Aurora University SSW Substantive Change Report: Online Education for MSW Students

Aurora University MSW, Illinois

Master's

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2015 EPAS

Substantive Change Report

November 26, 2019

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Substantive Change Report – 2015 EPAS

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Title of Proposed Change: Aurora University SSW Substantive Change Report: Online Education for MSW Students

Introduction and description of the proposed change: Aurora University's motto is fitting for students, faculty, and staff. "Discover what matters. And build your life around it. Transform yourself at Aurora University." The motto developed on the institutional level for the School of Social Work (SSW), "Help people become the best they can be," is also fitting as the MSW program strives to help students to become the best they can be while also being the best program for the students.

The face-to-face Master's of Social Work program at Aurora University is accredited currently. The program is seeking accreditation for a fully online program as a substantive change to the program. The MSW program has discovered a need for an online program. Students and the administration of Aurora University (AU) consider the online courses as a way to meet the requests and needs of students seeking opportunities that go beyond the classroom. Online learning allows the students to opportunities that they would otherwise miss. The program has helped students become the best they can be.

Before explaining more about the request for consideration regarding the online program, a brief history of the MSW program is needed to explain the timing of this request and the need for the substantive change report.

The AU MSW Program has been a CSWE-accredited program at Aurora University since 1986. *The history of the School of Social Work actually began prior to coming to AU. The background is rich but is beyond the scope of this report.* Since the School of Social Work affiliation at AU began, the MSW program has grown. At times, the growth has been exceptionally rapid.

In 2016, the reaccreditation site visit and self-study were complete. Shortly after the accomplishment, administration of Aurora University approached the SSW asking to increase online programs and a soft roll-out of MSW classes began to develop during the spring of 2017, with online course offerings available starting in the summer of 2017. The program was well-received by students and additional courses were developed during the fall of 2017. By the spring of 2018, all required MSW courses and some electives had been developed for online learning.

Changes in leadership roles and university structure were occurring as the online MSW program was developed. During this time, a substantive change report was not completed. The current administration is not clear why the report was not completed, nor was the current administration in place in the spring of 2017 to initiate the change report. It remains unclear when the implementation of the substantive change report would have been made known to SSW administration and/or faculty. The many administrative changes contributed to missing this important step.

By posing questions to the CSWE accreditation specialist through e-mail and a phone conference, it became clear that the need to complete the change report was present, overdue actually. The process of writing the report began at the same time that the faculty were finalizing the language transition from the 2008 EPAS to the 2015 EPAS. Also, during this time there was another change of leadership for the MSW program. In the fall of 2015, Dr. Brenda Barnwell became the Director of Graduate Studies in the School of Social Work under the dean, Dr. Fred McKenzie. Dr. McKenzie left Aurora University in September of 2017. Dr. Barnwell then applied for the position of dean and was hired in February of 2018. Dr. Daysi Diaz Strong, the next MSW Director was hired in July of 2018. She left in the spring of 2019. Dr. Maureen Rubin was hired in July of 2019 as the next Director of Graduate Studies in the School of Social Work. These changes combined with a change specific to the substantive change report may have contributed to the delay in submitting the required report.

In summary, a substantive change report is needed to provide the Commission with the status of the program. The following one-page timeline (chart) may be helpful when tracking the various administrative changes.

A timeline of the process regarding the substantive change report follows:

Semester	CSWE Status	Dean of SSW	Graduate/MSW Director	Modality
Fall 2015	EPAS 2008	Dr. Fred McKenzie, Dean	Dr. Brenda J. Barnwell, Graduate Director	Face-to-Face only
Spring 2016	Submitted Self Study	Dr. Fred McKenzie, Dean	Dr. Brenda J. Barnwell, Graduate Director	Face-to-Face only
Fall 2016	Site Visit, October 2016 Progress Report Submitted, November 2017 and 2018 Accepted, March 2019	Dr. Fred McKenzie, Dean	Dr. Brenda J. Barnwell, Graduate Director	Face-to-Face only
Spring 2017	Responded to CSWE ratio inquiry	Dr. McKenzie retired	Dr. Brenda J. Barnwell	Began to develop online courses
Fall 2017	Responded to CSWE ratio inquiry	Dr. McKenzie retired	Dr. Brenda J. Barnwell	Began to implement online courses
Spring 2018	Response was written	Dr. Brenda J. Barnwell	Dr. Brenda J. Barnwell	Additional online courses were developed and implemented
Fall 2018	Submitted response Began transition to 2015 EPAS	Dr. Brenda J. Barnwell	Dr. Daysi Diaz Strong, MSW Director	Additional online courses were developed
Spring 2019	Received notice of accepted reports	Dr. Brenda J. Barnwell	Dr. Daysi Diaz Strong, MSW Director	Additional online courses were developed
Summer 2019	Learned of substantive change report	Dr. Brenda J. Barnwell	Dr. Brenda J. Barnwell	Additional online courses were developed
Fall 2019	Began to write substantive change report while finalizing transition to 2015 EPAS	Dr. Brenda J. Barnwell	Dr. Maureen Rubin	All required MSW courses are developed and implemented

The process of updating the curriculum to the 2015 EPAS began in the fall of 2018. The foundation for the change included a five-prong approach. Curriculum examination has been intense as the SSW reviews the Council on Social Work Education competencies to ensure that the 2015 Educational Policy Accredited Standards (EPAS) are implemented for all face-to-face and online courses in the BSW and MSW programs. Dean Barnwell shared the five-prong approach with faculty in the fall of 2018, and the focus has encouraged a clear direction with regard to program development. Faculty have reviewed all curriculum to ensure the content addresses the five-prongs of the SSW curriculum. The five-prong approach can be found described briefly here, and a worksheet follows.

- Mission statements of the University and SSW
- Association of Social Work Boards (ASWB)
- Council on Social Work Education (CSWE)
- National Association of Social Work (NASW)
- 12 Grand Challenges of Social Work (Initiative spearheaded by the American Academy of Social Work and Social Welfare)

1. CSWE Mission	1. MSW Mission	2. Competencies	4 Dimensions	3. 12 Grand Challenges
Ensures	Empowers	1. Ethical Behavior	**Knowledge**	Healthy Development for youth
Enhances	Holistic	1. Professional	**Values**	Close health gap
Educational	Transformative	2. Diversity	**Skills**	Stop family violence
Practice	Education	3. Human Rights	**Cognitive Processes**	Advance lives
Individuals	Inclusive	4. Practice Research	**Affective Processes**	Eradicate social isolation
Families	Competency-based	5. Policy		End homelessness
Groups	Social Justice	6. Engage		Response to changing environment
Organizations	Systematic Change	7. Assess		Harness technology
Communities	Evidence Based	8. Intervene		Smart decarceration
Social Justice	Clinical Practice	9. Evaluate		Reduce economic inequity
Economic Justice	Individuals	Individuals		Build financial capability
Accreditation Standard	Families	Families		Equal opportunity and justice
BSW	Groups	Groups		
MSW	Organizations	Organizations		
Faculty Development	Communities	Communities		
Interprofessional	Engagement			
International				
Collaboration				
Advocating				
Education				
Research				

4. ASWB	5. NASW 6 Values	NASW Ethical Responsibiliti	*Course Content*
Knowledge	Service	Clients	*Values & Ethics*
Skills	Social justice	Colleagues	*Children (Development & Diversity)*
Abilities	Dignity & Worth	Practice Settings	*Adults (Development & Diversity)*
I. HBSE, Diversity, Behavior	Human Relationships	Professionals	*Families (Development & Diversity)*
HBSE	Integrity	SW Profession	*Groups/Organizations*
Diversity	Competence	Broader Society	*Organizations/Communities*
Abuse & Neglect			*Groups/Communities/Organizations*
Social/Economic Justice			*Psychopathology*
Oppression			*Policy*
II. Assessment & Intervention			*Human Rights & Social Justice*
Biopsychosicial			*Supervision*
Assessment methods			*Clinical*
III. Interventions			*Advanced Clinical*
Interventions with clients			*Research*
Interventions larger systems			Field I
Professional relationships			Field II
Values			Field III
Ethics			Field IV
Confidentiality			
Professional Development			
Use of Self			

The online portion of the MSW program began as a pilot soft start-up and evolved very quickly due to student interest. Perhaps the back-log of students in the area who were interested in the MSW degree were able to enroll, or perhaps the alternative of the online option for a clinical MSW program was more appealing to the prospective students. At this time, the AU online MSW program has an enrollment of 556 students spanning a total of 31 states, including Illinois. The accreditation of the MSW online program would allow students the flexibility of the two program options. At this time, students must commit to the face-to-face program or the online program. In rare cases, a modality change may be considered under special circumstances which would allow the requestor to shift from one modality to the other.

As previously stated, the MSW program of AU is seeking to integrate accreditation of the online MSW program tied to the MSW face-to-face program. The online course option has been available for the MSW students at Aurora University beginning in 2017. The growth of the online program was unexpected. The transition to the 2015 EPAS has been an important part of the transition for the face-to-face program and the online program as the MSW faculty work to ensure consistency among both modalities.

Accreditation Standard 1.0— Program Mission and Goals

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

Aurora University Mission Statement

The Aurora University Master's of Social Work program empowers students through holistic and transformative education. Our inclusive learning community works to prepare social workers to competently build justice and systematic change to implement and evaluate clinical practice for individuals, families, groups, organizations, and communities while guiding students toward professional engagement.

Profession's Purpose and Values

The mission is consistent with the profession's purpose and values as it heightens the potential for competently building justice and systematic change. By preparing students to address the complex needs of individuals, families, organizations and communities through a holistic approach, the person in their environment will remain the primary lens. Building justice is an expansive topic that includes, but is not limited to the following: social, economic, distributive, environmental, organizational, and restorative. Awareness of how to build justice will be accentuated in the classroom, as well as during internship experiences. Guiding students toward professional engagement will ensure that the objective of the profession of ethical practice will be promoted directly. Service is conducted with and for others in the field of social work. Emphasizing the holistic and transformative education will result in social workers who are prepared to engage a diverse society.

CSWE Mission

CSWE is a national association of social work education programs and individuals that ensures and enhances the quality of social work education for a professional practice that promotes individual, family, and community well-being, and social and economic justice. CSWE pursues this mission in higher education by setting and maintaining national accreditation standards for baccalaureate and master's degree programs in social work, by promoting faculty development, by engaging in interprofessional and international collaborations, and by advocating for social work education and research.

Integration of the AU MSW Mission and the CSWE Mission

The MSW program at AU intersects with the CSWE mission statement on many levels, including but not limited to offering a professional program that ensures and enhances the quality of social work education for a professional practice that promotes individual, family, and community well-being, and social and economic justice.

The program at AU maintains the 2015 EPAS accreditation standards for baccalaureate and master's degree programs in social work. The community of AU promotes faculty development by intentionally engaging in interprofessional collaborations while advocating for social work education and research.

In summary, professional social work education requires high standards of academic, personal, and professional conduct. The educational program at the MSW level requires the development

of ethics and values as well as knowledge and skills. The mission of the MSW program at Aurora University is consistent with the profession's purpose and values, as well as the mission of the Council on Social Work Education.

1.0.2 The program explains how its mission is consistent with the institutional mission and the program's context across all program options.

Aurora University Mission
Aurora University is an inclusive community dedicated to the transformative power of learning. As a teaching-centered institution, we encourage undergraduate and graduate students to discover what it takes to build meaningful and examined lives. Our singular goal is to empower our students to achieve lasting personal and professional success.

AU School of Social Work Mission Statement
The School of Social Work empowers students through holistic and transformative education. Our inclusive learning community works to prepare social workers to competently build justice and systematic change for individuals, families, groups, organizations, and communities while guiding students toward professional engagement.

AU MSW Mission Statement
The AU MSW program mission statement was derived directly from the School of Social Work mission statement which follows: *The Master's of Social Work Program in the School of Social Work empowers students through holistic and transformative education. Our inclusive learning community works to prepare social workers to competently build justice and systematic change to implement and evaluate evidence-based clinical practice for individuals, families, groups, organizations, and communities while guiding students toward professional engagement.*

The missions of Aurora University, School of Social Work and the MSW program, focus on the transformative power of learning. Evident in each statement is the dedication to providing an environment that promotes understanding enriched through experiences. Professional engagement and success in the field of social work are key components to the mission of both the program and the institution.

The University and all programs within the School of Social Work, adhere to the highest standards of ***integrity*** in every aspect of institutional practice and operation. Through this proven dedication to honesty, fairness, and ethical conduct, faculty and staff lead by example and inspire students to do the same. All involved exercise the rights and responsibilities of ***citizenship*** in an educational community, founded upon the principles of mutual respect and open discourse. Programs live within reasonable means and manage resources wisely while creating an environment that fosters teamwork and promotes service to others. The University will work and live as an organization dedicated to ***continuous learning***. Students, faculty and staff recognize that the University exists in a rapidly changing world. The educational community will succeed in helping students achieve their full potential only if the University realizes its own potential.

All members of the University pursue ***excellence*** by embracing quality as a way of community life. Accordingly, high expectations are set for students, faculty, and staff; and all members of the University work together to attain them. The University's core values endure, even as the School of Social work mission evolves and the vision for the future emerges. As members of the Aurora University community, everyone enters into a voluntary pact with one another to live and work in ways consistent with these ideals.

The missions are consistent across student learning modalities of face-to-face learning, as well as online learning. The mission of the School of Social Work includes the Graduate Social Work Program, the Bachelor of Social Work Program, and the Doctorate of Social Work Program. All program options follow the mission statement of the School of Social Work.

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

AU MSW Mission

The Master's of Social Work Program in the School of Social Work empowers students through holistic and transformative education. Our inclusive learning community works to prepare social workers to competently build justice and systematic change to implement and evaluate clinical practice for individuals, families, groups, organizations, and communities while guiding students toward professional engagement. The MSW mission is enriched by the words "to implement and evaluate clinical practice". The phrase identifies the specialization of the MSW program with an emphasis on clinical practice, and the foundation remaining in the generalist practice areas.

MSW Values and Goals

The values of the program are derived from the mission statement and the CSWE competencies. The MSW program strives to:

1. Guide students toward transformation in an inclusive and holistic educational setting;
2. Encourage students to create social justice through systemic changes at all levels of practice;
3. Prepare students to create original approaches to the challenges of the profession and challenges presented by society;
4. Offer learning opportunities that create competency in the implementation and evaluation of clinical practice at all levels of practice, enhanced by research-informed practice and practice-informed research
5. Engage professionals at all levels of practice consistent with the values of the profession
6. Ensure an environment that embraces diversity at every level of the educational experience and at all levels of practice

The goals of the program are derived from the mission statement and the CSWE competencies. According to the MSW handbook, the MSW program goals include the following:

1. Provide curricula and teaching practices at the forefront of the new and changing

knowledge base of social work and related disciplines.
2. Provide curricula that build on a liberal arts perspective to promote a breadth of knowledge, critical thinking, and communication skills.
3. Promote the continual professional development of students, faculty, and practitioners
4. Prepare social workers to engage in prevention activities that promote well-being.
5. Prepare social workers to practice with individuals, families, groups, organizations, and communities.
6. Prepare social workers to evaluate the processes and effectiveness of practice.
7. Prepare social workers to practice without discrimination, with respect, and with knowledge and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
8. Prepare social workers to alleviate poverty, oppression, and other forms of social injustice.
9. Prepare social workers to recognize the global context of social work practice.
10. Prepare social workers to formulate and influence social policies and social work services in diverse political contexts.

The MSW program promotes the goals of the 2015 EPAS as well.

1. The program will require students to understand and demonstrate ethical and professional behavior
2. The program will provide multiple opportunities for students to engage diversity and difference in practice
3. The program will create learning opportunities to develop mastery in the advancement of human rights and social, economic, and environmental justice
4. The program will provide opportunities and expectations for students to engage in practice-informed research and research-informed practice
5. The program will create learning opportunities for students to engage in policy practice

The program will require students to master skills related to engagement, assessment, intervention, and evaluation of practice with individuals, families, groups, organizations, and communities. The following chart presents a crosswalk of the intentional integration of the mission, values, and competencies.

The MSW program goals are derived directly from the program's mission. Both modalities are derived from the same MSW mission statement.

	Mission	Values	2015 EPAS
Areas of Consideration in Goal Development	*The Master's of Social Work Program in the School of Social Work empowers students through a holistic and transformative education. Our inclusive learning community works to prepare social workers to competently build justice and systematic change to implement and evaluate clinical practice for individuals, families, groups, organizations, and communities while guiding students toward professional engagement.*	1. Service 2. Social Justice 3. Dignity and Worth of the Person 4. Importance of Human Relationships 5. Integrity 6. Competence	1. Demonstrate Ethical and Professional Behavior 2. Engage Diversity and Difference in Practice 3. Advance Human Rights and Social, Economic, and Environmental Justice 4. Engage in Practice-informed Research and Research-informed Practice 5. Engage in Policy Practice 6. Engage with Individuals, Families, Groups, Organizations, and Communities 7. Assess Individuals, Families, Groups, Organizations, and Communities 8. Intervene with Individuals, Families, Groups, Organizations, and Communities 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Key Words and Concepts	*Empowers, holistic, transformative, inclusive, competently, justice, systematic change, implement, evaluate, clinical, individuals, families, groups, organizations, and communities, professional engagement*	1. Service: service above self-interest, address social problems 2. Social Justice: pursue social change, vulnerable and oppressed, social injustice, and diversity 3. Dignity and Worth of the Person: diversity, self-determination, client capacity for change, and dual responsibility to client and society. 4. Importance of Human Relationships: relationships are a vehicle for change, clients as partners, promote restore, maintain and enhance the well being of individuals, families, social groups, organizations and communities 5. Integrity: trustworthy, mission, values, ethics, honesty 6. Competence: increase professional knowledge, contribute	1. Ethics 2. Diversity 3. Justice 4. Research 5. Policy 6. Engage 7. Assess 8. Intervene 9. Evaluate

Accreditation Standard M2.0—Generalist Practice

M2.0.1 The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

Generalist Practice

The mission and goals of the AU SSW and the MSW program are consistent with generalist practice. Educational Policy 2.0 states: *Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.*

Students in the MSW program have earned a bachelor's degree from a liberal arts institution. Their broad generalist knowledge allows the students to explore a wide variety of career options in the field of social work. The undergraduate liberal arts degree exposes students to history, literature, humanities, mathematics, social and physical sciences. The expansive knowledge encourages critical analysis, cultural awareness and articulate communication. The background establishes a groundwork for a successful path leading to social work. The curriculum at Aurora University is grounded in the liberal arts.

The program mission and goals are consistent with the definition of the generalist practice as defined in EP 2.0.

M2.0.2 The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

The Aurora University MSW faculty is committed to preparing MSW students for field education, degree completion, licensure, and a professional career in social work. The MSW curriculum is designed to move students through the course sequence with consideration for building upon knowledge gained in each semester. The generalist curriculum provides the firm foundation for social work education and professional development. The need for skilled generalist practitioners in the Chicagoland area is significant and expected to continue to grow as school social workers, case workers and intake social workers are in demand.

During the fall of 2018, the MSW faculty was trained in curriculum design, specifically backward curriculum design. The mission of the university was in a state of flux at the time,

which in turn put the mission for the MSW program in a state of flux as well. During this stage, the dean worked with the MSW faculty to understand concepts related to *"Understanding by Design"* (Wiggins & McTighe, 2005*)*. The concepts of curriculum development have aided the process of developing courses specifically based on the mission, competencies and generalist practice areas.

The MSW curriculum is designed to maintain student and faculty motivation to attain the program's mission and goals. The values, knowledge, and skills needed to meet the needs of diverse populations are taught in each of the generalist courses.

Conceptual Frameworks for the Generalist Curriculum Design

The formal curriculum design for the generalist courses and field was established in the following manner. The AU MSW faculty have defined the generalist curriculum directly from CSWE definition. The faculty are committed to preparing students for field education, degree completion, graduate study, licensure, and a professional career in social work. The MSW generalist curriculum is designed to move students through the course sequence with consideration for building upon knowledge gained in each semester.

Students establish a foundation of macro knowledge specific to social welfare policies and institutions while enrolled in SWK 6140 Social Welfare Policy & Institutions. This course provides the practice of social justice advocacy. Students complete assignments that demonstrate knowledge of the United States Government, the political system, and the importance of advocating for diverse and vulnerable populations while interacting with political figures. Students engage with content which highlights social problems like poverty, inequality, power, and powerlessness. The advocacy work students produce is a result of critical thinking, as well as engagement in the political arena. The macro focus of this course in the generalist year prepares students for their field placements. The context of their fieldwork, even those in a micro setting, is heavily influenced by the macro-level factors discovered in SWK 6140 Social Welfare Policy & Institutions.

During SWK 6382 Social Work Practice with Communities and Organizations, content from SWK 6140 Social Welfare Policy & Institutions is brought to the mezzo systems level. The course presents challenges for students to address and continue to assess the functionality of communities, as well as social service organizations.

An exploration of micro, mezzo and macro systems occurs when students examine the social environment by studying biopsychosocial factors pertaining to human development while enrolled in SWK 6150 Human Behavior in the Social Environment I and SWK 6160 Human Behavior in the Social Environment II. The course content examines the lifespan while learning about ecological systems theory, strengths perspective, and numerous human development theories. Human development is studied through these theories, and the human subject is examined through the context of family and other environmental systems. Assessment skills are beginning to develop in these courses. Diversity of individuals based on age, ability, sexuality, gender, race, religion, and ethnicity is considered in this course to allow the emerging assessment skills to advance in regard to recognizing the impact of difference.

Perhaps the most significant example of the MSW generalist curriculum design, is the co-requisite course offerings of SWK 6370 Social Work Practice with Individuals and Families, with SWK 6730 Field Instruction I: Internship, during the generalist curriculum. These courses are meant to be taken together, as the social work practice skill-building in SWK 6370 is often directly applied to the work students are doing in their field placements. Students complete a process recording as well as a comprehensive assessment to gain insight and understanding of their field learning experiences while in SWK 6730.

Generally, SWK 6381 Social Work Practice II: Group Work is also taken during the SWK 6730 Field I experience, as many students will be exposed to group Work during their field experience.
As the generalist curriculum unfolds, SWK 6382 Social Work Practice II: Community Practice, and SWK 6250 Research: Social Work Research Methods are also required. The second field experience, SWK 6740 Field Instruction II: Generalist Internship, will encourage students to solidify the generalist curriculum by applying course content to the field experience.

Finally, the generalist practice curriculum integrates the field component into all required courses. Generalist MSW students are placed at approved generalist internship sites. Their fieldwork is integrated into the generalist curriculum through a variety of assignments, presentations, and classroom discussions.

The traditional MSW student educational progression plan follows. This form is distributed to all MSW students who do not have an undergraduate degree in social work. Generalist courses are completed prior to student enrollment in the specialization courses.

MASTER of SOCIAL WORK
Traditional Degree Program - 60 sh

GENERALIST CURRICULUM – 27 semester hours	Hours
SWK 6140 Social Welfare Policy & Institutions	3.0
SWK 6150 HBSE I: Theories of Human Development - Infancy to Adolescence	3.0
SWK 6160 HBSE II: Theories of Human Development - Adult Lifespan	3.0
SWK 6250 Research I: Social Work Research Methods	3.0
SWK 6370 Social Work Practice I: Individuals & Families	3.0
SWK 6381 Social Work Practice II: Group Work	3.0
SWK 6382 Social Work Practice II: Community Practice	3.0
SWK 6730 Field Instruction I: Generalist Internship #1 (semester one - 225 hrs.)	3.0
SWK 6740 Field Instruction II: Generalist Internship #1 (semester two - 225 hrs.)	3.0

SPECIALIZATION CURRICULUM – 18 semester hours	Hours
SWK 6500 Social Work Perspectives on Psychopathology	3.0
SWK 6533 Advanced Social Policy **(pre-req SWK 6140)**	3.0
SWK 6511 Social Work Practice III: Theories & Methods **(pre-req SWK 6370)**	3.0
SWK 6521 Social Work Practice IV: Adv Knowledge & Approach **(pre-req SWK 6511)**	3.0
SWK 6750 Field Instruction III: Specialization Internship #2 (semester one - 300 hrs.)	3.0
SWK 6760 Field Instruction IV: Specialization Internship #2 (semester two - 300 hrs.)	3.0

GENERAL ELECTIVES / TRACK COURSES – Enroll at any time. – 15 semester hours	Hours
SWK XXXX Social Work Elective	3.0
SWK XXXX Social Work Elective	3.0
SWK XXXX Social Work Elective	3.0
SWK XXXX Social Work Elective	3.0
SWK XXXX Social Work Elective	3.0

Financial Aid Requirements:
(for fall, spring, and summer semesters)

To achieve **part-time status**, a student must register for at least **3 credit hours** in a semester.

To achieve **full-time status,** a student must register for a minimum of **6 credit hours** in a

Semester Credit Hours Guideline:

2-Year Track – Full-time – enroll in 5 classes for fall and spring semesters. Summer available to lighten course load for fall and spring semesters.

3-Year Track – Part-Time – enroll in 2-4 classes each semester, including summer.
Students may register for a **maximum of 15 credits for each fall or spring semester.**
Students may register for a **maximum of 12 credits for summer semester.**

RECOMMENDATIONS

COURSE AVAILABILITY:

- Register via **WebAdvisor** for all courses and field instruction.
- General electives and track courses are not offered every semester.

GENERALIST CURRICULUM:

- Generalist core courses may be taken in any order.

SPECIALIZATION CURRICULUM:

- Completion of Generalist Curriculum before enrolling in any Specialization Curriculum courses.
- SWK 6533 Advanced Social Policy
  Prerequisite: SWK 6140 Social Welfare Policy
- SWK 6511 Clinical Practice III:
  Prerequisite: SWK 6370 Clinical Practice I: Individuals & Families
- SWK 6521 Clinical Practice IV:
  Prerequisite: SWK 6511 Clinical Practice III

GENERAL ELECTIVES / TRACK COURSES:

- Students may choose electives from any of the following options:
  - from the list of general electives in the social work curriculum.
  - from the list of track courses which are required for the chosen track.

