexts that shape practice—associated behaviors: continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery.

The Program places considerable emphasis on the range of generalist practice intervention methods with individuals, families, groups, organizations, and communities. Ethical principles (application of the NASW Code of Ethics) and critical thinking are found throughout the curriculum. The ORU Social Work Program incorporates diversity, advocacy for human rights and social and economic justice. Important is the generalist emphasis on strengths and resiliency for individuals, organizations, and communities; it's upon strengths that intervention strategies are built. Finally, generalist practice emphasizes research-informed practice and practice that contributes to research—that, evidence-informed practice is the mainstay of the social work practitioner. For example, students are taught to examine research evidence regarding practice models for application to various human conditions. Students are taught to be proactive regarding the assessment of societal, sociopolitical, economic, global, and technological trends that have impact on the profession.

Below are the 10 BSW (generalist practice) core competencies (and associated behaviors) made functional in the ORU Social Work Program, with an 11th unique to the mission of Oral Roberts University—integration of faith and practice (note the rewording of competencies and behaviors to meet the needs of the ORU Social Work Program):

1. **Identify as a professional social worker and conduct oneself accordingly**
   Associated behaviors: practice advocacy and self-reflection; attend to professional roles and boundaries; engage professional demeanor; pursue life-long learning; seek supervision and consultation

2. **Apply social work ethical principles to guide professional practice**
   Associated behaviors: manage personal values; apply NASW Code of Ethics; appreciate ambiguity; engage ethical reasoning to make decisions

3. **Apply critical thinking to inform and communicate professional judgments**
   Associated behaviors: integrate knowledge; analyze practice models; perform oral and written communication

4. **Engage diversity and difference in practice**
   Associated behaviors: recognize oppression; investigate personal biases; appreciate differences; learn from cultural informants

5. **Advance human rights and social and economic justice**
   Associated behaviors: assess dynamics of injustice; advance human rights and all forms of justice

6. **Engage in research-informed practice and practice-informed research**
   Associated behaviors: apply research to inform practice and practice to inform research

7. **Apply knowledge of human behavior and the social environment**
   Associated behaviors: apply bio-psycho-social-cultural-spiritual development and person-in-environment [PIE] context to assessment, intervention, and evaluation

8. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services**
   Associated behaviors: assess policies that advance social well-being, use collaboration to advocate policy action

9. **Respond to contexts that shape practice**
   Associated behaviors: continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery

10. **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**
    Associated Behaviors: develop practice skills to engage, assess, intervene and evaluate services to clientele from micro through macro levels

11. Integrate a personal Christian World View with professional social work values and ethics
> Associated behaviors: integrate Christian World View with social work values and professional ethics; appreciate spiritual diversity

The discussion of the competencies and associated behaviors can be found in the *Self-Study Volume I*, pp. 9-46.

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B2.0.4: [The program] provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

The Site Team is asked to have the program address this standard. The COA found that the self-study provides a discussion of the relationship between each competency and the practice behaviors (associated behaviors) and the specific courses in which the competencies are met but does not provide a rationale for curriculum design or demonstrate how the rationale is used to develop a coherent and integrated curriculum.

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Please refer to the *Degree Plan Sheet 2010-2011* found on pages 52-53 or 79-80 of *Self-Study Volume I*. This document is the basis of academic planning for all students. It provides a guide to new social work majors, those transferring from another department to social work, and for students transferring to ORU from another college or university. It is the basis for the Registrar determining the student's fulfillment of courses for graduation.

The first two years make up the student's general education/liberal arts requirements. The one exception is Introduction to Social Work (SWK 202). This course is taken in the first (or second year) to expose students to social work and recruit them into the program. The course includes a service learning component with basic exposure to the profession. The next two years place primary focus on the social work program.

The first semester (fall) of the junior year immerses the student into the social work program and is considered one of the most difficult semesters in the program. Students take SWK Practice I (331), Practice II (332), and Junior Practicum I (341) in tandem. Practice I emphasizes critical decision-making in the application of the NASW Code of Ethics, case decisions, and client assessment. Practice II places emphasis on developing interviewing and counseling skills, assessment, and client record-keeping. Students are placed in a community agency (junior practicum) for 5 hours per week or 75 hours during the semester where they shadow agency workers and help with activities where appropriate. Additionally, students are introduced to writing action plans, with assistance from their field instructors and social work faculty. Action plans are written for Competencies 1-5 and 11 and performance addressed at the end of the semester by the field instructor, ORU faculty, and the student. Students also take courses in Research Methods (302) and HBSE I (309)—covering the lifespan. Students appreciate the field connection with the critical thinking and skill development of the two practice courses. They also see the value of competency-based education and what is expected of them as social workers.

The second semester (spring) of the junior year covers the third practice course (SWK 333) with its focus on group work and Junior Practicum II (342). Students are usually assigned a different agency for performing their 75-hours during the semester. Action plans are written for competencies 1, 6-10 and 11 (note that "1" is listed again the spring semester because it relates to professional social work identity) and students are assessed in their performance. Social Welfare Policy (303), HBSE II (310), and Minority Group Relations (420) round out the courses for the semester. Finally, students are able to take an elective of their choosing.

