

Social Work Program

Oral Roberts University

Self Study

Volume I
(Report)

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1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of the Oral Roberts University Social Work Program address those of both the social work profession and the University. The information presented in the Self-Study document addresses this policy.

Educational Policy 1.1—Values

The core values of social work provide an underpinning of the explicit and implicit curriculum of the social work program. These values include: service, social justice, dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry. These values, taken from the National Association of Social Workers' Code of Ethics, are emphasized throughout the curriculum and in the students' beginning practice of social work. This Self-Study document addresses these values and how they are incorporated into the curriculum and practice of social work.

Educational Policy 1.2—Program Context

A Brief History and Facts

ORU

Oral Roberts University has its roots in a **commission** and **vision** given to Oral Roberts, the founder of ORU. There is the **commission** to:

"... build Me a university. Build it on My authority, and on the Holy Spirit,"

and a **vision** that still guides the university today:

"Raise up your students to hear My voice, to go where My light is seen dim, My voice is heard small, My healing power is not known, even to the uttermost bounds of the earth. Their work will exceed yours. In that I am well pleased."

The university was chartered November 9, 1963 and opened with 300 students and 36 faculty in September 1965. ORU was dedicated on April 2, 1967. In 1971, ORU applied for and became fully accredited. The university has been continuously accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, now The Higher Learning Commission (HLC), since 1971.

Today, some facts about ORU include the following (academic year 2009-2010):

- total enrollment is 3,140 with an undergraduate enrollment of 2595
- student to faculty ratio is 14 to 1
- academic majors total 65
- 30 to 35% of students come from Oklahoma—the remaining from other states and including 54 nations
- Incoming freshman represent 24 different states
- women make up 58% of the student body; men 42%
- 55% of undergraduate students are classified white; 45% non-white or international
- 72% of the student body is classified 21 and under
- ORU is a Division I NCAA school offering 14 different men's and women's sports

- cost of tuition is \$18,476.00, with total direct cost to attend ORU \$29,125.00 including tuition, room and board, fees, estimated books and estimated insurance.

Social Work

Located in the Behavioral Sciences Department, the social work program began in 1973 as an academic major to provide practical training and skills for university students wanting to help people. Students beginning the disciplines of psychology, sociology, theology, nursing—to name a few—switched majors to social work for that practical training and experience. The program evolved to the place where accreditation was deemed essential, thus, leading to accreditation with the Council on Social Work Education in 1981, with continuous reaffirmation to the present time.

Accreditation Standard 1.0—Mission and Goals

University Mission and Goals

The mission of Oral Roberts University—in its commitment to the Christian faith—is to educate the whole person in spirit, mind, and body, thereby preparing its graduates to be professionally competent servant-leaders who are spiritually alive, intellectually alert, physically disciplined, and socially adept. Additionally, the university seeks to synthesize the best practices of the liberal arts, professional, and graduate education with a charismatic emphasis to enable students to go into every person’s world with God’s message of salvation and healing for the totality of human need.

University Core Values

Christian Distinctiveness: We are a God-centered university that upholds a Christian worldview with a charismatic emphasis. We endeavor to live in the power of the Holy Spirit and to become service-oriented leaders who go into every person’s world with healing for the totality of human need.

Whole-Person Education: We seek to develop the whole person in spirit, mind, and body, thereby preparing ourselves and our students to be professionally competent leaders who are spiritually alive, intellectually alert, physically disciplined, and socially adept.

Excellence and Integrity: We strive to operate with, and instill in our students, excellence with integrity in all personal, academic, professional, and corporate endeavors.

Caring Community: We are dedicated to providing a safe, caring, and Godly environment that encourages unity in diversity. We believe that all people have been created in the image of God and deserve to be respected.

1.0.1—Mission statement consistent with profession’s purpose, values, and program’s context

Social Work Program Mission, Goals, Competencies

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).

Goals of the Social Work Program

Develop students, grounded in the Christian faith, who are prepared academically and with practice skills 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.

Competencies for the ORU Social Work Program include those of the Council on Social Work Education (1-10 taken from CSWE with the 11th distinctive to ORU) as contained in the *2008 Educational Policy and Accreditation Standards*.

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

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

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

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

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

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

4. Engage diversity and difference in practice.

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

5. Advance human rights and social and economic justice.

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

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

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

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

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

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

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

9. Respond to contexts that shape practice.

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

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

11. Integrate a personal Christian World View with professional social work values, ethics, and practice.

Professional practice involves the dynamic and ongoing integration of one's Christian World View with the values and ethics of the profession; that the professional will embrace the diversity of belief systems of individuals and groups in a respectful, supportive, caring, and nonjudgmental manner.

Further, each of the competencies addressed in the social work program include important **associated behaviors** that make them functional. Below is a list of competencies and associated behaviors. These (competencies and associated behaviors) are addressed in the explicit curriculum under 2. *Explicit Curriculum*.

ORU Social Work Program Core Competencies and Associated Behaviors

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

Accreditation Standard 1.0—Mission and Goals

1.0.1—Mission statement consistent with profession’s purpose, values, and program’s context

1.0.2—Goals derived from program’s mission

The social work program prepares students for entry-level social work practice in a variety of social work settings on the baccalaureate (BSW) level and prepares them for pursuit of graduate education in social work (MSW) if they so desire. The program is built on the values and ethics of the profession—particularly the NASW Code of Ethics. Throughout the curriculum, there is a focus on the values of social work: service, social justice, dignity

and worth of the person, importance of human relationships, integrity, competence, human rights, and scientific inquiry—all necessary ingredients to prepare one to practice as a social worker. For a delineation of the program's curriculum see section 2. *Explicit Curriculum*.

The program is consistent with the program's context—Oral Roberts University. Social work graduates are prepared to engage beginning social work practice in the various **worlds** of professional settings: medical, mental health, child welfare, aging, practice in faith based organizations, missions, and many others. Graduates are also expected to go into the various **worlds** of diverse clientele exercising skills from micro to macro practice. The social work program assists students integrating the values and methods of the social work profession with their developing **Christian worldview**—one of the university's core values. The program addresses the **whole person**—another distinctive of the university. Additionally, the social work program places emphasis on the values of **competency, excellence, and integrity**. The program, as does the university, embraces **diversity**—both through its explicit and implicit curriculums. The university speaks of **respecting everyone** and that all are created in the image of God.

Competency statements advance the goals of the social work program. That is, the practice knowledge and skills developed for entry-level professional social work practice can be applied in a variety of settings and with diverse clientele. They prepare graduates for graduate education and for licensure as baccalaureate level practitioners if they so desire. In Oklahoma, a graduate from a CSWE accredited institution can be licensed on the baccalaureate level. As for graduate education, the ORU social work program possesses a memorandum of understanding with the University Of Oklahoma School Of Social Work to enable ORU graduates to pursue their masters. Many ORU graduates do attend the University of Oklahoma as well as other graduate social work programs throughout the country.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The ORU Social Work Program has as part of its program goals to prepare graduates to practice on the baccalaureate level as generalist social workers in a variety of settings. See previous discussion under *1. Program Mission and Goals*. To make functional this goal, the program, in keeping with CSWE Educational Policy and Accreditation Standards (2008), cites ten core competency statements (with the eleventh specific to ORU). The competencies and associated behaviors are fleshed out in the discussion under *Educational Policy 2.1—Core Competencies* below. Associated behaviors are developed through course work and practicum experiences (two mini practicums in the junior year and the senior practicum). Students are exposed to the process of developing actions plans to address competencies (along with their respective assessments) in both Junior Practicum I (Competencies 1-5, 11) and Junior Practicum II (Competencies 6-10, 11). The Senior Practicum I & II—the social work program’s signature pedagogy—assesses all competencies and associated behaviors (Competencies 1-11). ***To the reader of this self-study document, please note that Senior Practicum I and II (though listed as two courses below) is a single course taken in a block arrangement. However, the social work program is able to provide a two semester concurrent practicum for students needing to do so—but, by special arrangement.***

For discussion under 2-Explicit Curriculum, the reader can examine the [Social Work Program Degree Plan Sheet \(2010-2011\)](#) found at the end of the fourth section (Assessment) in this volume to grasp how courses are sequenced in the social work program. The Degree Plan Sheet is also found in the *Handbook: Social Work Policies and Practicum Manual* (found in Volume III of the Self Study).

Educational Policy 2.1—Core Competencies

An “X” in **Table 1** offers a visual of where the core competencies are addressed in the social work curriculum. The discussion following delineates how each course checked in the table covers the competency in question. Additionally, a discussion of the various behaviors associated (highlighted in **bold type**) with particular competency statements are incorporated in the discussion of course content found below.

Professional Competencies and Social Work Curriculum Chart

Professional Competency (CSWE)	Intro SWK (SWK 202)	Res Methods (SWK 302)	Soc Welf Pol icy (SWK 303)	HBSE I (SWK 309)	HBSE II (SWK 310)	SWK Practice I (SWK 331)	SWK Practice II (SWK 332)	SWK Practice III (SWK 333)	Junior Pract I (SWK 341)	Junior Pract II (SWK 342)	SWK Practice IV (SWK 404)	Senior Seminar (SWK 405)	Min Gp Relat (SWK 420)	Senior Pract I (SWK 443)	Senior Pract II (SWK 444)	Senior Paper (SWK 499)	Child Welfare (SWK 381)
1. Professional Identity	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
2. Ethical Principles	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
3. Critical Thinking	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4. Diversity	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5. Human Rights & Justice	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6. Research	X	X	X			X	X	X			X	X		X	X	X	X
7. HBSE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8. Policy Practice	X		X								X	X		X	X	X	X
9. Practice Contexts	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X
10. Engage, Assess, Intervene, Evaluate	X	X				X	X	X	X	X	X			X	X		X
11. Spiritual Integration	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X

Educational Policy 2.1.1—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)

Professional Competency (CSWE)	Intro SWK (SWK 202)	Res Methods (SWK 302)	Soc Welf Policy (SWK 303)	HBSE I (SWK 309)	HBSE II (SWK 310)	SWK Practice I (SWK 331)	SWK Practice II (SWK 332)	SWK Practice III (SWK 333)	Junior Pract I (SWK 341)	Junior Pract II (SWK 342)	SWK Practice IV (SWK 404)	Senior Seminar (SWK 405)	Min Gp Relat (SWK 420)	Senior Pract I (SWK 443)	Senior Pract II (SWK 444)	Senior Paper (SWK 499)	Child Welfare (SWK 381)
1. Professional Identity	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X

Introduction to Social Work (SWK 202):

Students begin orientation to professional identity through study of the values and goals of social work practice. This course includes study of the history of social work as a profession, its values, social policies, and the various client systems and organizations where social work is practiced. Students are provided an opportunity to **reflect** on their personal interests and aptitudes for social work practice, thus beginning their progression toward **identification** and eventual career choice of social work. These experiences include assigned readings; case studies; various film clips that profile social workers in various service **roles**; on-site agency visit and written agency analysis, class lecture and discussion; reflection papers, and class presentations.

Students are familiarized with the various **advocacy** roles of social workers through assigned readings (Chapter Three of the Popple and Leighninger text), class discussion, and case presentations. In the course final examination, students are asked to identify advocacy roles within given case study scenarios, “refer clients” to local agencies as discussed in class presentations and later profiled in student created agency portfolios, and to offer written rationales for referral choices and types of assistance offered to “clients” throughout the exam. Additionally, students demonstrate **advocacy** for client

groups and issues that impact the lives of various populations through the student debates and corresponding class discussions.

As for professional **roles and boundaries**, students are introduced to the Social Work Code of Ethics and learn of its importance within the profession. Using case studies, simulated role play games, and class discussion, students are familiarized with the types of client groups served and the various social work roles that are employed within various systems. Additionally, students are introduced to the professional responsibilities mandated by the Code of Ethics and the professional boundaries to which all social workers are accountable.

Research Methods (SWK 302):

Students are expected to engage **professional demeanor** through class attendance, participation in discussion, and application of self to group assignments. They are teamed up for the creation of a professional quality research proposal in an area of interest to them. The research proposal gives them the opportunity to assume the role of researcher and make use of **supervision and consultation** with faculty, library staff, and community members in its development.

Social Welfare Policy (SWK 303):

Students are expected to engage **professional demeanor** through class attendance, participation in discussion, and application of self to group assignments. They are teamed up to both write and present in class a policy assessment on a policy topic of their interest. To encourage **self-reflection**, student presenters are provided peer feedback on their policy presentations. As beginning policy **advocates**, students are encouraged to attend NASW Legislative Day during the spring along with participation with Oklahoma legislators who serve as in-class guest lectures. Additionally, students are expected to attend at least two NASW-OK Branch meetings during the semester and, if possible, attend the State NASW-OK Conference in Norman, Oklahoma. These meetings point students to the value of **life-long education** and continuing education as professionals. Examining policy issues through the Payne and Kotlowitz readings also provides the opportunity to think through assessment of social services and **advocacy** for relevant services.

HBSE I (SWK 309):

Students are expected to engage **professional demeanor** through class attendance, participation in discussion, and application of self to assignments. Lecture and discussion continually reinforce the need to practice **self-reflection** into one's own development and how one's own world view has the potential to influence his or her ability to effectively work with diverse populations. Textbook reading assignments from Hutchison, *Dimensions of Human Behavior: The Changing Life Course*, emphasize the importance of this. The article critique written assignment requires the student to personally **reflect** on how her or his own Christian World View integrates with professional social work values and ethics relevant to the specific issues raised by the article.

HBSE II (SWK 310):

Students are expected to engage **professional demeanor** through class attendance, participation in discussion, and application of self to assignments. Students are assigned to groups to do PowerPoint presentations relating to one chapter from the text, Hutchison, *Dimensions of Human Behavior: Person and Environment*. In this team assignment, they are expected to be professionally competent in areas of accountability, respect, competence, integrity, and communication with each other. As a team, they individually evaluate each other on these qualities (facilitating **self-reflection**), which become factored into their presentation grade. Students make use of the instructor's **supervision and consultation** in the development of their PowerPoint presentations.

SWK Practice I (SWK 331):

Students are expected to engage **professional demeanor** through class attendance, participation in discussion, and application of self to assignments. Students practice client **advocacy** through study of case examples (Dolgoft and Scales texts). Cases are assessed by students for class presentation, with recommendations for intervention strategies and

appropriate advocacy. Students practice assessment and advocacy skills by designing an intervention strategy through their paired role-play assignment; the assessment is presented in class via staffing format. Classmates provide feedback to each other following their presentations so as to facilitate **self-reflection**. In addition, students practice personal **reflection** regarding their own competency in the paired role-play exercise through designing and implementing a Self-Practice Evaluation instrument. To encourage **life-long learning** and continuing education, students are expected to attend and write reflection papers from two (2) NASW-OK Tulsa Branch meetings during the semester. Finally, the NASW Code of Ethics is applied to encourage attending to one's **professional roles and boundaries**. Cases are presented to help students grasp the ethical implications in basically sample cases they will be working with as professionals.

SWK Practice II (SWK 332):

Students are expected to engage **professional demeanor** through class attendance, participation in discussion, and application of self to assignments. Lecture, discussion, and textbook readings from Ivey and Ivey, *Intentional Interviewing and Counseling*, specifically identify qualities and characteristics of professionals involved in interviewing and counseling. In the worker-client assignment, the student is to be professionally competent (practice appropriate **professional roles**) through demonstrating accountability, respect, competence, integrity, and communication with their client. The client will complete a satisfaction survey at the end of the semester, which is factored into the student's grade. In-class role playing provides the opportunities for students to practice professional competence and receive feedback about their styles (to insure **self-reflection**). In the worker-client assignment, students playing worker roles make use of **supervision** meetings with the instructor. Written assignments relating to the worker-client assignment are typical of the case records used in a professional social work agency context.

SWK Practice III (SWK 333):

Students are expected to engage **professional demeanor** through class attendance, participation in discussion, and application of self to assignments. Lecture, discussion, and textbook readings specifically identify qualities and characteristics of **professional roles** and skills involved in leading small groups. In the experiential co-leader group project, co-leaders are expected to demonstrate professional competence in areas of accountability, respect, competence, integrity, and communication with the groups they are leading. In-class experiential group exercises provide opportunities for students to explore and develop professional competence in leading small groups and receive feedback about their styles—thus, contributing to **reflection** and growth as small group leaders. The group proposal gives co-leaders the opportunity to assume the role of group leaders in the development and implementation of a small group project and to make use of **supervision** provided by the instructor. Finally, application of the Zastrow text, *Social Work with Groups*, is important for students grasping professional roles in group work.

Junior Practicum I (SWK 341):

Students are expected to engage **professional demeanor** through class attendance, participation in discussion, application of self to assignments, and beginning practice as professionals in the agency where they are assigned. In these introductory field courses (SWK 341 in the fall and SWK 342 in the spring), students are able to “get their feet wet” as they are introduced to agency work in a 5 hour-a-week agency practicum. Here students perform and observe entry level practice skills such as interviewing clients, providing support to clients in one-on-one interactions, becoming familiar with the social services network by researching services for agency staff and clients, helping agencies gather and record statistical data, and most importantly, shadowing staff on the job. Through practice of these entry level skills, students begin to transfer classroom learning into “real-time” application within the agency or attend to **professional roles and boundaries** as professional social workers.

Students negotiate a “plan of action” with the coordinator and field instructor to address social work program competencies 1-5 and 11. Students are required to keep a weekly journal in order to **reflect** upon their practicum experiences and to critique their progress towards completion of individual goals and objectives.

Students in the weekly integrative seminars are given the opportunity to share from their practicum experiences and to receive **feedback** from classmates and faculty.

In the Junior (and Senior) Practicums, students are required to complete a **self-evaluation** of their agency performance using the Practicum Assessment Form--also utilized by the agency supervisor. During the final evaluation, the student will compare his/her **self-perceptions** of performance in the agency with that of the field instructor or **supervisor**. This process provides the student with both verbal and written feedback that may be useful towards professional development.

In these practicum field courses (Junior I & II and Senior I & II), students are able to demonstrate their understanding of practice roles they perform in their various agency assignments. Student competency with respect to role performance (practice) in the agency setting is evaluated by the midterm and final Practicum Assessment Form (See *Practicum Manual*, in Volume III).

Students in Junior Practicum I are required to write an agency analysis of their practicum agency settings.

In preparation for the on-going involvement with professional social work practice and continuing education training, students enrolled in these courses are required to become student members of NASW and encouraged to attend local NASW meetings. Field instructors are available to meet with junior students during the week throughout the practicum experience to discuss the application of knowledge, values and ethics, and practice skills that relate to various aspects of their practicum. Students also receive both verbal and written feedback (to insure the process of **self-reflection** and personal growth) during **supervisory** meetings and during the midterm and final practicum assessment.

Junior Practicum II (SWK 342):

See discussion for SWK 341 above. Additionally, for the second junior practicum (spring semester), the following is added:

Students explore the characteristics of professionalism: *integrity; professional knowledge and self-efficacy; critical thinking and lifelong learning; self-understanding through self-reflection and correction, and self-control; cultural competence and acceptance of others; and social support*. The material is found in the Chapter Two reading, "Professionalism," from *The Social Work Skills Workbook*, by Barry R. Courneyer, Fifth Edition. The assigned chapter reading is followed by reflective questions such as:

- Would a social work student ever be justified in lying to a professor, a supervisor, a client, or a judge?
- What does professional integrity mean to you and how does personal integrity relate to professional integrity?

Additionally, students are required to dress appropriately (**professional demeanor**) for the interview for the practicum assignment and future field practicum placement. Feedback on this characteristic of professional behavior is reflected in both the junior and senior practicum assessments.

SWK Practice IV (SWK 404):

Students are expected to engage **professional demeanor** through class attendance, participation in discussion, and application of self to assignments. Students become familiar with macro practice, ethical implications, associated **professional roles**, and **advocacy** through participation in a Tulsa community organization activity. A paper summarizes these points along with personal **reflection** of the macro participation activity. Students also discover macro practice as applied internationally through video presentation, class discussion, and **reflection** papers. It is expected that students will engage in **life-long** learning and continuing education through participation in at least two (2) NASW-OK Tulsa Branch meetings. Attendance at two (2) additional community meetings is also expected: City Council, Tulsa Public

Schools Board Meeting, meeting of the Planning and Zoning Commission, etc. All community meetings involve a corresponding summary of meeting content along with personal **reflection** in the participation.

Senior Seminar (SWK 405):

Students are expected to engage **professional demeanor** through class attendance, participation in discussion, and application of self to assignments. Students are expected to make application of the Logic Model, practice writing outcome statements and participate together in writing a grant for a Tulsa social service agency. The grant writing exercise is viewed as an **advocacy** component to bring resources to continue services or expand them to meet unmet need. Students also **reflect** on the grant project and teamwork provided by fellow classmates.

Senior Practicum I & II (SWK 443 & 444):

Students are expected to engage **professional demeanor** through the agency assigned for their senior practicums. Additionally, class attendance at the practicum seminar, application of self to assignments, and participation in discussion are expected for the baccalaureate professional social worker. SWK 443 and 444 are usually taken as a block for one semester involving some 480 hours. They can be split with half (SWK 443) one semester and the other half (SWK 444) the second semester depending upon student needs.

Students create, in conjunction with their field instructor, “action plans” specific to their practicum assignments. Goals are created that address the social work program’s competencies and associated behaviors. Students are required to keep a weekly journal in order to **reflect** upon their practicum experiences and to critique their progress towards the completion of their action plans. Students are encouraged to honestly share their feelings, challenges, areas for growth and self-correction, and strategies for improvement. At the conclusion of the course, students are required to create a Final Log Summary that evaluates completion of their learning plans.

Students in the weekly integrative seminars are given the opportunity to share from their practicum experiences and to receive feedback (contributing to **self-reflection**) from classmates and faculty.

Students are required to complete a **self-evaluation** of their agency performance using the Practicum Assessment Form—also utilized by the agency field instructor. During final evaluation, the student will compare **self-perceptions** of performance in the agency with that of the field instructor or **supervisor**. This process provides both verbal and written feedback that may be useful towards professional development.

From the four field courses, students are able to demonstrate their understanding of **professional roles** as they perform in their various agency assignments. Student competency with respect to role performance in the agency setting is evaluated by the midterm and final Practicum Assessment Form.

Students enrolled in the Senior Practicum are required to attend at least one NASW meeting sometime during the semester and other seminars or workshops relative to their practicum activities as agreed upon by their field instructor or **supervisor**. This requirement encourages students to further identify with the social work profession by hearing from professionals in the Tulsa area as well as through one-on-one interactions with professionals at the close of meetings. Students learn from these meetings the importance of **life-long** learning, continuing education, and networking opportunities.

Additionally, students in Senior Practicums I and II are required to write an agency analysis of their practicum agency setting.

Additionally, students are required to dress appropriately (**professional demeanor**) for their interviews with agency personnel and when they perform their practicum activities. Feedback on this characteristic of professional behavior is reflected in both the junior and senior practicum assessments.

Senior practicum students are additionally required to conduct in-service training presentations for agency staff in their assigned agencies. This activity will call upon all **associated behaviors** of the core competency.

Senior students involved in field placements receive weekly **supervision** from their field instructors--minimum of one hour; Instructors are available at this time and throughout the practicum experience to discuss the application of knowledge, values and ethics, and practice skills that relate to various aspects of their practicum. Students also receive both verbal and written **feedback** during supervisory meetings and during midterm and final practicum assessments.

Senior Practicum II (SWK 444):

See Senior Practicum I (SWK 443) for details in applying and evaluating the competencies.

Senior Research Paper (SWK 499):

Students are expected to engage **professional demeanor** through class attendance, participation in discussions, and application of self to their Senior Research Paper assignments. In the service delivery analysis section, students are to be professionally competent in areas of accountability, respect, competence, integrity, and communication with agency representatives from whom they are obtaining relevant information. The senior research paper gives students the opportunity to assume their roles of professional knowledge disseminator and make use of weekly **supervision** with their field instructors. Additionally, students consult with library staff and community members as appropriate.

Child Welfare (SWK 381):

Students are expected to engage **professional demeanor** through class attendance, participation in discussion, and application of self to assignments. Lecture, discussion, and textbook reading assignments specifically identify qualities and characteristics of professionals involved in child protective services. The article critique written assignment requires the student to personally **reflect** on how her or his own Christian World View integrates with Professional Social Work Values and Ethics relevant to the specific issues raised by the article.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

(Associated behaviors: manage personal values; apply NASW Code of Ethics; appreciate ethical ambiguity; engage ethical reasoning to make decisions)

Professional Competency (CSWE)	Intro SWK (SWK 202)	Res Methods (SWK 302)	Soc Welf Policy (SWK 303)	HBSE I (SWK 309)	HBSE II (SWK 310)	SWK Practice I (SWK 331)	SWK Practice II (SWK 332)	SWK Practice III (SWK 333)	Junior Pract I (SWK 341)	Junior Pract II (SWK 342)	SWK Practice IV (SWK 404)	Senior Seminar (SWK 405)	Min Gp Relat (SWK 420)	Senior Pract I (SWK 443)	Senior Pract II (SWK 444)	Senior Paper (SWK 499)	Child Welfare (SWK 381)
2. Ethical Principles	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X

Introduction to Social Work (SWK 202):

In this course, students are introduced to the concept of “ethical decision-making” and the social work values and principles that guide professional practice. They are introduced to the Social Work **Code of Ethics** through assigned readings in Popple & Leighninger, class discussion (throughout the course), and **ethical reasoning** in case study application. Students also learn about various social problems and issues that generate social and economic injustice

throughout the semester. During course discussions and written reflection assignments, students are asked to explore their own beliefs and values and to understand the complexity (**ambiguity**) of making ethical decisions to guide social work practice.

Students also debate contemporary social issues in class. Included in each debate is a discussion of the ethical issues that must be considered on both sides of the topic. In addition, they continue examining their own **personal values** and identity formation throughout the course.

Research Methods (SWK 302):

Lecture and discussion specifically address social work ethical issues relating to the conduct of research. The development of a professional quality research proposal requires students to consider how **personal values** and professional ethics impact the choices they make in its development. Additionally, the NASW **Code of Ethics** (Section 5.02 Evaluation and Research) is applied to the practice of research.