FIELD INSTRUCTION:

- Internship attendance is required for days of field placement at the agency.
- Attendance for field instruction includes attendance at the field placement site and participation in the online field instruction course. Field placement attendance is tracked in the Via platform; students are required to enter their hours, which are then approved by field faculty. Students engage with the online curriculum asynchronously. Students are expected to engage in the online course during week one, and then periodically throughout the course term as requested by the field faculty in order to complete course assignments.
- Student must register for field instruction to earn program credit and for the field office to establish liability insurance.
- Permission to register for field instruction courses is granted by the Field Director or designee.
- Please refer to ***SWK Field Resources*** located in ***Moodle*** for detailed field material.

  Generalist Internship (total of 450 hours – 225 hours per semester):
  SWK 6730 Field Instruction I
  SWK 6740 Field Instruction II
  Specialization Internship (total of 600 hours – 300 hours per semester):
  SWK 6750 Field Instruction III
  SWK 6760 Field Instruction IV

M2.0.3 The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Aurora University
MSW Program
Generalist Practice Curriculum Matrix – 2015 EPAS

Competency	**Courses** (the course(s) where each competency is implemented)	**Course Content** (e.g. readings, module, assignments, class activities)	**Dimension(s)** (knowledge, values, skills, and cognitive & affective reactions)
Competency 1: Demonstrate Ethical and Professional Behavior	SWK 6150 HBSE I (Childhood to Adolescents)	Introductory Activity: Review of purpose and process of Social Work, including NASW Code of Ethics, CSWE Competencies and 12 Grand Challenges Readings: Hutchison: *Dimensions of Human Behavior: The Changing Life Course* Chapters 1-6 Activity: Discussion of case examples Crain: *Theories of development concepts and applications* Activity: Developmental Issue Presentation Includes topic description, SWK implications, developmental issues at each stage, theoretical underpinnings, interventions, data/information collection, multicultural considerations, ethics and resources. Introductory Activity: Review of purpose and process of Social Work, including NASW Code of Ethics, CSWE Competencies and 12 Grand Challenges Readings: Hutchison: *Dimensions of Human Behavior: The Changing Life Course* Chapters 7-10 Activity: Case Studies	K,V, S, C/A V, C, A K, V, S, C/A K, V, S, C/A
	SWK 6160 HBSE II	Crain: *Theories of development concepts and applications*	K, V, S, C/A

	Adulthood	Chapter 16 (Jung/Adulthood) Reflection Papers	V, C, A
		Activity: Developmental Challenges Presentation	K, C
		Includes topic description, SWK implications, developmental issues at each stage, theoretical underpinnings, interventions, data/information collection, multicultural considerations, ethics and resources.	K,V,C/A
	SWK 6250 Research Methods in Social Work	Protecting Human Subjects of Research Training	K,V,S,C/A
	SWK 6370: Social Work Practice I: Individuals and Families	The purpose of this assignment is to further understand the code of ethics and learn how to apply the code of ethics to a client situation(s). To accomplish this, you will choose two scenarios provided, and respond to the questions outlined here: **Ethics case review**	K, V, S, C/A
		a. Provide an introduction and then discuss the, or the potential, ethical violation in the scenario(s). Then, discuss any social work values, laws or regulations that pertain to the scenario. Explain why each one you list pertains to this scenario.	K,V,C
		b. Using the Social Work Code of Ethics, identify a minimum of 3 ethical standards that can be applied to this case. Make sure to identify the specific number for each standard. Explain what aspects of that Code apply to the case.	K, V, S, C/A
		c. For each standard identified in step b, discuss how a social worker would make decisions to resolve the ethical dilemma(s) in the scenario(s). Explain your answer.	K, V, C/A K, C/A
		d. Discuss personal values you hold as they relate to this case. What are the differences between your values and the professional values as they pertain to this case? How might your personal values and your feelings influence your personal judgment about how to resolve this ethical dilemma?	K, V, C/A

		e. Describe the role of the social worker in supporting ethical decision-making in this case. Describe also the roles of others who might serve on an inter-disciplinary team providing services to this client / these clients.	K, V, S, C/A
		f. Describe how you would use technology ethically to protect the rights of the client(s) involved in this scenario. How can the use of technology create the potential for ethical violations?	K, V, C/A
		g. As a professional social worker, what additional information might you need to support your decision-making in this case? How will you ensure that you have access to continuing education to support your professional development in terms of ethical decision-making as you advance your career?	K, V, S, C/A
	SWK 6730: Field Instruction I SWK 6740: Field Instruction II	**Assignments/Activities:** 450 hours to be completed at an approved field site Student and field instructor identify activities to be completed during the internship for each competency in the Learning Agreement Midterm Evaluation (after completion of SWK 6730) Final Evaluation (after completion of SWK 6740)	K, V, S, C/A

Competency	**Courses** (the course(s) where each competency is implemented)	**Course Content** (e.g. readings, module, assignments, class activities)	**Dimension(s)** (knowledge, values, skills, and cognitive & affective reactions)
Competency 2: Engage Diversity and Difference in Practice	SWK 6150 HBSW I	Introductory Activity: Review of purpose and process of Social Work, including NASW Code of Ethics, 12 Grand Challenges and CSWE Competencies Readings: Hutchison: *Dimensions of Human Behavior: The Changing Life Course* Chapters 1-6 Activity: Discussion of case examples Crain: *Theories of development concepts and applications* Activity: Watch Babies documentary. Chronicles development of infants/toddlers and family interactions across four countries Activity: Create genograms, ecomaps, culturagrams Reading: Multiple Intelligences Activity: Developmental Issue Presentation Includes topic description, SWK implications, developmental issues at each stage, theoretical underpinnings, interventions, data/information collection, multicultural considerations, ethics and resources. Introductory Activity: Review of purpose and process of Social Work, including NASW Code of Ethics, 12 Grand Challenges and CSWE Competencies Readings: Hutchison: *Dimensions of Human Behavior: The Changing Life Course* Chapters 7-10	K, V, S, C/A V, C/A K, V, C/A K, V, S, C K,C,V K,V,S,C/A K,V,S,C/A

	SWK 6160 HBSE II Adulthood	Activity: Case studies Crain: *Theories of development concepts and applications* Chapter 16 (Jung/Adulthood) Reflection Papers Activity: Documentaries and discussion on specific issues faced by adult populations (ex. Autism in Love, The Grown Ups/Downs Syndrome, From this Day Forward/Transgender) Assignment: Developmental Issue Presentation Includes topic description, SWK implications, developmental issues at each stage, theoretical underpinnings, interventions, data/information collection, multicultural considerations, ethics and resources.	K,V,S,C/A V, C/A K, V, C/A
	SWK 6250 Research Methods in Social Work	Assignment: Integrative Paper and Presentation is a three-part paper involving extensive interviewing with an aging person. 1. Part One identifies a minimum of three salient theories and explains them in detail. 2. Part Two contains the narrative of the interviewee; his/her life review examines the development, relationships, education, affiliations, work experiences across the life span. Reading: Cultural Competency in Research, Rubin and Babbie Chapter 6	K,V, C/A K,C,V K, C/A, V, S K, C/A, V, S
	SWK 6370: Social Work Practice I: Individuals and Families	The purpose of this assignment is to further understand the code of ethics and learn how to apply the code of ethics to a client situation(s). To accomplish this, you will choose two scenarios provided, and respond to the questions outlined here: **Ethics case review**	K, C/A, V, S K

		a. Provide an introduction and then discuss the, or the potential, ethical violation in the scenario(s). Then, discuss any social work values, laws or regulations that pertain to the scenario. Explain why each one you list pertains to this scenario. b. Using the Social Work Code of Ethics, identify a minimum of 3 ethical standards that can be applied to this case. Make sure to identify the specific number for each standard. Explain what aspects of that Code apply to the case. c. For each standard identified in step b, discuss how a social worker would make decisions to resolve the ethical dilemma(s) in the scenario(s). Explain your answer. d. Discuss the personal values you hold as they relate to this case. What are the differences between your values and the professional values as they pertain to this case? How might your personal values and your feelings influence your personal judgment about how to resolve this ethical dilemma? e. Describe the role of the social worker in supporting ethical decision-making in this case. Describe also the roles of others who might serve on an inter-disciplinary team providing services to this client / these clients. f. Describe how you would use technology ethically to protect the rights of the client(s) involved in this scenario. How can the use of technology create the potential for ethical violations? g. As a professional social worker, what additional information might you need to support your decision-making in this case? How will you ensure that you have access to continuing education to support your professional development in terms of ethical decision-making as you advance your career?	K,V,S,C/A K, V, S, C/A K, V, S, C/A
	SWK 6730: Field Instruction	**<u>Assignments/Activities:</u>**	K, V, S, C/A

	I SWK 6740: Field Instructor II	450 hours to be completed at an approved field site Student and field instructor identify activities to be completed during the internship for each competency in the Learning Agreement Midterm Evaluation (after completion of SWK 6730) Final Evaluation (after completion of SWK 6740)	K, V, S, C/A

Competency	**Courses** (the course(s) where each competency is implemented)	**Course Content** (e.g. readings, module, assignments, class activities)	**Dimension(s)** (knowledge, values, skills, and cognitive & affective reactions)
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	SWK 6140 Social Welfare Policy and Institutions	In-class and out-of-class activity, "Global Village" assignment. Each student is assigned a subject representing 1/100 of the world population to research in terms of human rights. Assignment: Human Rights Reflection Paper 1) Identify feelings evoked by Global Village Exercise 2) Identify human rights of randomly assigned "subject" from Global Village exercise 3) Discuss contributor to violation of this subject's human rights 4) Identify relevant theories of social justice / human rights 5) Plan advocacy 6) Identify Social Work values that pertain to the discussion Quiz over Barusch, Chapter 5 Reading/ discussion: 1) An Overview of Human Rights, Wronka 2) The Universal Declaration of Human Rights 3) The Right to Have Rights,	K, C/A C/A K C/A K S V K K K

	SWK 6730: Field Instruction I SWK 6740: Field Instruction II	4) Economic and Social Justice: A Human Rights Perspective, Shiman 5) Sustainability, Human Rights, and Environmental Justice, Hawkins 6) Environmental Justice, Mohai 7) Foundations of Social Policy: Social Justice in Human Perspective, Barusch, Poverty and Inequality 8) "Americans Want to Believe Jobs are the Solution to Poverty: They're Not," Desmond 9) Web sites summarizing shifts in wealth disparity **Assignments/Activities:** 450 hours to be completed at an approved field site Student and field instructor identify activities to be completed during the internship for each competency in the Learning Agreement Midterm Evaluation (after completion of SWK 6730) Final Evaluation (after completion of SWK 6740)	K K K K K K, V, S, C/A K, V, S, C/A
Competency	**Courses** (the course(s) where each competency is implemented)	**Course Content** (e.g. readings, module, assignments, class activities)	**Dimension(s)** (knowledge, values, skills, and cognitive & affective reactions)
Competency 4: Engage In Practice-informed Research and Research-informed Practice	SWK 6250: Research Methods in Social Work	Key Assignment: Literature Review and Research Recommendations Paper 1. Define and describe a particular social problem, its prevalence, and its significance to social work practice and/or to public policy.	K, V, S K, S S, V

	SWK 6730: Field Instruction I SWK 6740: Field Instruction II	2. Review and evaluate the literature on the topic area, integrating findings 3. Define an intervention, practice or policy change to address the social problem in the population. 4. Create an evaluation plan for the intervention, practice or policy change described. 5. Present literature findings, proposed change/intervention, and evaluation plan for peers. **Assignments/Activities:** 450 hours to be completed at an approved field site Student and field instructor identify activities to be completed during the internship for each competency in the Learning Agreement Midterm Evaluation (after completion of SWK 6730) Final Evaluation (after completion of SWK 6740)	S S, C/A K, V, S, C/A K, V, S, C/A K, V, S, C/A
Competency	**Courses** (the course(s) where each competency is implemented)	**Course Content** (e.g. readings, module, assignments, class activities)	**Dimension(s)** (knowledge, values, skills, and cognitive & affective reactions)

Competency 5: Engage in Policy Practice	SWK 6140: Social Welfare Policy and Institutions	Assignment: Policy Advocacy Brief 1) Identify a social policy bill/law that has been submitted to state or federal Congress 2) Identify the social problem the bill/ law is intended to address: describe alignment with Social Work values 3) Utilize empirical evidence to identify contributors to the social problem the policy is meant to address 4) Discuss the spectrum of factors that affected / would affect the policy's likelihood of enactment as well as implementation dynamics 5) Identify impacts or potential impacts of the policy. Substantiate with evidence 6) Propose policy action: enactment, amendment, striking down Assignment: Advocacy Pitch Billboard - this assignment draws from the information utilized for the Policy Action Brief and requires students to make a brief, "elevator speech" presentation justifying their proposed policy actions. The presentation is supported by an accompanying virtual poster Quizzes over Barusch, Chapters 1, 2, 3, 4, 6, 7, & 9 Readings / discussion: 1) Foundations of Social Policy: Social Justice in Human Perspective, Barusch, Chapters 1, 2, 3, 4, 5, 6, 7, & 9 2) How the United States Immigration System Works: americanimmigrationcouncil.org 3) Vulnerable but not Broken: Immigration Psychology Working Group State-relevant Social Work regulatory legislation	K, S C, V C, S K, C K, C S, C S, A (students evoke compassion/empathy in viewers in their efforts to persuade viewers to support proposed policy actions) K K K K, A

Competency	Courses (the course(s) where each competency is implemented)	Course Content(e.g. readings, module, assignments, class activities)	Dimension(s) (Knowledge, values, skills and cognitive & affective reactions)

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	SWK 6370: Social Work Practice I: Individuals and Families	**Generalist Paper:** This assignment will allow students to practice and discuss concepts that are covered in class and related to individuals and families. In this assignment, students will demonstrate competencies of working with diverse groups, engagement, assessment, theory, intervention and evaluation. To accomplish this, students will use a case they are working with at their current internship field placement. If the student is not currently attending an internship, the student may use a client at their current place of employment if their place of employment is social work related. The professor will provide case vignettes for students if needed. Outline/structure of the paper should be as follows: **1) Title page** **2) Abstract** **3) Problem statement** **a.** discussion of the client's presenting problem, any relevant information to help understand the nature of this problem. 4) **Diversity** **a.** Discuss how diversity and difference has shaped the life experiences of this client. **b.** Discuss how oppression, poverty, marginalization and/or privilege and power has influenced this client's life experiences and presenting problem. **c.** Discuss any similarities or differences between the client's culture and the dominant culture (if different) and how these have impacted the client's social, economic and political experiences. **d.** Discuss how the answers above helped confirm or changed the way you understood the client's presenting problem. **5) Engagement** **a.** What were your initial reactions when first working with this client? Identify verbal and non-	**K, S, C/ A** **K,V,C/A**

		verbal behaviors your client communicated in response to your initial reaction(s). **b.** Discuss how your thoughts, feelings, and emotions changed when working with this client over time? Discuss what skills or strategies were needed to for you to manage your feelings? c. What verbal and non-verbal communication strategies did you use to promote engagement with this client? d. Discuss how you demonstrated to this client you value human relationships with him/her/them. **6) Assessment** a. Complete an assessment tool and attach this as an appendix. b. Explain why this assessment tool is appropriate for this client or case and briefly summarize the main findings from your assessment. c. Following the assessment, discuss what you have learned over the course of your work with the client that is different than what was initially apparent? Identify an example of why the assessment must always be an ongoing part of the treatment or service. d. Think back to your answer you provided about your feelings about engaging with this client. How do your feelings and personal experiences relate to your conclusions about what causes or maintains the problems impacting this client? How did you, and how will you continue to, manage the potential impact of your feelings and experiences on your professional judgement? **7) Goals or case plan** a. Based on information gathered from the presenting problem, engagement, and assessment, discuss the goals you and your client have agreed upon. If there is disagreement with the goals, discuss why and what you did or will do to resolve this dilemma. b. Explain how these goals are related to the client's presenting problem and assessment information. **8) Intervention**	

		a. Discuss the evidence that was made available to you that led you to select the final intervention? How did you evaluate or compare that evidence when selecting an intervention for the client? b. Discuss any evidence that was found to guide the implementation of the intervention that you selected or are considering? c. Discuss how your thinking about the most appropriate intervention for this client has changed over time. **9) Evaluation** a. Based on the goals selected for treatment or services, discuss how you did or will evaluate the success of your work with this client? b. Describe both quantitative and qualitative methods that could be utilized to evaluate the success of your work with this client. c. What are the implications of this evaluation(s) on your client? d. Discuss why must evaluation be a continual part of the therapeutic process and not just an end process. **10) Theory** a. Identify one or more social work or psychological theories. b. Explain how this theory might suggest you engage or communicate with your client c. Given the assessment data, discuss how this theory explains why the client's problem was caused or sustained d. Explain how this theory guided or will guide, you to select which intervention to use when working with your client e. How might this theory inform your decision-making about when treatment is complete or successful and termination is appropriate? **11) Teamwork and interdisciplinary approach** a. Identify ways in which other professionals might engage with this client **prior** to you seeing them.	

		How might this influence the initial communication between you and the client? b. How has an inter-disciplinary teamwork and communication approach supported your engagement with this client? If teamwork was not present, discuss how an inter-disciplinary approach could support your work with this client. c. Discuss the ways in which other professionals contributed to your assessment of this client. d. Discuss ways in which other professionals agreed or disagreed with the selection of the intervention. Why did this occur? 12) **Summary** a. Provide a short summary of the main points of the paper **13) References** a. Following APA 6th edition, make sure that you have all of the in-text citations accounted for in this reference section. **14) Appendices** a. Include any appendices such as your assessment tool or any other relevant or supporting documents.	
	SWK 6381: Social Work Practice II: Group Work	**Group intervention: development, implementation, and evaluation:** Choose a specific client or member population, setting, and type of group to research and develop a working plan as to how you would develop and implement this group. Conduct a literature review of your topic using course materials and at least 4 additional reference sources. How will you **assess** the needs of the group? How will you continue to engage in assessment as the group proceeds. How will you be able to apply what you have learned about Human Behavior and the Social Environment to the development and management of this group What personal feelings / affective reactions do you	**K,V,S, C/A**

		anticipate might arise during a group such as this one? How might these evolve during the process of engaging with group members, assessing the needs of the group, supporting the intervention, and evaluating the impacts of the group? How will you manage these reactions? What kind of supervision and inter-disciplinary consultation might you seek as you engage with, assess, provide intervention to, and evaluate the outcomes of the group?	K,V,S, C/A
	SWK6382 Social Work Practice II: Social Work Practice with Communities	**Community PhotoVoice Project** Task I: Please take one ORIGINAL picture of an inanimate object (e.g.: signs; billboards; etc.), setting (e.g. buildings; bridges; agency; school, etc.), or environment (e.g. roads; factories; parks; etc.) in response to each of the following (5 Pictures): Human Rights Social Justice Economic Justice Environmental Justice Community Task II: For each picture 1) describe the image; 2) what provoked you to take this particular image to mean the phrase it is depicting; 3) what do the pictures mean to you? Task III: What is it that you can do to mobilize a community to support or oppose the theme? Task IV: Reflect on the work accomplished through the project and write down your reflection based on your feelings, growth, and emotions that you experienced through the project **Organization analysis: Field agency Paper** **Agency** Introduction Function of Agency	K,V,S, C/A K, V, S, C/A K, V, S, C/A

		History of Agency Structure of Agency **Engagement, Assessment, Intervention, Evaluation** Introduction <u>Engagement</u> Introduction: Use of theory to facilitate engagement Personal experiences impacting engagement <u>Assessment</u> Introduction Use of theory to facilitate engagement Personal experiences impacting engagement <u>Interventions</u> Introduction Use of theory to facilitate engagement Personal experiences impacting engagement <u>Evaluation</u> Introduction - Use of theory to facilitate engagement. Personal experiences impacting engagement Reflection on the Therapeutic Relationship Proposed New Programming **<u>Assignments/Activities:</u>** 450 hours to be completed at an approved field site Student and field instructor identify activities to be completed during the internship for each competency in the Learning Agreement Midterm Evaluation (after completion of SWK 6730) Final Evaluation (after completion of SWK 6740)	K, V, S, C/A K, V, S, C/A
	SWK 6730: Field Instruction I SWK 6740: Field Instruction II		

Competency	**Courses** (the course(s) where each competency is implemented)	**Course Content** (e.g. readings, module, assignments, class activities)	**Dimension(s)** (knowledge, values, skills, and cognitive & affective reactions)

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	SWK 6370: Social Work Practice I: Individuals and Families	**Generalist Paper:** This assignment will allow students to practice and discuss concepts that are covered in class and related to individuals and families. In this assignment, students will demonstrate competencies of working with diverse groups, engagement, assessment, theory, intervention, and evaluation. To accomplish this, students will use a case they are working with at their current internship field placement. If the student is not currently attending an internship, the student may use a client at their current place of employment if their place of employment is social work related. The professor will provide case vignettes for students if needed. Outline/structure of the paper should be as follows: **1) Title page** **2) Abstract** **3) Problem statement** **a.** discussion of the client's presenting problem, any relevant information to help understand the nature of this problem. 4) **Diversity** **a.** Discuss how diversity and difference have shaped the life experiences of this client. **b.** Discuss how oppression, poverty, marginalization and/or privilege and power has influenced this client's life experiences and presenting problem. **c.** Discuss any similarities or differences between the client's culture and the dominant culture (if different) and how these have impacted the client's social, economic and political experiences. **d.** Discuss how the answers above helped confirm or changed the way you understood the client's presenting problem. **5) Engagement** **a.** What were your initial reactions when first working with this client? Identify verbal and non-	K, V, S, C/A

		verbal behaviors your client communicated in response to your initial reaction(s). **b.** Discuss how your thoughts, feelings and emotions changed when working with this client over time? Discuss what skills or strategies were needed to for you to manage your feelings? c. What verbal and non-verbal communication strategies did you use to promote engagement with this client? d. Discuss how you demonstrated to this client you value human relationships with him/her/them. **6) Assessment** a. Complete an assessment tool and attach this as an appendix. b. Explain why this assessment tool is appropriate for this client or case and briefly summarize the main findings from your assessment. c. Following the assessment, discuss what you have learned over the course of your work with the client that is different than what was initially apparent? Identify an example of why the assessment must always be an ongoing part of the treatment or service. d. Think back to your answer you provided about your feelings about engaging with this client. How do your feelings and personal experiences relate to your conclusions about what causes or maintains the problems impacting this client? How did you, and how will you continue to, manage the potential impact of your feelings and experiences on your professional judgement? **7) Goals or case plan** a. Based on information gathered from the presenting problem, engagement and assessment, discuss the goals you and your client have agreed upon. If there is disagreement with the goals, discuss why and what you did or will do to resolve this dilemma. b. Explain how these goals are related to the client's presenting problem and assessment information. **8) Intervention**	

		a. Discuss the evidence that was made available to you that led you to select the final intervention? How did you evaluate or compare that evidence when selecting an intervention for the client? b. Discuss any evidence that was found to guide the implementation of the intervention that you selected or are considering? c. Discuss how your thinking about the most appropriate intervention for this client has changed over time. **9) Evaluation** a. Based on the goals selected for treatment or services, discuss how you did or will evaluate the success of your work with this client? b. Describe both quantitative and qualitative methods that could be utilized to evaluate the success of your work with this client. c. What are the implications of this evaluation(s) on your client? d. Discuss why must evaluation be a continual part of the therapeutic process and not just an end process. **10) Theory** a. Identify one or more social work or psychological theories. b. Explain how this theory might suggest you engage or communicate with your client c. Given the assessment data, discuss how this theory explains why the client's problem was caused or sustained d. Explain how this theory guided or will guide, you to select which intervention to use when working with your client e. How might this theory inform your decision making about when treatment is complete or successful and termination is appropriate? **11) Teamwork and interdisciplinary approach** a. Identify ways in which other professionals might engage with this client **prior** to you seeing them.	