The Senior Practicum I & II (443-444) is a 12-credit hour course, or 480 hours during the semester (32 hours per week). Most students take the one semester arrangement, but on occasion, they perform the practicum over two semesters or half the credit each semester, including 240 hours of work. Students develop their action plans to accomplish all competencies: 1-10 and 11. They are evaluated based on performance of their action plans written for each competency. Additionally, senior practicum students write their *Written Self-Reflection* to self-assess accomplishment of their action plans. They undergo *Oral Defense* of their *Self-Reflection* in a meeting with social work faculty and a practicum instructor brought in to participate in the process. About half the students perform their practicum during the fall with the remainder in the spring. These items are discussed on pages 82-91—the Assessment portion of the *Self-Study Volume I*.

During the fall students also take Practice IV (404) with its focus on community organization/macro social work practice. During the spring, Senior Seminar (405)—with focus on non-profit development and maintenance—compliments the semester. Note that, with the exception of these two courses (404 & 405), the semesters can be flip-flopped; students take their second science course (only time the course can be available due to tight schedule during the junior year), electives, and senior paper (499). The senior paper is a significant project, with focus on a social work practice or policy interest, is usually covered in 40 pages or more. The senior paper brings in the focus on a social problem, social welfare policies and service delivery programs to address the problem. Note, that the Program considers the senior paper to be, along with the senior practicum, the capstone focus of all program competencies. The ORU Social Work practice curriculum flows from a greater micro focus during the junior to more macro during the senior year.

Note the **Attachments to the Addendum** as per this discussion; they include a sample of writing **Action Plans** and the **Written Self Reflection** at the semester's end for both a junior and senior student.

> *AS 2.1.1: [The program discusses how its field education program] connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.*
>
> The Site Team is asked to have the program to discuss this standard. The COA found that the self-study provides a very limited discussion of how its field education program connects the theoretical and conceptual contribution of the classroom with the practice setting.

Signature pedagogy of the ORU Social Work Program is field education. In the discussion above regarding AS B 2.0.1, pages 9-45 in the *Self-Study Volume I*, the curriculum focuses on the 11 Competencies and Associated Behaviors addressed in all social work courses. This discussion also addressed the three practicums: Junior Practicums I (341) and II (342) and the Senior Practicum (443 and 444). Students are "initiated" into competency practice for social work training via their two junior practicums: writing **Action Plans** to address the program's 11 competencies and associated behaviors. The first practicum (fall), addresses competencies 1-5 and 11—the second (spring) covers competencies 1, 6-10 and 11. Junior Practicum I is taken concurrently with Practice I (331) and Practice II (332) where students engage critical thinking through application of the NASW Code of Ethics, case analysis, assessment, counseling theory and documentation. Practice III (333), with focus on group work, is concurrent to junior practicum II. The two mini-practicums expose students to a variety of social work settings in the community, working with supervisors who assist with developing simple action plans to address competencies, and evaluation of their performance. Students engage a week seminar to process their practicum experiences.

The Senior Practicum is considered the signature pedagogy for the program: students write **action plans** to realize 11 competencies and associated behaviors, are supervised for their expression in practice, and evaluated for their accomplishment. The practicum constitutes 15 weeks of practice experience (or 480 hours) in a block arrangement over one semester. Student advisement determines whether the practicum is taken in the fall or spring semester. Occasionally, a student's senior practicum will span two semesters (240 hours for both fall and spring semesters). The field instructor assists with developing the action plans, weekly supervision, and evaluation. Training for field instructors occurs twice during the year and consultation is available whenever needed by social work faculty to assist with application of the competency format: writing action plans, supervising implementation, and student evaluation.

As articulated in B 2.0.4 above, students use the competency format for their *Written Self Reflection* and *Oral Defense*. A sample of each is found in the attachments. In the *Practicum Manual* are the *Rubric Guide* for both writing and assessing action plans, and the instrument for assessing student competence: *Practicum Assessment Form*.

In summary, the curriculum is saturated, both in academic course work and practicum expression, for developing social work competencies defined by the ORU Social Work Program in fulfilling the competency focus of the Council on Social Work Education. The Senior Practicum is the signature pedagogy for integration of theoretical course work with behavioral expression toward professional baccalaureate competency.

Agencies selected for social work student practicums must be willing to perform ORU Social Work Program requirements; these are spelled out in the *Practicum Manual*. Generally speaking, practicum sites must be willing to help students develop and implement action plans to express their professional competencies as baccalaureate generalist social workers. This means that each student will be supervised by a professional social work practitioner in the agency (likely MSW): assist with developing action plans to measure competencies (and associated behaviors), facilitate opportunities and activities for their expression, provide weekly supervision, engage in midterm and final evaluations of student performance, and undergo field instructor training for working with student interns. Training workshops for field instructors are conducted twice annually. Key is that field instructors be the extension of social work faculty in developing competency practice with students in the field. In practice opportunities, where there is not a professional social worker to instruct the student, a member of the faculty will serve as instructor, meet weekly with the student, and coordinate practicum activities related to competency development with the agency person responsible for interns. Competency development is a mutual responsibility between the Program and participating agencies.

In order for students to qualify for Senior Practicum, they must have completed all prior academic and practice requirements, prepare a resume, be interviewed and selected by the agency. This Program and agency collaborative arrangement is necessary for developing social work baccalaureate competencies in social work interns.