Social Welfare Policy (SWK 303):

Particular application of the NASW **Code of Ethics** is given to Section 6: Social Worker's Responsibilities to the Broader Society. Students are introduced to issues of social justice and the clash of social work values with contrasting societal values in terms of: poverty, racism, sexism, gay and lesbian concerns, immigration, etc. Additionally, they are exposed to the contrasting (often **ambiguous** and multiple) values related to welfare: individual and corporate; the prison industrial complex; and other complexities and contradictions in America. Cross-culturally, values are contrasted as well: globalism, slave labor, human trafficking, immigration, child soldiers, and exploiting orphans for profit motives. Students examine their own **values** and those of social work for developing programs for the poor from readings of Payne, *Framework for Understanding Poverty* and Kotlowitz, *There Are No Children Here*. Students keep a Scrap Book of articles covering values conflicts between those of social work and others. In the Policy Assessment Paper and presentation, students apply both social work and Judeo-Christian values to problem assessment and policy recommendations.

HBSE I (SWK 309):

Lecture, discussion, and reading assignments from Hutchison provide the opportunity to identify how the application of ethical principles to human development can guide professional practice with diverse populations. The article critique written assignment requires the student to examine one's **personal values** and show how her or his own Christian World View integrates with professional social work values and ethics relevant to the specific issues raised by the article.

HBSE II (SWK 310):

Lecture, discussion, and reading assignments from Hutchison provide the opportunity to identify how the application of ethical principles to the contexts of human development can guide professional practice with diverse populations. Through developing their PowerPoint presentations, students recognize how **personal values** may impact how they address potentially controversial issues specific to their topics (i.e., gay and lesbian families, immigrant families). Should ethical dilemmas (or **ambiguities**) present themselves in the development of their presentations, students must apply **ethical reasoning** and make use of **supervision** to resolve them, so that the presentation will maximize the learning experience of classmates.

SWK Practice I (SWK 331):

The NASW **Code of Ethics** is applied to the practice of social work. Students apply **ethical reasoning** from Dolgoff & others (Ethical Principles Screen) and the NASW Code of Ethics to making ethical decisions with case examples. An ethical decisions paper (test) assesses student performance in **ethical reasoning** along with the handling **ambiguity** in ethical decision-making. Ethical implications are included in the cases staffed and discussed from the Scales & Wolfer text. Student presentations of their cases in the Client Assessment Paper (where they are paired together in role play) also include ethical implications as part of the assessment and intervention process.

SWK Practice II (SWK 332):

Lecture, discussion, and reading assignments from Ivey and Ivey (particularly chapter 2) identify values and ethics specific to working with clients at the micro-system level. In-class role playing provides students the opportunity to discuss ethical issues specific to each scenario. In the worker-client assignment, workers must make use of **ethical reasoning** leading to ethical decision-making when developing interventions strategies with their clients. The worker-client assignment and in-class role playing provide the students with the opportunity to recognize how **personal values** may impact how they work with diverse clients presenting often complex problems.

SWK Practice III (SWK 333):

Lecture, discussion, and reading assignments from the Zastrow text, *Social Work with Groups*, identify values and ethics specific to working with small groups. In-class experiential group exercises provide students the opportunity to discuss ethical issues relevant to specific exercises and to explore **personal values** and biases that may affect their ability to work with diverse populations. In the co-leader group project, co-leaders must make use of **ethical reasoning** leading to decision-making when developing specifics of their group proposal and in carrying out the project, which may present specific problems in group dynamics.

Junior Practicum I (SWK 341):

In both Junior Practicums I & II, students are given opportunities to “walk out” social work values and ethics while serving in their assigned agencies, and to receive supervision from practicum field instructors throughout the course. This competency is evaluated for both junior and senior practicums through the Practicum Assessment Form (Volume III of the Self Study).

Students learn how to integrate the NASW Code of Ethics in their practice settings. Critical thinking questions and exercises from the Royse text assist students’ recognizing ethical **ambiguities** in seeking to resolve ethical dilemmas.

Junior Practicum II (SWK 342):

See discussion for Junior Practicum I above.

In Junior Practicum II, the reading and writing assignment, “Ethical Decision Making” in the Cournoyer text, provides students with further review of social work values and ethics. Assignments require them to **engage in ethical reasoning** by identifying the specific ethical principles from the NASW **Code of Ethics** and the legal duties they believe should apply in these cases. Additionally, the assignment, “*Acceptance of Others Scale*” and the “*Self Appraisal: The Ethical Decision-Making Skills*” exercise helps students assess their own skill level towards the integration of **personal values** and use of the NASW **Code of Ethics**.

SWK Practice IV (SWK 404):

Social work values from Homan’s, *Promoting Community Change*, are discussed in the course relative to macro social work. Additionally, particular focus is paid to the NASW **Code of Ethics** as it applies to Section 6: Social Workers’ Ethical Responsibilities to the Broader Society. Students, in their community projects, engage **ethical reasoning** and examine **personal values** when making decisions in community intervention. Values and ethics, and implicit **ambiguity**, are routinely discussed when examining interventions on the macro level (i.e., do we engage in a confrontation strategy or educational one...do we publicly attack, or embarrass, the one personally obstructing progress in the project we are promoting?)

Senior Seminar (SWK 405):

Ethical values are applied to the discussion of creating and managing non-profits—as spelled out in the Grobman text. Some of these include: decision to incorporate as a non-profit and 501(c)3 or stay attached to a parent agency (i.e.,

church), board selection, holding meetings, strategic planning, board and staff policies, fundraising, insurance, managing agency finances, etc. Who get served when our funding is reduced, is a key ethical dilemma demanding **ethical reasoning**.

Senior Practicum I (SWK 443):

Students entering social work practice with a Judeo-Christian value base must learn how to manage **personal values** within the boundaries of the Social Work Code of Ethics. The integration of faith and practice is often discussed during the weekly practicum seminar as students discuss their practicum experiences. In one section of the Comprehensive Exam (Volume III), students are asked to address the following questions:

Discuss the issues involved, and to what extent, you were able to integrate NASW Code of Ethics values and ethics and Judeo-Christian values and ethics into you practicum this semester. When answering this question:

- a. Refer to the specific Social Work Code of Ethics (state the actual Code and number) you are referring to and give specific examples of each issue in your discussion (minimum of two issues required).
- b. In one of these examples describe an ethical dilemma (one that conflicted with or challenged your personal Christian value system) you faced during your senior practicum experience. Using a Biblical reference, and one to two (1-2) references from the Social Work Code of Ethics, discuss how you were able to integrate your faith into your practice as a social worker. In either of these examples, cite ways in which supervision and professional consultation assisted you in the resolution of your dilemma.

Students demonstrate this competency thought their midterm and senior practicum assessments. They also demonstrate skill level though a question related to the integration of faith and practice on the Senior Practicum Assessment. Students watch several vignettes from a DVD that depict social workers in “questionable” practices during sessions with clients. Students engage ethical reasoning to address these situations and dilemmas through class discussion; this assignment is used intermittently throughout the semester.

Senior Practicum II (SWK 444):

See discussion for Senior Practicum I above.

Senior Research Paper (SWK 499):

The development of a professional quality senior research paper requires students to consider how professional social work values and ethics impact the choices they make in its development. The paper requires personal reflection on how students’ **personal values** and Christian World View integrates with professional social work values and ethics relevant to the topics chosen for the assignment. In other words, they must engage in **ethical reasoning** behavior relative to their research papers.

Child Welfare (SWK 381):

Lecture, discussion, and reading assignments provide the opportunity to identify how the application of ethical principles to children and families can guide professional child welfare practice with diverse populations. The article critique written assignment requires the student to personally reflect on how her or his own Christian World View integrates with professional social work values and ethics relevant to the specific issues raised by the child welfare article. The Crosson-Tower text, *Understanding Child Abuse and Neglect*, challenges students to examine the historical values of parent rights and the intrusion of the state into family affairs to address maltreatment. Students also discuss the *OKDHS Child Welfare Practice Standards* (ethical practice guide) for managing their **personal values** and behavior in the practice of child welfare.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments

(Associated behaviors: integrate knowledge; analyze practice models; perform effective oral and written communication)

Professional Competency (CSWE)	Intro SWK (SWK 202)	Res Methods (SWK 302)	Soc Welf Policy (SWK 303)	HBSE I (SWK 309)	HBSE II (SWK 310)	SWK Practice I (SWK 331)	SWK Practice II (SWK 332)	SWK Practice III (SWK 333)	Junior Pract I (SWK 341)	Junior Pract II (SWK 342)	SWK Practice IV (SWK 404)	Senior Seminar (SWK 405)	Min Gp Relat (SWK 420)	Senior Pract I (SWK 443)	Senior Pract II (SWK 444)	Senior Paper (SWK 499)	Child Welfare (SWK 381)
3. Critical Thinking	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Introduction to Social Work (SWK 202):

Students demonstrate their ability to critically assess information by **writing** reflection papers on assigned topics and questions assigned from the course texts. Students are introduced to the task of **integrating knowledge** from multiple sources through the student **oral** debate assignment—a researched based project through which students examine various social justice topics of interest to social workers.

Written communication is addressed as follows: through weekly reflective questions, an 8-10 page reflection paper, and essay exam questions, students submit samples of their writing in this introductory course. The reflection paper and essay portions of the final exam help students practice writing using terms and concepts specific to social work practice. These writing samples also provide faculty with a means of “flagging” students that are challenged in the area of writing prior to official admittance to the program. Students needing additional assistance in writing can be referred early in the program to the appropriate resources on campus.

Regarding **oral communication**, the student debate assignment provides a way for students to express their views on a topic of interest while showcasing their level of competence as an oral communicator. The oral presentation feedback form (scored by the instructor) provides students with specific input on their effectiveness as presenters and the adequacy or inadequacy of presentation content.

Research Methods (SWK 302):

In developing a professional research proposal, students must critically identify, assess, and **integrate knowledge** from multiple sources. Attention to the proposal’s development must focus on instrument language appropriate to the target population being proposed. Students are encouraged to interview a few representative members of their target population for insight into the community’s perspectives on their research topics. Completion of the research proposal also demonstrates effective **written communication** skills to faculty reviewers and has the potential of being submitted to the University’s IRB and community agency/organization decision makers.

Social Welfare Policy (SWK 303):

Students are placed in small groups of 2-3 to write a Social Policy Analysis paper and Power Point presentation to be presented in class. The paper requires critical thinking in terms of following a detailed analysis guide for the paper, including: problem analysis, Judeo-Christian values associated with the problem, causal factors, service delivery (both local and national), and recommendations for service delivery. In addition to assignments from the DiNitto text, *Social Welfare: Politics and Public Policy*, students write reflection papers on two books: Payne’s, *A Framework for Understanding Poverty* and Kotlowitz’s, *There Are No Children Here*. Both papers require thoughtful **integration of prior knowledge** in working with those in poverty and recommendations for policies for service delivery. Attendance at NASW Legislative Day and meeting with legislators include the assignment to **write** critical reflections of those experiences. Finally, through class discussions, students are required to critically think through issues of value conflicts related to

“welfare” (personal and corporate), profiteering in pay day loans, prison inmates, slave labor, sexual trafficking, globalization, etc.

HBSE I (SWK 309):

Lecture, discussion, and reading assignments from Hutchison provide the opportunity to critically examine theories and **analyze models** of human development and their relevance to diverse populations. The article critique **writing** assignment requires the student to critically discuss the specific issues raised by the author(s), to **integrate** multiple sources of **knowledge** in the process, and to **effectively communicate** that critical examination in written form.

HBSE II (SWK 310):

Lecture, discussion, and reading assignments provide the opportunity to **critically analyze** theories and **models** relating to the contexts of development and their relevance to diverse populations. The PowerPoint **presentation** and **written** assignment require the student to critically discuss the specific issues raised by Hutchison in the textbook, to **integrate multiple sources of knowledge** in the process, and to effectively communicate that critical examination in **oral and written** form.

SWK Practice I (SWK 331):

A significant assignment in the course is the Client Assessment Paper, where students are paired together to role-play and write a client assessment paper to be staffed during class time. Both **writing** and **presentation** skills are assessed for this assignment. Students also present to the class cases from the Scales & Wolfer text. Feedback is provided during this process. Additionally, students engage in the critical application of the NASW Code of Ethics and Ethical Principles Screen developed by Dolgoff & others.

SWK Practice II (SWK 332):

Lecture, discussion, and reading assignments provide the opportunity to critically **integrate knowledge** of theories, models, and techniques relating to engaging, assessing, intervening, and evaluating individual client needs. Worker-client assignments, with relevant case record **written** assignments (Psychosocial Assessment and Case Plan, SOAP Progress Notes, Process Recording, & Case Summary), and in-class role playing allow students to apply that critical knowledge in a practice context. Through study of the Ivey and Ivey text, students are introduced to conducting the well-formed interview and integrating strategies for change (reframing, logical consequences, feedback, etc.) in their paired practice experience.

SWK Practice III (SWK 333):

Lecture, discussion, and reading assignments provide the opportunity to critically **integrate knowledge** of theories—particularly discussed in Zastrow—along with models, and techniques relating to engaging, assessing, intervening, and evaluating group needs and dynamics. In-class experiential group exercises and the co-leader group project allow students to apply that critical knowledge in a practice context. The group proposal and post-group analysis **written** assignment require students to engage in critical decision-making and evaluation processes, in the development of intervention strategies, application, and outcomes.

Junior Practicum I (SWK 341):

Students keep weekly logs that reflect subjective and affective processing of the practicum experience. Weekly assigned readings and **written** homework questions taken from the Royse text engage them to **integrate knowledge** and critically think about the material. Moreover, class discussions provide a venue for students to compare their insights with those of classmates.

Students create “action plans” (application of the Social Work Program’s 11 Competencies and associated behaviors) for use in the evaluation process. Students learn to **write** measurable action plans for themselves.

Junior Practicum II (SWK 342):

See discussion for Junior Practicum I. Additionally, Junior Practicum II students provide an oral presentation of their agency analysis to the class.

SWK Practice IV (SWK 404):

This class for senior social work students examines macro social work practice. Students engage in a community project and **write** about **integrating knowledge** of assessment and intervention to the macro experience. They **analyze** macro practice **models** for application to their community project. Additionally, they are assigned to read and comment in **writing** about projects performed by former students. These include presentations made at prior NASW and NACSW conferences. Examples are: *Economic Development of Riverwood* (Pollard and Boatwright); *Making Community Change Real for Students* (2007 NACSW [Dallas] and at the 2008 NASW-OK State Conference. Note that the Riverwood community in south Tulsa is a low-income community close to the university with a large presence of Section 8 apartment complexes, high crime, large Hispanic presence, school dropouts, etc. The community provides a laboratory for student projects leading to extensive involvement since 1998. Students are involved in working at the community's storefront South Tulsa Community House to provide food, after school activities for children, and outreach for high school students not attending school. Area churches, schools, and governmental agencies work together to address these community problems. Students frequently perform their practicums at the House.

Senior Seminar (SWK 405):

This class for seniors involves basically three items related to critical thinking and **knowledge integration**. Students **write** a "logic model" related to a program provided by the agency where the senior practicum was performed. Also, students learn to write outcome statements related to the logic model. They develop a fictitious non-profit agency and answer a series of questions related to selection of board members, staff policies, funding (including whether to engage faith-based funding), etc. Finally, they participate in **writing** a grant (foundation or governmental [CDBG]) to support a South Tulsa Community House initiative in the Riverwood community.

Minority Group Relations (SWK 420):

This course makes use of **writing** reflection papers on various subjects of minority relations. Six such papers are written during the semester. Three of the papers challenge students to **integrate knowledge** about theories of minority relations with assigned readings and personal experiences. Three internet assignments provide the opportunity to write a **written** reflection. Students **integrate knowledge** from readings and class discussion in these written assignments. Finally, a group project is written around a subject of interest in the study of minority group relations. They **write** and **orally** present their projects to the class with detailed presentation handouts.

Senior Practicum I (SWK 443):

Senior practicum students are required to **integrate knowledge** through examining social work research and literature and writing article critiques (weeks 4, 6, and 9). Subjects are chosen on topics related to their practicum field assignments. Additionally, one question on the Comprehensive Examination taken by seniors requires them to write about the following:

Choose a *research article* from a professional source or the Internet (*one you have not already used for the Article Critique assignment*) that is appropriate to the population/service of your placement agency and follow the guidelines below:

- a. ATTACH THE ARTICLE. (*Failure to do so will result in no points for this question.*)
- b. The article you choose *must be research focused*, i.e., it must be one that actually describes the methodology, yields data and discusses the results of the research project.
- c. Documentation of your source, as per APA guidelines, is to be followed.

- d. Write a one page summary of the article (Include all information that relates to the questions that follow under item “e”).
- e. Using the article, comment on how well the author(s):
 - 1) Selected participants for the study/experiment
 - 2) Chose appropriate instruments and research design for collecting data
 - 3) Worked to gain proper permission, if needed, for the research/experiment (e.g., an Internal Review Board, or an informed consent form signed by each participant when using human participants).
 - 4) Followed professional ethical guidelines. Explain why you think they did or did not.
 - 5) Generalize the findings of the study (i.e., if the findings could be extended to others, or situations, that were not directly involved in the research study).

Please note that item “e” is the “meat” of this question and should therefore be given proper attention.

Students are required to **analyze** the problem-solving **model** through completion of a case record using the six major steps involved in the Generalist Intervention Model.

Another question for the Comprehensive Exam has students **integrating theories** of human development into their assessment of a client system.

Considering the client you used for your Case Record report, discuss how his or her behavior(s) or needs(s) can be understood in light of two (2) developmental theories.

Note:

- a. *For students whose focus of discussions will be on human developmental theories, you must use Erik Erikson as one of your theorists. You may choose a theorist of your choice for your second discussion.*
- b. *For students who were placed in non-traditional field placements (e.g., United Way) this semester, you must choose two (2) theories that commensurate with the client system serviced by your placement agency (e.g., management theories of development.)*

Discuss another case from our practicum this semester (i.e., one other than the one used for the Case record) and demonstrate how you were successful in applying generalist social work practice skills.

Students **write** action plans to realize the 11 Competencies and associated behaviors for use in the evaluation process. They additionally **analyze** the problem-solving **model** through completion of a case record assignment using the six major steps involved in the Generalist Intervention Model.

Senior practicum students are also required to **present** an in-service presentation to the staff at their assigned agency.

Senior Practicum II (SWK 444):

See discussion for Senior Practicum I.

Senior Research Paper (SWK 499):

In developing the senior research paper, students must critically **integrate** research-based **knowledge** relating to their specific topic. They will **critically analyze** specific social service agencies that represent a cross section of the services being provided in a community to address the problem under discussion. Completion of the senior research paper will also demonstrate effective **written** communication to faculty reviewers and has the potential of disseminated results to community social service agencies and political decision makers.

Child Welfare (SWK 381):

Lecture, discussion, and reading assignments provide the opportunity to critically examine theories and models of child development and family dynamics and their relevance to diverse populations. The article critique **writing** assignment

requires the student to critically discuss the specific issues raised by the author(s), to **integrate** multiple sources of **knowledge** in the process, and to effectively communicate that critical examination in **written** form.

Educational Policy 2.1.4—Engage diversity and difference in practice.

(Associated behaviors: recognize oppression; investigate personal biases; appreciate differences; learn from cultural informants)

Professional Competency (CSWE)	Intro SWK (SWK 202)	Res Methods (SWK 302)	Soc Welf Policy (SWK 303)	HBSE I (SWK 309)	HBSE II (SWK 310)	SWK Practice I (SWK 331)	SWK Practice II (SWK 332)	SWK Practice III (SWK 333)	Junior Pract I (SWK 341)	Junior Pract II (SWK 342)	SWK Practice IV (SWK 404)	Senior Seminar (SWK 405)	Min Gp Relat (SWK 420)	Senior Pract I (SWK 443)	Senior Pract II (SWK 444)	Senior Paper (SWK 499)	Child Welfare (SWK 381)
4. Diversity	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Introduction to Social Work (SWK 202):

Students are introduced to a number of social problems through which diversity (i.e., age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation) make some populations especially vulnerable to social and economic injustice while extending privilege and entitlement to others. This information is provided through assigned readings from the Popple & Leighninger text. Films and class discussion are additional tools that are utilized to address diversity.

Students participate in a simulation game during the semester: *“Ghetto”* (or *“The Hood”*) or an alternate exercise, *The Poverty Game*. Games are designed to experientially enable them to identify with individuals and family systems from diverse groups and marginalized populations, with one objective to help students recognize experientially the impact of **oppression** found in society. Students identify their own **biases** and prejudices as they take on the roles and characters of true-to-life individuals and families. Students follow up this assignment by writing a reflection paper highlighting each of these experiences and personal insights gained. Additionally, students relate this assignment to theories of poverty discussed in the text and to a film on poverty, *Born With a Wooden Spoon*.

Students read text material, receive lecture content, and discuss the unique challenges facing minority populations, women, and GLBTs. Student-led debates also address such topics as: *Gay Marriage*, *GLBTs and the Right to Adopt Children*, *Legalized Citizenship for Undocumented Aliens*, and *Women and the Right to Reproductive Freedom*. It is expected, through the various readings, simulations, and reflection that students will begin to **appreciate differences** in the groups studied.

Research Methods (SWK 302):

Lecture and discussion specifically address how research, particularly an interpretive approach, must consider how diversity factors and life experiences have shaped a target population’s cultural identity and world view. **Biases**, both personal and research based, are considered in the areas of: type of issue to be researched, problem development, research design, sampling design, and instrument creation. Diverse demographic characteristics of the target population are given specific attention for relevance to the development of their research proposals and assist **appreciation of different** perspectives. Students are encouraged to interview representative members of their target population for insight into the community’s perspectives regarding their research topics, prior to developing their research proposals’ section on methodology.

Social Welfare Policy (SWK 303):

Students are placed in small groups of 2-3 to write a Social Policy Analysis paper and Power Point presentation to be presented to the class. The paper generally is on a topic related to social justice and diversity, and a detailed analysis guide for the paper includes: problem analysis, Judeo-Christian values associated with the problem, causal factors, service delivery (both local and national), and recommendations for service delivery. Topics often address health care, poverty, HIV/AIDS, mental health, drug abuse, problems of youth, predatory lending, prison industrial complex, and international issues of sexual trafficking, slave labor, fair trade, child soldiers, and child welfare. In addition to the DiNitto text, students write reflection papers on two books: 1) Payne's, *A Framework for Understanding Poverty*, discusses diversity in terms of values, language, and life styles of those who are poor. The reflection paper requires thoughtful examination of personal **biases** toward the poor, refrain from judgment, and identification of similarities and **differences** from themselves; recognizing strengths is important for students to discover as well. 2) From Kotlowitz's, *There Are No Children Here*, students write a paper detailing the strengths of the principal family discussed in the book. Assignments from the DiNitto text, presentation of video clips, and class discussions bring out diversity issues related to social justice, **oppression**, and social welfare policy. Writing assignments are designed for students to appreciate values, life-styles, and normal thinking patterns **different** from their own.

HBSE I (SWK 309):

Lecture, discussion, and textbook readings from Hutchison continually emphasize how diversity shapes human development at all system levels and contexts. Students are encouraged to develop an appreciation of **differences** in others. This gives them the opportunity to identify and understand how issues of demographics, **oppression**, poverty, privilege, power, etc. shape human behavior and potentials for change. Articles for the critical written assignment are specifically selected to foster discussion of diversity issues at various developmental stages.

HBSE II (SWK 310):

The second course continues through lecture, discussion, and textbook readings (Hutchison) to emphasize how various contexts shape human development at all system levels. This gives students the opportunity to identify and understand how issues of demographic variables, **oppression**, poverty, privilege, power, etc. shape human behavior and the potential for change. Students continue to appreciate normal **differences** in others. Each PowerPoint presentation and written assignment targets a specific context that shapes human development.

SWK Practice I (SWK 331):

The course is marked by considerable discussion and application of the NASW Code of Ethics. Important is the discussion of "cultural competence and diversity," of recognizing **personal bias** and **appreciating differences** in others as a part of the social worker's ethical responsibilities to clients. A significant assignment in the course is the Client Assessment Paper, where students are paired together to role-play and write a client assessment paper to be staffed in the class. Relevant diversity issues are addressed in the assessment assignment. Students also present to the class cases from the Scales & Wolfer text—which features examples from diverse backgrounds including age, sex, ethnicity, and race. Feedback is provided students, both from classmates and the professor, during this process. Additionally, students engage in the application of the NASW Code of Ethics and Ethical Principles Screen developed by Dolgoff and others to a diverse group of cases. Students also read and write a reflection paper based on the article: *Transcultural Health Care* (taken from nursing). The reflection is intended to facilitate students becoming aware of their personal biases in working with groups **different** from themselves. Finally, a reflective paper is written regarding the Ethnographic Model for Interviewing (Leigh's, *Communicating for Cultural Competence*). This book details the importance of **appreciating difference** and discovering approaches relating to assessment and intervention through seeking out **cultural informants**.

SWK Practice II (SWK 332):

Lecture, discussion, and textbook readings continually emphasize the appreciation of how **difference** (diversity) shapes ways workers respond to clients and how clients respond to workers. In-class role playing provides students the

opportunity to identify and discuss diversity factors relevant to each scenario. This also allows students the opportunity to recognize **personal biases** that might affect how they work with diverse populations. The worker-client assignment requires the worker to engage a client that may come from a background very different from their own. Part of the Psychosocial Assessment requires the worker to identify and discuss the cultural identity and the spiritual identity of his or her client and how they are relevant to the client's presenting problem(s). The Ivey and Ivey text discusses microskills counseling from a diversity and multicultural perspective.

SWK Practice III (SWK 333):

Lecture, discussion, and textbook readings from Zastrow (particularly chapters 7 and 9) continually emphasize how **diversity** shapes ways group leaders respond to group members and how group members respond to group leaders. Students study stereotyping in multiculturalism (i.e., Questionnaire about Gays and Lesbians) and gain knowledge about which techniques work best with **different** groups. In-class experiential group exercises provide students the opportunity to appreciate **differences** in beliefs and practices (diversity factors) relevant to each exercise. This also allows students the opportunity to recognize **personal biases** that might affect how they work with diverse populations. The co-leader group project requires co-leaders to engage group members that may come from backgrounds very different from their own. The group proposal and post-group analysis require students to identify and discuss how demographic variables, **oppression**, poverty, privilege, power, etc. influence group dynamics and group outcomes.