		How might this influence the initial communication between you and the client? b. How has an inter-disciplinary teamwork and communication approach supported your engagement with this client? If teamwork was not present, discuss how an inter-disciplinary approach could support your work with this client. c. Discuss the ways in which other professionals contributed to your assessment of this client. d. Discuss ways in which other professionals agreed or disagreed with the selection of the intervention. Why did this occur? 12) **Summary** a. Provide a short summary of the main points of the paper **13) References** a. Following APA 6th edition, make sure that you have all of the in-text citations accounted for in this reference section. **14) Appendices** a. Include any appendices such as your assessment tool or any other relevant or supporting documents. **Community PhotoVoice Project** Task I: Please take one ORIGINAL picture of an inanimate object (e.g.: signs; billboards; etc.), setting (e.g. buildings; bridges; agency; school, etc.), or environment (e.g. roads; factories; parks; etc.) in response to each of the following (5 Pictures): Human Rights Social Justice Economic Justice Environmental Justice Community	K, V, S, C/A

	SWK6382: Social Work Practice II: Social Work Practice with Communities	Task II: For each picture 1) describe the image; 2) what provoked you to take this particular image to mean the phrase it is depicting; 3) what do the pictures mean to you? Task III: What is it that you can do to mobilize a community to support or oppose the theme. Task IV: Reflect on the work accomplished through the project and write down your reflection based on your feelings, growth, and emotions that you experienced through the project **Organization analysis: Field agency Paper** **Agency** Introduction Function of Agency History of Agency Structure of Agency **Engagement, Assessment, Intervention, Evaluation** Introduction <u>Engagement</u> Introduction: Use of theory to facilitate engagement Personal experiences impacting engagement <u>Assessment</u> Introduction Use of theory to facilitate engagement Personal experiences impacting engagement <u>Interventions</u> Introduction Use of theory to facilitate engagement Personal experiences impacting engagement <u>Evaluation</u> Introduction - Use of theory to facilitate engagement. Personal experiences impacting engagement Reflection on the Therapeutic Relationship Proposed New Programming	K, V, C/A K, V, S, C/A K,V,S,C/A
	SWK 6381: SWK Practice II: Group	**Group intervention: development, implementation and evaluation:** Choose a specific client or member population,	K,V,S,C/A

	Work	setting, and type of group to research and develop a working plan as to how you would develop and implement this group. Conduct a literature review of your topic using course materials and at least 4 additional reference sources. How will you **assess** the needs of the group? How will you continue to engage in assessment as the group proceeds. How will you be able to apply what you have learned about Human Behavior and the Social Environment to the development and management of this group What personal feelings / affective reactions do you anticipate might arise during a group such as this one? How might these evolve during the process of engaging with group members, assessing the needs of the group, supporting the intervention, and evaluating the impacts of the group? How will you manage these reactions? What kind of supervision and inter-disciplinary consultation might you seek as you engage with, assess, provide intervention to, and evaluate the outcomes of the group?	K,V,S,C/A
	SWK 6730: Field Instruction I	**<u>Assignments/Activities:</u>** 450 hours to be completed at an approved field site Student and field instructor identify activities to be completed during the internship for each competency in the Learning Agreement Midterm Evaluation (after completion of SWK 6730)	K,V,S,C/A
	SWK 6740: Field Instruction II	Final Evaluation (after completion of SWK 6740)	

Competency	**Courses** (the course(s) where each competency is implemented)	**Course Content** (e.g. readings, module, assignments, class activities)	**Dimension(s)** (knowledge, values, skills, and cognitive & affective reactions)
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	SWK 6370: Social Work Practice I: Individuals and Families	**Generalist Paper:** This assignment will allow students to practice and discuss concepts that are covered in class and related to individuals and families. In this assignment, students will demonstrate competencies of working with diverse groups, engagement, assessment, theory, intervention and evaluation. To accomplish this, students will use a case they are working with at their current internship field placement. If the student is not currently attending an internship, the student may use a client at their current place of employment if their place of employment is social work related. The professor will provide case vignettes for students if needed. Outline/structure of the paper should be as follows: **1) Title page** **2) Abstract** **3) Problem statement** **a.** discussion of the client's presenting problem, any relevant information to help understand the nature of this problem. 4) **Diversity** **a.** Discuss how diversity and difference have shaped the life experiences of this client. **b.** Discuss how oppression, poverty, marginalization and/or privilege and power has influenced this client's life experiences and presenting problem. **c.** Discuss any similarities or differences between the client's culture and the dominant culture (if different) and how these have impacted the client's social, economic and political	K, S, C/A

		experiences. **d.** Discuss how the answers above helped confirm or changed the way you understood the client's presenting problem. **5) Engagement** **a.** What were your initial reactions when first working with this client? Identify verbal and non-verbal behaviors your client communicated in response to your initial reaction(s). **b.** Discuss how your thoughts, feelings, and emotions changed when working with this client over time? Discuss what skills or strategies were needed to for you to manage your feelings? c. What verbal and non-verbal communication strategies did you use to promote engagement with this client? d. Discuss how you demonstrated to this client you value human relationships with him/her/them. **6) Assessment** a. Complete an assessment tool and attach this as an appendix. b. Explain why this assessment tool is appropriate for this client or case and briefly summarize the main findings from your assessment. c. Following the assessment, discuss what you have learned over the course of your work with the client that is different than what was initially apparent? Identify an example of why the assessment must always be an ongoing part of the treatment or service. d. Think back to your answer you provided about your feelings about engaging with this client. How do your feelings and personal experiences relate to your conclusions about what causes or maintains the problems impacting this client? How did you, and how will you continue to, manage the potential impact of your feelings and experiences on your professional judgement? **7) Goals or case plan**	

		a. Based on information gathered from the presenting problem, engagement and assessment, discuss the goals you and your client have agreed upon. If there is disagreement with the goals, discuss why and what you did or will do to resolve this dilemma. b. Explain how these goals are related to the client's presenting problem and assessment information. **8) Intervention** a. Discuss the evidence that was made available to you that led you to select the final intervention? How did you evaluate or compare that evidence when selecting an intervention for the client? b. Discuss any evidence that was found to guide the implementation of the intervention that you selected or are considering? c. Discuss how your thinking about the most appropriate intervention for this client has changed over time. **9) Evaluation** a. Based on the goals selected for treatment or services, discuss how you did or will evaluate the success of your work with this client? b. Describe both quantitative and qualitative methods that could be utilized to evaluate the success of your work with this client. c. What are the implications of this evaluation(s) on your client? d. Discuss why must evaluation be a continual part of the therapeutic process and not just an end process. **10) Theory** a. Identify one or more social work or psychological theories. b. Explain how this theory might suggest you engage or communicate with your client c. Given the assessment data, discuss how this theory explains why the client's problem was	

		caused or sustained d. Explain how this theory guided or will guide, you to select which intervention to use when working with your client e. How might this theory inform your decision making about when treatment is complete or successful and termination is appropriate? **11) Teamwork and interdisciplinary approach** a. Identify ways in which other professionals might engage with this client **prior** to you seeing them. How might this influence the initial communication between you and the client? b. How has an inter-disciplinary teamwork and communication approach supported your engagement with this client? If teamwork was not present, discuss how an inter-disciplinary approach could support your work with this client. c. Discuss the ways in which other professionals contributed to your assessment of this client. d. Discuss ways in which other professionals agreed or disagreed with the selection of the intervention. Why did this occur? 12) **Summary** a. Provide a short summary of the main points of the paper **13) References** a. Following APA 6th edition, make sure that you have all of the in-text citations accounted for in this reference section. **14) Appendices** a. Include any appendices such as your assessment tool or any other relevant or supporting documents.	
	SWK6382: Social Work Practice II: Social Work	**Community PhotoVoice Project** Task I: Please take one ORIGINAL picture of an inanimate object (e.g.: signs; billboards;	K, V, S, C/A

	Practice with Communities	etc.), setting (e.g. buildings; bridges; agency; school, etc.), or environment (e.g. roads; factories; parks; etc.) in response to each of the following (5 Pictures): Human Rights Social Justice Economic Justice Environmental Justice Community Task II: For each picture 1) describe the image; 2) what provoked you to take this particular image to mean the phrase it is depicting; 3) what do the pictures mean to you? Task III: What is it that you can do to mobilize a community to support or oppose the theme. Task IV: Reflect on the work accomplished through the project and write down your reflection based on your feelings, growth, and emotions that you experienced through the project **Organization analysis: Field agency Paper** **Agency** Introduction Function of Agency History of Agency Structure of Agency **Engagement, Assessment, Intervention, Evaluation** Introduction <u>Engagement</u> Introduction: Use of theory to facilitate engagement Personal experiences impacting engagement <u>Assessment</u> Introduction Use of theory to facilitate engagement Personal experiences impacting engagement <u>Interventions</u>	K,V,S,C/A

	SWK 6381: Practice II: Group Work	Introduction Use of theory to facilitate engagement Personal experiences impacting engagement <u>Evaluation</u> Introduction Use of theory to facilitate engagement. Personal experiences impacting engagement Reflection on the Therapeutic Relationship Proposed New Programming **Group intervention: development, implementation and evaluation:** Choose a specific client or member population, setting, and type of group to research and develop a working plan as to how you would develop and implement this group. Conduct a literature review of your topic using course materials and at least 4 additional reference sources. How will you **assess** the needs of the group? How will you continue to engage in assessment as the group proceeds? How will you be able to apply what you have learned about Human Behavior and the Social Environment to the development and management of this group What personal feelings / affective reactions do you anticipate might arise during a group such as this one? How might these evolve during the process of engaging with group members, assessing the needs of the group, supporting the intervention, and evaluating the impacts of the group? How will you manage these reactions? What kind of supervision and inter-disciplinary consultation might you seek as you engage with, assess, provide intervention to, and evaluate the outcomes of the group?	K, V, S, C/A
	SWK 6730: Field	**<u>Assignments/Activities:</u>**	K, V, S, C/A

	Instruction I SWK 6740: Field Instruction II	450 hours to be completed at an approved field site Student and field instructor identify activities to be completed during the internship for each competency in the Learning Agreement Midterm Evaluation (after completion of SWK 6730) Final Evaluation (after completion of SWK 6740)	K,V,S,C/A
Competency	**Courses** (the course(s) where each competency is implemented)	**Course Content** (e.g. readings, module, assignments, class activities)	**Dimension(s)** (knowledge, values, skills, and cognitive & affective reactions)

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	SWK 6370: Social Work Practice I: Individuals and Families	This assignment will allow students to practice and discuss concepts that are covered in class and related to individuals and families. In this assignment, students will demonstrate competencies of working with diverse groups, engagement, assessment, theory, intervention and evaluation. To accomplish this, students will use a case they are working with at their current internship field placement. If the student is not currently attending an internship, the student may use a client at their current place of employment if their place of employment is social work related. The professor will provide case vignettes for students if needed. Outline/structure of the paper should be as follows: **1) Title page** **2) Abstract** **3) Problem statement** **a.** discussion of the client's presenting problem, any relevant information to help understand the nature of this problem. 4) **Diversity** **a.** Discuss how diversity and difference have shaped the life experiences of this client. **b.** Discuss how oppression, poverty, marginalization and/or privilege and power has influenced this client's life experiences and presenting problem. **c.** Discuss any similarities or differences between the client's culture and the dominant culture (if different) and how these have impacted the client's social, economic and political experiences. **d.** Discuss how the answers above helped confirm or changed the way you understood the client's presenting problem. **5) Engagement** **a.** What were your initial reactions when first	K, S, C/A

		working with this client? Identify verbal and non-verbal behaviors your client communicated in response to your initial reaction(s). **b.** Discuss how your thoughts, feelings and emotions changed when working with this client over time? Discuss what skills or strategies were needed to for you to manage your feelings? c. What verbal and non-verbal communication strategies did you use to promote engagement with this client? d. Discuss how you demonstrated to this client you value human relationships with him/her/them. **6) Assessment** a. Complete an assessment tool and attach this as an appendix. b. Explain why this assessment tool is appropriate for this client or case and briefly summarize the main findings from your assessment. c. Following the assessment, discuss what you have learned over the course of your work with the client that is different than what was initially apparent? Identify an example of why the assessment must always be an ongoing part of the treatment or service. d. Think back to your answer you provided about your feelings about engaging with this client. How do your feelings and personal experiences relate to your conclusions about what causes or maintains the problems impacting this client? How did you, and how will you continue to manage the potential impact of your feelings and experiences on your professional judgement? **7) Goals or case plan** a. Based on information gathered from the presenting problem, engagement and assessment, discuss the goals you and your client have agreed upon. If there is disagreement with the goals, discuss why and what you did or will do to resolve this dilemma. b. Explain how these goals are related to the	

		client's presenting problem and assessment information. **8) Intervention** a. Discuss the evidence that was made available to you that led you to select the final intervention? How did you evaluate or compare that evidence when selecting an intervention for the client? b. Discuss any evidence that was found to guide the implementation of the intervention that you selected or are considering? c. Discuss how your thinking about the most appropriate intervention for this client has changed over time. **9) Evaluation** a. Based on the goals selected for treatment or services, discuss how you did or will evaluate the success of your work with this client? b. Describe both quantitative and qualitative methods that could be utilized to evaluate the success of your work with this client. c. What are the implications of this evaluation(s) on your client? d. Discuss why must evaluation be a continual part of the therapeutic process and not just an end process. **10) Theory** a. Identify one or more social work or psychological theories. b. Explain how this theory might suggest you engage or communicate with your client c. Given the assessment data, discuss how this theory explains why the client's problem was caused or sustained d. Explain how this theory guided, or will guid, you to select which intervention to use when working with your client e. How might this theory inform your decision making about when treatment is complete or	

		successful and termination is appropriate? **11) Teamwork and interdisciplinary approach** a. Identify ways in which other professionals might engage with this client **prior** to you seeing them. How might this influence the initial communication between you and the client? b. How has an inter-disciplinary teamwork and communication approach supported your engagement with this client? If teamwork was not present, discuss how an inter-disciplinary approach could support your work with this client. c. Discuss the ways in which other professionals contributed to your assessment of this client. d. Discuss ways in which other professionals agreed or disagreed with the selection of the intervention. Why did this occur? 12) **Summary** a. Provide a short summary of the main points of the paper **13) References** a. Following APA 6th edition, make sure that you have all of the in-text citations accounted for in this reference section. **14) Appendices** a. Include any appendices such as your assessment tool or any other relevant or supporting documents.	
	SWK 6250 Research Methods in Social Work	Reading: Rubin and Babbie Chapters on Program Evaluation and Single Case Study Design	K, V, S
	SWK6382: Social work Practice II:	**Community PhotoVoice Project** Task I: Please take one ORIGINAL picture of an inanimate object (e.g.: signs; billboards;	K, V, S, C/A

	Social Work Practice with Communities	etc.), setting (e.g. buildings; bridges; agency; school etc.), or environment (e.g. roads; factories; parks; etc.) in response to each of the following (5 Pictures): Human Rights Social Justice Economic Justice Environmental Justice Community Task II: For each picture 1) describe the image; 2) what provoked you to take this particular image to mean the phrase it is depicting; 3) what do the pictures mean to you? Task III: What is it that you can do to mobilize a community to support or oppose the theme. Task IV: Reflect on the work accomplished through the project and write down your reflection based on your feelings, growth and emotions that you experienced through the project **Organization analysis: Field agency Paper Agency** Introduction Function of Agency History of Agency Structure of Agency Engagement, Assessment, Intervention, Evaluation Introduction <u>Engagement</u> Introduction: Use of theory to facilitate engagement Personal experiences impacting engagement <u>Assessment</u> Introduction Use of theory to facilitate engagement Personal experiences impacting engagement <u>Interventions</u>	K, V, S, C/A

		Introduction Use of theory to facilitate engagement Personal experiences impacting engagement <u>Evaluation</u> Introduction Use of theory to facilitate engagement. Personal experiences impacting engagement Reflection on the Therapeutic Relationship Proposed New Programming	
	SWK 6381 Practice II Group Work	**Group intervention: development, implementation and evaluation** Choose a specific client or member population, setting, and type of group to research and develop a working plan as to how you would develop and implement this group. Conduct a literature review of your topic using course materials and at least 4 additional reference sources. How will you evaluate the success of this group? Describe qualitative and/or quantitative methods for evaluating your practice effectiveness in this setting. How does theory about Human Behavior and the Social Environment and/or the literature you studied contribute to your thinking about evaluating the group? Specifically, how do theory and evidence help you decide when the group has met its goals?	K, V, S, C/A
	SWK 6730: Field Instruction I	**<u>Assignments/Activities:</u>** 450 hours to be completed at an approved field site Student and field instructor identify activities to be completed during the internship for each competency in the Learning Agreement Midterm Evaluation (after completion of SWK 6730)	K,V,S,C/A K,V,S,C/A

	SWK 6740: Field Instruction II	Final Evaluation (after completion of SWK 6740)	

Chart of Competency and Courses including Field

Competency	Classroom-based Assessment	Field Assessment
1: Demonstrate Ethical and Professional Behavior	SWK 6370: Social Work Practice I	SWK 6730 and SWK 6740: Field Instruction I and II
2: Engage Diversity and Difference in Practice	SWK 6370: Social Work Practice I	SWK 6730 and SWK 6740: Field Instruction I and II
3: Advance Human Rights and Social, Economic, and Environmental Justice	SWK 6140: Social Welfare Policies and Institutions	SWK 6730 and SWK 6740: Field Instruction I and II
4: Engage in Practice-Informed Research and Research-Informed Practice	SWK 6250: Research I: Methodology	SWK 6730 and SWK 6740: Field Instruction I and II
5: Engage in Policy Practice	SWK 6140: Social Welfare Policies and Institutions	SWK 6730 and SWK 6740: Field Instruction I and II
6: Engage with Individuals, Families, Groups, Organizations, and Communities		
Individuals	SWK 6370: Social Work Practice I	SWK 6730 and SWK 6740: Field Instruction I and II
Families	SWK 6370: Social Work Practice I	SWK 6730 and SWK 6740: Field Instruction I and II
Groups	SWK 6381: Social Work Practice II: Group Work	SWK 6730 and SWK 6740: Field Instruction I and II
Organizations	SWK 6382: Social Work Practice II: Community	SWK 6730 and SWK 6740: Field Instruction I and II
Communities	SWK 6382: Social Work Practice II: Community	SWK 6730 and SWK 6740: Field Instruction I and II
7: Assess Individuals, Families, Groups, Organizations, and Communities		
Individuals	SWK 6370: Social Work Practice I	SWK 6730 and SWK 6740: Field Instruction I and II
Families	SWK 6370: Social Work Practice I	SWK 6730 and SWK 6740: Field Instruction I and II
Groups	SWK 6381: Social Work Practice II: Group Work	SWK 6730 and SWK 6740: Field Instruction I and II
Organizations	SWK 6382: Social Work Practice II: Community	SWK 6730 and SWK 6740: Field Instruction I and II
Communities	SWK 6382: Social Work Practice II: Community	SWK 6730 and SWK 6740: Field Instruction I and II
8: Intervene with Individuals, Families, Groups,		

Organizations, and Communities		
Individuals	SWK 6370: Social Work Practice I	SWK 6730 and SWK 6740: Field Instruction I and II
Families	SWK 6370: Social Work Practice I	SWK 6730 and SWK 6740: Field Instruction I and II
Groups	SWK 6381: Social Work Practice II: Group Work	SWK 6730 and SWK 6740: Field Instruction I and II
Organizations	SWK 6382: Social Work Practice II: Community	SWK 6730 and SWK 6740: Field Instruction I and II
Communities	SWK 6382: Social Work Practice II: Community	SWK 6730 and SWK 6740: Field Instruction I and II
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Individuals	SWK 6370: Social Work Practice I	SWK 6730 and SWK 6740: Field Instruction I and II
Families	SWK 6370: Social Work Practice I	SWK 6730 and SWK 6740: Field Instruction I and II
Groups	SWK 6381: Social Work Practice II: Group Work	SWK 6730 and SWK 6740: Field Instruction I and II
Organizations	SWK 6382: Social Work Practice II: Community	SWK 6730 and SWK 6740: Field Instruction I and II
Communities	SWK 6382: Social Work Practice II: Community	SWK 6730 and SWK 6740: Field Instruction I and II

Accreditation Standard M2.1—Specialized Practice

M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.

Specialized Practice

The Aurora University MSW faculty is committed to preparing MSW students for field education, degree completion, licensure, and a professional career in social work. The MSW curriculum is designed to move students through the course sequence with consideration for building upon knowledge gained in each semester.

Since its onset, the MSW program has been committed to providing professional social work education that is focused on both micro and macro practice. Constituents of the SSW at Aurora University strongly emphasized the need for social workers who were "clinically" trained, and who could also practice as administrators, supervisors, community organizers, and political advocates. A strong need for a more comprehensive "clinical", and "administrative" professional program that trained professional social workers in the theories and skills essential

for providing a broad base of micro, mezzo, and macro work was present.

In 2018, the faculty and administrative staff of the SSW began to update syllabi and curriculum to align with the 2015 EPAS. During this same time, the faculty was unanimous when deciding that the MSW program would have one specialization. The emphasis of the Clinical Specialization was discussed with the CSWE accreditation specialist and the CSWE Director of Accreditation. The Clinical Specialization was fitting for the development of the program and was a logical step in the progression of the identity of the program.

The Clinical Specialization was designed to meet the needs of the students and communities, as well as the profession of social work. This curriculum was designed to meet the needs of the professionals and communities that the MSW program serves; as well as providing a professional social work education that is relevant in preparing social work professionals who will work with those agencies and communities. Components of the Clinical Specialization are integrated into courses as well as field.

The AU MSW program identifies the clinical specialization of practice (EP M2.1), and builds on generalist practice.

Educational Policy M2.1 – Specialized Practice

MSW Specialized Practice Curriculum for Clinical Social Work Practice

The MSW program at Aurora University prepares students to enter the workforce to function with other professionals to address the clinical needs of clients in varying contexts. Students entering the advanced standing program with a BSW degree from a program other than from AU and students from the AU traditional or BSW program are also offered courses to enhance their critical thinking skills to work with diverse clients. Students are prepared to respect the dignity and worth of the person taking into account multidimensional aspects of engagement and assessment that is strengths based to ensure a comprehensive interprofessional intervention plan is developed and implemented based on practice-based evidence or evidence-based practice.

The specialized curriculum in AU encompasses a psychopathology course that prepares students to engage and assess a client in an ethical and professional manner based on contexts that may not align with the personal values of a student. A course on Advanced Clinical Policy prepares students to delve into the nuances of critiquing a policy to address inclusion and respect for the clients. Practice III and Practice IV courses address the theories and methods of practice and the nuances of addressing various aspects of clinical work in varying contexts be it a mental health center, a family resource center, libraries, homeless shelters, and other contexts. Faculty engage in simulation exercises and use standardized patients to create learning opportunities to ensure all students have experiential learning opportunities. With the knowledge gained through the courses, students are placed in various field placement agencies that augment skills, cognitive and affective reactions at the specialized practice level.

The specialized competencies and statements were developed through collaborative leadership with the MSW faculty and the field education administrative team. The competencies were conceptualized and crafted to truly reflect the essence of the MSW program at AU. There was active engagement and consensus on the competencies developed for the program and commitment was demonstrated through the curriculum that was conceptualized and infused to

eight or sixteen week courses offered through the on the ground or online modalities.

The four courses and two field placements encompass the specialized competencies and the statements that are associated with each competency to demonstrate mastery. The competencies and the statements are listed below and the matrix with all courses is located in this section.

Competency 1: Demonstrate Ethical and Professional Behavior
Students will appraise the profession's history and mission in relation to ethical clinical practice and will embrace the need for continuing education

- Appraise the value base of the profession, ethical standards, laws and regulations as it pertains to clinical practice.
- Develop ethical decision-making in clinical situations.
- Assess personal biases in relation to clinical practice.
- Summarize the profession's history, mission, and responsibilities in relation to clinical social work.
- Explain the importance of continuing education.
- Informed ethical use of technology.

Competency 2: Engage Diversity and Difference in Practice
Students will demonstrate respect for clients' context, diversity, and difference with specific attention to underprivileged and disenfranchised populations in clinical settings.

- Explore the ways in which the clients' contexts impact diversity and difference in identity formation.
- Explore the power and privilege they have as a clinician.
- Connect how oppression, discrimination, poverty, marginalization, and alienation impact clinical work.
- Explain how social work values impact clinical practice with diverse populations.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Students advocate for human rights to ensure social, economic and environmental inequalities are addressed.

- Express recognition of human rights through knowledge of and adherence to the NASW Code of Ethics in clinical practice.
- Evaluate the global interconnections of oppression and human rights violations
- demonstrate knowledge of how theories of human need and desire to inform understanding of the impact of human rights violations.
- Articulate strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably to advance the well-being of clients.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
Students engage as consumers of research to make informed decisions to identify appropriate evidence based practice

- Determine quantitative and qualitative research methods in the evaluation of clinical practice and program outcomes.

- ❖ Incorporate principles of logic, scientific inquiry, and culturally informed and ethical approaches to evaluating clinical practice and program outcomes.
- ❖ Discern quality and evidence-based research for application to the process of decision-making in practice and program contexts.
- ❖ Translate research findings into effective decision-making in practice and program contexts.

Competency 5: Engage in Policy Practice
Students collaborate with various stakeholders to advocate for change in policy(ies) to embrace inclusion that could influence practice in various contexts:

- ❖ Articulate how social welfare and services are mediated by policy and its implementation at multiple levels, including the agency level.
- ❖ Explain that policy impacts human rights and social justice and therefore impacts the well-being of clients.
- ❖ Assess their role in policy development, analysis, implementation, and evaluation within their practice settings and they demonstrate knowledge of how to actively engage in advocacy to effect change within those settings.
- ❖ Collaborate with clients to advocate for and with them and to incorporate client voices into advocacy at the organizational, local, state, and federal levels.
- ❖ Assess the policies affecting social work practice to which they are accountable at local, state, and national levels.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Students partner with team members to understand the context of the client and are respectful of roles and responsibilities

- ❖ Value engagement as an ongoing component of the relationship in clinical contexts.
- ❖ Explain the importance of human relationships within the clinical process.
- ❖ Analyze theories of human behavior and the social environment in the clinical context.
- ❖ Explain roles and responsibilities as part of an interprofessional team.
- ❖ Use self-reflection and supervision in their clinical work.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Students respect various methods of assessment and value various perspectives of interprofessional team members

- ❖ Value assessment as an ongoing and dynamic process in clinical social work.
- ❖ Analyze theories of human behavior and the social environment and applies this knowledge during ongoing clinical assessment.
- ❖ Evaluate understanding of methods of assessment with diverse clients and their context to advance practice effectiveness.
- ❖ Formulate an interprofessional process and utilizes collaboration in assessment.
- ❖ Recognize and manage how their personal experiences may affect their assessment and decision-making in a clinical context.

Competency 8: Intervene Individuals, Families, Groups, Organizations, and Communities
Students will develop a comprehensive intervention plan that is collaborative in nature to

strengthen client outcomes

- ❖ Appraise the ongoing components of clinical interventions.
- ❖ Value the use of evidence-informed interventions to achieve the goals of clients.
- ❖ Analyze theories of human behavior and the social environment and apply this knowledge to effectively intervene with clients.
- ❖ Engage in interprofessional collaboration to strengthen the outcomes of clinical interventions.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Students embrace various approaches to measure outcomes based on a comprehensive and collaborative clinical intervention

- ❖ Formulate an ongoing evaluation process which considers the client's context.
- ❖ Appraise evaluation plans in the micro, mezzo, and macro continuum.
- ❖ Select clinical theories to inform the process of evaluation.
- ❖ Incorporate qualitative and/or quantitative methods for evaluating clinical outcomes.

M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.

The Clinical Specialization was built from the professional generalist curriculum in the following manner. Both MSW students and Advanced Standing students have taken the generalist content from the BSW program from which they graduated, or during the generalist year of the MSW program. The traditional MSW students take the generalist courses prior to taking the required courses of the specialization curriculum.

The MSW program offers Clinical Specialization. The categorical assignment of clinical specialization is an appropriate label for the program of study, especially when one considers that the primary courses are the same for all students with the exception of five electives. This model is fitting for the online students as well as the face-to-face students. The Specialization courses are clinically focused, then the electives provide an avenue for an exploration of study.

Clinical Specialization

Clinical social work is a term used throughout the country to describe social work practice that incorporates theories and skills that are aimed at helping clients and their families alleviate social and emotional problems. It also includes prevention work and other forms of so-called "non-traditional" practice methods such as youth work. Clinical social work is conducted at child welfare agencies, mental health centers, youth and family service agencies, addictions programs, hospitals, schools, and many other human service settings.