Policies addressing students performing their practicums in agencies where employed is found in the Practicum Manual. Regarding specifics, students must under item #2: "present a plan to the Field Director that clearly articulates how she or he will be able to meet the educational objectives/requirements of the course while working in the agency." And, practicum agencies should under item #1: "be willing to make a specific contractual arrangement with both the student and social work program that spells out the specifics of the relationship and assurance that the student's educational goals will be met." The Social Work Program added to the *Practicum Manual* the following statement to further tweak student practicums in agencies where employed:

> "To insure the student's educational objectives for competency development as primary in the agency where employed, the student must perform his or her practicum in an area of the agency different from where employed; that all requirements, including field instructor qualifications, are focused on writing action plans for social work competencies, their performance, and evaluation specified by the Oral Roberts University Social Work Program."

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

The Site Team is asked to have the program describe addresses the standard cited above in terms of the full range of diversity.

The *Self Study, Volume I* (pages 54-65) provides data related to diversity in the state of Oklahoma and Tulsa. Additionally, Oral Roberts University (2009-10), of the 3140 full and part-time students, 1,329 were male with 1,811 female. Some 45.1% of the student population were classified another race, nonresident alien, or unknown. Based on 2009 numbers, Social Work Program statistics indicated 39.5% of juniors and seniors were white and 61.5% classified as other. Social work faculty member composition includes two male and one African American female. This arrangement has been the case for the past 25 years.

The university has specific procedures to follow when hiring new faculty members. These include representation of minorities on search teams. These policies are administered through the Office of Institutional Research. Recruiting and hiring diverse faculty and staff is an ongoing priority of the university.

The Social Work Program has the policy of non-discrimination, found under Student Rights and Responsibilities on page 85 of the *New ORU Catalog 2010-2011* and page 62 of the *Self Study, Volume I*. The Program recruits and admits students of all racial, cultural, and religious traditions. Though most students are younger and female gender, the Program seeks students who are older and male. Social Work Program faculty members work with faculty and prospective students of Tulsa Community College Human Services Program to recruit prospective students. A memorandum of understanding between the university and TCC encourages this process. The program director, Sharolyn Wallace of TCC has her MSW degree in addition to her Ph.D. Several older students have graduated from both TCC and ORU over the past several years.

The Program encourages students with disabilities to consider social work. Special assistance can be provided students through the Student Resources Office (in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act) with reasonable accommodations for these students. Social work faculty members have a positive record working with this office to help students. Additionally, students needing help with writing skills are sent to the Tutoring Center for assistance. The Program works with the Comprehensive Advisement Center (CAC) to recruit students for social work. (See pages 13 and 14 of the *Catalog* for a description of these programs and services). The Social Work Program seeks to implement diversity recruitment and retention through these and other services.

The social work curriculum has a strong focus on diversity. Please see Educational Policy 2.1.4—engage diversity and difference in practice (*Self-Study, Volume I*, pages 23-27). It is predicted that continual evaluation of the program found under Assessment procedures in *Self-Study, Volume I*, pages 82-91, will provide ongoing direction for improving this competency both for the Program and with future generations of social work students. Additionally, see **Attachments to Addendum** for a discussion of *Diversity Curriculum Content*.

The Program has a variety of diverse agencies where students can conduct their practicums addressing: mental health, poverty, health care, aging, international adoptions, youth-oriented, school social work, and teen pregnancy to name a few. The Program continues to seek a variety of agencies for students to conduct their practicums (see *Self Study, Volume I*, page 58). Additionally, the Program continually seeks to add field instructors of diverse backgrounds to work with students. Pages 58 and 59 of the *Self Study* provide a list of current field instructors. These agencies and field instructors work with students in both junior and senior practicum experiences. The opportunity for students to experience a diversity of practice settings and supervision is three (two junior and one senior) during their educational experience.

All social work students are members of the Social Work Club—a registered student organization that provides monthly meetings and service projects. This is an organization totally run by students with faculty providing consultation. Guest presenters represent a diversity of practice settings. One meeting during the fall (2010) featured a panel of military veterans (Iraq and Afghanistan) drew 70 students—mostly social work and psychology. A recent service project had students providing a Christmas party for family members at Hospitality House—a faith-based organization providing

housing for families of hospitalized relatives. The club is in constant search of speakers representing a variety and diversity of social work practice.

During the fall, students worked two conferences: "Silent Wounds of War" and the annual Oklahoma Indian Child Welfare Conference (OICWA). The plan is to continue working the OICWA conference for exposure to Native American programs and culture. Students provide positive feedback for participation in these meetings; and conference directors strongly support their participation. A small group of students will work the Oklahoma Chapter of NASW conference, held in Norman, OK, at the end of March 2011. In January of 2011 students will be working with the Tulsa Mental Health Association to conduct the annual homeless survey for Tulsa's homeless population. The survey will be conducted in the various shelters around the city.

The above efforts are evidences of the constant efforts to recruit diverse students, practicums, practicum instructors, and speakers for the social work club and classrooms. Performing service projects and participating in conferences with professionals from other cultures enrich the diversity experience of students.

> **AS 3.1.2:** *The program describes how its learning environment models affirmation and respect for diversity and difference.*
>
> The Site Team is asked to discuss with the program how it learning environment addresses the requirements of the above cited standard.