Junior Practicum I (SWK 341):

For many students, the field practicum presents a first opportunity to work directly with individuals or families that are completely different (ethnically, culturally, sexual orientation, socio-economically, etc.) than themselves. One question on the Final Exam enables them to increase self-awareness with regard to values and **biases** that are discriminatory, set goals in subsequent learning environments towards the elimination of unhealthy beliefs, and to develop a greater comfort and **appreciation** in working with diverse groups different from their own orientations.

Students learn about the dimensions of diversity and the positive and/or adverse consequences of difference for minority populations. Through the field practicum experience and subsequent evaluation process, students are provided with measureable feedback, both at mid-semester and semester's end through the Practicum Assessment Form. This provides students with on-going cultural sensitization, recognition of personal **biases**, appreciation of **differences**, as well as a means of evaluating their growth in this area throughout their undergraduate social work education.

During Junior Practicum II, the course offers a PowerPoint presentation and lecture on *People First Language*. Subsequent class discussion encourages students to apply this knowledge to clients within their individual practice settings.

Additionally, students working in agency settings are "educated" by client populations (**cultural informants**) by serving them in real-life settings. Weekly logs facilitate the student's ability to reflect on interactions with clients and to subsequently document key experiences in the weekly log.

Juniors are evaluated by field instructors on their competency in working with diverse populations. See the Practicum Assessment Form.

Junior Practicum II (SWK 342):

See discussion of Junior Practicum I above. Additionally, one question on the final exam for Junior Practicum II, students are asked to discuss the client groups they have worked with during their practicum experience. The question asks the following:

- *Identify 2-3 client groups you have worked with during this practicum? Discuss the special needs and problems that are common to this client population.*
- *How do your beliefs today differ from those you had before you began your practicum? (personal biases and learning from informants, appreciation of differences)*

SWK Practice IV (SWK 404):

Practice IV examines macro social work practice. Students engage in a community project and write up the results including self-reflection on the work performed (including the **appreciation of differences**) about the diverse clientele addressed. Additionally, students are assigned to read and comment on projects performed by former students. These include presentations made by students at prior NASW and NACSW conferences of their community work: *Economic Development of Riverwood* (Pollard and Boatwright); *Making Community Change Real for Students* (2007 NACSW [Dallas] & 2008 NASW-OK State Conference presentations). The Riverwood community in south Tulsa, located near the university, is a highly diverse low-income community with a large presence of Section 8 apartment complexes, high crime, and large Hispanic presence. The community has provided a laboratory for student projects as the Social Work Program has been deeply involved since 1998. Additionally, most students during their academic careers at ORU are involved in working at the storefront South Tulsa Community House (sponsored by the local neighborhood association and the social work program) to provide food, after school activities for children, and outreach for high school students not attending school. Most clientele are African American and Hispanic. Area churches, schools, and governmental agencies work together on community problems. Many students will perform their Junior Practicum placements there. These activities help students examine differences in clientele and to examine their own personal **biases**.

Finally, students read and discuss two community-wide studies conducted by the Human Rights Commission in Tulsa: *Task Force for Handicapped Concerns*; and *Sexual Preference Study for Tulsa*. Both studies, conducted by an ORU social work faculty member, detail the strategy of meeting with **cultural informants** to learn about the issues, learning about **oppression** experienced by these minority groups, and learning to embrace their **differences**.

Senior Seminar (SWK 405):

Senior Seminar typically is the last course taken to complete one's baccalaureate social work degree. Students apply their appreciation of **difference** in diversity by developing a fictitious social service agency: clientele to be served, board and staff diversity, etc. The course also involves writing a grant for foundation or governmental funding to support programming at a local social service agency—oftentimes the South Tulsa Community House—a storefront social service center that services primarily low-income African American and Hispanic clientele. Grant requirements specify addressing diversity issues in terms of who will be served, outcomes to be achieved, community demographic data, and diversity of the board and staff.

Minority Group Relations (SWK 420):

The course covers diversity and its appreciation of **difference** through reading assignments, class discussion, reflective writing, and paper presentations on diversity issues: race and ethnicity, culture, gender, age, sexual orientation, religion, and disability. Significant reading and discussion is placed on the book: *Bury My Heart at Wounded Knee*. Not only is the book appropriate for the study of **oppression** and justice issues with Native Americans in general, but for appreciating differences with the large Indian population (several tribal groups) in Northeast Oklahoma. Students play the game, *Community Construction*, and experientially gain insight into feelings associated with **oppression** and powerlessness. Finally, assignments from Ferrante and Browne, *The Social Construction of Race and Ethnicity in the United States*, contribute significantly to the understanding of diversity.

Senior Practicum I (SWK 443):

Through the field practicum experience and subsequent evaluation process—midterm and final senior practicum assessment (see *Practicum Manual* in Volume III of the Self-Study)—students are provided with measurable feedback. Addressing issues of bias and difference comes through the action plan negotiated with the field instructor and Field Director. The practice experience provides students with on-going cultural sensitization and also a means of evaluating their growth in personal **biases** and appreciating **differences** throughout their undergraduate social work education.

Students at the senior level respond to the following questions on their Comprehensive Examination:

As a result of your training in the Social Work Program, identify two (2) people groups towards which your beliefs, views, **biases**, and judgments have significantly changed. -- Please be specific.

How do you account for this change? (In other words, which parts of your educational experience would you credit towards this shift in your views)? Be specific—i.e., a special client you worked with, a supervisor that challenged you to grow, an article or book, that changed previously untested beliefs?

Senior Practicum II (SWK 444):

See discussion above regarding Senior Practicum I.

Senior Research Paper (SWK 499):

The systems analysis section of the paper includes a discussion of how diverse populations may be differentially impacted by the issue being addressed in the paper. Discussion of Exo-and Macro-systems relates to how demographic variables, **oppression**, poverty, privilege, power, etc. impact the topic chosen in positive and/or negative ways. Students reflect on their appreciation of **difference** in writing their papers.

Child Welfare (SWK 381):

Lecture, discussion, and textbook readings continually emphasize how diversity shapes child development and family dynamics at all system levels and contexts. This gives students the opportunity to identify and understand how issues of demographics, **oppression**, poverty, privilege, power, etc. shape family behavior and potentials for change. Articles for the critical written assignment may include discussion of diversity issues that may impact engagement, assessment, intervention, and evaluation in child protective services. Differences in culture, family values, and contexts are discussed in the Crosson-Tower text. Through discussion of the *DHS Child Welfare Practice Standards*, students examine both personal **biases** and appreciate **differences** in clientele that child welfare addresses.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

(Associated behaviors: assess dynamics of injustice; advance human rights and all forms of justice)

Professional Competency (CSWE)	Intro SWK (SWK 202)	Res Methods (SWK 302)	Soc Welf Policy (SWK 303)	HBSE I (SWK 309)	HBSE II (SWK 310)	SWK Practice I (SWK 331)	SWK Practice II (SWK 332)	SWK Practice III (SWK 333)	Junior Pract I (SWK 341)	Junior Pract II (SWK 342)	SWK Practice IV (SWK 404)	Senior Seminar (SWK 405)	Min Gp Relat ((SWK 420)	Senior Pract I (SWK 443)	Senior Pract II (SWK 444)	Senior Paper (SWK 499)	Child Welfare (SWK 381)
5. Human Rights & Justice	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Before discussing this competency, the reader is informed that the Social Work Program also provides a minor, Social Justice, to service university majors in other disciplines with a study of **social justice**. The minor also serves as a

recruiting tool for attracting students into the Social Work Program. Required courses for the Social Justice Minor include: Introduction to Social Work (SWK 2002), Social Welfare Policy (SWK 302), HBSE II (SWK 310), and a Directed Study (community project) (SWK 420). One additional course completing the 18-hour minor can be taken from the following: Cultural Anthropology (SOC 308), Social Deviancy/ Social Control (SOC 329), or Child Welfare (SWK 381). The minor's title of Social Justice, rather than designation of Minor in Social Work, avoids the potential confusion of students completing the social justice curriculum and believing they're qualified to practice social work.

Introduction to Social Work (SWK 202):

The Introduction to Social Work course approaches social work from a social justice perspective. Subjects such as Human Trafficking, Substance Abuse, Inequality in the Healthcare System, Poverty, Immigration, and Homelessness, help students understand the multiple forms and mechanisms of oppression and discrimination.

Films used in the course such as, *Born with a Wooden Spoon: Welcome to Poverty USA (2006)*; *There's No Place Like Home: Growing Up With Family Violence (2007)*, and a documentary chronicling the Tulsa Race Riot of 1921, provide graphic pictures of oppression and the generational impact of discrimination. Along with films, guest speakers serve as additional instructors, addressing many of the topics mentioned above. Students document their learning in a reflection assignment, mid-term exam, and in the final written exam.

Students learn to assess the **dynamics of injustice** and complex issues that surround it. It is hoped through reflection they develop compassion and empathy for the oppressed, a healthy anger toward systems that create and maintain it, and desire to advocate for change. Simulation games such as "Ghetto" and "The Poverty Game," give students practical ways to connect with the issues of injustice and helps incite healthy debate and critical assessment of present discriminatory practices in the social welfare system.

Research Methods (SWK 302):

In the problem development section of their research proposal, students must consider how issues of basic **human rights, social justice**, power, oppression, and discrimination may have contributed to the problem being selected for research. This section of the proposal also requires the student to identify potential benefits for all system levels that may result from completion of the research project: to individuals, families, communities, and social policy, and including professional knowledge base and service delivery.

Social Welfare Policy (SWK 303):

Students are placed in small groups of 2-3 to write a Social Policy Analysis paper and Power Point presentation to be presented to the class. The paper generally is on a topic related to **social justice** including a detailed analysis guide for the paper, including: problem analysis, Judeo-Christian values associated with the problem, causal factors, service delivery (both local and national), and recommendations for service delivery. Topics often include health care, addressing poverty, HIV/AIDS, mental health, drug abuse, along with international issues of sexual trafficking, slave labor, child soldiers, homeless children and orphans, exploitation of the poor in the bail bond system, pay day loans, and profiteering from the prison industrial complex, etc.

Students are introduced to organization websites involved in the advance of **human rights and social justice**. For social justice nationally, students are encouraged to search Sojourners (an organization articulating the biblical call to **social justice**). Internationally, students are assigned to view the websites, *The Right of the Child* and the *At Risk Network*, dedicated to helping children in the Russian and Eastern European orphanage system. The course looks at the cross cultural features of health care, poverty, children's issues, etc.

HBSE I (SWK 309) :

Lecture, discussion, and textbook readings from Hutchison (on social inequality) help students understand how **social injustice**, forms and mechanisms of oppression and discrimination, have shaped human development for diverse populations. Some articles selected for the critical written assignment specifically address these issues.

HBSE II (SWK 310):

Lecture, discussion, and textbook readings help students understand how organizational, social, and political forms and mechanisms of oppression, discrimination, and **injustice** have shaped human development for specific diverse populations. Some chapters selected for the PowerPoint presentation assignment specifically address these issues.

SWK Practice I (SWK 331):

At the course's beginning, considerable discussion is given the NASW Code of Ethics. Particularly, discussion centers on the Ethical Principle of social workers valuing **social justice** and working to challenge social **injustice**. Class readings, discussion, and case staffing in class (Client Assessment Paper and Scales & Wolfer cases) are designed to bring up issues of **human rights** and **social justice** and means of their advocacy.

SWK Practice II (SWK 332):

Lecture, discussion, and textbook readings help students understand how contextual forms and mechanisms of oppression and discrimination leading toward **injustice** may be relevant to the issues presented by diverse client populations. In-class role playing and the worker-client assignment have the potential of raising these issues for discussion. The Psychosocial Assessment must identify and discuss how these issues are relevant to the client's presenting problem(s); and, the intervention plan involving advocacy for amelioration.

SWK Practice III (SWK 333):

Lecture, discussion, and textbook readings from Zastrow continually emphasize how diversity shapes how group leaders respond to group members and how group members respond to group leaders. In-class experiential group exercises provide students the opportunity to appreciate differences in beliefs and practices (diversity factors) relevant to each exercise. This also allows students the opportunity to recognize personal biases that might affect how they work with diverse populations. The co-leader group project requires co-leaders to engage group members that may come from backgrounds very different from their own. The group proposal and post-group analysis require students to identify and discuss how demographic variables, oppression, poverty, privilege, power, issues of **human rights** and **justice** affect group dynamics and group outcomes. Group leaders must show respect for **human rights** and **promote justice** issues among groups they lead.

Junior Practicum I (SWK 341):

Several practicum sites provide students with tangible ways to impact large groups and macro environments. At the South Tulsa Community House, students have the opportunity to examine the macro aspects of the Riverwood community through participating in neighborhood meetings, meetings with police, and provider organizations. At the Mental Health Association of Tulsa's housing program, students address issues of homelessness and the community's response to housing and providing services to them. Each program focuses on larger systems that need to be impacted regarding **social justice** practices, in order to stimulate change. Students follow up experiential learning with documentation in their weekly practicum logs.

Junior Practicum II (SWK 342):

See discussion above regarding Junior Practicum I.

SWK Practice IV (SWK 404):

Readings from the Homan text, discussing web assignments detailing student projects in south Tulsa, point to the collaborative efforts in the community to resolve complex social problems. The community project examines the macro and systems issues associated with **injustice** and community participation of residents in decision-making. Students examine strategies (from the Homan text) for intervention with a wealthy Tulsa businessman who owns a dilapidated apartment complex in south Tulsa. Students study the possible consequences for the various strategy options. Additionally, students learn about the complex problems associated with the drop-out rate of students from Tulsa Public Schools, and examine empowerment strategies to help many complete their education.

Senior Seminar (SWK 405):

Senior Seminar places focus on developing a non-profit organization, writing outcome measures, writing Logic Models, and grant-writing. Important for **social justice** advocacy is the necessity of involving clientele in problem analysis, program development, and implementation. Students study examples of client involvement with non-profit organizations.

Minority Group Relations (SWK 420):

Through reading assignments, class discussion, reflective writing, and paper presentations, issues of race and ethnicity, culture, gender, age, sexual orientation, religion, and disability are addressed along with human rights and social justice perspectives. Additionally, reading and discussing *Bury My Heart at Wounded Knee* exposes students to oppression and **injustice** expressed toward Native Americans. Students play the game, *Community Construction*, and experientially gain insight into feelings associated with **oppression**, powerlessness, and injustice. The course, as mentioned above, places considerable focus on students writing reflectively regarding their experiences.

Senior Practicum I (SWK 443):

Some of the practicum sites provide students with very tangible ways to impact large groups and macro environments. One particular practicum location is the Mental Health Association of Tulsa's Housing Program. Another, the Community Services Council (CSC), is a leader both locally and statewide dealing with: early childhood education, Tulsa Area Community School Initiative, organizing services for incarcerated women, and the veterans initiative for reintegration of veterans back into the community, to name a few. Many CSC initiatives involve issues associated with **justice** (i.e., incarceration of women in Oklahoma and inadequacies in the veterans system dealing with soldiers returning with PTSD and Traumatic Brain injury). Students involved in these programs interact with clients, small groups, and with larger systems that can bring about change. Students follow up this experiential learning with documentation in the weekly practicum logs. Students process these experiences in the senior seminar, through their logs, and with their supervisors.

Senior Practicum II (SWK 444):

See discussion for Senior Practicum I.

Senior Research Paper (SWK 499):

Historical contexts and macro-system discussion include a focus on shifts in public opinion and social policy relevant to the topic of the paper. Discussion includes a focus on how contextual forms and mechanisms of oppression, discrimination, and social **injustice** may be relevant to the issues presented by diverse client populations. Professional recommendations for social and economic policy (enhancing **social and economic justice**) revisions are made.

Child Welfare (SWK 381):

Lecture, discussion, and readings from the Crosson-Tower text help students understand how forms and mechanisms of oppression, discrimination, and **injustice** have shaped child and family development for specific diverse populations and how social services have adapted/changed as a result of these factors. Articles selected for the written assignment may specifically address these issues.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

(Associated behaviors: apply research to inform practice and practice to inform research)

Professional Competency (CSWE)	Intro SWK (SWK 202)	Res Methods (SWK 302)	Soc Welf Policy (SWK 303)	HBSE I (SWK 309)	HBSE II (SWK 310)	SWK Practice I (SWK 331)	SWK Practice II (SWK 332)	SWK Practice III (SWK 333)	Junior Pract I (SWK 341)	Junior Pract II (SWK 342)	SWK Practice IV (SWK 404)	Senior Seminar (SWK 405)	Min Gp Relat (SWK 420)	Senior Pract I (SWK 443)	Senior Pract II (SWK 444)	Senior Paper (SWK 499)	Child Welfare (SWK 381)
6. Research	X	X	X			X	X	X			X	X		X	X	X	X

Introduction to Social Work (SWK 202):

Students engage in research using professional journals (three or more resources required) in preparation for their Student Debate assignment. Students are taught the importance of **research informing practice** and **practice contributing to research** as a value in professional social work.

Research Methods (SWK 302):

Lecture and discussion identify the benefits of research to the development of **evidence-based interventions**, students' evaluation of their own practice, program development and enhancement, community development, and the shaping of social, economic, and political policies. The development of a formal research proposal is based on a foundation of student experiences, often from practicum, that focus their interests into potential research topic areas. The problem development section also requires the student to identify potential benefits of the research to the development of **evidence-based interventions and practice**.

Social Welfare Policy (SWK 303):

When writing the Policy Analysis Paper, students are consumers of **research to inform** their understanding of the problem being examined and policy formulation to address it. They explore the Community Service Council (www.csctulsa.org) website as an example of a policy focused organization driven by data and research. Task groups sponsored by the CSC begin with problem exploration, conduct appropriate study to gain data, and develop policies and approaches to address the issue. On a national policy level, they observe where data drives the health care debate, immigration, services for veterans, early childhood education, to name a few. The DiNitto text also presents research findings, statistics, and demographic data in its discussion of policies that address social problems.

SWK Practice I (SWK 331):

Evidence informed practice is a regular discussion theme for this beginning practice course. Students explore selected theories of intervention with clientele, including motivational interviewing and brief therapy. They also examine how their practice can stimulate opportunities for research.

SWK Practice II (SWK 332):

Through consultation sessions with course professor (supervisor), students work with role-play clientele to implement practice skills and apply **best practice** strategies for helping. Students study the microskills process developed by Ivey and Ivey and seek to make application in their eight-session role-play assignment, plus their demonstration in class examples.

SWK Practice III (SWK 333):

Lecture and discussion identify the benefits of **research** to the development of evidence-based interventions in group work, particularly the application of rational emotive, behavior, and reality therapy discussed in Zastrow. In the group proposal, students must identify potential subjective and/or objective methodologies for evaluating the group project's outcomes. In the post-group analysis, students must demonstrate use of subjective and/or objective methodologies to evaluate outcomes of the group project.

SWK Practice IV (SWK 404):

This course addresses macro social work practice. Important to macro practice is the **application of research**: community surveys, focus groups, performing **program evaluation** activities, along with developing outcome statements and measure for service delivery programs. Additionally, census data and other forms of statistical information are used to develop social service programs and determine eligibility for grant applications. Students are assigned to read community-wide studies conducted by the Human Rights Commission in Tulsa: *Task Force for Handicapped Concerns*; and *Sexual Preference Study for Tulsa*. Students are shown how community surveys and research can impact policies of Tulsa's city government

Senior Seminar (SWK 405):

Students in Senior Seminar utilize various forms of data, along with outcome **evaluation research** studies as part of their grant application to governmental agencies and foundations. Also, they study an agency's services order to develop a Logic Model graphic presentation of the program. Writing outcome statements is an important beginning step to both program evaluation and writing a grant to support the program proposed.

Senior Practicum I (SWK 443):

Students in Senior Practicums I and II examine social work **research** and literature through article critiques. These articles (selected by the students) must be relevant by topic to the practicum placement. They serve to further introduce the students to the idea of **research-informed practice** and practical ways to impact service delivery.

Senior Practicum II (SWK 444):

See discussion for Senior Practicum I.

Senior Research Paper (SWK 499):

The systems analysis section of the paper includes identification and discussion of current specific **research** being done in relation to the paper's topic. This includes a focus on the research methodology and research results. Students may see topics of research interest from the Senior Practicum which leads to a research opportunity in the senior research paper (conducting a survey of children served by the South Tulsa Community House as to food needs when they return home after school or after spending time at the House).

Child Welfare (SWK 381):

Students read the *Child Welfare Practice Standards* and new *Child Welfare Practice Model*—based on **evidence informed practice**. The model is being taught to child welfare workers, supervisors, law enforcement and court personnel throughout the state. The plan focuses on assessing risk and safety and seeks to provide early service intervention to

keep children out of the system. Oklahoma, before implementation of the new Model in 2007, had over 12,222 children in out-of-home care. Current numbers place children in out-of-home care between 7,000 and 8,000.

Educational Policy 2.1.7—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)

Professional Competency (CSWE)	Intro SWK (SWK 202)	Res Methods (SWK 302)	Soc Welf Policy (SWK 303)	HBSE I (SWK 309)	HBSE II (SWK 310)	SWK Practice I (SWK 331)	SWK Practice II (SWK 332)	SWK Practice III (SWK 333)	Junior Pract I (SWK 341)	Junior Pract II (SWK 342)	SWK Practice IV (SWK 404)	Senior Seminar (SWK 405)	Min Gp Relat (SWK 420)	Senior Pract I (SWK 443)	Senior Pract II (SWK 444)	Senior Paper (SWK 499)	Child Welfare (SWK 381)
7. HBSE	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Introduction to Social Work (SWK 202):

Students become familiar with generalist social work practice and basic conceptual frameworks used to guide **assessment, intervention, and evaluation**. These include systems theory, social ecological model, and the problem-solving method. This material is covered through assigned readings (Chapters 3, *Social Work as a Profession*, and Chapter 4, *Generalist Social Work Practice*), class lectures, and class discussion. Application of the concepts is facilitated through case studies utilizing the models.

Research Methods (SWK 302):

Lecture and discussion identify how an interpretive approach to doing research must take into account the **biological, social, cultural, psychological, and spiritual development** of individuals and the **PIE contexts** in which they develop. Students must assure that their research proposals are appropriate to these factors specific to their target populations.

Social Welfare Policy (SWK 303):

Students make application to relevant **HBSE and PIE contexts** relative to their Policy Analysis Paper—particularly as these factors affect policy formulation. Students also examine contextual issues in their written reflections of Payne (how generational culture affects thinking and practice) and, Kotlowitz (the impact of governmental policies and neighborhood conditions providing the context for youth violence).

HBSE I (SWK 309) :

Lecture, discussion, and textbook readings from Hutchison continually emphasize how diversity shapes human **biological, social, cultural, psychological, and spiritual** development at different stages of life and at all system levels and **contexts**. This gives students the opportunity to identify and understand how issues of demographics, oppression, poverty, privilege, power, etc. shape human behavior and the potentials for change. Articles for the critical written assignment are specifically selected to foster discussion of diversity issues at various developmental stages.

HBSE II (SWK 310):

Lecture, discussion, and the Hutchison text (particularly chapter 9) readings continually emphasize how various contexts shape human **biological, social, cultural, psychological, and spiritual** development. This gives students the opportunity to identify and understand how issues of demographic variables, oppression, poverty, privilege, power, etc. shape human behavior and the potential for change. Each PowerPoint presentation and written assignment focuses on one specific **context**. The course covers social institutions, groups, and communities.

SWK Practice I (SWK 331):

The Client Assessment Paper requires application of **HBSE and PIE** contexts when assessing and designing an intervention strategy, and evaluation. Students will staff their cases before classmates and receive feedback in the process. Additionally, cases discussed from the Scales and Wolfer text also make application of the **HBSE and PIE** context in assessing and designing interventions.

SWK Practice II (SWK 332):

Lecture, discussion, and textbook readings identify and discuss how conceptual frameworks of human development and **PIE contexts** can shape a social worker's process of assessment, intervention, and evaluation of various client populations. This gives students the opportunity to identify and understand how issues of demographic variables, oppression, poverty, privilege, power, etc. are significant to a client's presenting problem(s) and his/her potential for change. In the worker-client assignment, case plans must demonstrate sensitivity to relevant HBSE and **PIE** factors. Ivey and Ivey also make **PIE** connections when discussing application of microskills.

SWK Practice III (SWK 333):

Lecture, discussion, and textbook readings from Zastrow identify and discuss how conceptual frameworks of **HBSE content and PIE contexts** can shape a social worker's process of assessment, intervention, and evaluation of specific client populations. This gives students the opportunity to identify and understand how issues of demographic variables, oppression, poverty, privilege, power, etc. are significant to diverse group member populations and their potential for engaging in group process and how that diversity may impact group dynamics. In the co-leader group project, the group proposal and post-group analysis must demonstrate sensitivity to relevant HBSE factors.

Junior Practicum I (SWK 341):

Students, in their practicum seminar discuss **HSBE contexts** as they relate to agency placements and clientele served. Students also keep detailed logs of their experiences during the practicum.

Junior Practicum II (SWK 342):

See Junior Practicum discussion above.

SWK Practice IV (SWK 404):

This course incorporates **HBSE (micro to macro) context** to understanding community problems. The Homan text and former student paper by Boatwright and Pollard on the history of the Riverwood community of south Peoria in Tulsa point to factors, governmental, non-profit, and private for-profit, that have impacted the community. One example is the effect of HUD policy and expansion of Section 8 housing contributing to multiple apartment complexes purchased by out-of-state entities, influx of low-income people into a small geographic area, consequent change in demographics (increase in children and racial-ethnic minorities), lowering of the neighborhood's household income, and rise in gang activity and crime (highest in the city). Students understand this process through application of the Homan text and personal involvement in the area through performing their community project. Students also participate in activities of the South Tulsa Community House and neighborhood association as well as attend board meetings that discuss problems, policy, and programs for the neighborhood.