Clinical social work usually consists of a unique combination of advanced theories and skills that enable the social work practitioner to understand and work with a diverse clientele from a variety of clinical perspectives. Clinical social work builds upon the generalist practice problem-

solving, person-in-environment perspective that is taught in the generalist year of most MSW programs. The emphasis here is to build upon the knowledge and skills learned in the MSW generalist year. The advanced MSW student has knowledge and skills beyond the generalist education gleaned from the generalist year curriculum.

Students in the clinical specialization focus on three major theoretical paradigms: cognitive-behavioral, psychodynamic, and family therapy models under the overarching lens of cultural competence from an ethical practice lens. In addition, students learn how to engage, assess, intervene, and evaluate their clinical work from an integrative perspective in which those three clinical paradigms are utilized. Neuroscience theory and research are incorporated into that knowledge base in order to further understanding and to practice from an empirical and evidenced-based standpoint.

These three paradigms are not grouped in any particular order, but all three are interrelated and essential for "differential" clinical social work practice with a wide range of diverse and vulnerable populations. All three are also "empirically-based" models that have been and continue to be researched through quantitative, qualitative, and evidenced-based methods.

The first model in the clinical specialization is taught in the SWK 6511 Clinical Practice III course. Cognitive Behavioral Therapy (CBT). CBT examines the *cognitive* processing of the client, as well as the behaviors that result from that thinking. The problem-solving method learned in the generalist year is a form of this model. In the specialization year, however, students are acquainted with the comprehensive explanatory theories and techniques of CBT, in order to work more effectively with clients and families that need a cognitive or behavioral approach. Advanced students learn that "thinking" and the resulting behaviors that flow from those thoughts, values, and assumptions are but one of several key aspects of human functioning that they must learn in order to be helpful to their clients. CBT in the clinical specialization is taught from a social work perspective that emphasizes differential diagnosis, the person-in-environment ecological framework, ethical practice, as well as diversity, populations at risk, community, and socioeconomic factors.

Family therapy is the second model utilized in the clinical specialization, and is taught in SWK 6511 Clinical Practice III. Family therapy theories and methods emphasize the *interpersonal* aspect of human functioning. All of the major family therapy models emphasize systems theory, with a special focus on particular elements based upon the differential presentation of the family. Systems theory and the ecological framework are taught in the generalist year of the MSW program. Family therapy models and approaches offer a further elaboration of those basic generalist concepts. The clinical specialization student learns to understand and apply differentially, family therapy methods and techniques based upon the specifics of the situation at hand. Any family therapy approach is understood and ethically delivered within the context of the person/family-in-environment/ecological framework, issues of diversity, populations at risk, community, and socioeconomic factors.

The third paradigm of the clinical specialization is the psychodynamic model which is taught in SWK 6521 Clinical Practice IV. Psychodynamic approaches emphasize an understanding of the *inner emotional* lives of the individual in the context of their relationships with others in the world. Ego psychology, object relations theory, and self psychology are emphasized in this area, along with attachment theory. Generalist year students become somewhat familiar with the basic

psychodynamic theories from a developmental/primary practice perspective in their Human Behavior in the Social Environment sequence and Social Work Practice I: Individuals and Families. The clinical specialization builds upon this knowledge by acquainting the advanced student with the more complex and sophisticated psychodynamic clinical approaches. Taken together, the psychodynamic theories and approaches help the advanced student understand how the self and identity are formed; and more importantly how to work with clients and families that are struggling with complex emotional problems and issues that come from inner emotional/developmental and outer interpersonal/environmental sources. Once again, these psychodynamic approaches are taught from an ethical social work perspective that emphasizes the person-in-environment/ecological framework, issues of diversity, populations at risk, community, and socioeconomic factors.

The required course sequence in the clinical specialization consists of one clinical psychopathology course (SWK 6500 Psychopathology) two theory and practice courses (SWK 6511 Social Work Practice III: Clinical Concentration I and SWK 6521 Social Work Practice IV: Clinical Concentration II), and an advanced policy course (SWK 6533 Advanced Social Policy: Macro Practice). The first advanced theory and practice course is designed to help the advanced MSW student become proficient in the three clinical models discussed above. The final advanced theory and practice course emphasizes the integration of those three models based upon the differential needs of the client system in question. Students are taught to draw from any number or combination of these advanced clinical models, should the situation call for it. "Integrative" practice or "informed eclecticism" is taught as a more viable, contextual and effective form of practice given the unique needs of the client-in-their-situation. The specialization curriculum is aimed at helping the student understand when and how to ethically utilize a variety of effective approaches and methods in clinical social work practice while recognizing the importance of awareness of diversity.

The specialization student is also acquainted with the latest information and empirical studies on neuroscience as one of the advanced sources of knowledge and research that has helped to validate all three of the clinical social work models taught in the clinical specialization. In addition, neuroscience has also stressed the importance of understanding attachment theory as it relates to both development and clinical practice.

Incorporated in the specialization courses in an understanding of the importance of research-informed practice and practice-informed research in order to better understand and examine their clinical work. In particular, SWK 6511 Practice III and SWK 6521 Practice IV courses are aimed at helping the clinical specialization student to learn to continually examine practice in order to become more effective and relevant to the populations they are working with in the field. Students build upon the basic research theory and methods as well as knowledge gained in their generalist year.

Clinical specialization students are required to take an advanced social work policy course. This course is designed to teach the advanced MSW student the current policies, laws, and trends in practice, but more importantly how to utilize this information in their clinical work with clients. This is a "policy/practice" model of instruction, and the advanced student learns the essential difference between a clinical social work practitioner and any other advanced human service professional. The basic generalist practitioner roles learned in the generalist curriculum are enhanced and expanded to be applied to the advanced clinical social work setting in this course.

Finally, the clinical specialization integrates the field component into all required courses. Advanced MSW students are placed at advanced clinical sites. Their fieldwork is integrated into the advanced curriculum through a variety of assignments, presentations, and classroom discussions.

The clinical specialization strives to educate MSW students about the wide range of theories, pathologies, and skills necessary to practice in all of these settings. The theories and skills emphasized reflect the core values of social work practice. The person-in-environment niche, a holistic approach as well as a strong focus on oppressed and vulnerable populations are the hallmarks of the clinical specialization. The clinical curriculum encompasses primary prevention, early intervention, and remediation in the full range of social work settings.

The program formal curriculum design for specialized practice demonstrates how the design creates a coherent and integrated curriculum for both classroom and field. The coursework and field experiences offer flexibility with the generalist year(s) and flexibility within the specialization year(s). The plan for students includes completion of the generalist courses and field before delving into the specialization courses or specialized field placement.

The advanced standing/specialization MSW student educational progression plan follows.

MASTER of SOCIAL WORK
Advanced-Standing Degree Plan – 30 sh

SPECIALIZATION CURRICULUM – 18 semester hours	**Hours**
SWK 6500 Social Work Perspectives on Psychopathology	3.0
SWK 6533 Advanced Social Policy	3.0
SWK 6511 Social Work Practice III: Theories & Methods	3.0
SWK 6521 Social Work Practice IV: Adv Knowledge & Approach **(pre-req SWK 6511)**	3.0
SWK 6750 Field Instruction III: Specialization Internship (semester one - 300 hrs.)	3.0
SWK 6760 Field Instruction IV: Specialization Internship (semester two - 300 hrs.)	3.0

GENERAL ELECTIVES / TRACK COURSES – Enroll at any time. – 12 semester hours	**Hours**
SWK XXXX Social Work Elective	3.0
SWK XXXX Social Work Elective	3.0
SWK XXXX Social Work Elective	3.0
SWK XXXX Social Work Elective	3.0

Financial Aid Requirements:
(for fall, spring, and summer semesters)

To achieve **part-time status**, a student must register for at least **3 credit hours** in a semester.

To achieve **full-time status,** a student must register for a minimum of **6 credit hours** in a semester.

Semester Credit Hours Guideline:

2-Year Track – Full-time – enroll in 5 classes for fall and spring semesters.
Summer available to lighten course load for fall and spring semesters.

3-Year Track – Part-Time – enroll in 2-4 classes each semester, including summer.

Students may register for a **maximum of 15 credits for each fall or spring semester.**
Students may register for a **maximum of 12 credits for summer semester.**

SPECIAL RECOMMENDATIONS

COURSE AVAILABILITY:

- Register via **WebAdvisor** for all courses and field instruction.
- All specialization core courses are offered every fall, spring, and summer semesters.
- General electives and track courses are not offered every semester.

SPECIALIZATION CURRICULUM:

- SWK 6521 Clinical Practice IV:
  Prerequisite: SWK 6511 Clinical Practice III

GENERAL ELECTIVES / TRACK COURSES:

- Students may choose electives from any of the following options:
  - a list of general electives in the social work curriculum.
  - a list of track courses which are required for chosen track.

FIELD INSTRUCTION:

- Internship attendance is required for days of field placement.
- Attendance for field instruction includes attendance at the field placement site and participation in the online field instruction course. Field placement attendance is tracked in the Via platform; students are required to enter their hours, which are then approved by field faculty. Students engage with the online curriculum asynchronously. Students are expected to engage in the online course during week one, and then periodically throughout the course term as requested by the field faculty in order to complete course assignments.
- The field instruction courses do not meet as a curriculum class.
- A student must register for field instruction course to secure liability insurance and to earn program credit.
- Permission to register for field instruction courses is granted by the Field Director or designee.
- Please refer to ***SWK Field Resources*** located in ***Moodle*** for detailed field material.

Specialization Internship (total of 600 hours – 300 hours per semester):
SWK 6750 Field Instruction III
SWK 6760 Field Instruction IV

M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.

The master's curriculum prepares graduates for specialized social work practice using a conceptual framework to identify clinical knowledge and skills. The courses build on the

specialization curriculum from the generalist content. In the specialization curriculum, the generalist content areas are addressed in greater depth, breadth, and specificity and support the program's conception of clinical specialization practice.

The clinical specialization strives to educate MSW students about the wide range of theories, pathologies, and skills necessary to practice in all of these settings. The theories and skills emphasized reflect the core values of social work practice. The person-in-environment niche, a holistic approach as well as a strong focus on oppressed and vulnerable populations are the hallmarks of the clinical specialization. The clinical curriculum encompasses primary prevention, early intervention, and remediation in the full range of social work settings.

The program formal curriculum design for specialized practice demonstrates how the design creates a coherent and integrated curriculum for both classroom and field. The coursework and field experiences offer flexibility with the generalist year(s) and flexibility within the specialization year(s). The plan for students includes completion of the generalist courses and field before delving into the specialization courses or specialized field placement.

M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Aurora University
MSW Program
Specialized Practice Curriculum Matrix – 2015 EPAS

Competency 1: Demonstrate Ethical and Professional Behavior	**Courses** (the course(s) where each competency is implemented)	**Course Content** (e.g. readings, module, assignments, class activities)	**Dimension(s)** (knowledge, values, skills, and cognitive & affective reactions)
❖ Appraise the value base of the profession, ethical standards, laws and regulations as it pertains to clinical practice. ❖ Develop ethical decision-making in clinical situations. ❖ Assess personal biases in relation to clinical practice.	SWK 6500: Social Work Perspectives / Psychopathology	**Assignments / Activities:** *Quiz:* • Readings: DSM – 5 • Gray (2016) *Midterm Exam: content and reflection based on case scenario* *Class activity*	K K, V, S, C/A K, V, S, C/A

❖ Summarize the profession's history, mission, and responsibilities in relation to clinical social work. ❖ Explain the importance of continuing education. ❖ Informed ethical use of technology	SWK-6521: Practice IV: Clinical Concentration II	Simulation with case scenarios (demonstrate ethics and respect for diversity) • Case examples from DSM – 5 *Key Assignment:* *Culturally Competent Mental Status Exam (Paper)* • Focus on engagement, multi-dimensional assessment with attention to ethical and diversity related issues. • Reflect on the exercise and one's own learning through engagement and assessment *Culturally competent Mental Status Exam Presentation:* • Succinct presentation of Mental status exam paper. **<u>Assignments/Activities</u>:** Moodle Post #1 – Drive, Structure & Clinical Social Work Practices Moodle Post #2 – New Therapists & Supervision in Clinical Social Work Practices Moodle Post #3 – Reacting to Client Resistance in Clinical Social Work Practice Moodle Post #4 – Ambivalence	K, V, S, C/A K, V, S, C/A K, V, S, C/A

		& Splitting in Clinical Social Work Practice. **<u>Readings</u>:** Shedler, J. (2006) That was then this is now. Inside Out & Outside In Chapters: • 13 The bridge between theory & practice • 20 Final thoughts **<u>Assignments/Activities:</u>** 600 hours to be completed at an approved field site Student and field instructor identify activities to be completed during the internship for each competency in the Learning Agreement Midterm Evaluation (after completion of SWK 6750) Final Evaluation (after completion of SWK 6760)	K, V, C/A K, V, S, C/A K, V, S, C/A K, V, S, C/A K, V, S, C/A
Competency 2: Engage Diversity and Difference in Practice	**Courses** (the course(s) where each competency is implemented)	**Course Content** (e.g. readings, module, assignments, class activities)	**Dimension(s)** (knowledge, values, skills, and cognitive & affective reactions)

❖ Explore the ways in which the clients' contexts impact diversity and difference in identity formation. ❖ Explore the power and privilege they have as a clinician. ❖ Connect how oppression, discrimination, poverty, marginalization, and alienation impact clinical work. ❖ Explain how social work values impact clinical practice with diverse populations.	SWK 6500: Social Work Perspectives / Psychopathology	**<u>Assignments / Activities:</u>** *Quiz:* • Readings: DSM – 5 • Gray (2016) *Midterm Exam: content and reflection based on case scenario* *Class activity* Simulation with case scenarios (demonstrate ethics and respect for diversity) • Case examples from DSM – 5 *Key Assignment:* *Culturally Competent Mental Status Exam (Paper)* • Focus on engagement, multi-dimensional assessment with attention to ethical and diversity related issues. • Reflect on the exercise and one's own learning through engagement and assessment *Culturally competent Mental Status Exam Presentation:* • Succinct presentation of Mental status exam paper. **<u>Assignments/Activities</u>:**	K K, V K, V, S, C/A K, V, S, C/A K, V S, C/A

	SWK-6521 Practice IV: Clinical Concentration II	• Puzzling Moments -- Posts & Replies • Processing Puzzling moments in class or online Integrated Clinical Paper **Readings:** Inside Out & Outside In Chapters • 11 Psychoanalytic theories of gender	C/A K, V
	SWK-6521 Practice IV: Clinical Concentration II	• 12 Coloring development: race & culture in psychodynamic theories • 15 The psychoses, with a special emphasis on schizophrenia **Assignments/Activities:** 600 hours to be completed at an approved field site Student and field instructor identify activities to be completed during the internship for each competency in the Learning Agreement	K, V K, V, S, C/A
	SWK 6750: Field Instruction III	Midterm Evaluation (after completion of SWK 6750)	K, V, S, C/A
	SWK 6760: Field Instruction	Final Evaluation (after completion of SWK 6760)	K, V, S, C/A

	IV		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	**Courses** (the course(s) where each competency is implemented)	**Course Content** (e.g. readings, module, assignments, class activities)	**Dimension(s)** (knowledge, values, skills, and cognitive & affective reactions)
❖ Express recognition of human rights through knowledge of and adherence to the NASW Code of Ethics in clinical practice. ❖ Evaluate the global interconnections of oppression and human rights violations ❖ Demonstrate knowledge of how theories of human need and desire to inform understanding of the impact of human rights violations. ❖ Articulate strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably to advance the well-being of clients.	SWK-6521 Practice IV: Clinical Concentration II SWK-6521 Practice IV: Clinical Concentration II	**Assignments/Activities:** Moodle Post #5 Social, environmental & economic justice within clinical social work. **Readings:** Inside Out & Outside In Chapters • 11 Psychoanalytic theories of gender • 12 Coloring development: race & culture in psychodynamic theories	K, C K, V
❖ Express recognition of human rights through knowledge of and adherence to the NASW Code of Ethics in clinical practice	SWK 6533: Advanced Social Policy	**Readings** Gabel (2016), "Understanding a Rights-Based Approach to Social Policy Analysis); Bent-Goodley (2017), "Social Justice and Civil Rights: A Call to Action for Social Work"; Winter (2001), "Peace, Conflict, and Violence: Peace Psychology in the 21st Century". **Assignment** ***Social Justice Analysis***	K

Evaluate the global interconnections of oppression and human rights violations ❖ Demonstrate knowledge of how theories of human need and desire to inform understanding of the impact of human rights violations ❖ Articulate strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably to advance the well-being of clients.		1. Describe the nature of social injustice within the context of what you consider to be fundamental human rights. Choose among concepts of oppression, structural violence, human rights, and/or historical trauma and explain how it impacts clinical practice with the client population (or a segment of the client population) that your organization serves. Explicitly state the nature of social injustice, informed by theories of human need and the NASW Code of Ethics, and the global interconnectedness of oppression and human rights violations. Consider the influence these dimensions inform clinical practice. 2. Articulate strategies designed to eliminate oppressive structural barriers to ensure that social goods, right, and responsibilities are distributed equitably to advance the well-being of clients. 3. Propose social action strategies. Describe one specific strategy that can be implemented to address the problem you describe. Define the strategy (the WHO, WHAT, WHEN, WHERE, WHY, and HOW). Consider how you will collaborate with clients to advocate for and with them, and to incorporate their voices into advocacy at the organizational, local, state, and federal levels. Draw from outside literature to support your use of these strategies and you should be explicit about your Theory of Change. 4. Describe challenges that may be encountered in trying to advocate for social change and how to problem-solve those challenges. 5. Describe the process for evaluating the implementation of this strategy. **Activities**	V S, C/A K, S, C/A V, C/A V, C/A

		1. Human rights conceptualization and values clarification Exercise- "What does it mean to be human? What are rights?". This discussion includes a values clarification and affective response reflection. 2. Small group discussion on the comparison of Charity, Needs, and Rights based approaches to social needs. Video-"Old Jews Telling Jokes" with discussion on historical trauma. **<u>Assignments/Activities:</u>**	S, C/A
	SWK 6750: Field Instruction III	600 hours to be completed at an approved field site Student and field instructor identify activities to be completed during the internship for each competency in the Learning Agreement Midterm Evaluation (after completion of SWK 6750)	K, V, S, C/A K, V, S, C/A
	SWK 6760: Field Instruction IV	Final Evaluation (after completion of SWK 6760)	K, V, S, C/A

Competency 4: Engage In Practice-informed Research and Research-informed Practice	**Courses** (the course(s) where each competency is implemented)	**Course Content** (e.g. readings, module, assignments, class activities)	**Dimension(s)** (knowledge, values, skills, and cognitive & affective reactions)
❖ Determine quantitative and qualitative research methods in the evaluation of clinical practice and program outcomes. ❖ Incorporate principles of logic, scientific inquiry, and culturally informed and ethical approaches to evaluating clinical practice and program outcomes. ❖ Discern quality and evidence-based research for application to the process of decision-making in practice and program contexts. ❖ Translate research findings into effective decision-making in practice and program contexts.	SWK 6511 Practice IV: Clinical Concentration II	**Assignments/Activities:** 1. Evidence-Based Practice Paper: · Introduction · Assessment · Evidence-based Practices · Intervention · Critical Thinking · Communication 2. Evidence-Based Practice Presentation 3. Problem-based learning group activities · CBT · MI and Family · Termination *4.* Pre- and post-tests **Reading:** Shedler, J. (2006) That was then this is now.	V, S, C/A V, S, C/A V, S, C/A S K
	SWK-6521 Practice IV: Clinical Concentration II SWK 6750: Field Instruction III	**Assignments/Activities:** 600 hours to be completed at an approved field site Student and field instructor	K, V, S, C/A

	SWK 6760: Field Instruction IV	identify activities to be completed during the internship for each competency in the Learning Agreement Midterm Evaluation (after completion of SWK 6750) Final Evaluation (after completion of SWK 6760)	K, V, S, C/A K, V, S, C/A

Competency 5: Engage in Policy Practice	**Courses** (the course(s) where each competency is implemented)	**Course Content** (e.g. readings, module, assignments, class activities)	**Dimension(s)** (knowledge, values, skills, and cognitive & affective reactions)
❖ Articulate how social welfare and services are mediated by policy and its implementation at multiple levels, including the agency level. ❖ Explain that policy impacts human rights and social justice and therefore impacts the well-being of clients. ❖ Assess their role in policy development, analysis, implementation, and evaluation within their practice settings and they demonstrate knowledge of how to actively engage in advocacy to effect change within those settings. ❖ Collaborate with clients to advocate for and with them and to incorporate client voices into advocacy at the organizational, local, state, and federal levels. ❖ Assess the policies affecting social work practice to which they are accountable at local,	SWK-6521: Practice IV: Clinical Concentration II SWK-6521: Practice IV: Clinical Concentration II SWK 6533: Advanced Social Policy	**<u>Assignment/Activities</u>:** Zero-Tolerance policy critical thinking exercise. **<u>Readings</u>:** Teske, S.C. (2011). A Study of Zero Tolerance Policies in Schools: A Multi-Integrated Systems Approach to Improve Outcomes for Adolescents **Readings** Worth Chapters 2-11 **Assignments** 1.***Organizational Analysis-Component***	K V, S, C

state, and national levels.		***5:*** Component # 5-How are services provided at the agency mediated by policy and its implementation at multiple levels, including the agency level?" 2. ***Policy Analysis-Components 1, 3, & 8:*** Component # 1-Introduce the policy you are analyzing. Clearly explain how this policy is relevant to your client population and/or the organization. Explain how policy impacts human rights and social justice and therefore, the well-being of clients. Component # 3-How does this policy influence services at multiple levels? Component #8-What is the role, or what should be the role of social work in the policy development, policy analysis, policy implementation, and policy evaluation. Assess the policies affecting social work practice to which you are accountable at local, state, and national levels. 3. ***Social Justice Analysis-Component 3*** Component #3-Propose social action strategies. Describe one specific strategy that can be implemented to address the problem you describe. Define the strategy (the WHO, WHAT, WHEN, WHERE, WHY, and HOW). Consider how you will collaborate with clients to advocate for and with them, and to	K, S, C V, A C K, S K, V, S K, V, S V, C/A

		incorporate their voices into advocacy at the organizational, local, state, and federal levels. Draw from outside literature to support your use of these strategies and you should be explicit about your Theory of Change. **Activities** 1. Large group discussion on Organizational Analysis as an Empathy Building Exercise. 2. Root Cause Analysis Exercise (Fishbone, 5 Why's) 3. "Find The Law" 10 steps active learning exercise. **<u>Assignments/Activities:</u>**	
	SWK 6750: Field Instruction III	600 hours to be completed at an approved field site Student and field instructor identify activities to be completed during the internship for each competency in the Learning Agreement Midterm Evaluation (after completion of SWK 6750)	K, V, S, C/A K, V, S, C/A K, V, S, C/A
	SWK 6760: Field Instruction IV	Final Evaluation (after completion of SWK 6760)	K, V, S, C/A

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	**Courses** (the course(s) where each competency is implemented)	**Course Content** (e.g. readings, module, assignments, class activities)	**Dimension(s)** (knowledge, values, skills, and cognitive & affective reactions)
❖ Value engagement as an ongoing component of the relationship in clinical contexts. ❖ Explain the importance of human relationships within the clinical process. ❖ Analyze theories of human behavior and the social environment in the clinical context. ❖ Explain roles and responsibilities as part of an interprofessional team. ❖ Use self-reflection and supervision in their clinical work.	SWK 6500: Social Work Perspectives / Psychopathology	**<u>Assignments / Activities:</u>** *Quiz:* • Readings: DSM – 5 • Gray (2016) *Midterm Exam: content and reflection based on case scenario* *Class activity* Simulation with case scenarios (demonstrate ethics and respect for diversity) • Case examples from DSM – 5 *Key Assignment:* *Culturally Competent Mental Status Exam (Paper)* • Focus on engagement, multi-dimensional assessment with attention to ethical and diversity related issues. • Reflect on the exercise and one's own learning through engagement and assessment	K K, V S, C/A K, V, S, C/A

	SWK-6521 Practice IV: Clinical Concentration II	*Culturally competent Mental Status Exam Presentation:* • Succinct presentation of Mental status exam paper. **<u>Assignments/Activities</u>:** Integrated Clinical Paper • Thesis statement & Conclusion sections • The client section • The theory section • EAIE sections **<u>Readings</u>:** Inside Out & Outside In Chapters • 2 Drive & beyond: Freud's psychoanalytic concepts • 3 Structural theory • 4 Ego psychology • 6 Object Relations theory • 7 The theory of self-psychology • 8 Attachment theory • 10 Relational and intersubjective theories • 16 Personality disorders with a special emphasis on borderline & narcissistic syndromes	K, V, S, C/A K, V

	SWK 6750: Field Instruction III SWK 6760: Field Instruction IV	• 17 Mood disorders with a special emphasis on depression • Anxiety & its manifestations **<u>Assignments/Activities:</u>** 600 hours to be completed at an approved field site Student and field instructor identify activities to be completed during the internship for each competency in the Learning Agreement Midterm Evaluation (after completion of SWK 6750) Final Evaluation (after completion of SWK 6760)	K, V, S, C/A K, V, S, C/A K, V, S, C/A K, V, S, C/A

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	**Courses** (the course(s) where each competency is implemented)	**Course Content** (e.g. readings, module, assignments, class activities)	**Dimension(s)** (knowledge, values, skills, and cognitive & affective reactions)
❖ Value assessment as an ongoing and dynamic process in clinical social work. ❖ Analyze theories of human behavior and the social environment and applies this knowledge during ongoing clinical assessment. ❖ Evaluate understanding of methods of assessment with diverse clients and their context to advance practice effectiveness. ❖ Formulate an interprofessional process and utilizes collaboration in assessment. ❖ Recognize and manage how their personal experiences may affect their assessment and decision-making in a clinical context.	SW 6500: Social Work Perspectives / Psychopathology	**<u>Assignments / Activities:</u>** *Quiz:* • Readings: DSM – 5 • Gray (2016) *Midterm Exam: content and reflection based on case scenario* *Class activity* Simulation with case scenarios (demonstrate ethics and respect for diversity) • Case examples from DSM – 5 *Key Assignment:* *Culturally Competent Mental Status Exam (Paper)* • Focus on engagement, multi-dimensional assessment with attention to ethical and diversity related issues. • Reflect on the exercise and one's own learning through engagement and assessment	K K, V S, C/A S, C/A