The discussion in AS 3.1.1 is used to address this standard. These can be summarized as follows:
- The campus is diverse in terms of students, their cultural, ethnic, racial, and geographical differences.
- The social work program is diverse as well in terms of its student numbers and geographical differences contributing to student enrichment in the classroom and student organization.
- The Program recruits a diverse student body and nurtures student academic and personal development through faculty advisement and with campus-based resources: Student Resources Office, Tutoring Center, and Comprehensive Advisement Center. Care is also taken to individualize students: where they want to focus their social work careers, practicum interests, their strengths and needs for growth. The Program has practicum agreements with a variety of social agencies in Tulsa including a diverse group of field instructors committed to social work education and work with students.
- The Social Work Club provides the opportunity for all students to participate in an organization committed to nurturing their growth as professionals. Program faculty members act as consultants.
- Academic course work, discussed in the *Self-Study*, illustrates the attention to developing an appreciation for diversity and difference (pages 23-27).
- A focus on action plans to express this competency is contained in academic course work, two junior practicums, and the senior practicum. Both Program faculty and field instructors work with students to successfully realize competencies.
- Social Work Program faculty members (two white males and one African American female) model respect for diversity. Faculty members' wealth of community involvement helps model respect for diversity and difference.
- See *Diversity Curriculum Content* in **Attachment to Addendum** for additional attention to diversity.

> **AS 3.1.3:** *The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.*
>
> The site team is asked to discuss with the program its specific plans to improve the learning environment to affirm and support persons with diverse identities.

Specific plans to improve the learning environment for affirmation and support of persons with diverse identities include:

- Continue to involve social work students in conferences that represent diverse groups. The experiences with the Veterans' Initiative conference, "Silent Wounds of War," and particularly the OICWA conference proved valuable to both students and conference planners. Students participated in both conferences by attending specific workshops, helping presenters with technology needs, providing handouts and CEUs to participants.
- Involve guest speakers in class and Social Work Club presentations more representative of GLBT interests in the community. The curriculum provides content in this area (*Diversity Curriculum Content* in **Attachments to Addendum**), but there is the need to increase the opportunity for students to have more direct and personal contact with practitioners and persons from the GLBT community.
- Expand opportunities for global social work experiences. The university's Community Outreach program assigns several hundred university students to community outreach activities in Tulsa and provides international trips for students during breaks and summer. Both Dr. Endicott and Professor Tucker are involved in global social work activities (Endicott in Russia and Tucker Africa). Students will be encouraged to participate in international and intercultural experiences. Program faculty will work to expand opportunities for student participation.
- Oral Roberts University is expanding its outreach to Hispanic students through affiliation with a large charismatic Hispanic Pentecostal denomination. Plans are to tie into this outreach effort and engage in efforts to recruit students for the Social Work Program. The Program has past experience working with Hispanic students and this could be a good fit for a future effort.

These opportunities can facilitate improving the learning environment in diversity and respect for difference.

> *AS 3.2.6: The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.*
>
> The site team is asked to have the program discuss how its policies and procedures relative to professional advisement.

Three Social Work Program faculty members provide advisement. Advisees are usually distributed among the three faculty persons for the advising process. Advisement is defined as helping students with their schedules and insuring they stay on schedule (follow the *Degree Plan Sheet*) in their course work, so as to proceed effectively toward graduation; it also provides the faculty member and student the opportunity to focus on issues—academic and personal—that affect student performance. Advising is also provided to new students changing from another major within the university, transferring from another college or university, and for those students seeking to transfer to another university (from ORU). Usually the Program Director is the first contact the prospective student has with the program—particularly those who transfer from another school.

The Administrative Assistant to the Department of Behavioral Sciences helps students with scheduling classes when needed. She refers students to faculty for the regular advisement process. Advisement is provided each student prior to each semester—usually following the group advisement meeting where faculty members meet with students in a large group to process announcements and explain policies. Group advisement is a university-wide procedure and a time for it is scheduled each semester. Students may switch faculty advisors if they wish. Finally, faculty members have an open-door policy and students can approach their faculty advisor when needed or schedule a time to meet with their respective faculty member at his/her scheduled office hour.

Noting that the process of advising is discussed in the *Self-Study*, *Catalog*, and *Handbook*, but not specifically described as above, the following statement is added to the *Handbook* and *Catalog* (for the next edition):

> "Social work faculty provide the advising for students in the Social Work Program; students can make an appointment to see their respective advisor during office hours, schedule an appointment, or drop-in if the faculty advisor is available. Students should see their faculty advisor prior to registration for the coming semester. Students should also make every effort to follow the *Degree Plan Sheet* to insure their orderly matriculation toward graduation." Students should also attend the university scheduled 'Group Advisement' to obtain important information about program policies and announcements."

The statement will be added in the *Catalog* before Application Procedure (page 85); and, before Academic Procedure in the *Handbook* (first page). Next addition of the *Catalog* will come online before the fall semester (2011).

AS 3.4.5: The program identifies the field education director.

The Site Team is asked to have the program clarify the progress toward having Professor Tucker assume the role of field education director.

Beginning the fall semester (2011) Professor Chene Tucker will assume the position of Field Education Director. She will receive 25% release time as Field Education Director, teach Introduction to Social Work (202) both semesters, and teach Senior Practicum I and II (443 and 444) both semesters.

Dr. Lanny Endicott will remain as Director of the Social Work Program with 25% release time and teach Practice I (332), Practice IV (404), and Junior Practicum I (341) in the fall of 2011; he will in the spring semester of 2012, teach Social Welfare Policy (303), Senior Seminar (405), and Junior Practicum II.