Senior Seminar (SWK 405):

Students must be able to grasp **HBSE and context** when writing their grant proposal to support a local social service agency (most likely the South Tulsa Community House). Outcome statements are also required to address problems and needs, explaining related contextual issues, and writing how the grant will address them. Context also is used as a basis for describing the factors contained in the problem being addressed. These statements become the basis for program evaluation as the grant is implemented. Students have helped in writing CDBG funding requests over the past several

years. A recent challenge at the South Tulsa Community House has focused on developing an after school program for Middle School youth. A hindrance to providing the program is the contextual issue of many of these youths having to go home after their middle school to care for younger siblings. In another example, area churches have wanted to develop an Angel Food program to help low-income persons with nutritious food—only to find that many families don’t cook and others don’t have the utensils to cook the meats (steaks and roasts) included in the food program.

Minority Group Relations (SWK 420):

The course covers various **contexts** through reading assignments, class discussion, reflective writing, and paper presentations on issues of race and ethnicity, culture, gender, age, sexual orientation, religion, and disability. Students read, discuss, and write reflection papers on the book: *Bury My Heart at Wounded Knee*. The book is appropriate for the study of oppression of Native Americans and for context issues when working with groups, individuals, and families. Students play the game, *Community Construction*, and experientially gain insight relative to the impact of oppression and powerlessness contexts on individual and family behavior. Student presentations include context discussions as well.

Senior Practicum I (SWK 443):

A final examination question requires students to assess one of their practicum cases through the lens of developmental psychologist, Erik Erikson and one additional developmental theorist. Students are to then discuss an additional case using **systems and contextual** frameworks, the problem-solving approach, the strengths-empowerment perspective, and other conceptual frameworks.

Senior Practicum II (SWK 444):

See discussion in Senior Practicum I.

Senior Research Paper (SWK 499):

The paper must take into account the biological, social, cultural, psychological, and spiritual development of individuals and the **contexts** in which they develop.

Child Welfare (SWK 381):

Lecture, discussion, and textbook readings from Crosson-Tower identify and discuss how conceptual frameworks of child development and **contexts** can shape a child welfare worker’s process of engagement, assessment, intervention, and evaluation of specific client populations. This gives students the opportunity to identify and understand how issues of demographic variables, oppression, poverty, privilege, power, etc. are significant to working with diverse child welfare populations and their potential for engaging in the child welfare process.

Educational Policy 2.1.8—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)

Professional Competency (CSWE)	Intro SWK (SWK 202)	Res Methods (SWK 302)	Soc Welf Policy (SWK 303)	HBSE I (SWK 309)	HBSE II (SWK 310)	SWK Practice I (SWK 331)	SWK Practice II (SWK 332)	SWK Practice III (SWK 333)	Junior Pract I (SWK 341)	Junior Pract II (SWK 342)	SWK Practice IV (SWK 404)	Senior Seminar (SWK 405)	Min Gp Relat (SWK 420)	Senior Pract I (SWK 443)	Senior Pract II (SWK 444)	Senior Paper (SWK 499)	Child Welfare (SWK 381)
8. Policy Practice	X		X								X	X		X	X	X	X

Introduction to Social Work (SWK 202):

This first course in social work introduces students to the field of social work—its history, values and ethics, practice, and policies. Students are introduced to the study of social welfare policies and **policy practice** through text material and class discussion. Additionally, students complete an agency analysis of a Tulsa agency of their choice where they discuss the agency's background, services, organization, funding, etc. To accomplish this, students are involved in two projects that are designed to expose and familiarize them with the service delivery system in Tulsa, OK:

- 1) Complete 12 hours of community service at social services agency, school, community outreach or related program. Students are evaluated by a representative of the program on a written form, verifying their involvement and their level of competency. Points from this assignment are assessed toward their final course grade.
- 2) Each student selects one area of social work interest/practice and evaluates a social service agency in the Tulsa community representing that particular area. The student visits the agency and prepares an oral and written report.

Each student collects from his or her classmates a copy of the agency outlines presented in class. These outlines are put together in the form of a portfolio of agency resources, are used during the case analysis portion of the final exam, and also create the beginning of a personal resource manual that students may use during future field placements.

Social Welfare Policy (SWK 303):

Particular application of the NASW **Code of Ethics** is given to Section 6: Social Worker's Responsibilities to the Broader Society. Students are introduced to issues of social justice and the clash of social work values with contrasting societal values in terms of: poverty, racism, sexism, gay and lesbian concerns, immigration, etc.

Students are teamed up to both write and present in class a **policy assessment** on a policy topic of interest to them. The paper requires critical thinking in terms of following a detailed analysis guide for the paper, including: problem analysis, Judeo-Christian values associated with the problem, causal factors, service delivery (both local and national), and recommendations for service delivery. Additionally, students are exposed to the often conflicting values related to welfare: individual and corporate; the prison industrial complex; and other complexities and contradictions in America. Cross-culturally, values are contrasted as well: globalism, slave labor, human trafficking, immigration, child soldiers, and exploiting orphans for profit motives. Students examine their own values and those of social work for developing programs for the poor from application to the readings of Payne and Kotlowitz. Students keep a Scrap Book of articles covering values conflicts between those of social work and others. Attendance at NASW Legislative Day and meeting with legislators include the assignment to write critical reflections of those experiences. The DiNitto text provides information on policies that address social issues of poverty, health care, civil rights, among others.

As beginning **policy advocates**, students are encouraged to attend NASW Legislative Day during the spring along with participation with Oklahoma legislators who serve as in-class guest lectures. Additionally, students are expected to attend at least two NASW-OK Branch meetings during the semester and, if possible, attend the State NASW-OK Conference in Norman, Oklahoma. These meetings encourage students to engage policy practice. Examining policy issues through the Payne and Kotlowitz readings also provides the opportunity to think through assessment of social services and **advocacy** for relevant **policies** and services.

Social Work Practice IV (SWK 404):

Practice IV examines macro social work practice. Students engage in a community project and write up the results including self-reflection on the work performed along with reflection about the diverse clientele addressed. Additionally, students are assigned to read and comment on projects performed by former students. These include presentations made by students at prior NASW and NACSW conferences of their community work: *Economic Development of*

Riverwood (Pollard and Boatwright); *Making Community Change Real for Students* (2007 NACSW [Dallas]) and at the 2008 NASW-OK State Conference presentations. The Riverwood community in south Tulsa is a highly diverse low-income community with a large presence of Section 8 apartment complexes, high crime, large Hispanic presence, and other community needs located not far from the university. The community has provided a laboratory for student projects since 1998. Students attend board meetings and community meetings **advocating** for **policies** and services in the Riverwood community. Students have attended, with their professor, meetings of the City Council, Tulsa Planning Department, and Planitulsa (a community-wide planning effort for the City of Tulsa).

Finally, students read and discuss two community-wide studies conducted by the Human Rights Commission in Tulsa: *Task Force for Handicapped Concerns*; and *Sexual Preference Study for Tulsa*. Both studies, led by a ORU social work faculty member, detail incorporating community research as a tool for policy advocacy.

Also, students attend NASW Legislative Day (Oklahoma City) and discuss policy issues with guest speakers from the Legislature. Attending the Tulsa Branch of OK-NASW (at least two times during the semester) brings students into contact with social workers promoting various policy issues.

Senior Seminar (SWK 405):

This course teaches students **advocacy** in terms of grant-writing, grant promotion and follow-up. Students are taught the value of cultivating “relationships” with individuals, churches, foundations, and governmental agencies. Regular contact with the granting source, giving progress notes, being grateful, and being accountable with the funds are all values important to advocacy for the grant and its continuance. This practice is necessary to develop the resources to provide needed services to agency clientele.

Senior Practicum I (SWK 443):

Regarding policy practice, a question on the Comprehensive Examination asks students to do the following:

In numerical and vertical order, identify at least three (3) unmet service needs you have noted your practicum agency has not been able to provide to its clientele.

- *Choose one (1) of the unmet needs listed*
- *Describe what you believe would be a major social policy that would make it possible for the agency to provide this service to the clientele it serves.*
- *Clearly define the social policy you are suggesting and delineate its parts and/or elements.*
- *Discuss how such a policy would enhance the social functioning of the client group served by the agency.*
- *By whom should the policy be implemented – e.g., your practicum agency, a contract agency, etc.?*

This exam question requires the student to pull from previous social work courses – specifically, SWK 303 – Social Welfare Policy, and apply this information towards their practicum setting.

Senior Practicum II (SWK 444):

See discussion for Senior Practicum I.

Senior Research Paper (SWK 499):

The paper critically analyzes the policies and practices of specific agencies for how they may contribute to or alleviate problems relevant to the topic of the paper. It also **analyzes** social and political policies relevant to the topic. Professional recommendations are made for policy improvements.

Child Welfare (SWK 381):

Lecture, discussion, and textbook reading assignments from Crosson-Tower engage the student in the process of critically **analyzing** past and current child welfare policy and the need to **advocate** for better policies that advance the well-being of children and their families. The *DHS Child Welfare Practice Model* has significantly brought changes to the child welfare system of Oklahoma in terms of reducing the number of children in out-of-home care.

Educational Policy 2.1.9—Respond to contexts that shape practice.

(Associated behaviors: continually appraise and respond to societal factors, trends, science and technological forces that affect service delivery)

Professional Competency (CSWE)	Intro SWK (SWK 202)	Res Methods (SWK 302)	Soc Welf Policy (SWK 303)	HBSE I (SWK 309)	HBSE II (SWK 310)	SWK Practice I (SWK 331)	SWK Practice II (SWK 332)	SWK Practice III (SWK 333)	Junior Pract I (SWK 341)	Junior Pract II (SWK 342)	SWK Practice IV (SWK 404)	Senior Seminar (SWK 405)	Min Gp Relat (SWK 420)	Senior Pract I (SWK 443)	Senior Pract II (SWK 444)	Senior Paper (SWK 499)	Child Welfare (SWK 381)
9. Practice Contexts	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X

Introduction to Social Work (SWK 202):

In defining **practice contexts**, such as “case management” for entry level social workers, students must become familiar with the types of services that are available for clients, as well as the limits of services mediated by agency boundaries. Since the course serves as an “introduction” to social work practice, students are required to make on-site visits to social welfare agencies. Exposure to such agencies helps socialize “budding” social workers to the idea of networking, and to the importance of being familiar with issues of concern to social workers, community resources, and the need to keep in touch with **societal factors** (changing demographics and needs of clients, new forms of intervention, technology, etc.) that impact the delivery of social services.

Social work students in the Introduction to Social Work course are involved in two projects – projects that are designed to expose and familiarize them with the service delivery system in Tulsa, OK.

- 1) Students complete 12 hours of community service at social services agency, school, community outreach or related program. Students are evaluated in their work by a representative of the program.
- 2) Each student selects an area of social work interest/practice, visits that agency, and prepares an oral and written report.

Students collect from classmates copies of these agency outlines, place them in a portfolio of agency resources, and is encouraged to keep them for reference for future practicum placements.

Research Methods (SWK 302):

Lecture and discussion identify how an interpretive approach to doing research must take into account the **contexts** of practice at organizational, community, and societal levels. This is particularly true for program assessment research. Students must adapt their research proposals to differing **contexts** that can impact service delivery.

Social Welfare Policy (SWK 303):

One aspect of the course examines **social factors** and **trends** that impact the delivery of social services. For example, international and national trends toward aging, increasing costs in social security programs and health care, and the corresponding trend in low birth rate, have tremendous implications for nations in the West. The professor teaching this course recently participated in a Public Television panel discussion on this subject. Students also are exposed to the

Community Service Council program, *The Perfect Storm* (http://www.csctulsa.org/the_perfect_storm.htm), which examines increasing **demographic forces** converging to impact types and delivery of social services in the future—both in Oklahoma and nation. Students are also exposed to the growing trend to deliver social services through **technology on-line**, and the practice and ethics of doing so. The course professor presented a workshop at the Zarrow Mental Health Symposium on this subject. Students also engage in the use of technology through presenting Power Point (and or Smart Board) assisted discussions of their Policy Analysis Papers.

SWK Practice I (SWK 331):

Practice I begins with a detailed discussion and application of the NASW Code of Ethics. Ethics related to providing services *on-line* are examined. Additionally, is the dilemma of licensing boards addressing the *on-line technology* trend. Some of the cases presented focus on this **trend**. Introduction to **science-driven** evidenced informed practice further encourages students to stay up-to-date in their practice methodologies.

SWK Practice II (SWK 332):

Lecture, discussion, and textbook reading assignments from Ivey and Ivey identify and discuss how **changing contexts** may require micro-system practice contexts to adapt to new realities. The Sheafor and Horejsi text, *Social Work Practice*, is filled with techniques and guidelines for social work practice. Students are encouraged to stay abreast of developing techniques (and application guidelines) as the authors have practiced developing this text over time.

SWK Practice III (SWK 333):

Lecture, discussion, and textbook reading assignments from Zastrow identify and discuss how changing **contexts** may require small group practice to make adaptations. The application of technology to group work and research findings applied to the use of group work as best practice treatment for certain clientele are examples. For example, the application of group work techniques in churches through a program known as Celebrate Recovery (a faith application of the AA model) is having significant success helping many with various forms of addictions throughout the USA and internationally.

Junior Practicum I (SWK 341):

Students are exposed to a particular agency for exposure to client problems, agency policies, and service delivery. Students examine **trends** in client problems and services to address them, along with the agency's application of **technology**. This information is recorded in student logs and discussed in the practicum seminar that meets weekly.

Junior Practicum II (SWK 342):

See discussion for Practicum I above.

SWK Practice IV (SWK 404):

This class on community practice teaches the value of community involvement to see the **trends** in client issues and services to address them. Students see that community work demands community analysis and constant updating of community trends and forces impacting them. Students read the Senior Research Paper by Pollard and Boatwright and Power Point presentations by former students at NASW and NACSW workshops about the Riverwood community in order to gain a history of the neighborhood, **factors** contributing to its downgrade, and strategies for renewal. Students also learn of the emerging **trend** to make urban community schools centers for social service provision and health care, along with mentoring services as important to school children's educational and character development. Participating in a community project also points to valuing the "ever changing" practice of community work.

Senior Seminar (SWK 405):

Students are exposed to writing Logic Models and the struggle in writing measurable outcome statements; both point to the **trends** in client needs and programs to address them. Students also, in the grant-writing exercise, learn to

appreciate the changing **trends** associated with writing grants and funding agencies (i.e., many granting organizations have moved to a reimbursement approach to funding, thus, placing pressure on agencies to first raise money from other sources in order to spend the money and be reimbursed).

Senior Practicum I (SWK 443):

Students are required to attend at least one NASW chapter meeting during the semester and other seminars and workshops as agreed upon with the professor. This assignment familiarizes students with social work's professional association. At NASW chapter meetings and other professional organizations, students not only receive further education and mentoring, but are able to envision the importance of networking with others practicing social work.

Students are required to conduct an in-service training experience for agency staff where placed. They are additionally involved in a "service project" for the agency that is consistent with their level of training and competency. This provides them with a way of "giving back" to the agency while learning.

Additionally, students are exposed to the agency's clientele, policies, and strategies for providing social services. Students document observations in their logs for discussions weekly in the practicum seminar. Students also write a paper detailing the agency's clientele, its organization, policies, staffing, and financing to provide services. This information becomes valuable to understanding **trends** and **factors** that impact the provision of the agency's services.

Senior Practicum II (SWK 444):

See discussion for Senior Practicum I.

Senior Research Paper (SWK 499):

The paper identifies and discusses how changing **contexts** may require various practice contexts to adapt to the new realities of contextual variations. The historical context section discusses how this process has resulted in the historical development that has contributed to current social work knowledge base and intervention strategies. The paper also critically analyzes the policies and practices of specific agencies for how they contribute to or alleviate problems relevant to the topic of the paper. The paper involves professional recommendations made toward improvements in practice standards and techniques.

Child Welfare (SWK 381):

Lecture, discussion, and textbook reading assignments from Crosson-Tower identify and discuss how changing contexts may require child welfare practice **contexts** to adapt to the new realities of contextual variations. In Oklahoma, the child welfare system has been computerized through the state-wide KIDS systems. Additionally, workers are provided laptops and phone cards to access the system from most places in the state. The *DHS Child Welfare Practice Method* is presented as an example of the changing trend to keep children home and provide safety planning and wrap around social services to families served. These are examples of how **technology** and application of evidenced informed practice are being applied in the child welfare system.

Educational Policy 2.1.10(a)-(d)—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)

Professional Competency (CSWE)	Intro SWK (SWK 202)	Res Methods (SWK 302)	Soc Welf Policy (SWK 303)	HBSE I (SWK 309)	HBSE II (SWK 310)	SWK Practice I (SWK 331)	SWK Practice II (SWK 332)	SWK Practice III (SWK 333)	Junior Pract I (SWK 341)	Junior Pract II (SWK 342)	SWK Practice IV (SWK 404)	Senior Seminar (SWK 405)	Min Gp Relat (SWK 420)	Senior Pract I (SWK 443)	Senior Pract II (SWK 444)	Senior Paper (SWK 499)	Child Welfare (SWK 381)
10. Engage, Assess, Intervene, Evaluate	X	X				X	X	X	X	X	X			X	X		X

Introduction to Social Work (SWK 202):

Students learn about the “Strengths Perspective,” in Chapter Four of course text. Additionally, they are familiarized with the roles, social work process in the different **levels**—micro through macro—utilized by social workers in the helping process. This material is covered in Chapter Three of the Poppo and Leighninger text, *The Model of Social Work Practice*.

Research Methods (SWK 302):

Through developing a formal research proposal, students effectively prepare for **engaging** a target population in the research process. As a team project, students must develop a mutually agreed-on focus for their research and its desired outcomes.

SWK Practice I (SWK 331):

Student staffing of cases in class from Scales and Wolfer help them gain both understanding and application of the social work processes of **engagement, assessment, intervention, and evaluation**. Students practice these behaviors in the Client Assessment Paper and staffing presentation, where they are paired to role play, produce the written assessment, and staff it before classmates. Finally, students design a form for **evaluating** their own practice in the Client Assessment Paper assignment.

SWK Practice II (SWK 332):

Lecture and textbook reading assignments from Ivey and Ivey and Sheafor and Horejsi provide students the generalist skills necessary to **engage, assess, intervene, and evaluate** various client populations and needs. In-class role playing provides the opportunity to engage, assess, and intervene in specific client scenarios. The worker-client assignment and case records require students to complete 8 counseling sessions that pair students in a complete counseling experience, from intake to termination. Each student is required to be both a worker and client through role play. Students **evaluate** their practice in this assignment.

SWK Practice III (SWK 333):

Lecture and textbook reading assignments from Zastrow provide students the generalist skills necessary to **engage, assess, intervene, and evaluate** various group member populations and needs. Specific in-class experiential group exercises provide the opportunity to engage, assess, and intervene in the group process. The co-leader experiential group project, group proposal, and post-group analysis require students to complete four (4) group sessions that engage students in a complete group leadership experience, from project development to termination and evaluation.

Junior Practicum I (SWK 341):

Students record in their log assignments their beginning social work practice experiences. It is noted that on the junior level most activity is performed as observers of agency professionals applying their practice skills: attendance in individual and group sessions. They may conduct elementary **interviews** with clients under observation of their practicum instructor or supervisor. Students seek ways to implement beginning competency practice through negotiating an action plan to address competencies 1-5 and 11.

Junior Practicum II (SWK 342):

Students record in their log assignments their beginning social work practice experiences. It is noted that on the junior level most activity is performed as observers of agency professionals applying their practice skills: attendance in individual and group sessions. Students may conduct elementary **interviews** with clients under observation of their practicum instructor or supervisor. As a part of skill development, students in Junior Practicum II:

- practice the skill of empathy during various client interactions. This skill is also reviewed in Chapter Four of the Cournoyer book, Chapter Four, *Talking and Listening: The Basis Interpersonal Skills* (week four).
- review empathy as skill in an assigned reading from Chapter 5, *Prepared: Preparatory Empathy* (week seven).

Students seek ways to implement beginning competency practice through negotiating an action plan to address competencies 6-10 and 11.

SWK Practice IV (SWK 404):

Macro skills for working the community are taught through the application of material from the Homan text and from readings provided by the professor of studies performed in the Tulsa community: *Economic Development of Riverwood* and *Making Community Change Real for Students* (student projects), and the professor led: *Sexual Preference and Handicapped Studies* for Tulsa. Finally, students are taught to **engage, assess, intervene, and evaluate** in their macro community project.

Senior Practicum I (SWK 443):

Upon successful completion of this course students are able to (from the Senior Practicum Syllabus):

- a) Write action plans for the practicum experience to be utilized in the evaluation process; (weeks 2-3-5).
- b) Analyze strengths and weaknesses in the use of interpersonal communication skills with client systems through supervisor consultation, seminar discussion, and process recording (weeks 1-5)
- c) Articulate social work values and ethics to the practicum (weeks 4, 1-15).
- d) Discuss the influence social class, socioeconomic status, culture, sexual orientation, race, etc. has on various client systems through assessment of client situations, seminar discussion, and role playing (weeks 5, 1-15).
- e) Detail social welfare policy through the agency analysis and in the comprehensive final examination (weeks 5, 1-15).
- f) Apply problem-solving strategies through completion of the case record assignment using the six major steps involved in the Generalist Intervention Model (week 7).
- g) Design a practice evaluation instrument to evaluate their own practice (week 7).
- h) Display and eclectic approach to working with people (week 8)
- i) Integrate professional skills, values, and knowledge through the supervisor-worker relationship, seminar discussions, and assigned readings (week 1-15).
- j) Keep a weekly journal to facilitate growth in professional development (weeks 3-14).
- k) Conduct an in-service training experience for agency staff where placed (weeks 3-14).
- l) Attend at least one NASW chapter meeting during the semester and other seminars and workshops as agreed upon with the professor (weeks 1-15).

- m) Document 480 hours of practicum experience and submit timesheets twice during the semester (weeks 1-15)
- n) Examine and critique social work research and literature through article critiques (weeks 4, 6, 9).
- o) Integrate theories of human development in client assessment for the practicum experience and for the comprehensive final examination (weeks 12).
- p) Complete an evaluation of the agency where placed (week 12).

Students are expected to negotiate with their field instructors action plans for realizing this competency (number 10) and associated behaviors.

The Case Record assignment uses a problem-oriented approach towards assessing the client’s need and agreeing upon a mutually focused outcome (week 7). The 480 hour field placement provides the student with multi-system opportunities to negotiate, mediate, and advocate for clients. Additionally, students are expected to **engage, assess, intervene, and evaluate** clientele served by the agency. These competencies are evaluated by the senior Practicum Assessment Form (See Volume III of the Self Study). Senior students also evaluate the practicum agency at the completion of 480 hours. The evaluation form is found in the *Practicum Manual* of Volume III. A feedback form is provided to the Field Instructor at the conclusion of the field placement.

Students create action plans for **self-evaluation** of the practicum experience. This will also be used in the field instructor’s final evaluation of the student.

Senior Practicum II (SWK 444):

See discussion for Senior Practicum I.

Child Welfare (SWK 381):

Lecture and textbook reading assignments from Crosson-Tower provide students the generalist skills necessary to **engage, assess, intervene, and evaluate** various child welfare client populations and needs. Students also read and discuss these skills as found in the *DHS Child Welfare Practice Standards* and *Child Welfare Practice Model*.

Educational Policy 11 (specific to ORU Social Work Program): 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)

Professional Competency (CSWE)	Intro SWK (SWK 202)	Res Methods (SWK 302)	Soc Welf Policy (SWK 303)	HBSE I (SWK 309)	HBSE II (SWK 310)	SWK Practice I (SWK 331)	SWK Practice II (SWK 332)	SWK Practice III (SWK 333)	Junior Pract I (SWK 341)	Junior Pract II (SWK 342)	SWK Practice IV (SWK 404)	Senior Seminar (SWK 405)	Min Gp Relat (SWK 420)	Senior Pract I (SWK 443)	Senior Pract II (SWK 444)	Senior Paper (SWK 499)	Child Welfare (SWK 381)
11. Spiritual Integration	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X

Introduction to Social Work (SWK 202):

This introductory course familiarizes perspective social work students not only to the values that govern social work practice, but also to the many ethical and moral dilemmas that challenge social workers at all levels in the profession. Students are given a taste of such dilemmas during class debates—an assignment where a team of students critically discuss pros and cons of positions taken on current social justice topics.

In each group presentation, students are often required to defend a position that is currently in opposition to their own beliefs, values and personal faith structures. This, as a result, requires many students to “think outside of their current box” while they consider issues unique to personal faith and values. Consequently, lively class discussion results, thus creating a healthy forum for additional debate, new value considerations, and the **integration of faith and social work practice**.

Social Welfare Policy (SWK 303):

Applying a **faith perspective** to justice and poverty, students read and write a reflection on the paper, *Old and New Testament Provisions for the Poor* (a study of the meaning of certain Hebrew and Greek words and terms that apply to poverty found in the Bible along with biblical approach applied in Old and New Testament times to address the poor). In addition, students read current articles from Sojourners. They also reflect on the article: *What the Heck is Social Justice* (which distinguishes charity from social justice)? For the Policy Analysis Paper, they must apply relevant biblical texts that suggest a **spiritual imperative** for addressing the chosen topic written about.

HBSE I (SWK 309) :

Lecture, discussion, and textbook readings from Hutchison specifically focus on various theories of spiritual development for specific diverse populations and developmental stages. The article critique written assignment requires students to personally reflect on how their own **Christian World View integrates** with Professional Social Work Values and Ethics relevant to the specific issues raised by the article.

HBSE II (SWK 310):

Lecture, discussion, and Hutchison text readings specifically focus on various **theories of spiritual development** and for specific **diverse population groups**. One PowerPoint presentation will specifically focus on a chapter specific to spirituality.

SWK Practice I (SWK 331):

Students read and reflect on the article by Harry Butler, *The Soul of Social Work: More Spirit, Less Spiritually*. The focus of the article is to be a Christian who practices social work and doesn't impose his/her values on the client. Using engagement, assessing, intervening, and evaluating (found in Competency #10), is also applicable to the **spiritual assessment** of clients in terms of its strengths and hindrances identified by the client system. Case presentations staffed in class focus on aspects of faith when working with clients; and, faith, strengths and liabilities, are also dimensions of the Client Assessment Paper, written and staffed in class. It is emphasized in class discussion, case presentations, and reading material to **respect diversity** in one's beliefs.