	SSW 6521 Practice IV: Clinical Concentration II	*Culturally competent Mental Status Exam Presentation:* • Succinct presentation of Mental status exam paper. **<u>Assignments/Activities</u>:** Integrated Clinical Paper • Thesis statement & Conclusion sections • The client section • The theory section • EAIE sections **<u>Readings</u>:** Inside Out & Outside In Chapters • 2 Drive & beyond: Freud's psychoanalytic concepts • 3 Structural theory • 4 Ego psychology • 6 Object Relations theory • 7 The theory of self-psychology • 8 Attachment theory • 10 Relational and intersubjective theories • 16 Personality disorders with a special emphasis on	S, C/A K, V, S, C/A K, V

		borderline & narcissistic syndromes • 17 Mood disorders with a special emphasis on depression • Anxiety & its manifestations	
	SWK 6750: Field Instruction III	**Assignments/Activities:** 600 hours to be completed at an approved field site Student and field instructor identify activities to be completed during the internship for each competency in the Learning Agreement	K, V, S, C/A K, V, S, C/A
	SWK 6760: Field Instruction IV	Midterm Evaluation (after completion of SWK 6750) Final Evaluation (after completion of SWK 6760)	K, V, S, C/A

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	**Courses** (the course(s) where each competency is implemented)	**Course Content** (e.g. readings, module, assignments, class activities)	**Dimension(s)** (knowledge, values, skills, and cognitive & affective reactions)
❖ Appraise the ongoing components of clinical interventions. ❖ Value the use of evidence-informed interventions to achieve the goals of clients. ❖ Analyze theories of human behavior and the social environment and apply this knowledge to effectively intervene with clients. ❖ Engage in interprofessional collaboration to strengthen the outcomes of clinical interventions.	SWK 6521 Practice IV: Clinical Concentration II	**Assignments/Activities:** Integrated Clinical Paper • Thesis statement & Conclusion sections • The client section • The theory section • EAIE sections **Readings:** Inside Out & Outside In Chapters • 2 Drive & beyond: Freud's psychoanalytic concepts • 3 Structural theory • 4 Ego psychology • 6 Object Relations theory • 7 The theory of self-psychology • 8 Attachment theory • 10 Relational and intersubjective theories	K, V, S, C/A K, V

	SWK 6750: Field Instruction III	• 16 Personality disorders with a special emphasis on borderline & narcissistic syndromes • 17 Mood disorders with a special emphasis on depression • Anxiety & its manifestations	K, V, S, C/A K, V, S, C/A
		Assignments/Activities: 600 hours to be completed at an approved field site Student and field instructor identify activities to be completed during the internship for each competency in the Learning Agreement	K, V, S, C/A
	SWK 6760: Field Instruction IV	Midterm Evaluation (after completion of SWK 6750) Final Evaluation (after completion of SWK 6760)	K, V, S, C/A

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	**Courses** (the course(s) where each competency is implemented)	**Course Content** (e.g. readings, module, assignments, class activities)	**Dimension(s)** (knowledge, values, skills, and cognitive & affective reactions)
❖ Formulate an ongoing evaluation process which considers the client's context. ❖ Appraise evaluation plans in the micro, mezzo, and macro continuum. ❖ Select clinical theories to inform the process of evaluation. ❖ Incorporate qualitative and/or quantitative methods for evaluating clinical outcomes.	SWK 6521 Practice IV: Clinical Concentration II	**Assignments/Activities:** Integrated Clinical Paper • Thesis statement & Conclusion sections • The client section • The theory section • EAIE sections **Readings:** Inside Out & Outside In Chapters • 2 Drive & beyond: Freud's psychoanalytic concepts • 3 Structural theory • 4 Ego psychology • 6 Object Relations theory • 7 The theory of self psychology • 8 Attachment theory • 10 Relational and intersubjective theories	K, V, S, C/A K, V

		• 16 Personality disorders with a special emphasis on borderline & narcissistic syndromes • 17 Mood disorders with a special emphasis on depression • Anxiety & its manifestations	K, V, S, C/A
	SWK 6750: Field Instruction III	**Assignments/Activities:** 600 hours to be completed at an approved field site Student and field instructor identify activities to be completed during the internship for each competency in the Learning Agreement Midterm Evaluation (after completion of SWK 6750)	K, V, S, C/A
	SWK 6760: Field Instruction IV	Final Evaluation (after completion of SWK 6760)	K, V, S, C/A

Specialization Competency with Key Assignment

Competency	Key Assessment Assignment Title	Dimensions Assessed K = Knowledge S = Skill V = Values C = Cognitive Processes A = Affective Processes
1: Demonstrate Ethical and Professional Behavior	Culturally Competent Mental Status Exam Paper	K,V,S,C,A
2: Engage Diversity and Difference in Practice	Culturally Competent Mental Status Exam Paper	K,V,S,C/A
3: Advance Human Rights and Social, Economic, and Environmental Justice	Social Justice Analysis	K, S, V, C, A
4: Engage in Practice-Informed Research and Research-Informed Practice	Evidence-based Practice Paper	S, V, C, A
5: Engage in Policy Practice	Policy Analysis	K, S, C, V, A
6: Engage with Individuals, Families, Groups, Organizations, and Communities		
Individuals	Theoretical Application Paper	K, S, V, C, A
Families	Theoretical Application Paper	K, S, V, C, A
Groups	Theoretical Application Paper	K, S, V, C, A
Organizations	Taught not assessed	
Communities	Taught not assessed	
7: Assess Individuals, Families, Groups, Organizations, and Communities		
Individuals	Theoretical Application Paper	K, S, V, C, A
Families	Theoretical Application Paper	K, S, V, C, A
Groups	Theoretical Application Paper	K, S, V, C, A
Organizations	Taught not assessed	
Communities	Taught not assessed	
8: Intervene with Individuals, Families, Groups,		

Organizations, and Communities		
Individuals	Theoretical Application Paper	K, S, V, C, A
Families	Theoretical Application Paper	K, S, V, C, A
Groups	Theoretical Application Paper	K, S, V, C, A
Organizations	Taught not assessed	
Communities	Taught not assessed	
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Individuals	Theoretical Application Paper	K, S, V, C, A
Families	Theoretical Application Paper	K, S, V, C, A
Groups	Theoretical Application Paper	K, S, V, C, A
Organizations	Taught not assessed	
Communities	Taught not assessed	

Accreditation Standard 2.2—Field Education

2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge, and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the practice behaviors associated with each program objective. The program connects field education to the theoretical and conceptual contributions of the classroom through continual review of curriculum and feedback processes with field education stakeholders. MSW field placements holistically integrate applicable perspectives that are learned in MSW courses, such as the strengths-based perspective, ecological systems theory, and the social justice perspective.

Students enrolled in the online modality for the MSW program are expected to take four field courses: SWK 6730, Field Instruction I; SWK 6740, Field Instruction II; SWK 6750, Field Instruction III; and, SWK 6760; Field Instruction IV. During each of these field courses, students

are assigned a faculty member who serves as their field liaison. The field liaison is responsible for bridging the gap between the classroom experience and the student's fieldwork through ongoing communication with the student and field supervisor, engagement in the online field course forum as evidenced by electronic posts, and periodic virtual site visits with the field agency.

Generalist and Specialized Levels

The two separate levels for MSW field placements are Generalist and Specialization. MSW Generalist placements offer MSW students the opportunity to begin practicing the application of classroom knowledge in a social work setting. Experiences in MSW Generalist field placements are incorporated into classroom discussions and assignments in all Generalist practice courses including SWK 6370 Practice I: Individuals and Families, SWK 6381 Practice II: Group Work, and SWK 6382 Practice II: Communities. These expectations are the same for both the in-person and online modalities.

MSW Specialization placements offer MSW students the opportunity to practice the application of clinical theory and knowledge within a variety of settings, including a focus on a specific track of social work if students choose a track of study. Experiences in MSW Specialization field placements are incorporated into classroom discussions and assignments in all Specialization practice courses including SWK 6511 Social Work Practice III and SWK 6521 Advanced Social Work Practice IV. These expectations are the same for both the in-person and online modalities.

The program connects the field education program to the theoretical and conceptual contributions of the classroom and field settings through continual review of curriculum, placement reviews and by gathering feedback from all students, faculty, adjunct professors, field supervisors, field liaisons and administration in the School of Social Work.

M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

MSW Generalist internships provide the graduate social work student with an opportunity to master generalist social work practice skills through practical application in a social service agency/organization. This internship allows the student to develop a beginning professional identity, under the guidance of their field supervisor. Learning opportunities include activities with individuals, families, groups, organizations, and communities.

The MSW Generalist year internship is designed to enable the student to achieve the program objectives through applied work in the field, as well as coordinated course assignments tied to those experiences. The theoretical, ideological, and practical knowledge gained in all of the MSW generalist year courses are integrated into the field experience. Students in the MSW Generalist internship complete SWK 6730, Field Instruction I and SWK 6740, Field Instruction II. During SWK 6730, students are expected to complete a learning agreement, with assistance from their field supervisor and field liaison. The learning agreement identifies the 9 CSWE Core

Competencies and asks each student to identify the activities that will occur during their placement that will allow the practicing of each. This learning agreement spans both SWK 6730 and SWK 6740. Students are then evaluated on each of these core competencies based on their experiences at the end of both SWK 6730 and SWK 6740. These expectations are the same for both the in-person and online modalities.

The online MSW Generalist field course engages students on a weekly basis through asynchronous experiences, such as online forums, required assignments that apply the knowledge gained from other coursework into their field setting. MSW Generalist courses are designed to integrate those experiences with the knowledge and practice skills taught in the course. In addition to the online forums, students are assigned a faculty field liaison that serves as the facilitator to help bridge course content with practical experiences within the internship.

M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

MSW Specialization internships provide the advanced graduate social work student with an opportunity to master advanced clinical social work practice skills through practical application in a social work setting. This internship allows the student to codify an advanced professional identity under the guidance of their field supervisor.

The MSW Specialization internship is designed to enable the student to achieve the program objectives through applied work in the field as well as coordinated course assignments tied to those experiences. The theoretical, ideological, and practical knowledge gained in all of the MSW Specialization courses are integrated into the field experience. Students in the MSW Specialization internship complete SWK 6750, Field Instruction III and SWK 6760, Field Instruction IV. During SWK 6750, students are expected to complete a learning agreement, with assistance from their field supervisor and field liaison. The learning agreement identifies the 9 CSWE Core Competencies and asks each student to identify the activities that will occur during their placement that will allow the practicing of each, including advanced-level practice behaviors. This learning agreement spans both SWK 6750 and SWK 6760. Students are then evaluated on each of these core competencies based on their experiences at the end of both SWK 6750 and SWK 6760. These expectations are the same for both the in-person and online modalities.

The online MSW Speciation field course engages students on a weekly basis through asynchronous experiences such as online forums, required assignments that apply the knowledge gained from other coursework into their field setting. The MSW Specialization courses are designed to integrate those experiences with the knowledge and practice skills taught in the course. In addition to the online forums, students are assigned a faculty field liaison that serves as the facilitator to help bridge course content with practical experiences within the internship. This is done through regular communication with the student and field instructor, including virtual site visits with the student and field instructor each semester.

Additionally, MSW students complete SWK 6511 Practice III in the first semester of their Specialization MSW field placement and SWK 6521 Advanced Clinical Practice IV in the second semester of their Specialization MSW Field placement. These two clinical courses tie experiences in the Specialization MSW placement to the materials and assignments completed in those courses. SWK 6533: Advanced Social Policy strongly encourages students to use their MSW Specialization field placement as the focus of their class project. These expectations are the same for both the in-person and online modalities.

2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.

During the first semester of a student's internship, during either SWK 6730 or SWK 6750, students are expected to complete a learning agreement, with assistance from their field supervisor and field liaison. The learning agreement lists the practice behaviors associated with each of the 9 CSWE Core Competencies as outlined in the 2015 Educational Policy and Accreditation Standards. Students in both the Generalist and Specialization year are required to indicate activities for each practice behavior in accordance with their programmatic level Students are then evaluated on each of these core competencies, once as a midterm evaluation at the end of SWK 6730/6750 and once as a final evaluation at the end of SWK 6740/6760. These expectations are the same for both the in-person and online modalities.

Examples of learning activities for each competency from MSW students enrolled in the online modality are included below:

Competency	Competency Descriptor	Examples of Activities Learning Agreements
2.1.1	**Demonstrate Ethical and Professional Behavior**	• Student will attend supervision weekly. Student will come to prepared for case consultation, discussion on ethics/law, evidence-based practice and self-care issues. • Student will practice self-reflection and self-regulation through daily meetings with field supervisor. • Student will complete documentation as assigned and within the TAT expectations. Student will receive training to use the agency's EHR and charting system. • Supervisor will explore issues of countertransference and self-awareness in supervision. • Student will apply ethical decision-making skills for ethical decision resolutions / implement BHS-specific resolution models as appropriate in each situation and each client case/setting.
2.1.2	**Engage Diversity and Difference in Practice**	• Student will practice acceptance with patients from all cultures, backgrounds, and beliefs. • Student will consider cultural and patient background when conducting orientation, treatment plans, and 1:1, group work, and during daily supervision meetings.

		• Student will focus on self-awareness and self-knowledge to many any bias/value preferences when working with patients from diverse backgrounds. • Student will recognize the impact of oppression, discrimination, and historical trauma, etc., in 1:1, group, and classroom settings and discuss daily with the supervisor.
2.1.3	**Advance Human Rights & Social, Economic, & Environmental Justice**	• Student will recognize impacts of poverty, background factors on patient experiences in 1:1, group, and psychoeducational classes. • Student will learn about agency policy initiatives on its website and through monthly emails to staff.
2.1.4	**Engage in Practice-Informed Research and Research-Informed Practice**	• Student will review theories behind the Community Support Team during supervision. • Student will learn more about Rule 132 and Rule 140, which governs the structure and operation of teams. • Student tracks patient progress with daily self-reporting tools, GAD, PHQ, and PTSD data. • Student will use EPIC data and patient feedback in conjunction with the supervisor to help continually improve the program and implement new tools.
2.1.5	**Engage in Policy Practice**	• Student will discuss in supervision ways in which certain members have struggled to access services because of inadequate social welfare policies. • Student will monitor social welfare and economic policies impact the delivery of and access to social services through self-study and communication with agency staff. • Student will continually stay abreast of local-, state-, and federal-level social policies that impact patient care and service options.
2.1.6	**Engage with Individuals, Families, Groups, Organizations and Communities**	• Student will co-lead group therapy and conduct 1:1 work with patients, lead and develop psychoeducational legacy material; create treatment plans to meet individual needs and fit patient case profiles. • Student will shadow case managers and conduct psychoeducation groups. Student will support residents with identified goals, case management needs and crisis intervention. • Student will utilize evidence-based interventions to help clients manage their disorders.
2.1.7	**Assess Individuals, Families, Groups, Organizations and Communities**	• Student will attend team meetings and IDT meetings to consult with the PsychMD, Clinical Director, Case Manager, Program Director, and Nurse and advocate as needed. Student will collaborate with community partners as needed. • Student will shadow case managers and conduct psychoeducation groups. Student will support residents with identified goals, case management needs and crisis intervention. • Student will utilize patient-reported input from biopsychosocial assessments as well as the patient's narrative to create appropriate interventions.
2.1.8	**Intervene with Individuals, Families, Groups, Organizations and Communities**	• Student will create treatment plans to meet individual needs and fit patient case profiles. • Student will consult with other staff as needed (nurse, trauma therapist, psychiatrists, other case therapists, IHR staff, and administration). • Student will shadow case managers with plan development and assessment. • Student will lead psychoeducation groups.

		• Will terminate with members and will learn about termination from team leader.
2.1.9	**Evaluate Practice with Individuals, Families, Groups, Organizations and Communities**	• Student will discuss criteria for discharge-planning with Clinical Director. Student will explore program success definitions with Program Director. • Student will utilize baseline, mid-point, and discharge data to monitor progress in EPIC. • During supervision, the supervisor and student will evaluate evidence-based practices used with members.

2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.

MSW students in the online modality are required to complete 1050 hours of field education. Aurora University has two different types of MSW field placements: Generalist (first) and Specialization (final) placements. Both Generalist and Specialization MSW field placements have two 16-week field courses associated with them, SWK 6730/40 for Generalist and SWK 6750/60 for Specialization. These courses typically span the course of two semesters. Aurora University School of Social Work has three entrance points to begin field placements: at the start of the fall, spring, and summer semesters. This is true for both the in-person and online modalities.

During the Generalist placement, students are required to complete a minimum total of 450 field placement hours during their field placement. Students typically complete half of the total hours (225 hours) by the end of the first semester of their placement and the total amount of required hours by the end of the subsequent semester. Students complete an average of 15 hours of fieldwork each week in their Generalist placement.

MSW students in their final or Specialization placement are required to complete a minimum total of 600 field placement hours. Students typically complete half of the total hours (300 hours) by the end of the first semester of their placement and the total amount of required hours by the end of the subsequent semester. Students complete an average of 20-24 hours of fieldwork each week in their Specialization placement.

Students are encouraged to review the field placement schedule during the selection interview with their field instructor. This process ensures the student and field instructor are in agreement regarding the student's time commitment to their field placement. At any time during the placement, students are permitted to modify their schedule with the consent of their field instructor to ensure the completion of their field hours required each semester and in total, and they are required to review these adjustments with field office staff for approval.

In the event a student is unable to complete the total minimum number of hours in time for the end of the last semester of their placement, students enter into an extended grade contract with the Field Director and their field instructor. This contract outlines the student's plan to complete the required hours, allowing an extension of up to one additional semester. The student's transcript reflects an "X" grade, rather than Credit or No-Credit until the student completes the internship

hours. Once a student completes their hours and a field evaluation that demonstrates their performance at the field placement is completed, the student then receives a Credit or No-Credit grade. Students may not carry two consecutive "X" grades for field instruction courses.

In summary, all MSW students, regardless of learning modality complete a minimum of 450 field hours during the generalist placement, and a minimum of 600 hours during the specialization field experience.

2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.

MSW students across all modalities are enrolled in field instruction courses when they have been determined to have fulfilled prerequisites and program requirements for admission into the social work program. Requirements include transcripts indicating a 3.0 grade point average or higher, a completed background check, an application to the program, three letters of recommendation and a personal statement. A student may be admitted conditionally if the enrollment criteria is not met fully. Students admitted conditionally to the program must have their eligibility for engagement in a field placement evaluated on a case-by-case basis.

Students entering their MSW Generalist placement are encouraged to be simultaneously enrolled in the corresponding practice course: SWK 6370 Practice I: Individuals and Families. Students entering their MSW Specialization placement are encouraged to be simultaneously enrolled in the corresponding Specialization practice courses: SWK 6511 Clinical Practice III and SWK 6521 Advanced Clinical Practice IV. Occasionally, students will be in their field placements without being simultaneously in these courses. However, all students are required to be in the associated field courses while they are completing their placement, which ensures students are receiving continued opportunities to integrate theory into practice. Students in the online modality work closely with the academic advisors and online support team to ensure their progression plan allows for alignment with the field as much as possible.

2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies

Selecting Field Settings

Students across all School of Social Work modalities are informed, both through the university's learning management system and in the field manual, that the policy of the School of Social Work is that students cannot begin field placements until the site has gone through a vetting and affiliation agreement process with the university. The field department maintains a database of approved/affiliated field placements and field instructors, and students are instructed to use this list to assist in their field site selection process. Agencies are vetted using the following criteria: the placement has demonstrated the ability to provide structured social work learning activities based on the 9 CSWE Core Competencies the placement will adhere to the Social Work Code of Ethics; the placement commits to regular structured supervision of the students; and, the

placement commits to the education of School of Social Work students for an academic year. Ideally, the field placement provides a Master's level social worker, with a minimum of 2 years post-graduate experience, and a degree from a CSWE-accredited social work program, to supervise social work students during their field experience. If an MSW is not available to provide supervision, the School of Social Work will ensure the student(s) receives additional curricular supports through the Liaison Plus model (detailed below).
Procedures to identify, vet, and approve agencies include community outreach by the field office, agency self-referral, and student referral. The vetting process can include a formal application to be considered as a field site, interviews with site leadership, consultation between members of the field department, and a site visit. For out of town agencies, site visits are typically completed virtually.

Placing/Monitoring Students
MSW students are given the responsibility to identify, interview, and secure their own field placements. Field policies regarding the field site identification process are communicated to students during the admission process and are posted in writing in both the university's learning management system and the field manual. This student-led process is intentionally designed to support the development of professional networking skills, which will enhance the capacity of students to navigate employment searches throughout their careers. Students are provided a list of approved internship sites to explore and are given individual support by field staff as needed during their internship search. Additionally, the field department works closely with field agency partners to stay updated on internship openings and provides those updates to students as soon as they become available. Once a student has chosen their internship site, they will submit a field application to the field department. The Online Field Coordinator receives these applications and reviews them for approval. Students are encouraged to find an agency already affiliated with the University, whenever possible. If a student submits an application to intern at a site not currently affiliated with the University, the Online Field Coordinator contacts the site to begin the vetting process. In these cases, students are informed that it is the policy that students will not be approved to begin internship hours until an agency has been fully affiliated with the University. The Online Field Coordinator works closely with the online academic support team to keep students updated on the process, reminded of deadlines, and informed of potential delays as soon as possible. As soon as a placement has been fully confirmed, the student and field instructor will receive a confirmation letter which indicates that internship hours can begin, and reviews pertinent field policies.

While students are in their placements, it is the policy that students are provided one hour of weekly supervision by agency staff. This supervision includes developing and regularly reviewing a learning agreement that identifies learning objectives for all 9 CSWE competencies. In addition to agency staff oversight, Aurora University employs adjunct professors to carry out the field liaison role for all MSW students. The MSW field liaisons at Aurora University are trained before the beginning of each term regarding the expectations of their position. Field liaisons are trained on the required components of their position including introduction to student and field instructor, oversight of the completion of the learning agreement, site visit(s), completion of the midterm evaluation, completion of the final evaluation, and procedures for quality control of field documents. Field liaisons are also trained on remediation/conflict resolution processes in the event that a student on their caseload struggles with some component

of their internship. Field liaisons document their communication and site visits with both students and field instructors, and this documentation is provided to the field office after the conclusion of each semester unless more pertinent concerns are noted.

For students who are in placements without a supervisor who has an MSW degree from a CSWE-accredited program and 2 years post-graduate experience, the field liaison engages in additional interaction with the students. This includes more frequent contact, as well as the completion of online forum discussions to reinforce the social work perspective.

Field liaisons are required to complete one site visit per semester: other site visits are discretionary based on the needs of the student, Field Instructor, and/or agency. For students in the online modality, these visits are often done virtually through the use of video conferencing platforms.

Supporting Student Safety

The Field Department works closely with the University Risk Management team to vet and approve field placements. It is the policy of the School of Social Work that all placements be fully affiliated with the university. While one aspect of vetting looks solely at whether the placement will allow for the CSWE competencies to be experienced, another aspect includes a safety and risk evaluation. As a part of this process, each agency is required to go through an affiliation process, which includes the signing of an affiliation agreement with the University. These agreements address policies related to safety, confidentiality, conflicts of interest, and other pertinent contractual obligations identified by either the site or Aurora University.

Policies related to safety and well-being during the field placement are also outlined in the School of Social Work Field Manual. This manual is provided to all students, field instructors, and field liaisons involved in field instruction, and reminders to review the manual are minimally sent on an annual basis. Safety policies in the Field Manual include:

- Students are not allowed to transport clients. If an intern is also an employee of that agency, the student must follow the schedule identified in the Job as Field Placement (JAFP) form. That is, students may be permitted to transport clients within their role as an employee, but not interns and this distinction must be made clear in the JAFP form.
- A site representative should be on the agency premises when students are present; students should not be alone in the agency building at any time.
- Use thoughtful judgment in all work, to ensure personal, client and program safety. Seek supervision to ensure adherence to all safety protocols. Students will also seek resources and practice effective self-care to enhance the performance of all internship duties.
- Students acknowledge that completing an internship includes potential risks, and all risks cannot be prevented. Some risks could result in loss or damage to personal property or injury, up to and including death. Students agree to assume those risks, whether foreseen or unforeseen, that are beyond the reasonable control of Aurora University.

The field department reviews this manual on an annual basis and works closely with the Risk Management department and other University stakeholders to ensure policies reflect best practices as related to the safety and well-being of students in their field placement.

Evaluating Students and Placements

To earn a Credit grade for each field course, the student is required to complete the minimum required hours at the placement; accomplish a moderate to a high level of competency as outlined in the EPAS 2015 9 Core Competencies; and, complete required field documents and coursework. Upon review of the field evaluation, the assigned Field Liaison will provide a Credit or No Credit grade for the student to the Registrar. A Credit grade denotes satisfactory completion of the field instruction experience, with the recommendation of earning credit by the Field Instructor. A" No Credit" grade may result due to low or poor field work performance, unethical behavior in the field or unsatisfactory early termination of the field experience. Students are informed of these policies in the Field Manual, as well as through communication with the field liaison at the beginning of their field courses.

Students in field placements are evaluated twice by their field instructor. The midterm evaluation occurs when the student has completed the first semester of their internship, and the final evaluation occurs when the student has completed all of their required hours. Both the mid-term and final evaluation outlines evaluation criteria for each of the 9 CSWE Core Competencies, and aligns with the learning agreement. The evaluations include both quantitative and qualitative feedback methods, using a Likert scale and narrative prompts. This process is the same for students in both the in-person and online modalities.

Field agencies and field instructors are evaluated through both routine and reactive processes. The field office conducts periodic surveys of social work student's perceptions of their field placement, including details related to the field agency and their field instructor. The content of this survey includes a variety of questions that seek to identify if the required components of field instruction were carried out at that field placement. Field agencies and/or field instructors that are identified as having concerns with their ability to meet these requirements are engaged in remediation by the administrative staff of the field office. In addition to these surveys, field liaisons monitor the effectiveness of placements during their site visits. Field liaisons use a tracking form to indicate any concerns regarding the placement, looking for issues such as the regular provision of supervision, opportunities to meet learning objectives, and overall agency culture. If concerns arise, the field liaisons are instructed to engage the Field Director to discuss possible remediation processes.