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

The Site Team is asked to have the program address financial supports beyond faculty and support staff salaries. The budget form thatwas submitted only includes salaries for faculty and support staff. There is no discussion of financial supports beyond salaries that permit program planning and faculty development.

Program Expense Budget
Council on Social Work Education
Commission on Accreditation
2008 EPAS

Type of	Baccalaureate					
Program Expenses	**Previous Year 2008-2009**		**Current Year 2009-2010**		**Next Year 2010-2011**	
	Dollar Amount	**% Hard Money**	**Dollar Amount**	**% Hard Money**	**Dollar Amount**	**% Hard Money**
Faculty & Administrators[1]	151,334	100	163,241	100	165,041	100
Support Staff[2]	13,093	100	13,196	100	13,723	100
Temporary or Adjunct[3] Faculty & Field Staff	0		0		0	0
Fringe[4]						
Supplies & Services[5]						
Travel[6]						
Student Financial Aid[7]						
Technological[8] Resources						
CSWE dues[9]			1300		1300	
Reaffirmation Cost[10]					6377	
TOTAL			177,737		186,441	

Budget Explanation

[1]This number represents the combined salaries of three Social Work Program faculty members. Faculty contracts cover a 9-month period with the Director 11 months. The number does not include the additional 5% the Program Director receives for year-around coverage of the program. A small salary raise for faculty and staff began January 1, 2011.

[2]Half the salary of the Administrative Secretary comes out of the Social Work Program budget and the other half from Behavioral Sciences. The Behavioral Sciences Department is allocated 2 work study students during the course of the year supervised by the Administrative Secretary. All Department faculty have access to these students to perform a variety of services: copying, typing, data entry, and elementary grading.

[3]The Social Work Program does not employ adjunct faculty or field staff. As the program grows, this will be a necessity and proposals will be written to secure additional help.

[4]Fringe benefits are not shown on program or departmental budget sheet. Benefits are computed and administered through the Benefits Department. However, faculty members have access to view their benefit packages whenever they wish to do so.

[5]The Social Work Program receives about a third of Department's supplies budget as its students make up about a third of the students in the Behavioral Sciences Department. This amount is approximately $300 but is not listed in Program or Department budget, but through central administration. Library resources are routinely added as requested by faculty but are not reflected on a Program or Departmental budget. Printing costs are not reflected as well. The Department has a printer linked to all departmental faculty, and Word Processing provides reproduction services not reflected in Program or Departmental budgets. Additionally, the Program utilizes Sodexho Marriott (the University food provider) to supply food when training field instructors.

[6]Travel to conferences is covered if faculty members are presenting workshops or other presentations. Approval comes through the Office of the Dean. When it comes to the Program Director attending CSWE APM, funds are available for this purpose, and have been so since the mid-1990s. When faculty members want to use a University van to transport students on field trips (i.e., in the case of students traveling to the Legislature for Legislative Day), the request is approved. To drive the van, University faculty must be certified through taking a safety course on van driving. Funds for these trips are not listed in Program or Departmental budgets. The Social Work Program has a request for reimbursement for travel of the Field Practicum Director—which is currently pending.

[7]Student financial aid is administered through the Financial Aid Department.

[8]Technology services are provided through the IT Department. Faculty members have desktop computers assigned to them and maintained by IT. Each University classroom has a computer and LCD projector. The Behavioral Sciences Department has two classroom dedicated to the Department; each classroom has a computer and projector and one is equipped with a Smart Board. Technology in both classrooms includes a 3-way Skype arrangement. Additionally, the Behavioral Sciences Department has its own dedicated computer lab for student use separate from the University Computer Lab. Most students have laptops (Macbooks) with many purchased through the University. In a recent gift of $10 million from the Green family, $4 million is to provide even more IT upgrades.

[9]CSWE dues are listed on the Social Work Program budget sheet.

[10]Expenses for the site-visit are also listed on the Social Work Program budget sheet.

In summary, approximately two years ago, financial management centralized the budgets of university departments in order to balance the University's budget leaving salaries as the lone listing on departmental budget sheets. The Social Work Program budget is listed separate from the Behavioral Sciences Department with its own cost center number. In years past the Social Work budget listed salaries, fringe, supplies, travel, CSWE dues and library costs in its budget.

The University doesn't pay for faculty licenses (i.e., LCSW) but a feasibility study on the topic is currently underway.

Since the fall of 2007 through the present, the Mart Green family has gifted Oral Roberts University with a total of $110 million to help pay off its debt ($50 million), upgrade its infrastructure, and improve its technology needs for the future. A fundraising campaign was also undertaken to help retire the debt, with the Board of Trustees matching dollar for dollar the money contributed. At the same time the University began a budget balancing exercise to gain control of its costs. This process has resulted in departmental budgets not reflecting complete operational costs other than salaries reflected on spread sheets.

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

The Site Team is asked to have the program address this standard. There is no discussion of how the program uses resources to continuously improve the program and address challenges in the program's context.

The discussion under AS 3.5.1 should describe this standard. Additionally, current university policy requires that faculty and staff present requests for resources through the university's intranet system and/ or, in some cases, complete the necessary paper work (forms). The submission of these forms, along with justification, brings the resources needed. Currently, the Program is requesting travel reimbursement for faculty travel to field practicum sites. In summary, faculty can request library, travel, food assistance, and other expenses to address program needs, and usually these requests are granted.