SWK Practice II (SWK 332):

Lecture, discussion, and textbook readings identify and discuss how spiritual development is an important matter for consideration when working with diverse client populations, both as a problem area and a resource. Specific in-class role play scenarios raise the **issue of spirituality as a factor** in the presenting problem(s). This also allows students to examine potential biases their **personal Christian World View** may have on their effectiveness in working with specific client populations and/or presenting problems. For the worker-client assignment, the psychosocial assessment and case plan must consider the **spiritual identity** of the client as a relevant factor.

SWK Practice III (SWK 333):

Lecture, discussion, and textbook readings identify and discuss how spiritual development is an important matter for consideration when working with diverse group member populations, both as a problem area and a resource. Specific in-class experiential group exercises raise the issue of spirituality as a factor in the process. This also allows students to examine potential biases their **personal Christian World View** may have on their effectiveness in working with specific

groups. For the experiential co-leader group project, the post-group analysis must consider the spiritual identity of the client as a potential factor impacting group dynamics.

Junior Practicum I (SWK 341):

Junior social work students record in their logs and discuss in the weekly seminar matters of **faith and integration** with social work practice.

Junior Practicum II (SWK 342):

See description of Junior Practicum II. Plus, students write a book report on the Alan Keith-Lucas book, *So You Want to Be a Social Worker: Primer for the Christian Student*.

SWK Practice IV (SWK 404):

Spiritual assessment also applies to working with communities. Students learn that spiritual resources are important to community development as well; that, churches, synagogues, and mosques can be mobilized to address community problems and play key roles in community well-being. Students see where the neighborhood association in the Riverwood community utilizes churches and a local Jewish center (and is working to involve a Muslim group) to collaborate in providing financial, food, and volunteer resources to work with clientele. Students discuss the value of **religious diversity** and resources—that all groups can “bring something to the table.” Students also see that funding entities seek collaborative efforts in communities before becoming a funding contributor.

Senior Seminar (SWK 405):

Students develop a fictitious non-profit agency. Instructions to the project indicate that the agency has been started by a church and is part of the church’s structure. Students talk about the decision to keep the agency part of the church or to work in splitting it off—the advantages and disadvantages of each approach—and guidelines for each approach. Students also write a paper on the advantages and disadvantages of seeking funding from governmental organizations. The grant writing project for the South Tulsa Community House includes **faith group** financial participation when planning the budget, along with other sources of financial participation. Foundations encourage **diversity** in funding options before approval of grants supporting the organization. All of this necessitates an appreciation of **spiritual diversity** when developing a community agency that addresses needs. An appreciation of all resource opportunities, including **faith groups**, is practiced in both program development, funding, and involving volunteers.

Senior Practicum I (SWK 443):

The **integration of faith and practice** is often discussed during the weekly practicum seminar as students discuss their practicum experiences. Students respond to a question that evaluates this competency in the Comprehensive Examination. The question is stated:

Discuss the issues involved, and to what extent, you were able to integrate NASW Code of Ethics values and ethics and Judeo-Christian values and ethics into your practicum this semester. When answering this question:

- c. Refer to the specific Social Work Code of Ethics (state the actual Code and number) you are referring to and give specific examples of each issue in your discussion (**minimum of two issues required**).
- d. **In one of these examples** describe an ethical dilemma (one that conflicted with or challenged your personal Christian value system) you faced during your senior practicum experience. Using a Biblical reference, and one to two (1-2) references from the Social Work Code of Ethics, discuss how you were able to integrate your faith into your practice as a social worker.
- e. In either of these examples, cite ways in which supervision and professional consultation assisted you in the resolution of your dilemma.

Senior Practicum II (SWK 444):

See discussion for Senior Practicum I.

Senior Research Paper (SWK 499):

Spiritual development is an important matter for consideration when discussing various client populations and potential community sources of intervention, both as potential problem areas and helping resources. The paper requires the student to personally reflect on how her or his own **Christian World View** integrates with Professional Social Work Values and Ethics relevant to the specific issues presented in the discussion.

Child Welfare (SWK 381):

Lecture, discussion, and textbook readings from Crosson-Tower identify and discuss how **spiritual development** is an important matter for consideration when working with diverse child welfare client populations, both as a problem area and a resource. The article critique written assignment requires the student to personally reflect on his/her his own **Christian World View** integrates with Professional Social Work Values and Ethics relevant to the specific issues raised by the child welfare article.

Educational Policy B2.2—Generalist Practice

Generalist practice is found in the goals of the social work program: “...prepared academically and with practice skills for entry-level professional social work practice in a variety of settings as generalist social workers.” The liberal arts program of the university (containing 61 hours of General Education requirements) provides an important underpinning to the social work curriculum. Students take the following courses:

Written Communication (6 hours)	Biblical Literature & Theology (9 hours)	U.S History (3 hours)
Humanities (12 hours)	Oral Communication (3 hours)	Swimming Proficiency (0 hours)
Foreign Language (8 hours)	Biology with Lab (4 hours)	Health Fitness (2 hours)
Mathematics (Statistics) (3 hours)	Laboratory Science (4 hours)	Additional HPE Course/Sem (6 hours)
American Government (3 hours)	Business (Economics) (3 hours)	

Additionally, students take Sociology (3), Psychology (3), and a Behavioral Science Elective (3 hours). Students are encouraged to focus on Spanish to satisfy their language requirement, because of the rapidly increasing importance of the Hispanic population, both locally and regionally.

The social work curriculum prepares students to use a range of intervention methods to address the various levels of social work practice (micro to macro). Additionally, considerable focus of the program is the practice of social work ethics, critical thinking, human rights, and forms of justice, research-informed practice, and strengths in client systems of all sizes.

Educational Policy 2.3—Signature Pedagogy: Field Practicum

The Senior Practicum is the signature pedagogy of the social work program. Students are placed in an agency/organization mutually decided upon by the field director, student, and field instructor. Most students perform the 480-hour practicum over one semester. However, on occasion, the student may do the practicum over two semesters, thus dividing the hours to 240 per semester. In preparation for the Senior Practicum, students will perform two junior practicums for 70 hours each. In each of the three practicums, students are involved in an integration seminar that meets weekly.

Accreditation Standard B2.0—Curriculum**B2.0.1—Mission and goals consistent with generalist practice****B2.0.2—Competencies (EP 2.1 through 2.1.10 (d))**

B2.0.3—Operational definition for competencies**B2.0.4—Rationale for developing coherent and integrated curriculum for classroom and field (EP 2.0)****B2.0.5—Curriculum content implements operational definition of each of its competencies**

To discuss this standard, please refer to the discussion of the curriculum above (under the title *2. Explicit Curriculum*) and how it addresses core competencies and associated behaviors.

Accreditation Standard 2.1—Field Education**2.2.1—Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.**

For details in how the field practicum (junior and senior) is connected to the program competencies and associated behaviors, refer to *2. Explicit Curriculum*. Students, in collaboration with the faculty liaison, field director and agency field instructor, are placed in an agency appropriate to them. Also, refer to the *Practicum Manual* in Volume III of the Self-Study for details related to the practicum experience.

B2.2.2—Provides generalist practice opportunities for students to demonstrate the core competencies.

Please refer to details in the *Practicum Manual* for opportunities, practicum requirements, supervision, etc. This being said, the Tulsa area is rich in practicum opportunities for students in a variety of settings: medical, mental health, HIV/AIDS, social work with the elderly, child welfare, social planning, to name a few.

2.1.3—Provides minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.

The social work program specifies 480 hours required for Senior Practicums I & II (SWK 443 & 444), which is viewed as “one” course over one semester. However, it can be taken over two semesters depending on student needs. Please view the *Practicum Manual*.

2.1.4—Admits only those students who have met the program’s specified criteria for field education.

The *Practicum Manual* specifies the admissions requirements to the Senior Practicum. This information can also be found in the *Handbook: Social Work Policies* and the university *Catalog 2010-2011*.

Application to the social work program involves two stages:

Stage 1: Applying for the social work major

1. Complete SWK 202 – Introduction to Social Work
2. Submit a completed application form to the program director
3. Be interviewed by a faculty member in the Program
4. Have a current accumulative GPA of at least 2.00
5. Sign a statement to follow the NASW Code of Ethics.

A committee made up of social work faculty will determine the student's admission into the program. Once you are in the program you will be assigned a faculty member to be your advisor throughout your social work education at ORU.

Stage 2: Applying for senior practicum

1. Be senior status
2. Complete prerequisites for eligibility to participate in the senior practicum: SWK Practice I, II, and III, Human Behavior in the Social Environment I and II, Social Welfare Policy, Minority Group Relations, Research Methods, and Junior Practicums I and II
3. Be interviewed by Field Director regarding field placement preferences and practicum fit

4. Be approved by the faculty to proceed with the senior practicum.

2.1.5—Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.

Details of these policies can be found in the *Practicum Manual*. Below are criteria from the Manual that apply to agency selection:

The Practicum Agency:

Although the Social Work Program ultimately makes the final determination as to the Practicum site that best meets students’ needs, CSWE guidelines and who is best qualified to supervise students, recommendations by current Field Supervisors, placement agencies and their staff are *welcomed and greatly appreciated*.

Oral Roberts University Social Work Program is committed to providing a well-rounded educational experience to students. This commitment begins in the classroom and extends to the selection of appropriate and diverse practicum settings where students can practice. Agencies chosen should be able to offer students the opportunity to apply social work theories, practice modalities, and concepts learned in class to concrete circumstances and situations.

The following delineates the three basis sources used for possible Practicum sites:

1. Prospective agencies and organizations contact the Program and expresses an interest in working with student interns;
2. The Field Director makes contact with appropriate placement sites and initiates the process;
3. Students seek out placement sites on their own and suggest these be evaluated for possible practicum opportunities.

Practicum sites selected should be willing to meet the following *minimum* standards:

1. Enter into a Social Agency Agreement with The Social Work Program that outlines the responsibilities all involved;
2. Have an MSW on staff person (or one available outside of the agency) that will provide direct supervision to students;
3. Demonstrate they can provide avenues by which students will be exposed to a wide range of Social Work and practical experiences that are suitable to students’ level of learning and training;
4. Are willing to release students to receive additional training outside of the agency – if such training will enhance students’ learning and the Placement Agency cannot provide such training;
5. Can show evidence of non-discriminatory practices – for example, in staffing, hiring, and in service delivery to clientele;
6. Are willing to work together with the Social Work Program in its effort to provide quality social work training and education to social work interns;
7. Are willing, and able, to provide students with a well-rounded experience in assessment, problem-solving and problem identification on all levels of the systems/ecological framework;
8. Are able to provide students with adequate physical space to work, and meet, with clients and clerical support – when needed.
9. Are willing, and able, to provide overall accommodation that will motivate students to learn;
10. Are sensitive to cultural diversity in the delivery of services and resources to client systems.

Student is accepted into **Stage 2: Applying for the senior practicum**, with all prerequisites having been satisfied. Student prepares a resume and interviews with personnel of the prospective agency. Student shows proof of liability insurance coverage. Field Director, student, and agency personnel (possible practicum instructor) agree beforehand on the potential fit of the student with the agency. Usually phone conversations between the field

director and field instructor precedes student interview. Following the student's acceptance, a contract is signed between the agency and the ORU Social Work Program. The student negotiates with the field director and field instructor a written Plan of Action for addressing each of the 11 program competencies and associated behaviors for the ORU Social Work Program. The field director or field liaison meets in person with the student and practicum instructor at least twice over the semester (mid-term and final) to evaluate progress and complete evaluations for each. Additional communication can occur at any time between the field instructor, field director, and student. Thus, the "door is open" and communication encouraged. Student performs practicum work, attends the integrative seminar, completes classroom requirements, presents an in-service training program to agency staff, and is evaluated at the end of the semester regarding competencies and associated behaviors demonstrated.

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

The *Practicum Manual* specifies credentials for field instructors. Details delineated include the following:

Field Instructors

The *quality* of supervision students receive in Field experience may be more important than the amount of time they spend at the Placement site. The ORU Social Work Program aims to utilize field instructors of the highest quality who share in its goals of developing students into generalist social work practitioners.

The selection of field instructors is guided by the following standards:

1. Masters or Bachelors Degree in Social Work (MSW or BSW) from an accredited school of social work;
2. Ability to develop a sensitive, accepting, empathic, and educational relationship with students;
3. Good understanding of social work concepts, theories and practice skills;
4. Ability to be patient and tolerant with mistakes students may make and be able to offer constructive criticisms, when needed;
5. Ability to evaluate student's potential for Social Work practice and provide feedback to students and the Program about their potential;
6. Provide structure and creativity in the practicum environment that will enhance students' motivation for learning;
7. Knowledge of the placement Agency and be willing to involve students in the various aspects of its functioning;
8. Understand how the placement agency functions as a "system" and be able to clearly articulate this to students inters;
9. Willingness to meet with each student for one hour of quality supervision time each week during the semester;
10. Willingness to attend training scheduled for field instructors during the semester;
11. Willingness to meet/coordinate with Field Director for student evaluation during the semester;
12. Willing to prepare all necessary reports required by the Program;
13. Understand and promote the need for Practicum as a vital part of the social work curriculum and work with students from that premise;
14. Model ethical and appropriate behavior and values when in the presence of students;
15. Committed to self improvement and professional growth/development and demonstrate this to students.

Use of Agencies without MSW Staff

Normally, only those Agencies that have an MSW or BSW staff person already in place are selected as placement Agencies. In the event the Agency *does not* have either an MSW or BSW on staff and *has met* the Criteria used for selection of Field Agencies, (*Discussed in another section of the Practicum Manual*), one of the two guidelines listed below is used:

1. The Agency agrees to provide a person *outside* of the agency who has either the MSW or BSW Degree to meet face-to-face with the student once each week for supervision. In addition, this person will agree to be accessible to the student (directly or indirectly) as needed for consultation – *Or*,
2. The Field Director will be available to meet this guideline.

2.1.7—Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

The *Practicum Manual* specifies the following regarding field instruction training.

Field Instructor Meetings and Training

Training for field instructors is usually offered at least one time during the academic school year and serves several purposes. It provides an opportunity for:

1. Field instructors to visit the University and meet the Social Work Faculty and get acquainted with other field instructors who work with students from the Program;
2. learning about new and updated information on the Social Work Program's curriculum, review of the basic principles of field supervision, and other areas that relate to the Practicum experiences;
3. Field instructors who are new to the program learn new and innovative ways to be productive in their work with ORU Social Work students;
4. Networking with peers who are of like ideas and interests

Additionally, continual dialog is held with field instructors during the year. The Field Director works with field instructors to discuss potential students and practicum assignments, meets twice during each semester to conduct student evaluations, and talks whenever the need exists to do so. Finally, several of the field instructors are members of the Social Work Program Advisory Committee, and communication exists here as well.

2.1.8—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 *Practicum Manual* also details policies where students are employed in agencies where they are working.

The ORU Social Work Program places the educational value of students above their employment of the student in the agency. While students may benefit from monetary compensations they may receive from working for their placement agency, a conflict of interest could develop between the educational goals of the Program and employee goals of the agency. *For the most part*, agencies are discouraged from offering employment to students during their internship period.

In specific cases when students are offered employment with their placement agency, and they accept this offer, the following guidelines must be followed:

Students must:

1. *clearly* substantiate the need (in writing) to work at the placement agency (for example, if students need to work in order to support themselves or to help support their families – or other kinds of extenuating circumstances that *prevent them from working after Practicum hours*).
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;
3. show evidence that the position (job) is consistent with their current level of training;

4. make a specific contractual working arrangement with the agency and Program that spells out the specifics of the working relationship and assurance that the educational goals can be met.

Practicum Agencies should:

1. be willing to make a specific contractual arrangement with both the student *and the* social work program that spells out the specifics of the relationship and assurance that the student's educational goals will be met;
2. show evident that the position (job) is consistent with the students' current level of training;
3. *show evidence that the employer is allowing students to take part in liability insurance coverage offered by the agency/organization;*
4. retain a copy of the contractual agreement (signed by the Field Director, Field Instructor and the student) *in the student file* that is kept by the agency).

The above discussion does not refer to normal remunerations given to practicum students for expenses they may occur while performing their normal day to day tasks and responsibilities in the agency (e.g., reimbursement for mileage).

It is important for placement sites to know, a student ceases to be eligible for coverage under the malpractice insurance policy (refer to discussion under Professional Liability Insurance) offered to all other Practicum students if he or she accepts employment with his or her placement. In the "eyes" of the insurance carrier, when the student accepts employment with the placement site, his or her status changes from "student" to "employee." Therefore, the expectation is the employer will offer the same insurance coverage to the student that it offers to all of its employees.

This should be kept in mind by students and placement sites alike – when employment is offered, or accepted.

Social Work Program Degree Plan Sheet (2010-2011)

Page 1 of 2

ORAL ROBERTS UNIVERSITY		DEGREE PLAN SHEET 2010-2011			TOTAL HOURS REQUIRED		128	
DEGREE: Bachelor of Arts		Behavioral Sciences Dept: SWK			Hours in general education		61	
MAJOR: Social Work					Hours in major		50	
					Hours in cognate		9	
					Hours in electives		8	
Name _____								
ID _____				Date _____				
Telephone _____				Email _____				
Advisor _____								
SEMESTER	COURSE		CREDIT		SEMESTER	COURSE		CREDIT
TAKEN	CODE	COURSE TITLE	HOURS	TAKEN	CODE	COURSE TITLE	HOURS	
FRESHMAN Semester 1				FRESHMAN Semester 2				
	THE 103	Charismatic Life & Healing Ministry	3		SOC 101	Introduction to Sociology	3	
	SWK 202	Introduction to Social Work	3		HUM _____ +	(Humanities Elec I)	3	
	COMP 102	Reading/Writing in Liberal Arts	3		COM 101	Oral Communication	3	
	_____ 102*	Foreign Language	5		_____ 203	Foreign Language	3	
	HUM 101 *	Humanitas	3		HIS 101	American History	3	
	HPER 001 *	Health Fitness I	1		HPER 002 +	Health Fitness II	1	
	PRF 070	Swimming Proficiency	0					
	GEN 099	Whole Person Assessment	0				16	
			18					
*May need Elementary language 101								
SOPHOMORE Semester 3				SOPHOMORE Semester 4				
	BLIT 110 *	Survey of Old Testament Literature	3		GOV 101	American Government	3	
	PSY 201	Principles of Psychology	3		MAT 232	Elementary Statistics	3	
	HUM _____ *	(Humanities Elec II)	3		HUM _____ +	(Humanities Elec II)	3	
	BUS 201 *	Principles of Economics I	3		COMP 303 +	Critical Reading & Writing	3	
	BIO 101	Principles of Biology	4		BLIT 120 +	Survey of New Testament Literature	3	
	HPER 027	Swimming--May be replaced by HPER activity if swimming proficiency passed.	0.5 16.5		HPER _____	HPER Activity	0.5 15.5	
JUNIOR Semester 5				JUNIOR Semester 6				
	SWK 331 *	SWK Practice I	3		SWK 303 +	Social Welfare Policy	3	
	SWK 341 *	Junior Practicum I	2		SWK 342 +	Junior Practicum II	2	
	SWK 332 *	SWK Practice II	3		SWK 333 +	Social Work Practice III	3	
	SWK 302 *	Research Methods	3		SWK 420 +	Minority Group Relations	3	
	SWK 309	Human Behavior in Social Env. I	3		_____	Elective	3	
	HPER _____	HPER Activity	0.5		SWK 310	Human Behavior in Social Env. II	3	
			14.5		HPER _____	HPER Activity	0.5	
							17.5	
SENIOR Semester 7				SENIOR Semester 8				
	SWK 404 *	SWK Practice IV	2		SWK 405 +	Senior Seminar	2	
	SWK 443	Senior Practicum I	6		_____	Laboratory Science	4	
	SWK 444	Senior Practicum II	6		_____	Elective	3	
	HPER _____	HPER Activity	0.5		_____	Behavioral Sciences Elective*	3	
					_____	Elective	1	
					SWK 499	Senior Research Paper	3	
			14.5		HPER _____	HPER Activity	0.5	
							16.5	
*Title IV-E Students must take SWK 381-Child Welfare								
=====								
Note: Courses requiring a "C" or better grade include: 1) all social work major courses; 2) all cognate courses (PSY 201, SOC 101, plus 3 hours of Behavioral Sciences electives); 3) BIO 101, BUS 101, MAT 232.								
=====								
KEY								
*	-	Offered in fall only						
+	-	Offered in spring only						

BEHAVIORAL SCIENCES - B.S.W. SOCIAL WORK				
2010-2011				
General Education Requirements--61 Hours				
___ Whole Person Assessment GEN 099 (0)	___ Biblical Literature 110 (3)	___ U.S. History 101 (3)		
___ COMP 102, COMP 303 (6)	___ Biblical Literature 120 (3)	___ American Government 10		
___ Humanities 101 (3) HUM Elec (9)	___ Theology 103 (3)	___ Oral Communication 101 (3)		
___ Foreign Language 102 (5)	___ Business 201 (3)	___ Health Fitness I* (1)		
___ Foreign Language 203 (3)	___ Biology 101 with Lab (4)	___ Health Fitness II* (1)		
___ Mathematics 232-Statistics (3)	___ Laboratory Science (4)	___ Swimming Proficiency (0)		
*After completing HPE I and II, Full time students must take an HPE activity course <u>every</u> semester. It is recommended the activity course be taken for a full credit unless enrolled in 18 hours or more				
+Humanities Sequence and Electives				
HUM 101	3	F	Humanitas	
Humanities (Choice of one of the following):		HUM 222, 233, 244, 301, 333		
Humanities (Choice of two of the following):		HUM 222, 233, 244, 301, 333, 250, 255, 260, 270		
		ART 103, ART 104, MUS 300, DRAM 215, COMP 101		
BEHAVIORAL SCIENCES - SOCIAL WORK - MAJOR COURSE WORK--50 HOURS				
Semester Sequence	Course Code	Credit Hours	When Offered	Course Title
Required Courses				
1	SWK 202	3	F,S	Introduction to Social Work
5	SWK 302	3	F	Research Methods
6	SWK 303	3	S	Social Welfare Policy
5	SWK 309	3	F	Human Behavior in the Social Environment I
6	SWK 310	3	S	Human Behavior in the Social Environment II
5	SWK 331	3	F	Social Work Practice I
5	SWK 332	3	F	Social Work Practice II
6	SWK 333	3	S	Social Work Practice III
5	SWK 341	2	F	Junior Practicum I
6	SWK 342	2	S	Junior Practicum II
7	SWK 404	2	F	Social Work Practice IV
8	SWK 405	2	S	Senior Seminar
6	SWK 420	3	S	Minority Group Relations
7 or 8	SWK 443	6	F,S	Senior Practicum I
7 or 8	SWK 444	6	F,S	Senior Practicum II
7 or 8	SWK 499	3	F,S	Senior Paper
Required Cognate Courses				
2	SOC 101	3	F,S	Introduction to Sociology
3	PSY 201	3	F,S	Principles of Psychology
8		3	F,S	PSY/SOC/SWK Elective
Required Cognate courses also include the general education courses BIO 101, BUS 201, and MAT 232. These courses as well as the major courses require a grade of C or higher.				
The Social Work elective SWK 381 Child Welfare is required for students accepted into the Title IV-E Child Welfare Program.				
61 General Education Hours				<u>Legend</u>
50 Social Work Major Hours				F = Fall
9 Cognate Hours				S = Spring
8 Elective Hours				
128 Total				

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment

Faculty of the Social Work Program and the Behavioral Sciences Department work together to create a culture that supports student retention through advisement, promoting student clubs (social work and Psi Chi Ro) and club leadership, and academic competency. The Department is known for its academic rigor. Significant numbers of students graduate from both programs (psychology and social work) and move forward to graduate education. Both programs have diversity in their racial/ethnic composition of students.

Educational Policy 3.1—Diversity

Accreditation Standard 3.1—Diversity

Oklahoma Diversity

Using the “Quick Facts” of the Census Bureau (2008), diversity information on the State of Oklahoma reveals the following. Oklahoma’s population for 2009 was estimated to be 3,687,050.

	Oklahoma	USA
White persons, percent, 2008 (a)	78.1%	79.8%
Black persons, percent, 2008 (a)	8.0%	12.8%
American Indian and Alaska Native persons, percent, 2008 (a)	8.0%	1.0%
Asian persons, percent, 2008 (a)	1.7%	4.5%
Native Hawaiian and Other Pacific Islander, percent, 2008 (a)	0.1%	0.2%
Persons reporting two or more races, percent, 2008	4.1%	1.7%
Persons of Hispanic or Latino origin, percent, 2008 (b)	7.6%	15.4%
White persons not Hispanic, percent, 2008	71.4%	65.6%

Tulsa Diversity

Diversity as reflected in the population of Tulsa County (2008) from Quick Facts.

Tulsa County Total population	(601,961)
Hispanic/Latino	9.9%
Black	11.6%
American Indian & Alaska Native	5.1%
Asian	2.0%
Hawaiian & other Pacific Islander	0.1%
Two or more races	3.5%
White not Hispanic	68.7%

For a brief look at Tulsa, check Wikipedia: http://en.wikipedia.org/wiki/Tulsa,_Oklahoma

ORU Student Diversity

Oral Roberts University has a commitment to diversity. Below are enrollment statistics for the beginning of the 2009-2010 school year:

Fall Enrollment Summary			
Students enrolled for credit	Total full-time students	Total part-time students	Grand total, all students
Men			
<u>Nonresident alien</u>	93	15	108
<u>Hispanic/Latino</u>	44	14	58
<u>American Indian or Alaska Native</u>	33	1	34
<u>Asian</u>	25	14	39
<u>Black or African American</u>	168	18	186
<u>Native Hawaiian or Other Pacific Islander</u>	5	1	6
<u>White</u>	649	106	755
Two or more races	13	0	13
<u>Race and ethnicity unknown</u>	119	11	130
Total men	1,149	180	1,329
Women			
<u>Nonresident alien</u>	112	10	122
<u>Hispanic/Latino</u>	98	9	107
<u>American Indian or Alaska Native</u>	41	6	47
<u>Asian</u>	35	11	46
<u>Black or African American</u>	261	59	320
<u>Native Hawaiian or Other Pacific Islander</u>	5	3	8
<u>White</u>	834	136	970
Two or more races	16	0	16
<u>Race and ethnicity unknown</u>	154	21	175
Total women	1,556	255	1,811
Grand Total	2,705	435	3,140

In the above table, 1725 of the 3140 male and female students are designated "white" (54.9%) with 45.1% indicating another race, nonresident alien, or unknown.