The remediation process seeks to improve the areas of concern at the field agency and/or with the field instructor. In some cases, Aurora University's field office discontinues the use of a field agency or field instructor for future field placements because of their inability to improve upon their area(s) of concern. The field office administration also immediately acts upon negative feedback received from field liaisons, faculty, and/or students about severe concerns at a field site or with a field instructor, and each of these situations is remediated with a proportional response from the field office administration, up to the termination of a student's field placement, as well as the relationship between Aurora University and that agency/instructor.

2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.

The field department is in regular contact with field placement settings regarding the internship experience for students in the online MSW modality. When a student submits an application listing a particular agency and supervisor, the Online Field Coordinator connects with the site to confirm the placement and ensure a common understanding of the internship requirements. The Online Field Coordinator sends regular email updates to field instructors with reminders regarding due dates, field assignments, and helpful resources to support students while they are in their placement. Field instructors are also provided access to the field instructor resource website, which contains the Field Manual, pertinent field documents and policies, and curricular supports based on the 9 CSWE Core Competencies.

Additionally, the field liaisons assigned to students in the online modality complete a site visit to each agency at least one time per semester. For the online modality, these site visits are often completed through the use of a video conferencing platform and include the field liaison, site supervisor, and student. The content of these virtual visits includes internship updates, learning agreement review, and the student's experience based on the 9 Core Competencies. Virtual site visits may also occur if there are any concerns on behalf of the supervisor, student or field liaison. If a remediation plan is involved, the Field Director or another School of Social Work administrator may also participate in these visits.

M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies.

Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have two years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

During the vetting of a field agency, the field department collects information regarding the training background and educational level of staff who will be involved with the supervision of interns. As a part of this vetting process, field supervisors are asked to provide a current resume/CV to the field department as proof of credential. These resumes are kept on file for as long as an individual serves as a field instructor.

The School of Social Work prioritizes placements that have supervisors who hold an MSW degree from a CSWE-accredited school, and have two years post-graduation experience.

However, the School of Social Work also identifies the importance of field opportunities that are interdisciplinary in nature, and expose students to innovative and forward-thinking experiences in the social work field. Therefore, the School of Social Work has a policy in place that addresses placements that have supervisors with differing credentials to ensure the social work perspective is reinforced. In these cases, students are assigned a faculty field liaison in a category called "Liaison Plus." This field liaison provides a more intensive level of support to the students on their caseload, which may include more frequent contact with students, numerous site visits per semester, and additional assignments that continue to encourage students to integrate the 9 CSWE Core Competencies into their field placement.

2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.

**This and all references within this document to "degrees from social work programs accredited by CSWE", include degrees from CSWE-accredited programs or programs recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors.*

Field Instructor Orientation is offered on an ongoing basis for field instructors who join the university through an online orientation. The Field Instructor Orientation provides a general overview of Aurora University's School of Social Work, as well as information about the field manual, field process, the documents used to guide and measure student learning including the learning agreement and evaluations, the role of the field liaison, and the current advances in the school of social work curriculum.

Each semester, Aurora University's Field Office provides free three-hour continuing education (CE) events for the field instructors that host MSW field students. The topics of these pieces of training vary from event to event, but the subject matter is always grounded in supporting the field instructors in their role as field instructors with dialogue about the evolving nature of social work/social service, as well as how the field and the university can adapt to meet the changing needs of the community. Field instructors who participate in supervising students enrolled in the online modality are invited to these events. The School of Social Work offers a virtual option for supervisors to join these events virtually when possible.

Throughout the year, the field office communicates with field sites to provide field policy updates and programmatic support. All field instructors have access to an online field instructor resource website, that includes policy updates, the Field Manual, pertinent field documents, and resources on best practices for social work field supervision. Additionally, the field team hosts an annual field fair. This event invites field sites to attend and meet with MSW students, including students in the online modality, to discuss internship options. This event is mutually beneficial to sites and graduate students by providing a forum for each to meet one another outside of the formal application process. Students in both the in-person and online modalities are invited to attend this event.

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

The School of Social Work allows students to use a current or recent social service employment site as a field placement, with caveats. The approval for such an arrangement is granted for the intern if the employment site meets all field agency criteria and follows all field policies and procedures as is done in traditional field placements. Additionally, online students desiring to use their employment sites as field placements must consult with the Online Field Coordinator to propose a plan to use their place of employment as a field placement site.

Following the consultation with the Online Field Coordinator, students must complete the field application, which includes questions specific to using an employment site as the field site. The student is expected to fill out this application fully. Final approval will be granted when:

- The agency meets the School of Social Work's requirements for a field placement site.
- The agency can provide the student with an experience different than the employment role, that fully speaks to learning experiences that align with the 9 Core Competencies.
- The agency can provide a field instructor who is not also serving as the student's employment supervisor.
- The agency and student clearly separate the employee role and the student role.
- The agency maintains that the student will conduct internship learning during hours separate from employment hours and the employment-based compensation is clearly differentiated from the intern role.
- Each relationship, the field placement, and the employment is not contingent on one another, and the student is not a risk to lose one based on the status of the other.

Accreditation Standard 3.0—Diversity

3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.

University

Aurora's investment in the campus infrastructure at its multiple locations and in recruiting and retaining faculty described by students as inspirational, caring, and attentive demonstrates dedication to the institutional mission of transforming students' lives. Administration on all levels and faculty in each program represent and model respect for diversity and difference. As the result of successful recruitment efforts, and the steady build to its current stable financial position, Aurora University is poised to build on these assets as it empowers students' professional and personal successes.

Hispanic Serving Institution

As a Hispanic Serving Institution (HSI), the School of Social Work has engaged with institutions that focused on recruiting students who have been historically underserved by higher education. Students have relatively high Pell eligibility and include an exceptionally high percentage who are first-generation college students. Aurora University serves a population of non-traditional age students returning to complete their degrees. The institutional values and professional priorities align with the field of social work.

School of Social Work

In an effort to fulfill the mission of the School of Social Work program, the MSW program prepares students to accept, appreciate and understand diversity. Our faculty is diverse with regard to race, gender, religious beliefs, sexual orientation, and gender identity. Full-time and part-time instructors teach and mentor diverse students in the program. The student body in the MSW program includes diversity that is present with regard to the age of students in the MSW program, and their experiences are exceptionally diverse. Recent graduates from undergraduate programs of social work, to a variety of other undergraduate degrees, as well as students who have been away from academia for many years, the educational backgrounds of the students differ greatly. For example, a breakdown of enrollment statistics specific to race can be found below in a pie chart.

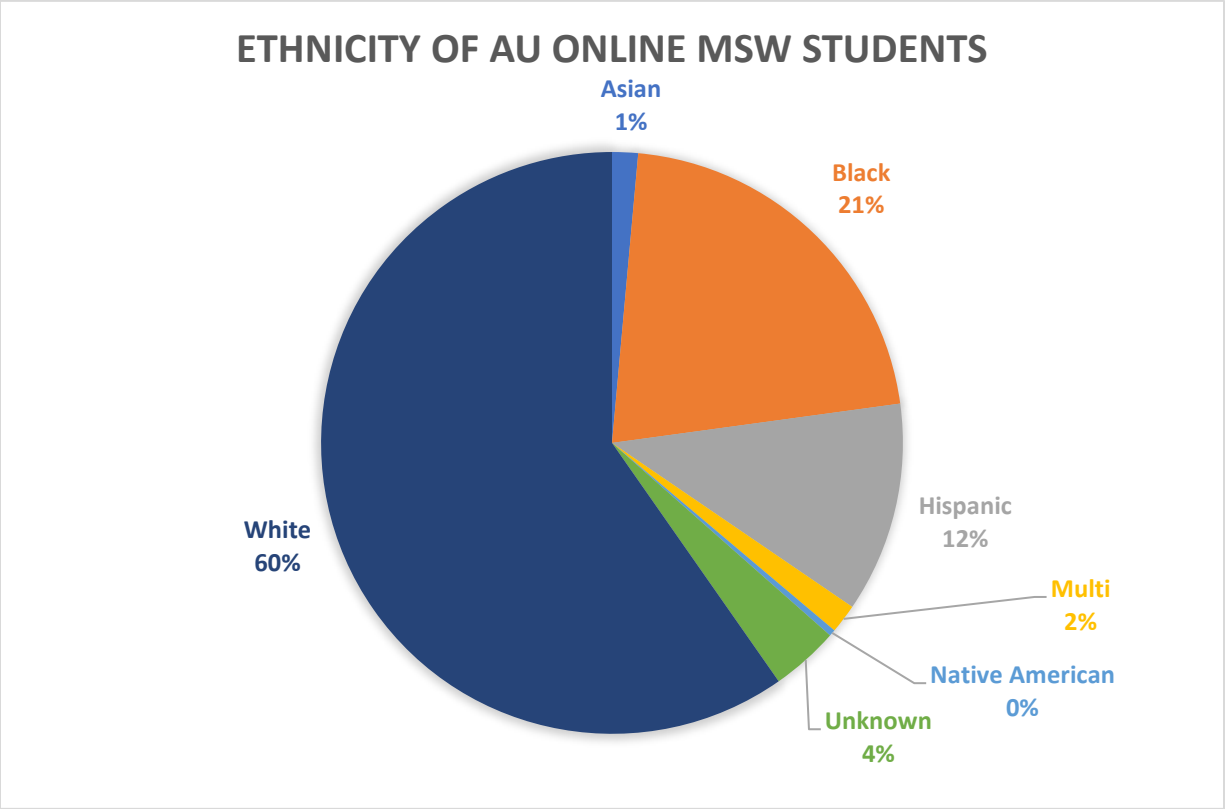


Figure 1. The pie chart represents the following figures pertaining to the ethnicity of Aurora University Online MSW students – fall 2019.

Diversity of Activities on the University Level

The larger University's Arts and Ideas series provides annual programming to the community free of charge. Topics explore a wide range of contemporary issues, music, literature, science, among others. Aurora University President Dr. Rebecca Sherrick is committed to serving the community in a variety of ways, especially focusing on key matters affecting the community, state, nation, and the world. In addition, President Sherrick spearheads the timely provision of key forums to discuss crucial issues. For those who are unable to be present, the Arts and Ideas series is available to the students and community via live streaming. Topics during the current academic year include: Jon Meacham, "The Soul of America," Joan Curto, "Broadway to Big Band," Alex Kotlowitz, "An American Summer: Emerging from the Gun Violence of Our Cities," Jacqueline Woodson, "Brown Girl Dreaming," VOCES8, "Enchanted Isle," and Jessie Close and Calen Pick, "Inside the World of Mental Illness: From Stigma to Acceptance."

Diversity of Student Organizations and Student Activities

Numerous student organizations focus on issues of diversity. In particular, the School of Social Work, Social Work Association (SWA) meets monthly to discuss, plan and implement projects related to addressing the needs of the community, state, and nation at large. Students and the faculty advisor monitor Illinois Action Alerts on the NASWIL.ORG web page. A social work faculty member serves as the advisor for this student organization.

Social Work Association is a student-led organization for BSW and MSW students in the School of Social Work. Any SSW student can participate. Notices are provided to all students. Live streaming options are typically available too.

10/1/18	Voting Readiness Event
10/10/18	Beat Stigma Event
11/13/18	Feed My Starving Children
1/3/19	Field Fair Panel
1/24/19	Let Freedom Ring Event
2/13/19	LGBTQ+ panel
4/3/19	Advocacy Day

Regular meetings are held on the first Monday and first Thursday of every month. These meetings are able to be viewed on Facebook Live for students unable to make it to campus.

Activities for the current academic year include:

10/10/19	Beat Stigma event/World Mental Health Day
11/14/19	Feed My Starving Children
1/15/20	Field Fair Panel (Facebook Live)
TBA	Advocacy Day

Other activities will be added throughout the year, based upon the needs of the community.

Aurora University also hosts other student organizations that emphasize these matters are the Aurora University Pride Alliance, Black Student Union, Latin American Student Organization, Veteran and Military Service Organization and Delight Women of Faith.

University campus resources focusing on diversity through culture and service are Schingoethe Museum for Native American Cultures and the Wackerlin Center for Faith and Action. Faculty

and Staff dedicated to key diversity matters are the Director of Latino/a Initiative through the Wackerlin Center, the Academic Adviser and Black Student Initiatives sponsor, and the director of the Disability Resource Office.

Appreciation for diverse perspectives is one of the aspects of the outcome that is measured as part of the assessment process at Aurora University.

Diversity Presentations by Faculty

Faculty presented continuing education units at a local hospital, local mental health and hospice agencies about the topic of Ethical and Culturally Competent Supervision during the past three years. Additional topics that have been presented address factors pertaining to cultural humility. Through Zoom and various streaming technology programs, students enrolled in online courses are encouraged to view and participate in the presentations. At times, programs are recorded and available for viewing at a later time as well. Additional examples of faculty diversity can be found within the faculty bios found in section 3.2.6 of the substantive change report.

Diversity in Campus Life

The following campus-wide simulations and events were open to all students. A Refugee Camp simulation was created to expose students to the population. GWC faculty designed the simulation for students to be in the shoes of a refugee, to elicit emotions such as empathy, and relate to the issue at a closer level. They examined stereotypes of refugees, and thought through scenarios, how they would handle, and think about how they would want to be treated if they were in their shoes.

A Homeless Population Simulation has been created to expose students to the homeless population. In the simulation, students were educated in a myth-busting format, talking through factual information. Students were given situations and asked how they would handle it to avoid being homeless. Organizations that help this population were introduced. Videos were presented to show efforts to empower individuals.

A Poverty Simulation has been created to expose students to the effects and life challenges of living in poverty. The virtual room was filled with students playing roles in hypothetical families. Surrounding the families were students representing social organizations and institutions with which they may interact and need services or resources. Students processed feelings of helplessness, barriers, homelessness, and the difficulty of changing their situation. The simulation was intended to increase students' understanding of the challenges their clients face.

Guest speaker, and CNN hero, Sal Dimiceli, founder of the non-profit organization “The Time is Now to Help”, gave an all campus presentation on living in poverty and his organization’s mission to help. The event was available by live stream for AUO students and others who were unable to be present. Sal discussed his own experience of living in poverty, the issue of pride, the challenges of being a worker with persons in poverty, and the experience of working in philanthropy.

Diversity within the Social Work Curriculum

The School of Social work has incorporated cultural competency in a variety of assignments in the MSW courses, including, but not limited to generalist and development courses, research courses, as well as clinical specialization courses. The electives and track courses also address cultural considerations for assessment and treatment. Promoting the ethical mandate of preparing students with an education about diverse cultural implications, values, and beliefs has been an achieved goal of the program for years.

The link to the National Association of Social Work Code of Ethics is posted to each course Moodle page and the MSW Registration Moodle page to ensure that students are aware of the ethical commitment to cultural humility. The topic of diversity and cultural humility is raised in a multitude of courses and assessed in many assignments described in greater detail below.

Each course in the MSW curriculum requires that students use non-sexist, non-racist, and nonjudgmental language during classroom discussions and when completing all assignments. Policies that support professional conduct within the classroom and in various field placements are included within course syllabi and within the student handbook. Inclusive language and inclusive behavior are modeled by faculty.

All MSW courses are described with a lens of cultural considerations. Course objectives are designed to address culture. Assignments are intentionally created to provide a mechanism to assess each student's competency related to cultural factors. Examples of the infused approach of building upon existing student knowledge in the MSW courses pertaining to cultural competency follows. Snippets from course syllabi are included in this report.

Some examples of recognition of diversity in classroom instruction include curriculum spanning the program that includes: research, social work practice with groups, social welfare policy and institutions curriculum. Specifics follow.

SWK 6140 Social welfare policy and institutions curriculum.
In this course, most of the first month of the semester is learning about human rights and social/economic/environmental justice. This is done through required readings, in-class videos, class discussions, guest speakers, small group activities and a required mid-term paper on human rights with a specific oppressed population. Each chapter of the required text covers social policy with a specific vulnerable & oppressive population. The final paper in the class is an analysis of social policy with an oppressed population.

***Assignment Example: Human Rights and Social Justice Reflection Paper**
Students will address their own attitudes and beliefs about human rights and will compare and contrast these with the Universal Declaration of Human Rights. Students will write about their beliefs regarding human rights as they pertain to people of different races, ethnicities, genders, or cultures. A discussion of social justice and just societies are also included in this assignment. Students will identify theories of social justice and explore their meaning through application to contemporary social issues. Students are then encouraged to explore strategies for change and equitable distribution of rights and protections.

***Assignment Example: Policy Analysis Paper and Advocacy Letter**

Policy Analysis - Each student will select a social policy bill proposed in this session of Congress or the State Legislature upon which to write a policy brief. You can use the same policy for both this assignment and the advocacy letter. The bill selected should be of interest to social work professionals. Selecting and researching the bill should begin early in the term. Searching the web using the bill's number or title using a search engine such as *Google* can assist in finding information about a particular bill. Students submit their policy brief to Via by Watermark and www.turnitin.com by the specific due date of that paper.

Advocacy Letter – Students will be responsible for writing and sending one letter (e-mail) to a public official supporting or opposing a current bill under consideration at the state or national level. You may want to use the information you learned from developing the policy brief to write a letter on the same piece of legislation. Your letter should be no longer than 2-3 paragraphs. Please attach a copy of your advocacy letter (e-mail) to your policy briefing paper. If you e-mail the advocacy letter, please make a copy of it and attach it to your policy briefing paper.

SWK 6150 Human behavior and the social environment curriculum.
In this course sequence, students study the human lifespan and the person in environment theory. Students engage in classroom activities that promote the understanding of self, identity, and bias. Assignments in the Human Behavior in the Social Environment sequence include a mandatory interview of an older adult to practice interviewing and also to apply theory content from the course readings. Students are encouraged to seek out information about people with different life and cultural experiences than their own.

SWK 6250 Research methods curriculum.
Several learning experiences are utilized to integrate diversity content into the Research Methods curriculum. Students complete an assignment related to the Human Protections mandate established by the National Institute of Health. Students discuss how these Human Protection practices were implemented due to the field's history of conducting unethical experiments on vulnerable populations and persons of color. In their final paper, students describe how they would conduct their own research study. They are asked to write in detail about how they are utilizing culturally sensitive techniques to recruit, investigate, and report data about diverse populations.

During several courses, an assignment that examines an analysis of scholarly articles regarding group work with vulnerable populations. This assignment will consist of a scholarly paper that studies and critiques the professional literature on group work with a specific vulnerable population. At least five recent (last 5 years) scholarly articles from professional journals (social work journals preferred) about group work with a special population be reviewed. The special population must be approved by the instructor and submitted by week 4 of the semester. Students are expected to cite references as appropriate in the body of the paper and use APA 6th ed. format. The paper should be 8-10 pages long, typed and double-spaced (not including title and reference page). No abstract is required for this paper. Problems with spelling, grammar, and clarity, as well as APA 6th edition format, will result in a lowered grade. Grading expectations and criteria are available on Moodle. Students must submit a completed rough draft for peer review. Students will have their drafts reviewed by at least 3 peers. The instructor and Tutor.com are also available to review drafts and support students in writing development

SWK 6381 Group Work
Social work practice with groups curriculum.
Students meet in the same small groups throughout the semester. From the beginning to the end of the semester, students are given activities to explore the topics of identity, cultural humility and intersectionality. These are also assessed in the final paper in the course where students analyze research about leading a group work with a specific oppressed or vulnerable population. Throughout the required textbook most chapters include content on diversity and there is one full chapter on diversity and group leadership. During the social work practice with groups course, students meet in small groups throughout the semester through the use of Zoom.

***Assignment Example: Analysis of Scholarly Articles Regarding Group Social Work with a Vulnerable Population.**
This assignment will consist of a scholarly paper that studies and critiques the professional literature on group work with a specific vulnerable population. At least five recent (last 5 years) scholarly articles from professional journals (social work journals preferred) about group work with a special population be reviewed. The special population must be approved by the instructor and submitted by week 4 of the semester. Students are expected to cite references as appropriate in the body of the paper and use APA 6th ed. format. The paper should be 8-10 pages long, typed and double-spaced (not including title and reference page). No abstract is required for this paper. Problems with spelling, grammar, and clarity, as well as APA 6th edition format, will result in a lowered grade. Grading expectations and criteria are available on Moodle. Students must submit a completed rough draft for peer review. Students will have their drafts reviewed by at least 3 peers. The instructor and Tutor.com are also available to review drafts and support students in writing development

Diversity in Field Work
Students in the online modality for the MSW program build their professional identity by applying their knowledge base regarding diversity and social justice in practice within their field placement(s). Field experiences provide students the opportunity to operationalize practice skills and social work values in work with clients, or client systems, who are socially and culturally diverse, including race, gender, ethnicity, class, religion, sexual orientation or who may experience physical and/or cognitive differences. Additionally, students will work to advance social justice at multiple systems levels within their field experience(s).

The program places a high value on helping students demonstrate compassion and acceptance of difference within their field experience, to foster a foundation for career-long development in this area. Students are encouraged to intentionally seek an understanding of the client's culture and identity through respectful questioning, observation and use of culturally sensitive language and ideas. As students become familiar with the client population being served, they identify sources of oppression, discrimination, cultural structure, as well as, the beliefs and values that affect the population(s) the site serves. The online field curriculum poses discussion forums to enhance student understanding of how issues of diversity and difference are unique to the field setting where they are interning and encourages students to utilize reflective supervision with their field instructors to look at how their own biases and experience can influence their work. The development of this culturally competent practice lens is also supported by the concurrent

incorporation of field experience within academic coursework. It is through repetitive and robust application of this knowledge that students incorporate the ability to differentiate themselves from their clients so that their own biases, values, and beliefs do not interfere with the helping relationship.

It is required that all field sites, across programs and modalities, intentionally provide students with opportunities to fulfill competency areas relating to diversity in practice and social justice during both the generalist and specialization years. Student demonstration of competencies pertaining to diversity and social justice are explicitly outlined and assessed, through the Learning Agreement and Field Evaluation assignments. Within the specialization year, students additionally outline and demonstrate the advanced application of theory and practice skills in engagement with these competency areas. The program ensures that these vital learning experiences occur within each student's field experience in a variety of ways:

1) Vetting of sites for adequate student learning opportunities;
2) The field liaison reviews the student's field assignments (learning agreement, forum posts and field evaluations) for applicable connections pertaining to diversity in practice;
3) The field instructor discusses and monitors student progress toward demonstration of applicable practice behaviors in weekly supervision;
4) Feedback regarding this progress is reviewed by liaison each semester within a virtual site visit;
5) A formal assessment of progress in related competency areas is reflected upon and documented by the student and field instructor through the field evaluation each semester.

3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.

Infusion of Diversity Content to Promote Inclusivity

The administration, faculty and staff represent a diverse community of scholars, teachers, and activists for change. A common passion for community-university partnerships in research and practice is present across all levels and in each modality. The faculty and staff intentionally act as role models for students in each learning environment. The School of Social Work is committed to infusing content on diversity, cultural competence, social and economic justice in classes, and at the same time, infusing diversity content and opportunities outside of the classroom experience. Affirming and respecting diversity is a key part of the professional education for social work students in their entire program of study. All policy, human behavior in the social environment practice, research courses as well as field utilize this framework as a cornerstone of all social work education every student receives at AU.

Curriculum

Ongoing revisions of the diversity content is a continuous process through the curriculum committee structure in the SSW, field internship evaluations, feedback from students through anonymous focus groups, periodic Town Hall meetings, official feedback through the

anonymous online course evaluation process, as well as unofficial feedback from occasional meetings with program administrators. At the annual School of Social Work Advisory Symposium, feedback is solicited from community constituents who include alumni, field instructors, agency administrators, and key community leaders, especially related to the topics of diversity and cultural humility.

University Level

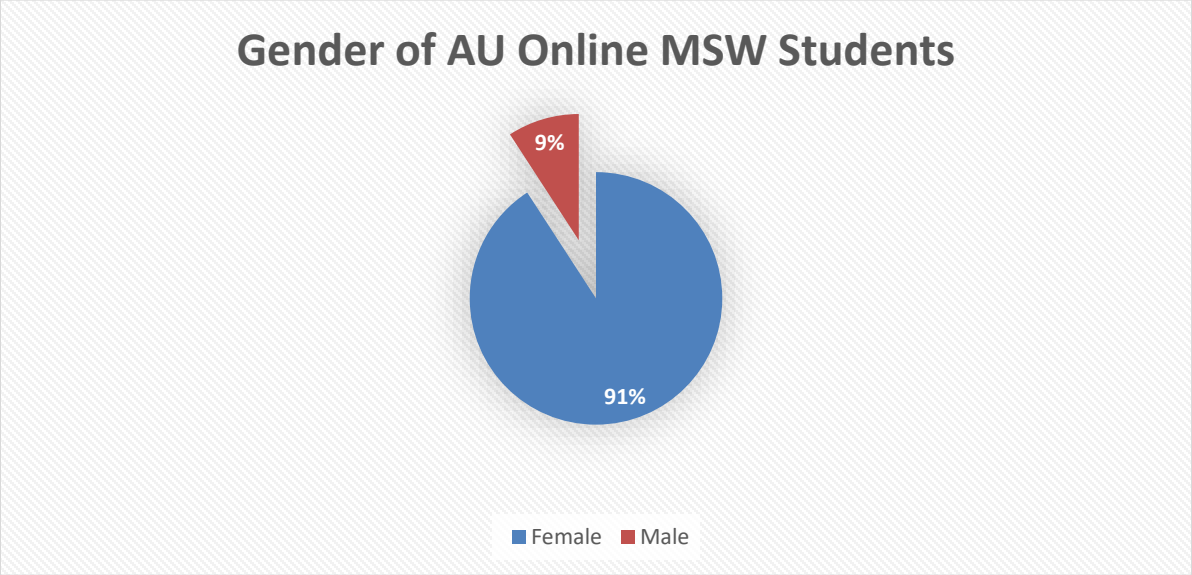
University campus resources celebrating diversity are Schingoethe Museum for Native American Cultures and the Wackerlin Center for Faith and Action. Faculty and Staff dedicated to key diversity matters are Eva Serrano, Director of Latino/a Initiative through the Wackerlin Center, Kidada Robinson, Academic Advisor, and Black Student Initiatives, Julie Hall, Disability Resource Office in the Academic Support Center (ASC).