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

The Site Team is asked to request the program to clearly and fully discuss which specific measures are being used to assess attainment of each competency.

The chart below presents the current plan to assess the attainment of each competency.

Whole Person Assessment Measures of ORU Social Work Competencies

ORU Social Work Competencies	1. Professional Identity	2. Ethical Principles	3. Critical Thinking	4. Diversity	5. Human Rights & Justice	6. Research	7. HBSE	8. Policy Practice	9. Practice Contexts	10. Engage, Assess, Intervene, Evaluate	a. Individuals	b. Families	c. Groups	d. Organizations	e. Communities	11. Spiritual Integration
Whole Person Assessment Measures (e-portfolio)																
1-SWK 202 Reflection Paper	X		X	X												
2-SWK 302 Research Proposal		X	X	X		X										
3-SWK 303 Integrates Framework for Understanding Poverty (Payne)			X					X								

Assessment Instrument	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
4-SWK 303 Policy Analysis Power Point Presentation			X		X		X									
5-SWK 303 Social Policy Analysis Paper			X		X		X									
6-SWK 309 Article Critique		X	X	X			X									X
7-SWK 310 PowerPoint Presentation	X		X	X	X		X	X					X		X	X
8-SWK 331 Integration of Ethics and Practice Paper		X	X													
9-SWK 331 Client Assessment	X	X	X	X			X	X		X	X	X				X
10-SWK 333 Group Proposal	X	X	X			X				X			X			
SWK 333 Post-Group Analysis	X	X	X	X		X				X			X			
11-SWK 341 Constructing Action Plans for Competencies 1-5,11	X	X	X	X	X											X
12-SWK 341 Evaluation by Field Instructor of Competencies 1-5,11	X	X	X	X	X											X
13-SWK 341 Written Defense of Competencies 1-5,11	X	X	X	X	X											X
14-SWK 342 Constructing Action Plans for Competencies 1,6-10,11			X			X	X	X	X	X						X
15-SWK 342 Evaluation by Field Instructor of Competencies 1,6-10,11						X	X	X	X	X						X
16-SWK 342 Oral Presentation of Agency	X		X				X									
17-SWK 342 Book Report	X	X	X													X
18-SWK 342 Written Defense of Competencies 1,6-10,11			X			X	X	X	X	X						X
19-SWK 420 Class Presentation		X	X	X	X	X	X			X						X
20-SWK 404 Community Organization Application Paper		X	X	X	X	X	X	X	X	X					X	
21-SWK 405 Creating a Nonprofit Organization			X				X	X	X					X		
22-SWK 405 Developing a Logic Model			X			X	X	X	X					X		
23-SWK 405 Grant Application			X			X	X	X	X					X	X	
24-SWK 443/444 Article Critiques			X		X											
25-SWK 443/444 Case Record	X	X	X	X	X	X	X	X	X	X	X					
26-SWK 443/444 Written Agency Analysis			X		X		X									
27-SWK 443/444 Constructing Action Plans for Competencies 1-11	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
28-SWK 443/444 Evaluation by Field Instructor of Competencies 1-11	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
29-SWK 443/444 Written Defense of Competencies 1-11	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
30-SWK 443/444 Oral Defense of Competencies 1-11	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
31-SWK 499 Senior Research Paper	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Each measure is provided with a rubric to guide the assessment process. Students submit their "artifacts": projects, papers, Power Point slide shows, etc. to the e-portfolio (Whole Person Assessment) system for faculty to provide assessment scores. Faculty members view "artifacts" and provide assessment scores based upon rubrics developed for scoring. Possible scores for each rubric item include: 4 (Exemplary), 3 (Competent), 2 (Acceptable), 1 (Unacceptable), 0 (Not Attempted). These e-portfolio scores translate percentage-wise to: Exemplary (90-100%), Competent (80-89%), Acceptable (70-79%), Unacceptable (69-60%), and Not Attempted (59-0%).

The chart shows the assessment instruments (1-31) that measures respective competencies. As said above, rubrics are developed to guide the assessment process. The Whole Person Assessment process comes at the conclusion of each semester when tabulations are run and sent to University Departments and Programs for analysis.

When it comes to making application of assessment data to Program competencies, please see the discussion in the *Self Study, Volume I*, page 84. To expand that discussion, the Program (to better suit its focus on competencies) refines the University's Whole Person Assessment term "competency" into two parts: **basic** and **advanced**. Basic competency means that the student is performing in an acceptable range of at least a 2.0 (70%) on assessment measures 1 through 31. Advanced competency is given to students who perform on the range of 80-89%. **Exemplary** is for students scoring 90% and above. Program benchmarks place all students (100%) performing at least **basic** competence in all Program competencies and 80% of students performing **advanced** competence or **exemplary** (80% and above). See the chart below for further clarification.

University Whole Person Assessment	Social Work Program Competency Assessment
4 Exemplary	4 Exemplary (90% and above)
3 Competent	3 Advanced Competence (80-89%)
2 Acceptable	2 Basic Competence (70-79%)
1 Unacceptable	1 Unacceptable or has trouble or shows difficulty in performance
0 Not Attempted (N/A)	0 Not Attempted or fails or is unable to perform

Following the conclusion of the fall semester (2010), the Program now has one year of assessment data gathered for analysis. See AS 4.0.2 below for analysis of the data.