ORU Faculty Diversity

Faculty diversity is reflected in the following numbers.

Institution: Oral Roberts University (207582)		User ID: P92075821	
Part G - Fall Staff - Full-time instruction/ research/ public service staff - Totals			
Total number of full-time staff whose primary responsibility is instruction, research, and/or public service by gender and race/ethnicity			
As of November 1, 2009			
	Total men	Total women	Total (men+women)
<u>Nonresident alien</u>	0	0	0
<u>Black, non-Hispanic</u>	6	5	11
<u>American Indian/Alaska Native</u>	1	1	2
<u>Asian/Pacific Islander</u>	6	1	7
<u>Hispanic</u>	2	0	2
<u>White, non-Hispanic</u>	98	61	159
<u>Race and ethnicity unknown</u>	0	0	0
Total (must equal Part H (next part))	113	68	181

Social Work Student Diversity

Below is the latest social work student data submitted for the *Annual Program Statistics* (2009). Thirty-nine (39.5) percent of the social work juniors and seniors are “white” where as other racial/ethnic groups, including other and multiple, make up the majority of students (61.5 %). Most male and female students are under 25 years of age (92%). Female students dominated in the gender category (86.8%).

Full-Time Juniors and Seniors

Age		Race/Ethnic	
Males 25 and under	4	White (non-hispanic)	15
<u>Males 26 to 30</u>	<u>1</u>	African American/Other Black	8
Total Males:	5	Chicano/Mexican American	5
		Puerto Rican	0
Females 25 and under	31	Other Latino/Hispanic	0
Females 31-40	1	American Indian/Native American	1
<u>Females 41 & over</u>	<u>1</u>	Asian American/ Other Asian	2
Total Females:	33	Pacific Islander	0
		Other	2 (Foreign)
		Multiple Race/Ethnicity	5
		<u>Unknown</u>	<u>0</u>
		Total Students	38

Behavioral Sciences Department and Social Work Program Faculty Diversity

The Behavioral Sciences Department is made up of three white male and four female (3 white and 1 African American) full-time faculty members. The administrative assistant is a white female. The full-time social work faculty is three members—two white male and one female who is African American. All three faculty members have their MSW degrees and considerable experience in social work education: Director, Lanny Endicott, has been teaching social work classes for 35 years, Robert Kiel (19+), and Chene Tucker (6). Professor Tucker taught in the program for four years before leaving to do other social work activities. She returned to teach social work at ORU two years ago.

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.

ORU is a diverse university. Continual efforts, as mentioned above, are in place to recruit faculty of diverse racial/ethnic backgrounds. The University engages continual recruitment efforts to recruit students of diverse backgrounds. In May, 2010, the university signed an agreement with a large Hispanic Christian organization to make ORU the school of choice for its students. Data on the diverse make-up of ORU students shows that 45% of the student body is classified in the non-white category. The social work program has been diverse in its student body since its inception. Over 61% of students are classified non-white. For the past 25 years, one of the three social work faculty members has been female and African American.

ORU Campus Living promotes understanding and diversity. With over 90% of social work students being under 25 years of age, most live in university housing (dorms) on campus. This arrangement puts the ORU student population together on a regular basis—sharing roommates, eating in the cafeteria together, worshipping together, being in classes together, experiencing brother-sister wing activities between women and men’s dorm wings and participating in the various club activities on campus.

The University also requires students to perform community service as a part of their e-portfolio requirement. The office of Community Outreach coordinates campus outreach activities where students are engaged with a significant number of community agencies and ministries serving as placements for students. During the beginning of each year, Community Outreach offers a “Rush” night where agencies are invited to set up tables to recruit student volunteers. Over 200 students routinely engage in mission trips to various parts of the world during the summer months. Guest speakers of diverse backgrounds conduct conferences on campus and speak in chapel. The campus is fully integrated. A few years back, the athletic program moved student-athletics out of the athletic dorm into the general campus community, while converting the dorm to a business office.

Social work students are involved together to hear diverse speakers make presentations during their meetings. During the fall, 2009, the Social Work Program co-sponsored with Oklahomans Against the Trafficking of Humans (OATH), a conference on the subject of sex trafficking, including local, national, and international contexts. Some 430 persons attended the conference—both locally and out-of-state. This coming fall 2010, social work students will help with registration and assisting speakers while participating in the Oklahoma Indian Child Welfare Association’s annual state conference held at the Hilton near the campus.

Curriculum (ORU)

Within the University’s general education requirements are opportunities for students to experience diversity. ORU social work students are required to take two foreign language courses to satisfy a portion of their general education requirement. Most students will continue their Spanish from high school and take SPA 102 (5 hours) and SPA 203 (3

hours). If students are just beginning a foreign language they take SPA 101 (5 hours) before progressing to SPA 102 and 203. Additionally, a number of students will spend at least a portion of the summer during their education at ORU to do a Spanish immersion in Central or South America. Spanish is highly encouraged for social work students as many social work agencies work with Hispanic clientele and need Spanish-speaking workers to serve them.

ORU requires four courses in the humanities. Required is Humanitas (HUM 101): a focus on multi-disciplinary study utilizing the humanities as a vital multi-tool to evaluate important issues facing humanity. Civilization is studied through mythology, philosophy, culture, worldview, religion, politics, economics, and human creativity. Emphasis is placed on developing critical and creative thinking skills as well as understanding ethics as a philosophical system to guide human behavior. Students choose one humanities course from HUM 222 (Ancient and Medieval Humanities), 233 (Renaissance and Enlightenment Humanities), 244 (Romantic and Modern Humanities), 301 (Christian Worldview and Culture), or 333 (Humanities Travel Studies)—where they accompany faculty on a travel experience abroad).

To complete the humanities requirement, two courses are taken from the following: HUM 222, 233, 244, 301, 333 (mentioned above) or ART 103 (Art History Survey I—study of the world arts, artists, and their cultures from prehistoric times through the Gothic period), 104 (Art History Survey II—world painting, sculpture, and architecture from the birth of the Italian Renaissance through the eighteenth century), MUS 300 (music appreciation), DRAM 215 (introduction to theater), or COMP 101 (a basic writing course composed of essay writing, narration, description, illustration, and argumentation with a required tutoring component of two hours per week at the Tutoring Center).

Curriculum (Social Work)

Please see **2. Explicit Curriculum** for a detailed description related to the diversity competency—both in-class academic work to junior and senior practicums—for the social work program.

Field Instructors and Practicum Settings

The Social Work Program provides a diverse group of field instructors to work with students in a diversity of practicum opportunities. The following list is from the 2009-2010 academic year.

Mike Brose, LCSW	(White)	Tulsa Mental Health Association (Executive Director)
Katrina Harrison, BA	(African American)	South Tulsa Community House (Director)
Regenia Wilson, BSW	(African American)	Memorial High School (social worker)
Toni Perdue, MSW	(White)	Oxford Health Care (social worker)
Kelli Heath, MSW	(Native American)	Department of Human Service (Assistant County Director)
Ann Wilson, LPC	(White)	Parkside Community Mental Health Center (therapist)
Margaret Love, MSW	(African American)	Alzheimer's Association (social worker)
Anna Falling, MA	(White)	Cornerstone Assistance Network (Executive Director)
Denise Knorr, BA	(White)	MEND Medical Clinic-Crisis Pregnancy (coordinator)
Maren Brose, MSW	(White)	Dillon International Adoption Agency (social worker)
Lorinda Willhite, MA	(White)	Renaissance Management Group-adult group homes (Area Director)
Eddie Evans, MA	(African American)	Youth Services of Tulsa (therapist)
Linda Watts, MA	(White)	Emergency Infant Services (Executive Director)
Chris Gruszczycki, MSW	(White)	St. Simeon's Nursing Home (Director of Social Services)
Jenny Fitzgerald, LCSW	(White)	Margaret Hudson School-teen mothers (Director of Social Services)
Keeper Johnson, CDAC	(Native American)	Office of Juvenile Affairs (counselor)
Claudia Arthrell, LCSW	(White)	Family and Children's Services (Clinical Director)
Wilton Cueval, LPC, LADC	(Hispanic)	Street School-alternative school (counselor)
Ron Broughton, M.Ed, LPC	(White)	Brookhaven Hospital-brain injury treatment (counselor)

Social Work Advisory Committee

The Social Work Advisory Committee is composed of a diverse group of community practitioners providing feedback and insight into the Social Work Program.

Several from the Field Instructor list above are members of the Social Work Advisory Committee. They include:

Mike Brose, LCSW	Tulsa Mental Health Association
Regenia Wilson, BSW	social worker, Memorial High School
Tony Perdue, MSW	Oxford Health Care
Kelli Heath, MSW	Department of Human Services
Chris Gruszczycki, MSW	St. Simeon's Nursing Home
Shawn Monier, LCSW	American Airlines
Britany Olze, MSW	Family and Children's Service
Margaret Love, MSW	Alzheimer's Association
Jamie DiPiazza-Rodriquez, MSW	Hillcrest Hospital
_____	President of Social Work Club
_____	Vice President of the Social Work Club or designee

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

Please see discussion in 3.1.1 above.

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

The Social Work Program (and the University as well) are constantly on the lookout for projects, activities, speakers, workshops, etc. to engage students with diversity.

Educational Policy 3.2—Student Development

Students are encouraged to provide feedback in the social work program. Students complete faculty evaluations on-line at the completion of their course work per class. Students also provide feedback through the Social Work Club President and Vice-President's participation on the Social Work Advisory Committee. Faculty practice an "open-door" policy to allow students to process personal issues with their academics, advisement, and general recommendations to improve the social work program.

Accreditation Standard 3.2—Student Development: Admissions, Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1—The program identifies the criteria for admission.

Printed in the *Handbook of Social Work Policies*, the *Practicum Manual*, and *University Catalog 2010-2011* are the following policies for admission to the Social Work Program:

Admission into the BSW Program at ORU (a two-stage process)

First Stage: Applying for social work major

6. Complete SWK 202 – Introduction to Social Work
7. Submit a completed application form to the program Director
8. Be interviewed by a faculty member in the Program
9. Have a current accumulative GPA of at least 2.00
10. Sign a statement to follow the NASW Code of Ethics.

A committee made up of social work faculty will determine the student's admission into the program. The program director will send all student applicants a letter designating admission, contingencies for admission, or denial of admission to the Social Work Program. Once in the program the student is assigned a faculty member to serve as advisor throughout one's social work education.

Second Stage: Applying for senior practicum

5. Be senior status
6. Complete prerequisites for eligibility to participate in the senior practicum: SWK Practice I, II, and III, Human Behavior in the Social Environment I and II, Social Welfare Policy, Minority Group Relations, Research Methods, and Junior Practicums I and II
7. Be interviewed by Field Coordinator regarding field placement preferences and practicum fit
8. Be approved by the faculty to proceed with the senior practicum
9. Students are notified by the Practicum Coordinator their eligibility to engage the senior practicum

B3.2.2—The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

See B3.2.1 discussion above regarding the two-stage application process.

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

Printed in the *Handbook of Social Work Policies*, the *Practicum Manual*, and *University Catalog 2010-2011* are the following policies for transfer of credits to the Social Work Program:

Transfer of Credit Policy

The Social Work Program treats transfer credit on a case-by-case basis. Course and/or practicum credit is not given for life or work experience. Credit is given for comparable practice and foundation courses being transferred from other CSWE accredited schools. Courses being considered for transfer from schools not accredited by the Council will be examined individually, in which the student will need to produce catalog and other information describing the course(s) in question (e.g., texts, syllabi, etc.). The Senior Practicum must be taken at ORU and cannot be transferred from another institution.

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

This policy (see 3.2.4 above), not granting social work credit for life experience or previous work experience, is found in the *Handbook of Social Work Policies*, *Practicum Manual*, and *Catalog 2010-2011*. Copies of the *Handbook* are provided to all students at the beginning of the academic year to new students that come into the program during the semester. The *Handbook* is available on-line as well. The *Practicum Manual* is provided students entering the senior practicum. Field instructors and members of the Advisory Committee receive copies of the *Handbook* and *Practicum Manual* as well.

Advisement, retention, and termination

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

Advising is provided by social work faculty. Students are assigned to a faculty member (usually of their choice or one first approached to discuss the social work major). The program does try to maintain an advisee balance between number of students assigned to each faculty. Preliminary advising is also done by the Administrative Assistant of the Department of Behavioral Sciences. She knows the social work course offerings, requirements, and policies and can assist students. The University also sponsors “group advisement”—usually held in lieu of chapel—to allow all university students to meet by major with respective faculty. This time facilitates group announcements and fosters group communication between students and faculty. Both group advisement sessions, fall and spring, occur just prior to enrollment activities for the next semester. Finally, students are encouraged to follow the *Degree Plan Sheet* and only deviate from it in case of transfer concerns or other complications. Faculty members provide guidance in this process as well.

Below are policies for curriculum planning—information stated in *University Catalog, 2010-2011, Handbook, and Practicum Manual*.

Curriculum Planning

The social work curriculum for generalist social work education is made up of six important ingredients: general education, social work practice, human behavior in the social environment, research, social policy, and field practicum. The courses in the social work curriculum should be taken, if at all possible, according to the sequencing arrangement provided by the *Degree Plan Sheet*. The courses are ordered in such a way as to provide a building block structure for the curriculum. The *Degree Plan Sheet* is also arranged to provide students with the prerequisites and/or co-requisites needed for each course in the curriculum. See the *University Catalog* for a description of courses in the social work curriculum, along with pre- and co-requisites.

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

Course evaluation procedures are listed in each course syllabus; each faculty person covers these procedures at the beginning of the semester and reviews them from time to time. The University and Social Work Program view the syllabi grading procedures as a contract between faculty and students. Faculty are required by the university to submit online midterm grades and final grades. The midterm grade submission lists several categories that faculty have at their disposal to provide reasons to document the grade given.

Three social work faculty members meet regularly to discuss academic and practice performance of social work students. These meetings facilitate faculty working more intensely with students having difficulties, gaining additional information to assess the student, and formulating a plan of action—what needs to be done and who will insure it is carried out. Sometimes students are referred to the Center for Academic Advisement for assistance or other sources as appropriate. On occasion the three social work faculty will meet with a given student to formulate a plan of action, negotiate a time line, and who is responsible for the follow-up.

Below are policies for student continuation in the social work program.

Continuation in the Program

Continuation in the program is based on the student's maintenance of the 2.00 GPA average in social work courses and ethical conduct necessary for professional social work practice. Courses taken in the core curriculum must have a "C" or better grade to be counted for social work credit. These courses include all major and cognate courses including cognates Biology (BIO 101), Statistics (MAT 232), and Economics (BUS 101) from general education (See the *Degree Plan Sheet*). If the student's performance falls below the standards for program continuation, then termination procedures may be considered. However, every effort is made to work with a student in this situation by providing advisement, referral for remedial assistance, and/or referral for medical or mental health treatment if appropriate.

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

Below are policies taken from the *Handbook, Practicum Manual*, and *University Catalog* pertaining to termination a student’s enrollment in the Social Work Program.

Termination Policy

For continuation policy please see the above section on continuation. In the event a student needs to be terminated from the social work professional program, the following steps are taken. Program faculty meet together to discuss the student in question. The student is brought before the faculty or faculty designee (appointed by the Director) to discuss concerns and devise a plan for remediation. Progress is carefully monitored. Only if the remediation efforts prove unsuccessful is the student considered for termination. A majority of the faculty must agree that the student should be terminated. The Director informs the student of the termination and appoints a faculty member in the program to provide advisement and referral for seeking an alternative academic major. The student may appeal the decision to terminate to the Chair of the Behavioral Sciences Department and on to the Dean of the Science and Engineering if desired. Confidential written documentation is kept on all proceedings of termination. Conditions which may initiate termination proceedings include such things as unethical conduct; unsatisfactory academic performance, inability to work with clients, colleagues, and/or supervisors; and general failure to adhere to professional expectations and standards of the social work profession.

The termination process is initiated only after a reasonable effort has been made to assist the student with gaining access to relevant resources (i.e., medical care, counseling) to help resolve personal issues. In the event that a student is terminated from the social work program, assistance is provided to seek another academic major so as to graduate in a timely manner.

Student Participation

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

The following information is taken from the *Handbook, Practicum Manual*, and *University Catalog*.

Student Rights and Responsibilities

1. Students have the right to be treated in all aspects of the Social Work Program without discrimination on the basis of age, color, disability, ethnicity, gender, national origin, race, and religion.
2. Students have the right to form their own organization.
3. Students have the right to express grievance and make appeal within the Social Work Program.
4. Students have the responsibility to pursue excellence in their academic and social work career development.
5. Students have the responsibility to act ethically and follow the NASW Code of Ethics.
6. Students have the responsibility to behave professionally as beginning social workers.
7. Students have the right and responsibility to provide input into evaluating and planning program policies and curriculum.

Student Participation

Students are encouraged to participate in the Social Work Club. Each semester monthly meetings are held and often include social workers from local social service agencies serving as guest speakers. Additionally, the Club serves to provide students a means for socializing with other students and faculty in the program. All social work students are eligible for club membership. A \$5 annual fee is assessed for membership and is used for purchasing food and supplies for club functions. The President of the Social Work Club serves on the Social Work Advisory Committee that periodically meets with faculty and community representatives to review policy and curriculum matters related to the social work program.

Note that the Social Work Club President sits on the Social Work Advisory Committee to provide input into the Social Work Program. Additionally, as mentioned elsewhere, social work faculty members encourage students with an “open door” for providing informal feedback and recommendations related to the program. One additional student from the club is encouraged to attend the committee as well—usually the Vice President of the Social Work Club.

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

The Social Work Club elects its own officers, decides the type of meetings it will hold, and service project(s) it will conduct during the year. A member of the social work faculty attends these meetings and acts as a faculty sponsor/resource person for the club. Also refer to **Student Rights and Responsibilities** under 3.2.9 found above. Students have conducted winter coat drives for children in a near-by Section 8 apartment complex, provided Christmas parties for children served by the South Tulsa Community House and a Section 8 apartment complex, and participated in a campus-wide food drive to collect canned food for the South Tulsa Community House and Tulsa Community Food Bank.

Educational Policy 3.3—Faculty

Important to ORU social work students is the model the faculty provides them in the practice of social work. The three faculty members, Lanny Endicott, Robert Kiel, and Chene Tucker, share 60 years of social work education and teaching experience between them. Each faculty provides his/her own distinctive to the program, whether it be: Robert Kiel (strong focus on research and writing skills), Chene Tucker (a role model for female minority students and conference speaker for Christian women), or Lanny Endicott (community activist, planner, and advocate for the practice of international social work).

Please view the Degree Plan Sheet 2010-2011 to grasp the courses in the social work program. Faculty assigned to teach seek to follow the Degree Plan Sheet—found at the end of this document.

Accreditation Standard 3.3--Faculty

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

Lanny Endicott, Director, has been with the Social Work Program for over 35 years—much of this time as director. Lanny has an MSSW (Missouri), Religious Education (Southwestern Baptist Theological Seminary), and a Doctor of Ministry from Midwestern Baptist Theological Seminary. He also is licensed with the LCSW (Social Work) and LMFT (Marriage and Family Therapist) with the State of Oklahoma. In addition, Lanny finished July 1, 2010, his two-year term as President for NASW-OK and member of the Oklahoma State Board of Licensed Social Workers. He also served on the Oklahoma State Board of Licensed Social Workers (OSBLSW). He was selected Social Worker for the Year for NASW-OK in 2003.

Robert Kiel has been with the Social Work Program for 19 years. He has his BSW degree from ORU and MSW from Marywood (Pennsylvania). Prof. Kiel received an service award from the university recognizing his application of technology in the classroom (making use of SPSS for research methods and Sr. Research Projects).

Chene Tucker has been with the Social Work Program for the past two years. She has her MSW from Oklahoma University and her LCSW in Oklahoma. Chene spent four years with the program several years ago, left to work in a church-related capacity as social worker, and has returned to the University.

The *Degree Plan Sheet* and courses taught by social work faculty per semester can be found at the end of this section, **3-Implicit Curriculum** on pages 79-81.

Council on Social Work Education

Commission on Accreditation (COA)

Faculty Data

Form F1_2008

Lanny Endicott, Associate Professor, Director of the Social Work Program

Degree Information

D. Min—Midwestern Baptist Theological Seminary—Ministry—May, 1988

MSSW—University of Missouri—Social Work—June, 1971

MRE—Southwestern Baptist Theological Seminary—June, 1971

BS—Southwest Missouri State University—June, 1966

Academic Appointments

Oral Roberts University—January, 1974 to present

Russian American Institute (Moscow)—2006 to present

University of Oklahoma School of Social Work—Adjunct (periodic)

Southern Nazarene University—Adjunct (1998-2001)

Professional Post-Masters Social Work Experience

Mid-Missouri Mental Health Center—June, 1971 to December, 1973

Private Practice in Oklahoma (LCSW)—1984 to present

Clinical Consultant (Oklahoma Department of Human Services)—1995 to present

CISD and Stress Services (OKDHS)—2000 to present

Clinical Consultant (Osage Nation Social Services)—2008 to present

Professional Memberships

Council on Social Work Education

National Association of Social Workers

Oklahoma State Board of Licensed Social Workers (LCSW)

North American Association of Christians in Social Worker

Oklahoma Department of Health (Licensed Marriage and Family Therapist)

Community Service Responsibilities

Board Member: Child Welfare Professional Enhancement Program (CWPEP) Advisory Board

Board Member: Community Service Council of Greater Tulsa

Co-Chair: Veterans Initiative

Board Member and President: South Peoria Neighborhood Connection Foundation, Inc.

Board Member: OK-ASSIST (Oklahoma-Aid Supplying Scholarships for International Student Training)

Board Member: Oklahoma State Board of Licensed Social Workers

Board Member: National Association of Social Workers-Oklahoma Chapter (NASW-OK)

President: 2008-2010

Grants

Community Development Block Grant (CDBG), George Kaiser, Hille, Lauren Crawley, and Brodsky Foundation grants to support the work of the South Tulsa Community House (a storefront social service agency in South Tulsa providing food, ESL training, after school programs for children, and GED training)

Presentations

Many presentation on the topic of “Professional Self-Care” as it relates to compassion fatigue, secondary trauma, and stress-management: NASW-OK State Conventions, NACSW National Conferences, ministerial groups, 211 staff of the Community Service Council, county Departments of Human Services offices, Osage Nation Social Services, Indian Child Welfare State Conference, Brookhaven Hospital, statewide in-service training for child welfare and family support supervisors

Presentations on “ORU Social Work Students Agents of Community Change” at NACSW, NASW-OK Conventions

Presentations on “Child Welfare in Russia” to local church groups, NACSW, NASW-OK Conferences, and Lecture Series for the Department of Human Services

Other Information

Selected Social Worker of the Year for NASW-OK Chapter 2003

Chene Tucker, Associate Professor

MSW—University of Oklahoma—Social Work—May, 1985

BA (Social Work)—Oral Roberts University—May, 1981

AA—San Diego Mesa Junior College—May, 1978

Academic Appointments

Oral Roberts University—August, 2008 to present

Oral Roberts University—August, 1986-1989

Professional Post-Masters Social Work Experience

Private Practice (LCSW)—2003-2009

Pastoral Counselor at Open Bible Fellowship Church (Tulsa)—1994-2003

Executive Director and Director of Counseling and Social Work at Life Alternative Pregnancy Crisis Center/Hannah’s Prayer Adoption Agency (Tulsa)—1988-1993

Women’s Outreach Coordinator, Bright Sky (Tulsa)—1985-1986

Counselor, Shadow Mountain Institute (Tulsa)—1983-1985

Medical Social Worker, City of Faith Medical Center (Tulsa)—1981-1983

Professional Memberships

National Association of Social Workers

North American Association of Christians in Social Work

Oklahoma State Board of Licensed Social Workers

Community Service Responsibilities (plus see below)

Founder of Polished Arrows International (August 2003)

Publications

Authored—*In Search of Purpose...En Route to Destiny (Destiny)*—14-week training program on sexual purity and lifestyle integrity

Authored and Published—*Invitation to Freedom in Christ*—12-week program on whole-person freedom and healing

Professionally filmed the “*Destiny*” men and women’s courses

Lecturer—on discipleship training in the US, Costa Rica, Uganda, and East Africa

Keynote Conference and Retreat Speaker—college students, women, and youth throughout the US

Clinical Trainer—*Post Abortion Syndrome* and *Women and Alcohol Abuse*

Robert Kiel, Assistant Professor

MSW—Marywood College—Social Work—May, 1990

BSW—Oral Roberts University—Social Work—May, 1989

Academic Appointments

Oral Roberts University—August, 1991

Professional Post-Masters Social Work Experience

Therapist—Counseling and Development Center (Jenks, OK)—1992-1997

Therapist—Family Service Association of Wyoming County (Wilkes Barre, PA)—1989-1991

Clinical Consultant—Oklahoma DHS Child Welfare—1995-2002

Professional Memberships

North American Association of Christians in Social Work

Other Information

Recipient of award for the application of technology in the classroom (application of SPSS in Research Methods)—2007

**Council on Social Work Education
Commission on Accreditation (COA)
Faculty Summary-Part I
Form F2_2008**

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program		
					Previous Positions**		Current Position**				
			BSW	MSW	BSW	MSW	BSW	MSW	BSW	MSW	
L. Endicott	January, 1974	White		39	35			35		100	
C. Tucker	August, 2008	African American	4	17	4			2		100	
R. Kiel	August, 1991	White	2	21	19			19		100	

**Council on Social Work Education
Commission on Accreditation (COA)
Faculty Summary-Part 2
Form F2_2008**

Initials and Surname of Faculty Member	Current Rank or Title	(✓ One)		Tenure-Track (✓ One)		Tenure (✓ One)			Gender (✓ One)	
		Part-Time	Full-Time	Yes	No	Yes	No	NA	M	F
L. Endicott	Associate Professor		X		X		X		X	
C. Tucker	Associate Professor		X		X		X			X
R. Kiel	Assistant Professor		X		X		X		X	

3.3.2—The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty’s teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.