Diverse Admissions

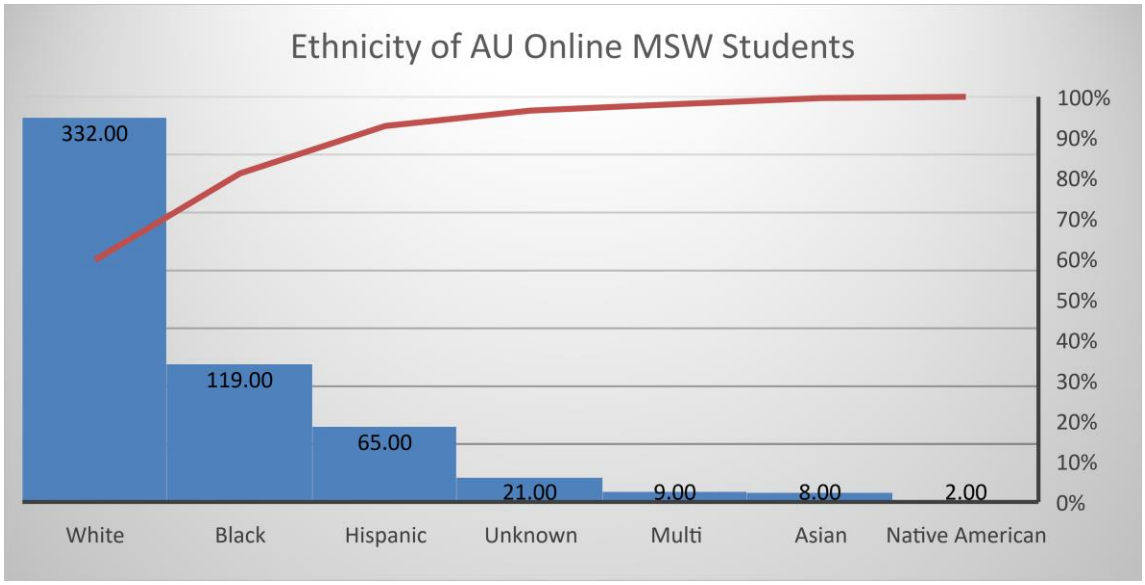
The School of Social Work works diligently to admit, orient, and retain a diverse student body of graduate social workers. Students who are intellectually and emotionally prepared to pursue the MSW degree are supported in their professional goals when they are committed to practicing with diverse populations in a manner that adheres to the values and ethics of the profession. Provisional acceptance to the MSW program is possible when students demonstrate the values, capacity, and emotional maturity to succeed in the program, even when their grade point average fails to meet the required standard.

By referring students to the Tutor.com, Counseling Center, Wackerlin Center for Faith and Action, Wellness Center, the Graduate School of Social Work is able to support and meet the diverse needs of the students. The interconnectedness of services designed for student success and relationship building is evidenced by the frequency of contact among each entity. Service providers frequently attend Social Work Association events, classrooms, and field fairs.

The online courses in the MSW program do not represent diversity with regard to gender as reported during the admissions process. Of the 556 AUO MSW students, 505 students identified as female and 51 identified as male.



Of the 556 AUO MSW students, 2 students reported their ethnicity as Native American, 8 students report their ethnicity as Asian, 119 students indicated their ethnicity as Black, 65 stated their ethnicity as Hispanic, 9 reported multiethnicity, 21 did not report their ethnicity, and 332 identified White as their ethnicity.



3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

The MSW program plans to continually improve the learning environment to affirm and support persons with diverse identities by building on existing programs and remaining aware of student and community needs. Aurora University, the School of Social Work, and the MSW program plan to continue to emphasize and promote diversity through a learning environment that is rich, complex, and multi-faceted in and outside of the classroom.

Plans for Curriculum Development around Cultural Competence
Moving from cultural competency to cultural humility
Within curriculum circles, faculty have discussed a purposeful use of language that promotes cultural competency through cultural humility. Given the complexity of multiculturalism, identity, and intersectionality, it is beneficial to understand cultural competency as a process rather than an end product. Cultural humility is the ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [person].

Three factors guide a social worker toward cultural humility.

1. A lifelong commitment to self-evaluation and self. Underlying this piece is the knowledge that we are never finished, we never arrive at a point where we are done learning. Therefore, we must be humble and flexible, bold enough to look at ourselves critically and desire to learn more. When we do not know something, are we able to say that we do not know? Willingness to act on the acknowledgment that we have not and will not arrive at a finish line is integral to this aspect of cultural humility as well. Understanding is only as powerful as the action that follows.
2. A desire to fix power imbalances where none ought to exist. Recognizing that each person brings something different to the proverbial table of life helps us see the value of each person. When social workers interview clients, the client is the expert on his or her own life, symptoms and strengths. The social worker holds a body of knowledge that the client does not; however, the client also has an understanding outside the scope of the social worker. Both people must collaborate and learn from each other for the best outcomes. One holds power in scientific knowledge, the other holds power in personal history and preferences.
3. Aspiring to develop partnerships with people and groups who advocate for others. Though individuals can create positive change, communities and groups can also have a profound impact on systems. We cannot individually commit to self-evaluation and fixing power imbalances without advocating within the larger organizations in which we participate. Cultural humility, by definition, is larger than our individual selves, we must advocate for it systemically.

Adapted from Waters, A. & Asbill, L. (2013) Reflections on cultural humility. Retrieved from

https://www.apa.org/pi/families/resources/newsletter

Identity and Intersectionality

Intersectionality is the interconnected nature of social categorizations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage; a theoretical approach based on such a premise. It is a framework for conceptualizing a person, group of people, or social problems as affected by a number of discriminations and disadvantages. It takes into account people's overlapping identities and experiences in order to understand the complexity of the prejudices they face. The intersectional theory asserts that people are often disadvantaged by multiple sources of oppression: their race, class, gender identity, sexual orientation, religion, and other identity markers. Intersectionality recognizes that identity markers (e.g. "female" and "black") do not exist independently of each other, and that each informs the others, often creating a complex convergence of oppression. intersectionality is considered crucial to social equity work. Activists and community organizations are calling for and participating in more dynamic conversations about the differences in experience among people with different overlapping identities. Without an intersectional lens, events and movements that aim to address injustice towards one group may end up perpetuating systems of inequities towards other groups.

Social workers must avoid oversimplified language. Once we recognize this difference, we can move away from language that seeks to define people by a singular identity. By avoiding language that assumes our own experiences are the baseline, we can open ourselves up to listening to others' points of view. Intersectional paradigms remind us that oppression cannot be reduced to one fundamental type and that oppressions work together in producing injustice. Consequently, a paradigm shift that embraces intersectionality in the most comprehensive manner is both appropriate and necessary to capturing the depth and breadth of human experiences within the complex social contexts that social workers encounter while working in increasingly diverse and global communities. To promote this paradigm shift in social work, we must consider intersectionality and its applications with regard to social work practice, social policy, social work research, and social work education.

Adapted from the National Association of Social Workers. (2005). Social work imperatives for the next decade. Retrieved from http://www.socialworkers.org

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

M3.1.1 The program identifies the criteria it uses for mission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has

been achieved in their baccalaureate social work programs.

Candidates for the Master of Social Work program benefit from a rolling admission policy. There is not an application deadline, but students are encouraged to complete their admission file in a timely manner. AU evaluates applications as they arrive and acceptance decisions are shared with students throughout the admission cycle.

One requirement for admission to accredited graduate schools in social work in the United States is a degree signifying liberal arts education. The MSW program at Aurora University adheres to this definition and requires its graduate students to have achieved an undergraduate degree that signifies a liberal arts education. The AU Graduate Catalog, MSW Handbook, as well as the MSW webpage reference these requirements.

Students applying to the Social Work Program must complete a graduate application for admission. Applicants begin by creating a "MyAU" account. The link for the Aurora University online programs can be found by following this link.
https://online.aurora.edu/online-degrees/msw-social-work-masters/

Official transcripts must be received by Aurora University in a sealed envelope. Transcripts from all prior undergraduate and graduate colleges and/or universities must be included. Official transcripts are sent to:

Aurora University
c/o Wiley Education Services/The Learning House
32 Mount Joy Street, Suite 300
Mount Joy, PA 17552

Aurora University accepts electronic transcripts at
transcripts3@learninghouse.com

The following criteria must be met by each MSW candidate:

1. Bachelor's degree from a regionally accredited institution with an average GPA of 3.0 on a 4.0 scale. Students with a GPA of less than 3.0 will be considered on a case-by-case basis.
2. Two letters of recommendation from individuals familiar with the student's professional and/or academic abilities are required.
3. Submit a personal statement. This document must be typed, double-spaced, and no more than 1500 words that reflect standards of graduate-level writing demonstrating evidence of critical thinking. The personal statement must address the following three, potentially four prompts.

- The School of Social Work at Aurora University empowers students through a holistic and transformative education. Why have you chosen to study social work at AU?

- The inclusive learning community works to prepare social workers to competently build justice and systematic change for individuals, families, groups, organizations, and communities while guiding students toward professional engagement. How will the mission of the program apply to your educational and professional aspirations?

- Upon completion of the program, how will you utilize your newly attained the master's in social work degree? In other words, what area of social work are you interested in practicing?

- If your undergraduate grade point average was below a 3.0, please explain the following:
  - Why was your GPA below 3.0?
  - Why do you think you can be successful as a graduate student at Aurora University?
  - What strategies will you implement to ensure academic success?

In addition, the MSW admissions committee reviews all graduate applications to insure the applicant's undergraduate base in liberal arts.

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

Admission Review Process
The School of Social Work strives to recruit a diverse group of students who have had relevant and significant work and life experiences, and who can relate to diverse and vulnerable populations. The MSW Admission Committee will consider factors relating to the applicant's academic ability, work, service, and extracurricular experience, especially as they relate to the promotion and development of resilient communities, organizations, social groups, families and individuals. In reviewing applications, MSW Admission Committee members evaluate all transcripts, the "Statement of Purpose" and letters of recommendation.

Application Considerations
Potential applicants for the MSW program should note that a background indicating convictions may render them ineligible for a field internship which is a requirement to complete the MSW program. The applicant may also be ineligible for licensure after graduation. Aurora University and the School of Social Work reserve the right to deny admission to the MSW program based on application materials, previous academic records and records of past conduct, including but not limited to, the results of a criminal background check or registration of a sex offense.

Conditional Acceptance
On occasion, an applicant with a grade point average lower than a 3.0, but not lower than a 2.8, may be accepted into the program conditionally. Students must provide an explanation for the

slightly lower GPA as well as a plan for future success that includes specific academic achievement plans when applying to the MSW program. A conditional acceptance requires that an applicant enroll part-time only for the first module. Should the student demonstrate a grade point average at or above a 3.0, the student may enroll full-time during the second module. Applicants being accepted conditionally are notified in writing of the necessary conditions that must be addressed prior to granting of full acceptance. Full acceptance is required if students are to be permitted to continue in the MSW program.

Advanced Standing Students
Students who have earned a BSW degree within the last five years from a CSWE-accredited institution and who have demonstrated outstanding scholarship in social work courses and excellence in the field may apply for advanced standing for up to one- half of the semester hours (30 semester hours) required for the MSW program at Aurora University.

Special admission procedures and standards apply to advanced standing applicants. (For additional information on advanced standing, please refer to the MSW Policy Handbook).

In the MSW program, prospective MSW students apply for admission by creating a "MyAU" account. Prospective students submit an application that includes all official undergraduate transcripts, a personal statement addressing three to four specific prompts depending on their undergraduate grade point average. Prospective students also submit two letters of recommendation from professionals in the field that can attest to the student's potential for success in the AU MSW program. The university utilizes an electronic system called "Slate" to process all MSW applications.

The enrollment staff screen all MSW applicants, including verifying that the student has submitted all required documentation in their application. The enrollment staff then sends the completed electronic "file" to the dean of the SSW. Specifically, the dean determines whether the prospective MSW student has received an undergraduate degree from a CSWE-accredited BSW program.

The dean reviews all MSW student applications and determines whether or not to admit the student into the program, deny admission, or admit the student conditionally (usually for an overall grade point average – GPA lower than the required 3.0 on a 4.0 scale), or admitted provisionally until the final transcript has been sent and reviewed. Conditionally admitted students may only take classes on a part-time basis for the first semester before being allowed to move to full-time status if successfully passing the first courses with a grade of "B" or higher. Students failing to achieve "B" grades in their first conditional semester may be dismissed from the MSW program. The Dean may enlist the assistance of the MSW Director and/or the Field Director in the review of prospective student applications. The rationale of the Dean in reviewing all MSW applications is to have a comprehensive understanding of the range and breadth of potential MSW students, their interests, the potential for success as a social work practitioner, and current trends in the student pool. This type of scrutiny also helps to ensure a measure of quality control in the MSW program.

After a student is accepted into the MSW program, the academic advisor functions as a first-line

advisor to the student to monitor the student's progress in their respective course of study and work with the MSW Director and Field Director to guarantee that the student is successful in the MSW program.

Note: All admitted MSW students must complete a comprehensive background check before starting classes. Admission into the MSW program is dependent upon a "successful" background check as determined by the MSW Director of the SSW for the MSW program, and BSW Chair for the BSW program of the SSW.

The following content can be located on the University SSW web site regarding admissions. https://aurora.edu/academics/graduate/social-work/admission-requirements.html

M3.1.3 The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors.*

All official BSW transcripts from CSWE-accredited programs are reviewed by the Dean of the School of Social Work to ensure that content from the respective BSW program is not repeated in the AU MSW program. BSW classes are linked to corresponding AU MSW generalist classes to guarantee this CSWE requirement.

Students who have earned a BSW degree from a CSWE-accredited institution and who have demonstrated outstanding scholarship in course work and excellence in the field may apply for advanced standing for up to 30 semester hours of the semester hours required for the MSW program at Aurora University. The maximum transferable credit from any CSWE-accredited School of Social Work is 30 semester hours and may include both required course work and electives. The BSW courses will be transferred as advanced standing only if the degree completion is five years or less.

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

The MSW handbook identifies details that follow:

A. <u>Advanced Standing</u>

Students who have earned a BSW degree from a CSWE-accredited institution and who have

demonstrated outstanding scholarship in course work and excellence in the field may apply for advanced standing for up to 30 semester hours of the semester hours required for the MSW program at Aurora University. The maximum transferable credit from any CSWE-accredited School of Social Work is 30 semester hours and may include both required course work and electives.

All official BSW transcripts from CSWE-accredited programs are reviewed by the Dean of the School of Social Work and the MSW Director to ensure that content from the respective BSW program is not repeated in the AU MSW program. BSW classes are linked to corresponding AU MSW generalist classes to guarantee this CSWE requirement.

B. Credit, Waiver, or Substitution of Course Work as Applied to Meeting MSW Degree Requirements

The purpose of the process of granting transfer credits, waiver, or substitutions of course requirements is to ensure the integrity of the MSW student's academic and field preparation for graduate practice as well as ensure that students do not repeat foundation-level curriculum. In all cases, the student must convincingly demonstrate mastery of knowledge of content and those competencies required for the course or courses under consideration. Requests for credit, waiver, or substitution must be made to the Dean of the School of SocialWork for consideration.

Per the Aurora University catalog, the same information can be found on pp. 45-46.

3.1.5 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 is listed in the current MSW Handbook, p. 47, located on the AU MSW weblink below. http://www.aurora.edu/documents/academics/social-work/msw-handbook.pdf

Question: *Can academic credit be given for work or life experience?*

Answer: No. According to the Council of Social Work Accreditation and Aurora University School of Social Work, social work course credit may not be given for life or work experiences.

Additional information can be found in the AU course catalog beginning on page 47.

Credit for Life Experience

In accordance with the standards of the Council on Social Work Education (CSWE), credit may not be given for life experiences.

Please refer to the MSW Policy Handbook for complete policies and procedures of the

School of Social Work and Aurora University.

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

Advising
All applicants to the MSW program have a dedicated online enrollment counselor assigned to them to guide them through the admissions process. Upon acceptance to the MSW program, the enrollment counselors guide them through registration and orientation. Once the applicant matriculates, the students are assigned a dedicated academic advisor to assist them throughout the program of study and to ensure that each student is progressing toward graduation.

For FY18-19, the student AUO advisor ratio for MSW students was 162:1 for MSW graduate students enrolled in online courses. Each fall semester, students are surveyed regarding their experiences and satisfaction with their advisors. In 18FA, overall student ratings for statements regarding advisor satisfaction were 8.7/10, where 1 was Strongly Disagree and 10 was Strongly Agree. Of the respondents to the fall survey, 94% indicated that they would recommend Aurora University to others.

Retention and Graduation Data
The overall retention rate for all Aurora University Online (AUO) students for FY18-19 is 77.4%; the retention of active students in 19SU into 19FA is 89.99%. The expected graduation rate for students currently attending and who started before Fall 2017: All AUO graduate students 77%. The total number of graduates for FY18-19 was 237; 120 undergraduates and 117 graduates.

The overall retention rate for MSW AUO students for FY18-19 is 79.32%; the retention of active students in 19SU into 19FA is 91.98%. The expected graduation rate for students currently attending (or expected to return from LOA) and who started before Fall 2017: MSW AUO students: 65.79%. The total number of MSW grads for FY18-19 was 44.

Student Orientation Sessions to Promote Retention and Graduation
The director of the MSW program welcomes the students during an online orientation session that is held prior to each semester start. The director also talks with the students about required background checks, the NASW Code of Ethics, and cultural humility. The online field coordinator participates to address field related topics while explaining the process of obtaining a field placement, as well as the learning agreement. The advisors participate in the session as well to address all questions and provide advising to students. The academic advisor participates as well to provide guidance for their online education experience.

Additionally, the online field coordinator hosts “drop-in” question and answer sessions each semester. Students have the opportunity to enter the session when it is convenient for them during the two-hour window of time. Questions related to field can be answered in real-time

during the session. AUO MSW advisors join the session to assist with the process through Adobe Connect.

All students are introduced to AU MSW procedures and the course management system (Moodle), Disability Services, WebAdvisor, university technology resources, Tutor.com and e-mail. They receive contact information for all relevant support personnel, including library contacts, the financial aid advisor and all social work faculty.

3.1.7 The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.

Upon admission into the MSW program, all students are informed about expectations specific to maintaining an online presence and consistent interactions online. Student and faculty engagement are critical for student retention, success, and graduation. The following list is provided to students in the MSW handbook.

> Aurora University is a student-centered university that strives to provide exceptional learning experiences for all students. To that end, faculty and students are strongly encouraged to be fully present and engaged in all courses by doing the following:

1. Log into courses at least four days a week;
2. Submit all assignments in a timely manner to meet deadlines;
3. Respond to faculty emails in a professional manner;
4. Participate in online discussions as an active and professional student;
5. Attend to feedback from classmates and faculty;
6. Provide informative posts, messages, each week that facilitate learning and promote critical thinking and engagement;
7. Attend optional synchronous events, when and where appropriate (Note: Student attendance at synchronous events is always optional);
8. Recognize that online learning is a demanding learning format that must be taken seriously; and
9. Understand that students enrolled in online courses are responsible to have consistent access to technology that ensures their completion of assignments and participation in the course.

When students enter the MSW program, they receive the *DSW MSW BSW Pledge*. This Pledge document broadly articulates the behavioral expectations students are required to adhere to throughout their programs of study – in the classroom, on field trips, during the internship, and in any other academic or professional setting. The Pledge follows.

School of Social Work
DSW, MSW & BSW
Pledge

All programs in the School of Social Work (SSW) are grounded in Aurora University's commitment to integrity, citizenship, continuous learning, and excellence. The social work degrees are accredited by the Council on Social Work Education (CSWE) and are dedicated to advancing quality clinical specialization education. The curriculum is designed to include an emphasis on the mission of AU and the SSW, CSWE Competencies and Dimensions, the National Association of Social Work (NASW), 12 Grand Challenges of Social Work, and the American Social Work Board (ASWB) Knowledge, Skills and Abilities.

This Pledge document broadly articulates the behavioral expectations students are required to adhere to throughout their programs of study – in the classroom, on field trips, during the internship, and in any other academic or professional setting. By understanding these guidelines and following them inside and outside of the classroom, students will develop human capital relating to the knowledge and practice of professional behavior. Accumulating this human capital will contribute positively to students' professional reputations – one vitally important component of career success.

Students pledge to **behave ethically.** Specifically, students pledge to:

- *Adhere to Aurora University's Code of Academic Integrity and the NASW Code of Ethics.*
- *Understand the components of the disposition form.*
- *Follow the policies and procedures of the internship site as they relate to the ethical conduct of interns.*
- *Follow all ethical practices as outlined by appropriate professional and disciplinary associations.*
- *Bring ethical concerns to the attention of appropriate personnel in a timely manner.*

Students pledge to **be prepared, respectful, and attentive**. Specifically, students pledge to:

- *Attend and be on time for all professional events.*
    - *Professional events include class sessions, professional development activities, meetings, interviews, and internship workdays.*
    - *Avoidable absences or tardiness are not to occur. Please do not schedule vacations or other non-emergency appointments during the semester.*
    - *Absences or tardiness due to sickness or other emergency circumstances are to be communicated to the appropriate supervisor (e.g., professor or internship site supervisor) as soon as possible, ideally in advance.*
    - *Students are not to leave class, professional development events, or their internship workdays early except due to emergency circumstances, having discussed the situation with their instructors or supervisors in advance if possible.*

  Be prepared and engaged in professional activities.

  - *Preparation requires the thoughtful completion of all tasks assigned by the instructor or supervisor prior to the deadline.*
  - *Engagement means that students actively participate by taking notes when appropriate, contribute to class discussions and meetings and shoulder an equal share of the workload when in a team environment.*
- *Follow communication etiquette*
  - *Students are to communicate with instructors and supervisors using the methods, format, and style identified by those individuals.*
  - *During classes, professional development events, and internships, students are to refrain from using electronic devices except in emergencies or when used for professional purposes.*
  - *Students are to use critical thinking skills to determine the best course of communication and will allow for appropriate response times to any inquiries of faculty, staff, or fellow students*
- *Be respectful in all settings*
  - *Students are to recognize the validity of diverging viewpoints and treat everyone with tact and courtesy.*
  - *Students are not to use language or behave in a manner that may be perceived as discriminatory in any respect.*
- *Dress professionally*
  - *The norms of professional dress vary by setting. Students are to identify and adhere to these norms as they are defined in each setting.*

Students pledge to act with integrity at all times, but especially with respect to internships.
Specifically, students pledge to:

- *Actively participate in the internship placement process.*
  - *Although Aurora University will assist students in navigating the internship placement process, the student is solely responsible for securing an internship that meets the approval of the university.*
- *Attend scheduled interviews or cancel more than twenty-four hours prior to the appointment.*
- *Commit themselves to an internship once an offer has been accepted. Students are to terminate the internship search once an internship has been accepted.*
- *Satisfy the duties and responsibilities of the internship as agreed to by the student, internship site, and university*
  - *Except due to egregious circumstances, students are to remain in their internships for the duration of the period agreed to by the student, site, and university.*
  - *Students should not terminate their internships before the end of the semester without prior approval from the Dean, Director of Graduate Studies, Director Field Education, Internship Coordinator, and Site Supervisor.*

This Pledge does not replace or supersede state or federal law or other Aurora University policies. Nevertheless, students **recognize and agree** that their failure to abide by the preceding might result in disciplinary action, up to and including removal from the program at the discretion of the Dean and Program Director/Chair. Your signature is an expected behavior to remain in good standing in the program.

The policies and procedures for evaluating academic and professional performance including procedures for grievance are detailed in the MSW handbook, pp. 30-31, located online on the AU MSW web page, as well as on the MSW Registration Moodle page. In this section, the disposition policy and form are explained, as well as the student review process, pp. 34-37 of the AU MSW handbook.

Student dispositions will be rated by instructors, faculty or staff. The dimension areas of disposition will be in collaboration, curriculum, community, diversity, and ethics. In the event a student receives "concern" or "alert" ratings, action may be needed by the administration and faculty in the School of Social Work to work with the student to address the concerning or alerting behaviors. The form may be completed when faculty determine that a measurable instrument is needed to assess student behaviors.

The rating form is for use in the School of Social Work only. Feedback given to students, the faculty, and the administration in the School of Social Work pertaining to the disposition remains confidential. Data from the disposition forms will be gathered for assessment of the program, and for individual student files. No individual student identification will be published in any program materials or reports.

The disposition policy and form are available to students in the MSW handbook, and in the MSW Registration Moodle shell. The disposition policy and form follow.

SSW Disposition Policy & Disposition Form

Aurora University School of Social Work Disposition Policy

The faculty of the School of Social Work have determined that additional feedback and data on student dispositions are needed in both the BSW and MSW programs. Student dispositions will be rated by instructors in select (required) courses. The dimension areas of disposition will be in collaboration, curriculum, community, diversity, and ethics.

Please see the attached disposition rating form and the disposition rating policy. Faculty and adjuncts will be reporting on students in these classes at mid-term of this semester.

The rating form is for use in the School of Social Work only. Feedback given to students, the faculty, and the administration in the School of Social Work pertaining to the disposition will remain confidential. Data from the disposition forms will be gathered for assessment of the program, and for individual student files. No individual student identification will be published in any program materials or reports.

Disposition Information

The ultimate goal of the disposition process is awareness surrounding the progress toward becoming an exemplary social worker. The disposition framework is aligned to the CSWE and NASW standards, as well as Aurora University's Core Values. In order to support the development of dispositions, faculty and staff members will evaluate their students using this universal assessment. If a faculty/staff member issues a disposition form of "alert", the student will be notified and required to attend a disposition conference with the referring faculty/staff

member. A student who receives a disposition of “concern” may be required to attend a disposition conference.

The School of Social Work faculty and staff will utilize the disposition form when concerns pertaining to behaviors arise. The instructor or staff member of record will submit the disposition forms to the administrative assistant in the School of Social Work to be saved electronically.

Dispositions Criteria

Acceptable Dispositions:

Form indicates acceptable dispositions on all indicators on the disposition form.