Found within the Whole Person Assessment are two measures of the Program's competencies: Senior Practicum and Senior Paper. In both courses all 11 competencies are addressed. Senior Practicum students must:

1. Write *Action Plans* that address all competencies by using the *Practicum Assessment Form* and *Rubric Guide for Field Practicum.* Agency field instructors and faculty members assist in developing action plans at the beginning of the semester—the first priority in performing the practicum experience.
2. Field instructors help create opportunities for realizing the action plans and provide students both mid-term feedback and final evaluation of their performance and record on the *Practicum Assessment Form.*
3. A *Written Self Reflection* is provided by students evaluating their performance of action plans developed for the practicum.
4. An *Oral Defense* is conducted with Program faculty members and at least one field instructor where the student is scored based on defense of his/her *Written Self Reflection*, with the *Practicum Assessment Form* used to score the *Oral Defense* using the *Rubric Guide for Field Practicum* as guide. See **Attachments to Addendum** for examples.

Action Plans, and *Written Self Reflections* are uploaded to the Whole Person Assessment e-portfolio system.

The Senior Paper uses all 11 measures for evaluation. Thus, the Senior Paper is used as one form of assessment for the Social Work Program. A rubric is developed for evaluation and the Senior Paper is uploaded to the Whole Person Assessment system for scoring. Furthermore, the Senior Paper replaces the *Comprehensive Examination* as a process for assessing student competencies. This decision was made following the fall semester of 2010, after senior students questioned writing another extensive document after having written their *Self Reflections* and Senior Papers. Additionally, the exam was considered inadequate as it measured knowledge but not competencies—the Program's focus. Faculty members concurred with the students and dropped the *Comprehensive Examination*.

Two additional assessment procedures have to do with alumni. Usually a survey is sent to Alumni every three years with the most recent in 2009. The results are in the *Self Study*, page 89. The Program is considering making use of "Linked In"

as a means of gathering data among alumni. "Linked In" is used with good results by the Communication Arts Department; the Business Department is considering using the system as well.

In summary, the assessment of competencies includes the following:
1) **Whole Person Assessment of competencies found in all social work classes (see chart above)**
2) **detailed assessment of the Senior Practicum and all it entails, including action plans, field instructor evaluations, self-reflection papers, oral defenses, etc. (where all 11 competencies are addressed)**
3) **the Senior Paper (all 11 competencies are addressed)**
4) **Alumni studies and/or Linked In (to be developed during the spring of 2011 with focus on competency application and feedback post baccalaureate)**

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

The Site Team is asked to request the program to provide a discussion of the use of assessment data to affirm and/or make changes in the explicit and implicit curriculum. The COA found that the discussion provided is not based on the analysis of assessment data.

The University has been working to implement the Whole Person Assessment program throughout all academic programs. Dr. Cal Easterling, Institutional Assessment, has directed the process. The Social Work Program, in the discussion of AS 4.0.1 above, has been at work during the past two years to bring on line its assessment process to conform to the University's Whole Person Assessment eportfolio plan. Transition to the Whole Person Assessment for the University has taken time: bringing departments and programs online, working out system bugs, and training students and faculty how to use it. All freshmen take Whole Person Assessment (a seminar to explain its use).The new assessment process began with the School of Education to upgrade its assessment process for reaccreditation. Social Work Program faculty members believe that the Whole Person Assessment approach offers considerable promise to assessing competency education, yet producing considerable effort to do so. One year of data has been generated by the Whole Person Assessment system. The action plan program to address competencies was initiated during the fall 2010 semester. Preliminary analysis is discussed in AS 4.0.3 and AS 4.0.5 below.

The Program is currently analyzing the data generated from spring of 2010 and fall 2010. The Program believes that the assessment instruments and rubrics will continually need tweaking. There were some deficiencies in the Rubrics and some courses were not correctly uploaded. One course was mistakenly uploaded to the D2L (Desire to Learn) course management system and did not appear in the Whole Person Assessment. Additionally, the Program has written into course syllabi the requirement for all students to submit their artifacts to the system. Some will need additional training to be able to do this.

For a detailed spreadsheet listing of Whole Person Assessment data, see **Attachments to Addendum**. As mentioned above, the Program believes it has a good start with the new data system, and faculty members plan to continually tweak the system.

Regarding the older assessment program, the *Self Study, Volume I*, pages 87-90, used the following procedures: comprehensive examination for graduating seniors (an academic content exam based on course work performed throughout the curriculum); final field report of senior students completing their senior practicum; and feedback from various alumni surveys (the latest coming in 2009).

The Program believes the *Comprehensive Examination* (not the term Senior Practicum Final Exam found in the title on page 88 of the *Self Study*) provided limited data for curriculum analysis. Since a grade was not connected to the exam, some students didn't take it seriously. The plan was to attach a grade for the exam this current academic year (spring of

2011), but through student input (fall of 2010) and the Program's competency focus, the exam was considered an academic exercise, less relevant, and so has been dropped. See discussion 4.0.1 above, page 14.

The Program changed its senior practicum final evaluation report in 2008 in its first attempt to implement competencies. Field instructors rated students in 3 areas: competencies, skills, and professional self-awareness. The mean for competencies was a 6.6 from a maximum score possibility of 8; skills development a 4.5 out of 5.0 possible; and professional self-awareness a 4.8 out of 5.0. In the students evaluated, 10 were seen as excellent, 2 good, and 1 average. The data didn't lead us to make any changes but to await training for implementation of the competency focus to come. The Program director attended the EPAS workshop in the spring of 2009 for this purpose.