The Social Work Program has three full-time faculty and a junior and senior number of 38 students (see chart above for **Social Work Student Diversity** under **Educational Policy 3.1—Diversity**) placing the faculty-student ratio at close to 1 to 13. Typically students begin their social work education their junior years. The largest class might run 20 students at most. Faculty teaching load is typically 12 hours or 4 x 3-hour courses per semester. In terms of service to the university, Dr. Lanny Endicott helped organize the service-learning program for the university. Robert Kiel has received university-wide recognition and honor with his work in teaching research and application of the SPSS statistical package with social work students. Prof. Chene Tucker is a favorite conference speaker both in the USA and international with her focus on women’s issues. This past year she addressed several hundred conference participants in Kenya and Uganda on oppression of women, including topics of: domestic violence, rape, AIDS, incest, divorce, poverty, child abandonment, and the aftermath of war. Her focus is on forgiveness and breaking free of the past. For additional information, contact Ms. Tucker’s website at www.polishedarrows.org. Additionally, Dr. Endicott serves as clinical consultant to the Department of Human Services Child Welfare program and provides debriefing services to DHS staff when there is a child death or crisis within a local county office. He also serves as consultant to the Osage Nation Social Services in their child welfare program. For several years Prof. Kiel also served as clinical consultant to DHS Child Welfare and participated in the development of a church-based counseling program. Prof. Tucker has several publications in the form of conference/workshop manuals. Dr. Endicott is a regular conference presenter on stress management, secondary trauma, compassion fatigue to social workers and others in the helping professions (i.e., ministers and counselors). He also teaches social work and counseling skills to social work students, pastors, and church leaders in Moscow during the summers. Dr. Endicott’s website is: <http://drlannyendicott.com.tripod.com>.

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

All three full-time faculty in the social work program have masters in social work degrees from accredited graduate social work programs. Endicott has a doctorate in ministry.

3.3.4—The program describes its faculty work load policy and discusses how the policy supports the achievement of institutional priorities and the program’s mission and goals.

See 3.3.2 above regarding the faculty loads of the three full-time faculty. This ratio (approximately 1-13) offers the opportunity for a smaller more intimate group of students and closer student-faculty relationships.

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

Dr. Endicott has conducted research on child welfare in Russia and its comparison and contrast with Oklahoma child welfare. He presents on a regular basis at the NASW-OK on this cross-cultural child welfare topic along with presentations on secondary trauma, compassion fatigue, and stress management. As mentioned before he just completed his term as President of NASW-OK and service on the social work licensing board. He organized the service-learning program at the university. In the community, he has served on several agency boards including the Tulsa Human Rights Commission, South Peoria Neighborhood Connection Foundation, Inc. (SPNCF), United Way Venture Grant Committee, and Community Service Council of Greater Tulsa (CSC). He currently co-chairs the Veterans Initiative of the CSC and President of SPNCF (a neighborhood organization that sponsors the South Tulsa Community House and practice site for practicum students). Dr. Endicott also has worked in private practice. Prof. Kiel provides service to the campus community through his committee work and his work to make the SPSS program relevant to students (he garnered an award for application of technology in the classroom in this effort). Prof. Tucker is highly involved in the community through the field practicum program. She also has experience as Executive Director and Director of Counseling and Social Work at Life Alternatives Crisis Pregnancy Center/Hannah’s Prayer Adoption Agency in Tulsa and

as a pastoral counselor and licensed social worker in private practice. She is an accomplished speaker to women both in the USA and international. See 3.3.2 above.

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

Dr. Endicott seeks to model macro practice, networking, and international social work practice. He presents routinely on the subject of Russian child welfare, secondary trauma and stress, veterans issues, and macro social work practice involving students. Prof. Kiel is a stickler on written communication. Many students appreciate his teaching them to write and provide feedback to this effect. Prof. Kiel will have several students in graduate school each year showing gratitude for his help with written communication. African American Prof. Tucker, is a strong role-model for the female social work student, especially those African American, in her practice of social work and ministry to women worldwide.

Educational Policy 3.4—Administrative Structure

Accreditation Standard 3.4—Administrative Structure

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

The Social Work Program is located in the Department of Behavioral Sciences, which contains programs of: Psychology, Social Work, Sociology minor, and Social Justice minor. Behavioral Science Department is a part of the School of Science and Engineering, which has the following four Departments: Behavioral Sciences; Biology and Chemistry; Engineering, Computer Science, Physics, and Mathematics; and Health, Physical Education, and Recreation.

The Social Work Program has a separate cost center for budget management, and the Department has its cost center as well. The Director of the Social Work Program administratively answers to the Chair of the Behavioral Sciences Department. The Department Chair and other chairs meet monthly with the Dean of the School of Science and Engineering. The Director of the Social Work Program is able to meet with the school chairs as well.

In terms of autonomy to achieve program mission and goals, Social Work Program faculty are charged with this responsibility. Courses are decided upon by social work faculty as is the content for them. The Chair of Behavioral Sciences and Dean of the School of Science and Engineering and other administrators are aware of accreditation and the need for the Social Work Program to fulfill its mission in keeping with CSWE requirements.

Any academic changes go through the normal process of approval: program faculty develop the changes and submit them for approval by the faculty assembly of the School. This process is followed by all other academic programs in the university.

These procedures are in place to insure an orderly process of administration. However, the process is largely, if not entirely, collegial in the practical working relationships between the Chair of Behavioral Sciences, Director of the Social Work Program, and the School of Science and Engineering. The same collegiality is experienced among faculty as well.

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

See discussion above in 3.4.1 above regarding this responsibility.

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

The University underwent a process of “shared governance” two years ago with the change in administration and the new President and Board of Trustees (changed from Board of Regents). Faculty members throughout the University were encouraged to provide feedback into the new processes of governance being developed at the time. Though the Board of Trustees has the final decision in faculty hiring, the process of searching, interviewing, and selecting new faculty is made by the academic programs and departments affected. To illustrate, in the hiring of Prof. Chene Tucker,

upon her predecessor announcing retirement (after 19 years at the university), the University procedure for hiring was implemented including: posting the opening locally and nationally along with the requirements for the position, interviewing (in this case with both Social Work Director and Department Chair), and recommendation to the Dean of Science and Engineering, Provost, and Board of Trustees where she was subsequently approved.

The University, after faculty feedback during the period of transition mentioned above, implemented a new program for tenure with the requirement for tenure changing to faculty having a doctorate in the major field of teaching. This process firmed up the requirements for tenure track faculty. In addition, step financial remuneration is tied to both length of service and the terminal degree in the field of instruction.

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

The program director for the Social Work Program is Dr. Lanny Endicott.

B3.4.4(a)—The program describes the BSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work with a CSWE-accredited program and doctoral degree, preferably in social work.

Dr. Endicott has been with the university and social work program for 35 years. He came to ORU in the winter of 1973 from social work practice in the mental health field, to develop the social work program. He worked with other social work faculty added over time to grow the program and pursue accreditation with CSWE—granted in 1981. The Social Work Program has been accredited since that time.

He has an MSSW from the University of Missouri (Columbia) with a Doctor of Ministry (D.Min.) from Midwestern Baptist Theological Seminary (Kansas City).

Dr. Endicott has taught at one time or another all courses in the program. He has led in the development of the curriculum with participation of other social work faculty. He has considerable experience in the community as well: serving on several agency boards, serving as President of NASW-OK, and as a member of the Oklahoma State Board of Licensed Social Workers. He has experience internationally teaching and working with the orphan system of Russia. He consults for Child Welfare in Oklahoma and the Osage Nation Social Services. And, he is a frequent presenter in conference workshops on topics of community practice, veterans, managing secondary trauma and stress for the professional, and the Russian child welfare system.

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

Dr. Endicott has a full-time faculty appointment and Director of the Social Work Program. He receives 9-months salary for his faculty position with 5% extra for his summer responsibilities as program director.

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

The University follows CSWE guidelines for providing release time (25%) for the Director of the Social Work Program and has done so since accreditation in 1981. The time is adequate to provide program leadership.

3.4.5—The program identifies the field education director.

The Field Director is Dr. Lanny Endicott as well. He has held this position, with 25% release time for several years. Thus, with the responsibilities of program director and field education director, his release time totals 50%. He teaches two courses per semester. In another year the Field Director’s position will be turned over to Prof. Chene Tucker. Currently she services as field liaison for the social work program.

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

The Field Director has substantial contacts in the Tulsa community and has experience providing field education training and administrating the field component of the program. He has experience supervising students directly, including both ORU field practicum students and graduate students from the University of Oklahoma School of Social Work.

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

The field education director has a MSSW from the University of Missouri (Columbia) and many years of post masters social work practice experience.

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

The 25% release time for the Field Director is adequate.

3.4.5(d)—The program provides documentation that the field director has a full-time appointment to the social work program.

The Field Director has a full-time appointment with the Social Work Program.

Educational Policy 3.5—Resources

Accreditation Standard 3.5—Resources

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.

Annual budget development occurs during the spring of each semester, as the university’s fiscal year begins May 1st. Program director meets with the department chair to discuss budget items. The budget is stable and has been so for many years. However, the bulk of the program’s budget goes for salaries. As a part of the Behavioral Sciences Department, social work faculty enjoy the common departmental printer, university Copy Center, provision of a desktop computer, telephone with voice mail, and administrative secretary (she shares 50% with Psychology and Social Work). Since this is an accreditation year, resources are available to cover printing, accreditation fees, and site-visitor expenses.

The social work program also has a contract with the University of Oklahoma (which administers the Child Welfare Professional Enhancement Program or Title IV-E) for Oklahoma; this contract includes \$41,558.00 and is explained after the CSWE 2008 EPAS budget below.

The \$41,558 is for the social work program to administer the CWPEP program. Below is the budget negotiated to conduct the program at ORU for FY 2011.

Educational Allowance for 6 students	38,610
Supplies	749
Other Direct Costs	440
Travel	<u>1,759</u>
Total	41,558

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

For this discussion see 3.5.1 above. With this said, the Social Work Program and all University programs fall under budgetary constraints of the University. This year, in particular, the University is operating on a “balanced budget” with no raises and maintenance of program budget from the past year.

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

The Department of Behavioral Sciences has one Administrative Secretary to manage the work of the Department for three social workers, three psychology, and sociology faculty. One adjunct professor teaches in the Department. Additionally, the Department has two work-study students providing 10-12 hours of service per week.

All departmental faculty have access to a personal office, desktop computer with Windows XP and Office 2007, email, and telephone voice mail. The department has a break room for faculty with refrigerator, coffee maker, and microwave. Another lounge area is provided for students from the department.

Additionally, the Behavioral Sciences Department has its own computer lab for students to utilize, including nine (9) computers with XP platforms, Office 2007, email, and SPSS statistical package. On the same floor of the Department is the university’s computer lab center. Two classrooms in the Department have been remodeled into classrooms with both containing LCD projectors and accompanying desktop computers. One classroom has a “smart board” with computer attachment. For the fall semester (2010), all university classrooms and auditoriums for student instruction will be fitted with desktop computer and LCD projector combinations. The University provides access and training to Desire to Learn (D2L) technology for faculty in classroom management. The program is utilized by ORU, University of Oklahoma, Oklahoma State, and Tulsa University.

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

The Librarian’s Report is found below.

Oral Roberts University
Librarian's Report
to the Council on Social Work Education
Commission on Accreditation

July 2010

Holdings of books, monographs, journals, and other collection resources pertinent to social work study and research

- The library holds an estimated total of 20,408 titles related to social work of which 14,135 are paper or audiovisual and 6,273 are electronic.
- The library subscribes to *ebrary*, a collection of electronic books, of which 11,390 are categorized as "Social Science." A phrase search in *ebrary* for "social work" obtains 5,428 hits.
- The library also subscribes to *Credo Reference*, which provides 40 online encyclopedias, dictionaries, and other reference works with the following Library of Congress classifications: HM (sociology in general), HQ (family, marriage, women), HT (communities, classes, races), and HV (social pathology, social and public welfare, criminology).
- For a partial list of other full text electronic journal and book titles related to social work available in the ORU library, see <http://tinyurl.com/2fxbyjz>.

Staffing pertinent to the provision of library services to social work students

- The Dean of Learning Resources directs the Library, with the help of an administrative assistant and two assistant directors: (1) the Assistant Director of Public Services, who serves as Periodical/Electronic Resources Librarian; and (2) the Assistant Director of Technical Services, who serves as Head Reference Librarian.
- Other full-time employees include an Acquisitions Librarian, Bibliographic Instruction Librarian, Head of Cataloging and Computer Services, Cataloging Specialist, Cataloging Assistant, Circulation Supervisor, Circulation Night Supervisor, Computer Services Assistant, Faculty Facilitator, and Public Services Assistant.
- Of the 15 full-time library faculty and staff, 6 have ALA-accredited master's degrees in Library and Information Studies (MLS or MLIS).
- The Library also employs the services of a part-time Reference Librarian and 8 full-time equivalent student assistants.

Budget for social work library resources for the last, current and upcoming academic years

- The amount budgeted for social work print monographs and audiovisuals the previous, current, and upcoming academic years is \$2,684, \$2,555, and \$2,555 respectively. Of this, approximately \$1,800 is for printed books and audiovisual materials and \$750 is for printed journals and serials. This does not include expenditures for electronic databases.
- Last year, expenditures for subscriptions to aggregated electronic databases directly related to sociology (SocINDEX with Full Text, Social Work Abstracts, and Sage's Sociology) were \$7,773. Expenditures for databases with some articles related to social work (Academic Search Complete, PsycARTICLES, Sages's

Psychology, PsycINFO, and Elsevier's Social & Behavioral Sciences Journal Collection) totaled \$42,345. The budget for databases is the same for the current academic year as well as the next.

Circulation or utilization of data for items relevant to social work

- Estimated circulation and in-house use of paper books related to social work during the past fiscal year was 799, while the number of searches made in social work related databases was 3,227.
- During the same period, the total number of searches made from the Journals A-Z search box was 37,299, while the total number of searches performed in Central Search (360Search), the library's federated search engine, was 12,159.

Equipment and technology available to social work (computers, copiers and printers)

- The library has 67 PCs, three Macs, two networked printers, and three copiers/scanners available for student use.
- The library instruction lab also has a laptop, LCD projector, screen, Symposium digital presentation software, and sound system.
- Other equipment in the library includes widescreen monitor used for posting library announcements, several DVD players, one microform reader/scanner, and one MF readers.
- Wireless access to the Internet and wired outlets are available throughout the library.

Circulation policies and procedures (policy and procedures to ensure that books or other materials required or recommended in social work courses are made available to students).

- Circulation policies are available online at http://webapps.oru.edu/new_php/library/circ/Policies2010.pdf
- This year, the Circulation staff began what has been called "spieling," i.e. reading circulation policies aloud to the students the first time they check out library materials. As a result, overdues have decreased by 48% this year compared to last.

Library's online catalogue, email, computerized search services, document delivery, interlibrary loan (identify per-fee versus non-fee), media, and other related services available to students (include other libraries outside the educational institution to which students have regular access and the appropriateness of each library's holdings for social work).

- Last year, the ORU library migrated from Dynix Classic to Millennium of Innovative Interfaces, Inc., a premier online library catalog and integrated system, at a cost of approximately \$230,000. The catalog is available at <http://webopac.oru.edu/>. For more information, see http://www.iii.com/products/millennium_ils.shtml.
- The university uses a Novell email system called GroupWise. All students are assigned an email address upon matriculation. The library has email accounts for selected services (e.g., LibCirc@oru.edu for circulation services, LibBI@oru.edu for library instruction, LibDist@oru.edu for distance learner services, LibRef@oru.edu for research assistance, and LibILL@oru.edu for Interlibrary Loan).
- This past fiscal year, the library subscribed to over 90 databases at a cost of \$202,653.
- In addition to the search interfaces that accompany each of the individual databases, the library subscribes to the e-resource access and management services provided by SerialsSolutions. One of these is a federated search engine that allows simultaneous searching of virtually all of the databases to which the library

subscribes. SerialsSolutions also organizes all of the full-text online journals to which the library provides access into a searchable list. By searching this list, students are able to easily find the full text of a journal article even when they do not know which database provides it. A third SerialsSolutions service called ArticleLinker assists students by linking to the full-text of a journal when they are searching a database that provides only indexing for that particular journal.

- Interlibrary loan (ILL) is available to students for a \$2.00 fee for photocopies and \$2.00 plus one-way postage for books. Faculty and senior paper students generally receive interlibrary loans for free. ILL journal articles are delivered electronically when possible.
- Facilities equipped for listening to and viewing audio or video materials are available on the fourth floor of the Learning Resources Center, the Music Listening Lab, and the Holy Spirit Research Center.
- Other libraries available for ORU student use include the Tulsa City-County Library (TCCL), Phillips Theological Seminary, the University of Tulsa McFarlin Library (TU), and the library at Oklahoma State University-Tulsa (OSU-Tulsa). Of these, Phillips and TCCL allow check-out privileges to ORU students. Among the sociology databases provided by OSU-Tulsa are some that are unavailable in the ORU library, including the Social Sciences Citation Index, Social Services Abstracts, and Sociological Abstracts. The TU library is valuable in that as a government document repository, it provides comprehensive access to government documents related to social work.

Reference coverage and related services (comment on the availability of library staff to provide reference help on social work topics to faculty and students).

- Librarians with either Masters or PhD degrees are available to provide research assistance at the Reference Desk from 8:30 am to 5:30 pm each weekday virtually year round. Ask-a-Librarian services are also available during the same time period via phone or email. Except for weekends and holidays, interlibrary loan requests are expedited within 24 hours after students or faculty make them.

Is there a library staff member assigned to a liaison role for the social work program? (If yes, describe the nature of this role vis-à-vis the social work program.) Is there a librarian (or librarians) with a specific social work designation, such as social work librarian, social work bibliographer, or social work liaison? Describe the job responsibilities of these librarians and other activities.

- Although no single librarian specializes in social work, the library has developed a Social Work Research Guide and a Social Work Bibliography that help social work majors to identify library materials relevant to their coursework.
- The library has a faculty facilitator who works with social work faculty to select social work books to add to the collection. The faculty facilitator offers library workshops to keep faculty aware of the library resources and developments.

Is there involvement by librarians in (a) social work courses or in course management programs (such as Blackboard, WebCT) for social work students; (b) library instruction provided through distance education, continuing education; (c) library services for alumni, outreach, or community services; (d) development of the program's strategic planning, technology development and curriculum revision; and (e) activities providing opportunities for professional development?

- There is no librarian involvement in online course management programs for social work students.

- A librarian is assigned to serve as the library contact person for distance learners to ensure that they receive the materials they need in a timely manner to enable them to fulfill their coursework requirements. However, currently, there are no social work majors who are distance learners.
- Alumni who have an ORU alumni ID are welcome to use the library anytime it is open.
- Librarians are involved in the development of an information literacy program that is designed to impact every academic program in the undergraduate departments/schools.
- Librarians are proactive in taking advantage of professional development opportunities offered by the university, including the Eighth Floor (<http://eighthfloor.org/>), which assists librarians as well as other faculty in developing technological skills.
- At ORU, librarians are an essential part of the university faculty. They have representation in the Faculty Senate and are given the opportunity to apply for advancement in rank, i.e. assistant professor, associate professor, and professor, as well as tenure. ORU librarians work with the academic schools in the formulation and assessment of information literacy rubrics and in providing library instruction and research assistance. Librarians participate in the School of Science and Engineering faculty meetings, during which curriculum decisions are made.
- Funding for professional activities and development is available to ORU library faculty and staff.

Is there a procedure used by social work faculty to recommend items for purchase? If yes, how are such faculty recommendations handled by library staff?

- Social work faculty follow the same procedure established for recommending items for purchase used by other ORU faculty. At the beginning of the new fiscal year, the faculty members are informed of the amount allocated for library acquisitions in their major areas. They send their requests to their chair for approval, who then in turn passes the requests along to the acquisitions librarian.
- Once the acquisitions librarian receives recommendations, she generally orders them immediately, provided that they are in print.

How often are new acquisitions in social work listed and reported to program faculty?

- New acquisitions are listed monthly for viewing by faculty and students in the library catalog via the “New Additions” link (<http://webopac.oru.edu/ftlist/>).
- After a book that has been cataloged and processed and is ready for use, notification is sent via email to the faculty member who requested it.

Traffic or other counts of users of social work collection or social work resources.

- The library has security gates that provide a total count of persons entering the library, but there is no way to disaggregate the social work count from the total.

Instructional sessions (number and type of presentations, number of participants, evaluation data).

- During the last academic year, 249 presentations were given by librarians and were attended by a total of 3,196 participants.
- In the same year, the library began implementation of a formal process of assessing information outcomes based on university rubrics. Of the three levels planned for the program (beginning, intermediate, and

advanced), the first two were implemented, the first in the fall and the second in the spring. Plans are to implement the third level within the next two years.

- Participants in library instruction classes are requested to complete online evaluations at http://www.oru.edu/university/library/instruction/form/stu_libbiEVAL.html.

Location of library/social work collection relative to classroom and other social work student services.

- The social work section of the library collection is located primarily on the fifth floor of the Learning Resources Center (LRC), while social work classes generally meet on the second floor of the Graduate Center (GC). The two buildings are immediately adjacent to each other, such that they appear to be a single building from the exterior. The library is accessible from the Graduate Center on the third and fourth floors.

Library hours for the main library and social work collection library for the full calendar year (Are there requests for additional hours from social work students? If yes, discuss the library's response).

- Except for holidays and special events, the library is open year round. The hours are:
 1. Sunday: 3:00 p.m. - 10:30 p.m.
 2. Monday - Thursday: 7:30 a.m. - 10:30 p.m.
 3. Friday: 7:30 a.m. - 5:30 p.m.
 4. Saturday: 12:00 p.m. - 10:30 p.m.
- In the fall 2009, the library took a brief survey of the students asking them if they needed the hours to be extended during finals. Since the response was overwhelming positive, the library extended the hours until 11:15 p.m. each evening from the Wednesday before finals until the last day of finals.

Samples and results of assessment/evaluation surveys of library services

- One of the most important ways that the library evaluates its services is through feedback provided by student workers. The student workers fill out a questionnaire a few weeks before the end of the spring semester. The librarians then meet to discuss the results.
- This year student workers have assisted the librarians as they plan a complete re-design of the library web site.

Strengths, areas of concern, projections for and assessment plans of the social work collection

- The greatest strength of the social work collection in the ORU library is the electronic collection, which is strong both in terms of books and journals.
- An area of concern is that since the library does not currently have a social work librarian as such, the librarians and the social work faculty need to be more intentional in working together to further develop the social work print collection. A recent evaluation of the collection shows that more audiovisual materials for social work are needed, especially audio-books and DVDs.
- In conjunction with the university-wide strategic planning project mandated by the university president, the library is currently writing a strategic plan that includes a strong assessment component. This will involve a reassessment of the library collection development policy as well as of the collection itself. The plan is to develop an assessment method to ensure that each part of the collection is carefully evaluated on a regular basis.

- The library is currently considering the possibility of forming a library committee to be composed of a faculty representative from each of the academic schools. The task of the representatives would be to work with librarians in assessing and collecting library materials related to the various majors of each school.

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

See discussion in 3.5.3 above for resources. Most social work and behavioral science classes are scattered around in the “graduate center” of the Learning Resource Center—the single largest building on campus. The building houses all academic departments (except Health and Physical Education, and Recreation) along with the university library. A food deli, Hava Java (Starbucks) and Green Cuisine shop are found in the building. The admissions and registrar’s offices, university book store, copy center, and administration offices are located in the building.

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

The Office of Student Resources has the responsibility for the University’s compliance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act. Students needing services are provided an “intake process during which the existence of a qualified disability is verified and appropriate, reasonable accommodations are identified.” Criteria are spelled out by the Office for documenting the disability. Reasonable accommodations provided include: alternative testing, textbooks on tape, adaptive physical education, interpretation services during class time, note-taking and transcriptions, text enlargement, counseling on disability issues, academic adjustments, and additional services necessary to assist students. Additionally, students are taught how to file a complaint if inappropriate or inadequate services have been provided.