The results of the most recent (2009) Alumni Survey conducted online (*Self Study*, page 89), indicated that most alumni scored "prepared to well-prepared" for social work practice. Highest scores came from: preparation to work with diverse groups, prepared to conduct research, establishing rapport with clients, and leading small groups. Lowest was the assessing of communities and community development. To address these lower scores in community development, Practice IV (the major course addressing community) has added guest speakers, additional reading assignments, and field trips to gain a better understanding of community development in parts of Tulsa.

Implicit changes to the Social Work Program came with the addition of the Social Justice Minor as a way of exposing students from other disciplines in the university to social work and the social justice focus of the profession, and attracting them as majors. Additionally, the Program made changes in its student recruiting efforts by assigning Professor Chene Tucker to teach Introduction to Social Work (202). Her youthfulness, energy, enthusiasm, and "person of color" have helped the Program grow in its numbers over the past three years.

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

The Site Team is asked to discuss with the program changes in its explicit and implicit curriculum based on its analysis of its assessment data.

Preliminary data analysis from the Whole Person Assessment process, plus discussions with students and field instructors about the focus on competencies, has met with positive support. Students state that action plan development to realize competencies consumes more time; some say it is hard to do, yet say, on the other hand, that it gives them a clear understanding of what is expected of them as social workers and a direction to help them get there. Field instructors give a similar report.

The Program's shift to competencies, associated behaviors, and action plans to address them in the three practicum experiences has been a learning process for faculty members, students, and field instructors. Program faculty have found that implementing the new system will take some time to train students and field instructors on writing action plans for practicum experiences and evaluating student performance. Faculty members need additional training as to how to work the University's Whole Person Assessment system (write rubrics, develop criterion, and upload them to the system). Students, though they have received Whole Person Assessment training as freshmen, still need additional help in using the system.

As an implicit change, Program faculty are doing two things to bolster the importance of the Whole Person Assessment system: 1) make sure that all students upload all required artifacts from their courses; 2) provide additional training to students on how to use the system. To accomplish the first, it is now written into all course syllabi the requirement to have artifacts uploaded in order to complete the course—that the course is not complete without the artifact(s) uploaded. Regarding the second item, the program will intentionally talk about the importance of assessment for social work education in student meetings and in class; and during the beginning of the school year (August), have a student meeting to address training and access issues. These steps should insure 100% participation in assessment—the Program's goal.

When examining the assessment results for the data currently available (see **Attachments to Addendum**, page 50), the following observations provides some preliminary results:

1. Students in both junior and senior years are assessed in course work and competency performance. In terms of writing it is believed that students should perform better in their senior year; that, writing using the APA format, professional source citations, literature review, and general writing skills should improve. The plan is to compare progress over two years with two courses: Research Methods (SWK 302) and Senior Paper (SWK 499). It is anticipated that students should make progress between the two years.

2. The Program plans to make referrals to the University writing lab earlier in the process; that is, whenever a student is identified with having a difficulty in performing a writing assignment, the referral for help is made.

3. The Program plans to hold feedback meetings with students (2 per semester) to discuss student performance, assignments, workload, etc. These meetings should address student perceptions of what is required in various courses, time management, and stress. Informally, faculty will continue their open-door policy to address student concerns and needs.

AS 4.05: The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.

The Site Team is asked to have the program present its plan to assess the attainment of its competencies, identifying the specific measures, procedures, and benchmarks used to assess attainment of competencies. Then, the program can provide evidence of ongoing data collection and analysis and discuss how it uses assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance, specifying changes in the explicit and implicit curriculum based on the analysis of the assessment data. The Self-study includes only one semester of summary data.

Please refer to the **Attachments to Addendum**, beginning with page 50 to view the Whole Person Assessment spreadsheet: *ORU SWK Performance Levels 2010*. Most of the data was collected over the past two semesters (spring and fall of 2010). Some data was collected during the fall 2009 as the Behavioral Sciences Department and Social Work Program were being added to the Whole Person Assessment eportfolio system. Two courses, Minority Group Relations (SWK 420) and Senior Paper (SWK 449), will be in the eportfolio system during the spring of 2011. Senior Paper is incomplete with a few students yet to upload their artifacts or papers.

Results from the analysis of this past fall are seen as encouraging in the Program's implementation of the **action plan** format for addressing competency growth. A semester's worth of data from both the Junior Practicum I (341) and Senior Practicum I & II (443-444) courses provide preliminary indication that both students and field instructors possess an understanding of the competency focus of social work education. The spring 2011 report will be out in May assessing the second group of seniors and juniors in 342.

In summary, the assessment plan for ORU Social Work Program involves the following items:

1) Whole Person Assessment of competencies found in all social work classes (see chart above)
2) detailed assessment of the Senior Practicum and all it entails, including action plans, field instructor evaluations, self-reflection papers, oral defenses, etc. (where all 11 competencies are addressed)
3) the Senior Paper (all 11 competencies are addressed)
4) Alumni studies and/or Linked In (to be developed during the spring of 2011 with focus on competency application and feedback post baccalaureate)

This assessment plan is currently into its third semester.