Social Work Program Degree Plan Sheet (2010-2011)

Page 1 of 2

ORAL ROBERTS UNIVERSITY		DEGREE PLAN SHEET 2010-2011				TOTAL HOURS REQUIRED		128
DEGREE:	Bachelor of Arts	Behavioral Sciences Dept: SWK				Hours in general education		61
MAJOR:	Social Work					Hours in major		50
						Hours in cognate		9
						Hours in electives		8
Name _____								
ID _____				Date _____				
Telephone _____				Email _____				
Advisor _____								
SEMESTER TAKEN	COURSE CODE	COURSE TITLE	CREDIT HOURS	SEMESTER TAKEN	COURSE CODE	COURSE TITLE	CREDIT HOURS	
FRESHMAN Semester 1				FRESHMAN Semester 2				
	THE 103	Charismatic Life & Healing Ministry	3		SOC 101	Introduction to Sociology	3	
	SWK 202	Introduction to Social Work	3		HUM _____ +	(Humanities Elec I)	3	
	COMP 102	Reading/Writing in Liberal Arts	3		COM 101	Oral Communication	3	
	_____ 102*	Foreign Language	5		_____ 203	Foreign Language	3	
	HUM 101 *	Humanitas	3		HIS 101	American History	3	
	HPER 001 *	Health Fitness I	1		HPER 002 +	Health Fitness II	1	
	PRF 070	Swimming Proficiency	0					
	GEN 099	Whole Person Assessment	0					16
			18					
*May need Elementary language 101								
SOPHOMORE Semester 3				SOPHOMORE Semester 4				
	BLIT 110 *	Survey of Old Testament Literature	3		GOV 101	American Government	3	
	PSY 201	Principles of Psychology	3		MAT 232	Elementary Statistics	3	
	HUM _____ *	(Humanities Elec II)	3		HUM _____ +	(Humanities Elec II)	3	
	BUS 201 *	Principles of Economics I	3		COMP 303 +	Critical Reading & Writing	3	
	BIO 101	Principles of Biology	4		BLIT 120 +	Survey of New Testament Literature	3	
	HPER 027	Swimming--May be replaced by HPER activity if swimming proficiency passed.	0.5 16.5		HPER _____	HPER Activity	0.5 15.5	
JUNIOR Semester 5				JUNIOR Semester 6				
	SWK 331 *	SWK Practice I	3		SWK 303 +	Social Welfare Policy	3	
	SWK 341 *	Junior Practicum I	2		SWK 342 +	Junior Practicum II	2	
	SWK 332 *	SWK Practice II	3		SWK 333 +	Social Work Practice III	3	
	SWK 302 *	Research Methods	3		SWK 420 +	Minority Group Relations	3	
	SWK 309	Human Behavior in Social Env. I	3		_____	Elective	3	
	HPER _____	HPER Activity	0.5 14.5		SWK 310	Human Behavior in Social Env. II	3	
					HPER _____	HPER Activity	0.5 17.5	
SENIOR Semester 7				SENIOR Semester 8				
	SWK 404 *	SWK Practice IV	2		SWK 405 +	Senior Seminar	2	
	SWK 443	Senior Practicum I	6		_____	Laboratory Science	4	
	SWK 444	Senior Practicum II	6		_____	Elective	3	
	HPER _____	HPER Activity	0.5		_____	Behavioral Sciences Elective*	3	
					_____	Elective	1	
			14.5		SWK 499	Senior Research Paper	3	
					HPER _____	HPER Activity	0.5 16.5	
*Title IV-E Students must take SWK 381-Child Welfare								
<p>Note: Courses requiring a "C" or better grade include: 1) all social work major courses; 2) all cognate courses (PSY 201, SOC 101, plus 3 hours of Behavioral Sciences electives); 3) BIO 101, BUS 101, MAT 232.</p>								
KEY								
*	-	Offered in fall only						
+	-	Offered in spring only						

BEHAVIORAL SCIENCES - B.S.W. SOCIAL WORK				
2010-2011				
General Education Requirements--61 Hours				
___ Whole Person Assessment GEN 099 (0)	___ Biblical Literature 110 (3)	___ U.S. History 101 (3)		
___ COMP 102, COMP 303 (6)	___ Biblical Literature 120 (3)	___ American Government 10		
___ Humanities 101 (3) HUM Elec (9)	___ Theology 103 (3)	___ Oral Communication 101 (3)		
___ Foreign Language 102 (5)	___ Business 201 (3)	___ Health Fitness I* (1)		
___ Foreign Language 203 (3)	___ Biology 101 with Lab (4)	___ Health Fitness II* (1)		
___ Mathematics 232-Statistics (3)	___ Laboratory Science (4)	___ Swimming Proficiency (0)		
*After completing HPE I and II, Full time students must take an HPE activity course <u>every</u> semester. It is recommended the activity course be taken for a full credit unless enrolled in 18 hours or more				
+Humanities Sequence and Electives				
HUM 101	3	F	Humanitas	
Humanities (Choice of one of the following):			HUM 222, 233, 244, 301, 333	
Humanities (Choice of two of the following):			HUM 222, 233, 244, 301, 333, 250, 255, 260, 270	
			ART 103, ART 104, MUS 300, DRAM 215, COMP 101	
BEHAVIORAL SCIENCES - SOCIAL WORK - MAJOR COURSE WORK--50 HOURS				
Semester Sequence	Course Code	Credit Hours	When Offered	Course Title
Required Courses				
1	SWK 202	3	F,S	Introduction to Social Work
5	SWK 302	3	F	Research Methods
6	SWK 303	3	S	Social Welfare Policy
5	SWK 309	3	F	Human Behavior in the Social Environment I
6	SWK 310	3	S	Human Behavior in the Social Environment II
5	SWK 331	3	F	Social Work Practice I
5	SWK 332	3	F	Social Work Practice II
6	SWK 333	3	S	Social Work Practice III
5	SWK 341	2	F	Junior Practicum I
6	SWK 342	2	S	Junior Practicum II
7	SWK 404	2	F	Social Work Practice IV
8	SWK 405	2	S	Senior Seminar
6	SWK 420	3	S	Minority Group Relations
7 or 8	SWK 443	6	F,S	Senior Practicum I
7or 8	SWK 444	6	F,S	Senior Practicum II
7 or 8	SWK 499	3	F,S	Senior Paper
Required Cognate Courses				
2	SOC 101	3	F,S	Introduction to Sociology
3	PSY 201	3	F,S	Principles of Psychology
8		3	F,S	PSY/SOC/SWK Elective
Required Cognate courses also include the general education courses BIO 101, BUS 201, and MAT 232.				
These courses as well as the major courses require a grade of C or higher.				
The Social Work elective SWK 381 Child Welfare is required for students accepted into the Title IV-E Child Welfare Program.				
61 General Education Hours				<u>Legend</u>
50 Social Work Major Hours				F = Fall
9 Cognate Hours				S = Spring
8 Elective Hours				
128 Total				

Courses taught by semester by social work faculty:

Fall Semester 2010

Chene Tucker

SWK 202 Introduction to Social Work
 SWK 341 Junior Practicum I
 SWK 443-444 Senior Practicum I & II

Robert Kiel

SWK 332 Social Work Practice II
 SWK 302 Research Methods
 SWK 309 HBSE I
 SWK 499 Senior Research Paper

Lanny Endicott

SWK 331 Social Work Practice I
 SWK 405 Social Work Practice IV

Spring Semester 2011

Chene Tucker

SWK 202 Introduction to Social Work
 SWK 342 Junior Practicum II
 SWK 443-444 Senior Practicum I & II

Robert Kiel

SWK 333 Social Work Practice III
 SWK 309 HBSE II
 SWK 381 Child Welfare
 SWK 499 Senior Research Paper

Lanny Endicott

SWK 303 Social Welfare Policy
 SWK 405 Senior Seminar

4. Assessment

Accreditation Standard 4.0--Assessment

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 following discussion presents the assessment plan to accommodate the Educational Policy and Accreditation Standards (EPAS) 2008 developed by the Council on Social Work Education. The plan will incorporate the following competencies and associated behaviors developed for the ORU Social Work Program. The plan involves several elements outlined below, followed by further explanation:

1. Assess student competencies and associated behaviors via the senior Practicum Assessment Form—the signature pedagogy of the social work program.
2. Assess senior social work students, after having completed their senior practicum, through a written Comprehensive Examination of their social work knowledge and application;
3. Written Self Reflection addressing all competencies and associated behaviors; followed by an Oral Defense with a faculty member and member of the Social Work Advisory Committee explaining/defending their written self assessment.
4. Assess all social work courses based on rubrics developed through the university’s Whole Person Assessment that uses an electronic e-portfolio to generate the data.
5. Solicit feedback from social work program Alumni through periodic Surveys (usually every 3 years).

First, assessment of student competencies and associated behaviors are conducted in Senior Practicum I and II by the agency field instructor and the field director or liaison during the practicum. Students are expected to negotiate with their field instructors a series of activities (or plans of action) for addressing each of the 11 competencies and associated behaviors. Evaluation of each competency is based on the student’s performance against the specified action plans developed. Scoring criteria for the agency instructor and faculty member is guided by the rubric (Rubric Guide for Field Evaluation) developed for Senior Practicum I and II (SWK 443 and 444) for evaluating competencies. Both the complete version of the Practicum Assessment Form and Rubric Guide for Field Evaluation for scoring can be found in Volume III of the Self Study document.

Below is a sample of utilizing the Rubric Guide for Field Evaluation to assist scoring the first social work program competency: 1—Identify as a professional social worker and conduct oneself accordingly. A copy of the Practicum Assessment Form and accompanying Rubric Guide for Field Practicum can be found in Volume III of the Self-Study.

1. Identify as a professional social worker and conduct one-self accordingly.

4 3 2 1 0 NA

a.	Practice advocacy						
b.	Practice self-reflection						
c.	Attend to professional roles and boundaries						
d.	Engage professional demeanor						
e.	Pursue life-long learning						
f.	Seek supervision and consultation						
Total							
Mean							

Provide Comments relative to student’s identity as a social work professional:

Below is the Rubric Guide (full rubric found in Volume III) to help field instructors and faculty assess competency practice in the senior field practicum experience:

SWK 443/444: Senior Practicum

Rubric Guide for Field Evaluation

CRITERIA	EXEMPLARY (4)	COMPETENT (3)	ACCEPTABLE (2)	UNACCEPTABLE (1)	NOT ATTEMPTED (0)	N/A
GRADE	A: 90-100%	B: 80-89%	C: 70-79%	D: 60-79%	F: 00-59%	N/A
1—Identify as a professional social worker and conduct oneself accordingly. Practice advocacy and self-reflection;	Exceeds expectations in identity as a social worker: able to practice skills of advocacy, demonstrates ability to self-reflect, expresses professional roles and	Evidences an above average in identity as a social worker: able to practice skills of advocacy, demonstrates ability to self-reflect, expresses professional roles and	Generally exhibits identity as a social worker: able to practice skills of advocacy, demonstrates ability to self-reflect, expresses professional roles and boundaries,	Has trouble/shows difficulty presenting self as a social worker: falls short to practicing skills of advocacy, demonstrating ability to self-reflect, expressing	Fails/unable to present self as a social worker in terms of: practicing skills of advocacy, demonstrating ability to self-reflect, expressing professional	Unable to evaluate as no action plan was developed to demonstrate competency.

attend to professional roles and boundaries; engage professional demeanor; pursue life-long learning; seek supervision and consultation	boundaries, behaves as a social worker, eagerness to learn, and seeks consultation in a supervisory relationship.	boundaries, behaves as a social worker, eagerness to learn, and seeks consultation in a supervisory relationship.	behaves as a social worker, eagerness to learn, and seeks consultation in a supervisory relationship.	professional roles and boundaries, behaving as a social worker, eagerness to learn, and seeking consultation in a supervisory relationship.	roles and boundaries, behaving as a social worker, being eager to learn, and seeking consultation in a supervisory relationship.	
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Additionally, students are expected to negotiate with their practicum field instructors in the junior year a plan of action for addressing program competencies and associated behaviors. In Junior Practicum I students focus on activities in keeping with competencies 1-5 and 11. Junior Practicum II focuses on competencies 6-10 and 11. Having juniors perform this activity acquaints them with the process of competency assessment and prepares them to engage competency-based practice in their senior year. The process also helps them negotiate with field instructors and faculty the various action plans that will help guide their initiation into professional practice.

The **goal** for assessing student competencies, and, consequently the Social Work Program, are as follows:

One hundred percent (100%) of seniors, following completion of their Senior Practicums I and II, should score “acceptable” with a score of 70-79% in each of the 11 competency areas addressed by the social work program; and that 80% of students will score “competent” or above (80% or higher) in their Senior Practicum Assessment.

The terminology for the University’s Whole Person Assessment for all academic majors can be seen in the chart above: **exemplary, competent, acceptable, unacceptable, and not attempted**. The Social Work Program has adapted this nomenclature to mean the following for determining the goals (and eventual benchmarks).

- Exemplary (4).....**Exemplary (4)**
- Competent (3).....**Advanced Competence (3)**
- Acceptable (2).....**Basic Competence (2)**
- Unacceptable (1).....**Unacceptable** or has trouble or shows difficulty (1)
- Not Attempted (0).....**Not Attempted** or fails or is unable to perform (0)
N/A (no action plan developed to address competency)

Thus, the Social Work Program believes that all students (100%) admitted into the program should perform on the basic competence level with at least a 2.0 level (or 70-79%) of competence in all academic and practicum work. However, most students (80%) should be performing on the higher more advanced competence level (a 3.0 or 80-89%) or above.

At present, the plan to assess the practicums is new. By the conclusion of the fall semester of 2010, there will be one semester of data from assessing this signature pedagogy. After a year of data collection the program will establish its benchmarks for assessing the senior practicum.

Second, senior students will complete a comprehensive written final examination pertaining to their social work knowledge and its application. The Comprehensive Examination, found in Volume III of the Self-Study, is assigned for students to work at their own pace to complete. The test scoring is based on a rubric developed for it: Rubric for Comprehensive Examination, also found in Volume III.

The **goal** is that 100% of senior students achieve at least a 70% or above on the Comprehensive Examination; that, 80% of students will score at least 80% or higher on the Comprehensive Examination.

A third, and valuable part of the assessment plan involves both a Written Self-Reflection and Oral Defense of the student's evaluation of self in terms of the 11 competencies and associated behaviors. Students write the self-reflection based on how they perceive themselves to be in terms of meeting each competency—noting strengths and weaknesses they see in their social work education. This written document becomes the focus of the oral defense between the student, a faculty member, and member of the Advisory Committee. Rubrics serve as guides for scoring both Written Self-Reflection and the Oral Defense (see Volume III). The **goal** for scoring is as follows:

One Hundred percent (100%) of the students will receive at least a 70% or above score on both Written Self-Reflection and Oral examination. At least 80% of students will receive a score of 80% or higher on both assessments.

The fourth plan for analysis involves expansion of the Whole Person Assessment system provided by the university. At present there is one semester of data generated during the spring of 2010. The fall semester will provide another semester of data utilizing the e-portfolio process. It has taken considerable time to move toward the university's Whole Person Assessment system, which requires detailed rubrics on all major assignments in each course, uploading the rubrics, scoring the student's work using the rubric system as a guide, and generating the data when it's uploaded. It is expected that this system will prove valuable in determining students' competency to practice social work on the baccalaureate level. Furthermore, students can retain, via electronic access, papers, written projects, videos, etc. assessed by the rubric process, for inclusion in a personal career portfolio. The Whole Person Assessment is also expected to provide valuable feedback to the social work program in general. The **goal** using the Whole Person Assessment is as follows:

One hundred percent (100%) of students will score at least a 70% on Whole Person Assignment for social work classes. Eighty percent (80%) of students will score an average of 80% or more on assignments assessed by the Whole Person Assessment process.

Below are results of the spring semester (2010) assessment—the social work program's first opportunity to more comprehensively assess social work students using the university's Whole Person Assessment plan. The assessment process should be in full swing during the fall 2010 semester.

Whole Person Assessment for Social Work Courses

Statistics for Social Work Courses (Spring 2010)

Class Assessment by Rubric

By Rubric	N	Mean	Media n	SD
SWK 202 Reflection Paper Rubric	7	3.2	3.2	0.32
SWK 302: Research Proposal	3	2.4	2.1	0.40
SWK 303 Social Policy Analysis Paper	17	3.3	3.0	0.43
SWK 303 Policy Analysis Power Point Presentation	18	3.1	3.0	0.33
SWK 303 Integrates Framework for Understanding Poverty (Payne)	17	3.3	3.5	0.42
SWK 310 PowerPoint Presentation	16	3.0	2.9	0.47
SWK 333 Group Proposal	11	2.7	2.6	0.55
SWK 333 Post-Group Analysis	10	2.8	2.6	0.65
SWK 341/342 Goals & Objectives	11	3.0	3.0	0.72
SWK 341/342 Final Written Examination	10	3.0	3.0	0.44
SWK 342 Rubric for Book Report	11	2.8	2.7	0.40
SWK 443/444 Goals & Objectives	5	3.4	3.0	0.51
SWK 443/444 Case Record	5	3.1	2.8	0.54
SWK 443/444 Article Critiques	6	3.2	2.9	0.37
SWK 443/444 Final Log Summary	5	3.4	3.0	0.41
SWK 443/444 Agency Analysis	5	3.2	3.0	0.51
SWK 443/444 Final Examination	4	3.3	2.9	0.67
SWK 405 Logic Model	5	3.6	4.0	0.80
SWK 405 Creating a Nonprofit Organization	1	4.0	4.0	-
SWK 405 Grant Application	5	3.0	3.0	0.63

Rubrics for identified assignments in each class are developed and loaded on the e-portfolio system. Students upload their assignments, the faculty scores them according to rubric guidelines, and statistics are run at the end of the semester. Students are trained on how to use the system for their benefit, in addition to the details of how to upload the necessary data. The Whole Person Assessment program is designed to provide valuable information pointing to changes, modifications, and improved student competency attainment. A second chart, discussed below, can be found in Volume III showing the various criteria upon which rubrics are written to evaluate the program.

As stated elsewhere, the Whole Person Assessment for the University uses the four point scoring system of: Exemplary (4), Competent (3), Acceptable (2), Unacceptable (1), and Not Attempted (0). The Social Work Program, according to goals (to become benchmarks) discussed above have refined the numbers to mean the following: Exemplary (4), Advanced Competence (3), Basic Competence (2), Unacceptable (1), Not Attempted (0), and N/A for no plan or assignment developed to assess. The N/A is most relevant to assessment criteria in the field practicum, but comprehensive action plans negotiation with field instructors should make "N/A" irrelevant.

In the above assessment results, it is noted that the means are at least 2 (basic competence) and advanced competence with a 3 or above—to become benchmarks for the program.

Below is the application of the Whole Person Assessment to the assessment of Practice III SWK 333 for the spring 2010. The criteria are the ingredients of each rubric for selected course assignments. Below are the criteria that compose the “group proposal” rubric for assessing this course assignment. See Volume III for a complete breakdown of all courses and the criterion applied to the rubrics for key assignments for each.

Practice III—SWK 333 (Spring 2010)

Assessment of Rubric by Criteria

Rubric	Criteria	Number	Mean	Median	SD
SWK 333 Group Proposal	APA Format	11	2.2	2	0.39
SWK 333 Group Proposal	Professional Source Citation	11	2.4	2	0.48
SWK 333 Group Proposal	Grammar & Spelling	11	2.4	2	0.88
SWK 333 Group Proposal	Topic Clarity & Support	11	3.1	3	0.79
SWK 333 Group Proposal	Rationale for Group	11	3.2	3	1.03
SWK 333 Group Proposal	Practical Issues re: Proposed Membership & Sessions	11	2.5	2	1.08
SWK 333 Group Proposal	Proposed Procedures	11	2.5	2	0.99
SWK 333 Group Proposal	Proposed Evaluation	11	3.3	4	0.96
SWK 333 Group Proposal	SWK Values & Ethics Application	11	3.6	4	0.48
SWK 333 Group Proposal	Engagement & Assessment of Group	11	2.4	2	0.48

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 social work program has been collecting data over the past several years. The format utilized has included the following:

1. Assessment of student performance on the Comprehensive Examination provided graduating seniors.
2. Utilizing the Senior Practicum Final Field Evaluation Report of senior students upon completion of their senior practicum.
3. Use of data generated by the Whole Person Assessment system.
4. Feedback from various alumni surveys.

For example, student scores on the Comprehensive Examination and Senior Practicum evaluation are shown below. Both assessment forms have evolved and changed over the past several years. The current process of assessment, utilizing the methodologies discussed above, is in place to assess the competencies and associated behaviors (from the spring of 2010 and onward). Also, found in Volume III of the Self-Study are copies to two Senior Paper (SWK 499) research projects on Alumni Surveys administered by social work senior students. A survey is conducted about every three years on program alumnus. The two studies cover 2006 and 2009.

The Final Examination shows the following data:

**Senior Practicum Final Exam
2006-2010**

N = 32 Participants	
Number	Score
12	90-100%
9	80-89%
3	70-79%
4	60-69%
3	50-59%

The program sees some problems with the final exam data in terms of motivation to be thorough on the exam. Since the test had minor relevance to grades, some didn't put forth their best effort to complete it. However, most students took the exam seriously and scored well: 66% scoring 80 and above, and 75% scoring 70 and above. See the current assessment plan regarding the Comprehensive Examination. The Social Work Program is considering moving the required test to Senior Seminar (SWK 405)—the final course taken in the social work curriculum—and assigning a grade to its completion.

Regarding the Final Practicum Examination, 13 students were given a revised practicum evaluation over the 2008-2009 and 2009-2010 school years. See copy of the evaluation form in Volume III. The results of the practicum evaluation—the signature pedagogy of the social work program—can be seen below.

**Final Evaluation Report
SWK 443 and 444 (2008 through 2010)
N = 13**

	Mean	Max
Part I: 14 Questions on SWK Competencies High (8-6), Average (5-4), Low (2-0), and N/O (Not Observed)	6.6	(8)
Part II: 13 Skills High (5-4), Average (3-2), Low (1-0), and N/O (Not Observed)	4.5	(5)
Part III: Professional Self-Awareness High (5-4), Average (3-2), Low (1-0), and N/O (Not Observed)	4.8	(5)

The mean of students evaluated on competencies is 6.6 out of 8. Practice of social work Skills observed by field instructors was a 4.5 out of 5; and, Professional Awareness 4.8 out of 5. Additionally, field instructors were instructed to score their overall evaluation as either: excellent performance, good performance, average performance, and poor performance. Of the 13 students in the evaluation, 10 were scored as excellent, 2 scored as good, and 1 average.

The on-line 2009 Alumni Survey (Volume III), results, saw a response rate of 40.3% (25 of 62). Though there were 80 possible alumni for the survey only 62 emails were located (but many of these couldn't be confirmed). A summary of results includes the following:

Alumni Survey 2009 (online)

N=25

Respondent Alum Characteristics		ORU Social Work Alum (perceived "very prepared-prepared")	
Female	92.0%	Preparation to practice SWK	83.3%
Male	8.0%	Preparation to work with diverse groups	91.7%
White	72.0%	Assessing groups and families	79.2%
Non White	28.0%	Assessing communities	41.7%
Median Age	26	Developing a case plan	87.5%
Married	52.9%	Linking clients to services	83.3%
MSW Degree	48.0%	Monitoring a case plan	72.2%
Employed in SWK post graduation	92.0%	Prepared for advocacy	79.2%
Still in SWK	76.0%	Prepared to conduct research	91.7%
Work in child welfare, medical, mental health	65.1%	Basic interviewing/counseling	87.5%
Believe to be effective in practice field	83.3%	Grant writing	75.0%
		Community development	66.7%
		Establish rapport with client	95.7%
		Leading small groups	100.0%
		Terminating with a client	82.6%
		Engage critical thinking	83.3%
		History and structure of SWK	78.3%
		Integrate faith and practice	83.3%

Information was also secured regarding the evaluation of each class in the social work curriculum along with the field practicum. Additionally, graduates added comments to the survey. See Volume III for *Alumni Survey 2009*. As stated above, the results of the survey are in a senior paper format performed by two social work senior students.

See 4.0.3 below for changes that have been made in the social work program to both recruit them and changes to enhance the curriculum.

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

During the 2004 -2005 school year, the Social Work Program added Human Behavior in the Social Environment II (SWK 310) to split course content in HBSE I (SWK 309) into two courses. At the time, current students and graduates complained of the exhaustive content in HBSE I, and the new course was created to take some of the load from HBSE I and add more content on social institutions, organizations, groups, and communities.

During the spring semester of 2009, the Social Justice Minor (SJM) was established. There had been considerable discussion regarding the need for a social work minor to both service the university by allowing students from various disciplines (i.e., theology, business, psychology, etc.) to minor in social work and utilize the course as a recruiting tool for the social work program. Students take the following required courses: Introduction to Social Work, Social Welfare

Policy, HBSE II, and a Directed Study geared to developing a project in a social justice area of concern. One course from: Cultural Anthropology, Social Deviance/Social Control, or Child Welfare rounds out the minor. The social work minor contains no practice courses. The name, Social Justice Minor, takes away the perception that one might be able to practice social work with a minor and ties into a strong interest on campus toward matters of social justice. The faculty of Science and Engineering approved the course.

During the fall of 2008, a new faculty member, Chene Tucker, was hired to replace one retired. One of her assignments was to teach Introduction to Social Work (a course taught both semesters) with an emphasis to recruit social work applicants. The plan, using Ms. Tucker to teach the introduction class, combined with the Social Justice Minor, has bolstered applicants to the social work program. Strengthening the Introduction to Social Work class was a recommendation in the Alumni Study, as well as feedback from students.

Modifying some assignments has helped both increase student scores, application to the program, and retention. The social work program is perceived at the university as being a “hard” major with stringent expectations. With regard to writing expectations, application of theory and practice, practicum requirements, and ethical conduct there has been no change—just altering and/or reducing some of the assignments in other areas. Keeping the writing rigor remains a value in the social work program.

The program realizes considerable time will have to be spent with field instructors assisting their working with students to write action plans for the various competencies and associated behaviors in their practicum placements. Social work faculty will have to spend additional time helping students as well. On another matter, members of the Social Work Advisory Committee seem excited with the possibility of participating in senior student defenses of their written self-reflections regarding program competencies and associated behaviors.

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

The data generated from the assessment process is discussed with the Social Work Advisory Committee and field instructors at committee and training sessions. Information is made available to students, administrators, alumni and anyone interested in the social work program. It is posted on Dr. Endicott’s website: <http://lannyendicott.com.tripod.com>. Additionally, some changes may require implementation through the School of Science and Engineering process: develop curriculum changes and have the faculty approve them. School faculty was engaged to pass the social work program’s request for a Social Justice Minor during the fall of 2008. The Department Chair, Dean of the School of Science and Engineering, and administration are also apprised of the program’s assessment and plans to address identified needs.

Finally, Dr. Cal Easterling, Director of the Office of Institutional Research, oversees the Whole Person Assessment program. Results of the assessment process are communicated with the Board of Trustees of the university and the Higher Learning Commission that accredits the university.

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

Data assessment pertaining to competencies and associated behaviors is available on the following time table:

1. Senior Practicum I and II (signature pedagogy) has one semester (one-half year) of data collected during the spring of 2010. In May of 2011, one year of data will have been collected.

2. The Written Comprehensive Examination for senior students over social work knowledge and application has changed in content. Incorporating information related to the focus on competencies and associated behaviors has led to changing some of the questions. There is data concerning the older version of the exam collected over the past several years. The newer version of the exam will have provided two semesters of data in May 2011.
3. The Written Self Reflection addressing competencies and associated behaviors and its Oral Defense is being implemented during the fall of 2010 with one year of data available May 2011.
4. The Whole Person Assessment will have one full year of data by December, 2010. This assessment process began during the spring semester of 2010.
5. The most recent Alumni Survey from 2009 is available.