Disposition Concern:

Form indicates a rating of “concern” for one or more indicators on the disposition form.

Disposition Alert:

Form(s) indicate a rating of “alert” for one or more indicators on the disposition form. A disposition conference will be conducted.

Disposition Conference

The purpose of the conference will be to review the disposition report issued by the reporting faculty/staff member. The conference will be attended by both the student and the reporting faculty/staff member. The reporting faculty person will arrange the conference with the student and document the outcomes of the conference.

The remediation plan will outline the expected behaviors in all settings, including, but not limited to AU classrooms, field experience settings, email/phone/face-to-face communication with faculty/staff, administration, and other students. A timeline will be established to check the progress of the candidate toward the achievement of the goals. The remediation plan will be monitored by the reporting faculty person.

Student Appeal Process

Students have the opportunity to appeal the disposition form within fourteen days by contacting the following university personnel in the listed order:

1. *Reporting Faculty/Staff*
2. *Department Chairperson*
3. *Dean of the School of Social Work*

Student Performance Review Committee

When a student has attended 2 disposition conferences in the course of their program of study, and/or is not successful in the achievement of adequate progress, a Student Review (SR) will be scheduled. Any outcomes from this review will become a part of the candidate’s permanent record in the School of Social Work.

Disposition Form

Aurora University
School of Social Work
Disposition Form

Name:	**Professor:**
Date:	**Course:**

Choose Acceptable, Concern, or Alert for each of the 13 Areas

	DESCRIPTOR	**NO CONCERN**	**CONCERN**	**ALERT**	**COMMENTS**
COLLABORATION					
Respect AU CSWE NASW	Consistently demonstrates respect and professionalism in relationships with faculty, administration, staff, and peers. Responds in a respectful manner when under stress. Communicates respect for others face-to-face, electronically, and in all forms of writing.				
Compassion & Understanding AU CSWE NASW	Demonstrates care and understanding in all actions with others. Offers feedback in a constructive manner. Works effectively with others to complete tasks.				
Accepts Constructive Suggestions AU CSWE NASW	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations. Consistently accepts and responds to comments by faculty, supervisors, cooperating teachers, and other professionals, as well as peers. Is receptive to new ideas. Engages in problem-solving. Accepts and acts upon constructive criticism. Responds appropriately under stress. Copes well with disappointment. Accepts responsibility for actions. Strives for personal growth.				
Collaborative Practice AU CSWE NASW	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. Works well with peers and all personnel settings. Adapts to change. Is skilled at expressing self in groups.				
CURRICULUM					
Preparedness AU CSWE NASW	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. Shows an understanding of professionalism through knowledge of content areas, preparation of materials, punctual arrival, and completion of tasks. Follows instructions				
Communication AU CSWE NASW	Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. Demonstrates responsive listening skills.				

	Demonstrates a willingness and commitment to continually improve communication skills. Communicates professionally in a manner that demonstrates respect for others.				
Continuing Education NASW	Demonstrates a commitment to lifelong learning beyond graduate school through professional networking activities and/or activity in professional organizations.				
COMMUNITY					
Safety AU CSWE NASW	Shows good judgment regarding safety conditions in working with various age groups.				
Integrity AU CSWE NASW	Engages oneself in honorable and ethical conduct as demonstrated through actions of accountability and integrity.				
Advocacy AU CSWE NASW	Engages in support and/or activism for micro and mezzo level needs of students and families				
DIVERSITY					
Systems AU CSWE NASW	Applies and communicates an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.				
Diversity AU CSWE NASW	Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. Presents self as a learner and engages clients and constituencies as experts of their own experiences. Understands the needs of all types of learners and does not exhibit stereotypical behavior towards differences (race, class, ethnic group, gender, ability, etc.). Able to communicate with a variety of audiences. Shows sensitivity to others. Respects individual differences.				
ETHICS					
Ethics AU CSWE NASW	Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics appropriate to the context. Respects the intellectual property of others by giving credit and avoiding violations of academic integrity, including but not limited to, plagiarism, fabrication, or cheating. Demonstrates truthfulness and honesty.				

Student Review Process
Students that appear to be struggling in their MSW program may be required to attend a "Student Review." Students are invited to join the meeting via Zoom or in-person. A student review, as detailed in the MSW Handbook, is designed to be a helping plan for MSW students experiencing a variety of difficulties in the program. The student review is chaired by the MSW Program Director. The student in question, along with any relevant faculty, staff, or field personnel are invited to the student review. The student is allowed to bring a non-attorney advocate to the meeting. If the student insists on an attorney being present, the matter is forwarded to the university legal department for further management. In most situations, a helping plan is developed for the MSW student to ensure their successful completion of the degree. This plan is extremely idiosyncratic based upon the specific situation being reviewed. In rare situations, the MSW student may be suspended or dismissed from the program. Such a suspension or dismissal would be based upon evidence of an egregious action on the behalf of the student.

Professional Conduct
Professional social work education requires high standards of academic, personal, and professional conduct. The educational program at the graduate level (MSW) requires the development of ethics and values as well as knowledge and skills. Students are expected to exhibit values and behaviors that are compatible with the NASW Code of Ethics, which regulates not only professional conduct in relation to clients, but also in relation to colleagues.

Students should conduct themselves as professionals in relation to the course activities and assignments. Respect for the opinions of others is expected. Opinions expressed in forum discussions should be supported by data or carefully reasoned arguments. Asking questions per se, or offering opinions that do not reflect the readings assigned for the class do not constitute "prepared participation." Behaviors unbecoming of a graduate student may result in a lowered assignment or course grade.

Recognizing that there are professional competencies and conduct not measurable by academic achievement alone, the School of Social Work reserves the right to make decisions regarding admission and retention based on high standards of personal and professional conduct demonstrated both in and out of the classroom.

Because social work education involves a significant amount of internship experience, and preparation for helping vulnerable populations, student evaluation will honor not only the rights of students but also the rights and well-being of clients and others to whom students relate in a professional role."

3.1.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.

The information below is shared with all students in the MSW Handbook on pp. 39-40. Two student review policies are listed below. One policy addresses concerns in the field placement and the second addresses academic concerns.

Field Review Policy
A field agency review may be held in the event of concerns regarding the experiences of students in field work. The purpose of the meeting will be exploratory and fact finding. Such a review may be requested by either the student, field instructor, field liaison, or the Field Director.

Among the issues that may be considered in a review are concerns regarding supervisory problems, adequacy of the learning experience, and ethical practice. Involved students will be asked to be present at the review. The review shall be scheduled by the Field Director and attended by the Director of Graduate Studies as well as appropriate faculty members who teach courses in BSW or MSW programs. Should it be determined that actions are indicated, a written plan will be produced and communicated to the agency within two weeks' time.

Academic Review Policy
On occasion, when a serious concern about academic, personal, or professional performance related to any of the program's standards and/or policies has been identified by a faculty member or field supervisor, at any point in the program, and it is deemed a concern warranting immediate attention, the faculty member reports to the Director of Graduate Studies. The Director of Graduate Studies informs the student that a concern has been identified, seeks information from relevant parties (faculty, Field Director, Academic Support Center, etc.), thoughtfully appraises the student's situation and assesses whether the situation warrants a Student Review.

The purpose of a Student Review is to either design a helping plan for continuance in the social work program or to make a determination regarding continuance in the program, such as suspension or dismissal from the School of Social Work.

A Student Review is scheduled as needed and is chaired by the Director of Graduate Studies, Field Director, or a designee. A Student Review Committee is formed which consists of the faculty who are current instructors for the student, other faculty members, administrators (Field Director, Track Coordinator, etc.) and University personnel deemed relevant to the Student Review process.

The student will be notified in writing of the commencement of the student review, the nature of the student review, giving the date, time, and place, the facts and occurrences that have given rise to concern, the nature of the student review, the student's right to attend (and bring an advocate or person for support), the student's right to bring to the committee's attention relevant information concerning these facts, and occurrences that the student wishes the committee to consider. The location of the student review may be a synchronous meeting via Zoom or on campus, based upon the convenience of the student.

In cases where the committee deems it appropriate, the committee may request the student to have his/her physician, psychiatrist, psychologist or other providers of professional services meet with the committee to discuss the student's capabilities, and/or may request the student to permit an examination by a physician, psychiatrist, psychologist or other provider of professional

services selected by the School, whose report and/or opinion concerning the student' capabilities will be shared with the student. The student may submit additional information in response. If necessary, the Committee shall continue the conference at a later date for the purpose of obtaining additional relevant information.

Once the committee has completed its review, it will notify the student in writing by certified mail of its determination along with a summary of the student review meeting. The determination can take any of the following forms: (1) a written plan establishing the conditions and requirements that the student must meet to continue in the program; (2) a temporary suspension of the student from the program, and; (3) a determination to discontinue the student from the program.

If the student wishes to challenge the determination of the Student Review Committee, the student has a right to appeal to the Dean. A written request for the appeal must be submitted to the Dean within four weeks of the student review. The written request should identify the student's grievance(s).

Program Termination

Students who are not permitted to continue within the MSW program are informed of such by certified mail. At the time of suspension or dismissal, the student will be administratively dropped from current and future courses in the MSW program.

Termination Appeals

Students who have been terminated from the MSW program can appeal such a decision only on the basis of alleged "capriciousness." The term "capricious" is limited to one or more of the following:

- Termination on the basis other than academic or professional performance;
- Termination on more exacting or demanding standards than were applied to other students in the program;
- A substantial departure from the standards and procedures contained in the MSW Policy Handbook.

Appeals based upon capriciousness are made to the Director. The request for appeal must be in writing, identifying the student's grievance(s). Failing a mutually satisfactory resolution at the level of the Director, the student may appeal the determination in writing to the Dean.

Readmission to the MSW Program

A graduate student who leaves or withdraws from the MSW program; is dropped from the program for poor scholarship or unprofessional behavior; or is terminated for lack of registration or application for a leave of absence, and later decides to complete the program, must apply for readmission to the program. Prior records will be re- evaluated and the student, if readmitted, will be held responsible for completing all current degree requirements. Courses taken more than five-years prior to the reapplication time will need to be retaken. Internships more than five years old will need to be retaken as well.

3.1.9 The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.

Students participate in formulating and modifying policies affecting academic and student affairs in many ways. The student organization, Social Work Association (SWA) organizes, educates, and advocates for AU students, as well as social work students on the undergraduate and graduate levels. SWA faculty sponsor reports back to the faculty and administration while advocating for the student views.

Student list servs, Town Hall meetings, and focus groups, provide the avenue for on-going student feedback and effective communication. The student administrative intern acts as an advocate for all students by protecting the confidentiality of student comments made during focus group sessions. The Town Hall and Focus Group discussions with students resulted in adding sessions to guide preparation for licensure, study tips and techniques, and 'writing tips' sessions pertaining to APA guidelines, grammar, and syntax. Sessions are conducted face-to-face for local students, and all meetings are equally accessible by Zoom, Adobe Connect, or Skype.

All delivery modalities for the MSW Program operate under the same MSW Handbook. Guidelines for policy modifications are specified in the MSW Handbook. Online students have the same rights and responsibilities as all AU students on every campus. All syllabi include specific language consistent with all University policies and procedures, with customized names and offices for relevant contact personnel.

The MSW handbook includes the following policy regarding students' rights to participate in changing or formulating policies affecting academic and student affairs on page 27.

Petitioning for Program Policy Changes

This policy states that students are to begin their advocacy for a policy change by communicating directly with the MSW program Director. Students can request modifications related to academic policies and/or student affairs in writing to the MSW Program Director. Once a policy change is requested, the faculty of the School considers the request. A recommendation regarding the proposed policy change or institution is made by the full faculty to the Director of the School of Social Work. Should an appeal be made, the administrative team will meet with the students. The MSW program Directorr shares the requested change with the Dean of the School of Social Work, who then shares the information and final decision about any policy change for the School of Social Work with the Vice President of Academic Affairs and the Enrollment Team.

Opportunities for Student Input

Through the use of Zoom, the MSW Program Director and the Dean of the School of Social Work conducted two Town Hall Meetings. One was conducted in the Fall of 2018 followed by one in the Spring of 2019. These meetings were designed to elicit student dialogue about their experiences in the program, as well as interest in impacting policies and curriculum of the program.

Focus groups were conducted in the fall term as well. The process was facilitated by an administrative MSW intern and an MSW student to provide anonymity and confidentiality for the

students. Details pertaining to the focus groups can be found in section 3.1.10.

3.1.10 The program describes how it provides opportunities and encourages students to organize in their interests.

The MSW program utilizes a variety of mechanisms from which to provide students the opportunity to organize and influence the MSW program. At the time of admission into the MSW program, all MSW students are added to the MSW listserv and through Moodle. The MSW listserv is one of the main ways in which the SSW communicates to MSW students, solicits feedback, and provides crucial and timely information from professional constituents including CSWE, and NASW. Town Hall meetings are conducted each semester for the BSW and MSW students. Students and faculty participate in the State Advocacy Day in Illinois and Wisconsin. Meetings are held at several different times in order to accommodate the various class schedules for BSW and MSW students. The MSW Administrative Intern conducts periodic, random, confidential "focus groups" in order to gather anonymous information regarding student opinions of their BSW and MSW experience. Additionally, all relevant information is posted to the MSW News and Program Moodle page for online students.

Focus Group Format

The focus group sessions for the online MSW students require 30-45 minutes of student participation during which the Aurora University SSW's intern facilitates questions in a group setting via Zoom in a synchronous modality. Prior to the sessions, students receive notification that their responses will be reported as aggregate data and participation is voluntary. During the sessions, instructors leave the room so students can have an opportunity to share openly their learning experiences. First, each student will have the opportunity to write down his or her responses to minimize the potential of groupthink. Second, the intern will facilitate discussions and record responses. In addition, several of the discussion questions enable participants to rank their competency and professors on a Likert scale with an explanation accompanying their rankings. Then, their responses will go into a Microsoft Word document where the researcher will identify common themes. Finally, the researcher will analyze all the data to determine if a positive correlation exists between Aurora University SSW's program and students' competencies.

Focus Group Responses

Twenty-six online MSW advanced standing students participated in answering the focus groups' written and oral questions. The students self-ranked their competencies and shared their overall experiences. In addition, the students ranked the instructors' expertise and teaching methods as well as provided recommendations for improving the students' learning experiences.

MSW advanced standing students' perspectives

Some differences were noted between the qualitative and quantitative data collected. In terms of professional readiness, the majority of the participants perceived themselves as competent but realized they still have not mastered all there is to know concerning the social work profession. Students credited their readiness to life experiences, quality instructors, and quality internships.

Likewise, the quantitative data illustrated that 64% of the participants ranked themselves as "above average" or "excellent" and 36% ranked themselves as "average." This data suggests that the majority of students are confident they are being prepared for the social work profession.

One theme identified was students' perceptions concerning the faculty's irregularities. The majority of the participants explained that their experiences with the instructors have been inconsistent. One student said, "Some teachers are really good, but others really don't seem engaged." Additionally, several different groups made similar remarks about liaisons being unreliable. The quantitative data also appeared to be contradicting because 66% of the participants ranked faculty expertise as "above average" or "excellent" and 34% as "average" See figure 2), whereas, 46% of participants ranked the teaching styles as "above average" or "excellent" and 54% ranked between "average" or "below average." See figure 3). These findings indicate how students' experiences vastly differ.

Another theme identified was the students' concerns about the curriculum. Several different groups expressed that they would prefer to take more clinical classes or electives. Furthermore, students advocated for Licensed Social Worker exam preparation sessions. Lastly, students discussed the possibility of completing generalist and specialized internship hours at their place of employment. Students believe these changes to the curriculum will enhance their competency further.

Strengths

A question for discussion was students' perspectives about Aurora University SSW's strengths. The online MSW participants identified Aurora University SSW's credibility and reputation as major strengths. The other commonly mentioned strengths were the clinically based curriculum, supportive faculty, variety of specializations, and advanced standing status. Overall, the collected qualitative and quantitative data suggests that there appears to be a positive correlation for Aurora University SSW in developing competent students.

An additional strength of the online modality includes frequent and regular review of activity levels for students and faculty. Monitoring of online faculty involvement is conducted weekly, and more frequently if concerns are reported by students. The frequent feedback loop from students to students, students to faculty, faculty to students and faculty to administration was a strength acknowledge by students and instructors.

Focus Group Recommendations

All focus group participants had the opportunity to write recommendations for improving the student experience. Suggestions ranged from hiring more full-time faculty to increasing feedback opportunities to evaluate professors' performances. Students also recommended integrating self-care techniques into the current curriculum as another way to enhance their learning experiences. The students believe that having earlier exposure to internships and self-care practices will reduce anxiety and make their workload more manageable.

Online students proposed the idea of having the option to use their places of employment to satisfy all internship hours. Students explained that in their perception their agencies would meet the requirements needed to fulfill Aurora University SSW's field requirements. The advanced standing participants are optimistic that these changes will improve the student experience for the better.

Accreditation Standard 3.2—Faculty

3.2.1 The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.

A comprehensive list of all full and part-time faculty is included in this document. All full and part-time faculty meet the CSWE requirements for teaching social work content, and those teaching practice courses have an MSW and a minimum of two years of post-MSW practice experience. All CSWE formatted CVs can be found in appendix A. The following chart provides greater detail related to faculty qualifications, expertise in social work education and practice, as well as years of service to the program.

3.2.2 The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post–master's social work degree practice experience.

According to the CSWE Glossary, social work post-master's degree practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities. Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experiences as a consultant in the areas of the individual's practice expertise.

A comprehensive list of all full and part-time faculty is included in this document. All full and part-time faculty meet the CSWE requirements for teaching social work content, and those teaching practice courses have an MSW and a minimum of two years post-MSW practice experience. The practice of hiring adjunct faculty at Aurora University requires that all adjunct professors have a minimum of five years of experience as a social worker prior to teaching in the School of Social Work as well as completion of an MSW degree, with a doctoral degree preferred.

3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising, and the faculty's teaching, scholarly, and service responsibilities.

The primary responsibility of faculty is teaching of future social workers. Additionally, faculty members are expected to act as academic advisors to students, to participate in faculty committees within the School and in the university at large, and to engage in research, as well as service to the community. Faculty members are role models of social work behavior to students, are active

members in community programs as consultants, evaluators, direct practitioners, board members, and program planners. The faculty inform their teaching with out of class experiences. This practice expertise and the willingness and ability to share it with students is the primary strength of this faculty.

Faculty Development

The School draws on a large and vibrant social work community around it to supplement faculty expertise. The graduate program uses a number of adjunct faculty who have expertise in specialized areas and who primarily teach electives in the program. The number of adjunct faculty varies by semester. Full-time faculty work closely with adjunct faculty to ensure content is consistently taught across the curriculum. Adjunct faculty offer a range of experiences in the social work profession. These faculty make an important contribution to the overall curriculum, offering students the opportunity to interact with practicing professionals. It is evident to the full-time faculty that these individuals give generously of their time and expertise in order to assist in preparing competent social work professionals.

Adjunct Handbook

The faculty developed an "Adjunct Faculty Handbook" to provide guidelines and specific information for all adjunct professors. The handbook delineates the responsibilities of the School to the adjunct instructor, and the responsibilities of the instructor to the School and its students. Orientation sessions are conducted by the Dean of Faculty from the university perspective. The Dean of the SSW, BSW Chair and the Graduate Director conduct orientations specifically designed to orient adjuncts to the School of Social Work. Monthly sessions are conducted with Adjunct professors to facilitate teaching development. Sessions have been conducted specific to "Understanding by Design" (Wiggins & McTighe, 2005), "Active Learning Exercise for Social Work and the Human Services" (Solomon, 2000), "Making Teaching Community Property: A Menu for Peer Collaboration and Peer Review," (Hutchings, 1996) a Course Portfolio Projects: Benchmark and Inquiry, and An Understanding of Diversity in the Classroom, to name a few of the session topics.

Online Orientation for Faculty

Additionally, all online faculty must successfully complete a mandatory orientation course prior to being approved to teach in the online modality. The "Best Practice Series" is also provided to ensure ongoing faculty development. The purpose of New Online Adjunct Faculty Orientation is to help faculty demonstrate knowledge of the:

- History, Mission, and Values of Aurora University
- Moodle Classroom
- Adobe Connect Classroom
- University Academic Policies
- University Student Support Services
- Best Practices for the Online Classroom

Training Modules

Orientation begins with the following online, self-paced, training modules.

Foundations of Online Course Delivery. This course covers the general guidelines and best practices for effective course delivery that span across all institutions. The content provides an overview of online course structure, communication skills, discussion forums, grading, and feedback. The goal upon completion of Foundations of Online Course Delivery is to have the basic knowledge of how to be an effective online instructor. Each module has a checklist to help apply the concepts to individual schools. Each module also has an exam that students must pass to open the next module. Once trainees complete all the modules, a final exam will become available, and once trainees pass, they will obtain a certificate.

Faculty Orientation to Moodle. This self-paced, on-demand course is designed for non-editing faculty members new to the Moodle learning management system or who have not taught in the environment before. Emphasis is given to learning the interface and the common tools used to facilitate a fully online course such as discussion forums, gradebook, and exams. Quizzes must be successfully completed at each step of this five-module training course. A certificate of completion is issued for all successful completers.

Adobe Connect training. The materials in this course will teach you to use Adobe Connect in your course. A 990-minute recorded webinar is the core of the training; other short videos and a guidebook are provided as well. There is a short exam at the end of this course to assess understanding of the material. Upon successful completion, trainees will obtain a certificate.

Course preparation tour. This training provides a virtual tour of University resources and tools available to faculty. Trainees learn how to alert academic advisors when students are struggling, how to report academic integrity violations, and how to submit final grades. Information on how to personalize courses shells is provided, as is information regarding tutoring. General information regarding Aurora University Online and its programs is also highlighted. As students complete this training, they document their learning through screenshots of websites and by answering questions. This training is manually graded, and trainees receive a certificate following successful completion.

As a last step in orientation, the assistant dean of online faculty recruiting and development hosts a one-hour webinar. This webinar takes place typically takes place 10-14 days prior to course start. Topics include:

- Best practices for AU Online teaching, including using collaboration tools
- Tips for Using Adobe Connect
- Administrative information, including the use of the AU Academic Alert system
- Tips for having a successful first week online
- Q&A

While new faculty are not required to attend the live webinar, a password is embedded within the webinar recording. Faculty must submit this password to demonstrate they watched the recorded webinar.

It is estimated that someone who is teaching campus-based courses at Aurora University and is familiar with the system will take 6-8 hours to complete all training. Similarly, an experienced online instructor and knows Moodle and Adobe Connect will likely take 6-8 hours to complete the training. For an instructor who is new to the University and to online teaching, orientation could

take up to 12-15 hours.

Student: Faculty Ratio
The current student faculty ratio is **12.6:1**.

Students may be enrolled full-time or part-time when in the program. These students include both traditional two-year master's students and advanced standing master's students. At this time, the online MSW program is educating 556 MSW students.

At this time, the School of Social Work has 12 full-time MSW faculty members. At various times, the full-time MSW faculty teach in the face-to-face courses, as well as online sections of the course offerings. The instructional team includes 49 adjunct professors for the MSW online program specifically. The current field structure includes six full-time positions. Administrative faculty includes the dean for the SSW, dean for AUO, associate dean of AUO, assistant dean for AUO and the director for online enrollment.

Graduate students at Aurora University are considered full-time when enrolled in six or more hours of instruction. The vast majority, more than 92% of the AUO MSW students are enrolled full-time based upon the Aurora University definition.

Full-time MSW students in the online courses= 497
Part-time MSW students in the online courses = 37

Full-time faculty, field staff and administration total = 24
Part-time faculty = 49

The Common Data Set (CDS) Initiate formula follows:

Student to Faculty Ratio = [SF + SP / 3] / [FFI + (FPI) / 3]
Where: SF = the number of full-time enrolled students, SP = the number of part-time enrolled students, FFI = the number of full-time instructional faculty, FPI = the number of part-time instructional faculty.

Current calculation for Fall 2018
MSW Student to MSW Faculty Ratio
= [497 + 37 / 3] / [24 + 49/ 3]
= [497 + 12.33] / [24 + 16.33]
= [509.33] / [40.33]
= 509.33 / 40.33
equals 12.629:1

Most MSW class sizes are 18-24 students. Field instruction includes weekly one-hour supervision for each student at each agency. Field liaisons maintain contact with a maximum of 6 students per liaison contract.

Full-time faculty teach 12 semester hours each term during 3 semester hour courses, this results in 4 courses each term. Part-time adjunct instructors are limited to a total of 9 semester hours

each term. In the MSW program, each adjunct instructor is limited to 3 courses at 3 semester hours each.

Full-time faculty members maintain five hours of scheduled office time per week. The office hours are dedicated to meeting with students outside of class. Adjunct instructors do not post office hours, but are encouraged to provide virtual office hours to meet with students who express a need.

The 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.

Approximately 24% of MSW classes are taught by full-time faculty, while 76% are taught by part-time faculty. Using the FTE formula as described above, the MSW program does not meet the accreditation requirement of 12:1 student faculty ratio.

The program is successful at maintaining the program and curricular consistency with the current faculty resources for student advising, curriculum development and assessment is a challenge given the high number of part-time positions and the high number of students enrolled in the program. Given the increased emphasis on competencies and monitoring the extent that students meet benchmarks for competencies, having sufficient number of full-time faculty is essential.

The current ratio of 12.6:1 (student: faculty) is near the 12:1 ratio.

M3.2.4 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.

The following two charts provide information related to the twelve full-time faculty with a master's degree in social work from a CSWE-accredited program and whose principal assignment to the master's program. Ten of the twelve MSW designated faculty have a doctoral degree.

	Faculty Name	Highest Degree	Principal Assignment
1.	Dr. Brenda J. Barnwell Dean	DSW * Aurora University MSW * Aurora University	School of Social Work
2.	Dr. Kristen Brendel Associate Professor	PhD * Loyola University MSW * Aurora University	MSW Program

3.	Dr. Chris Bruhn Associate Professor	PhD * University of Illinois Chicago	MSW Program
4.	Dr. Robert Campbell Assistant Professor	DSW * Aurora University MSW * Aurora University	MSW Program
5.	Professor Laura Donavon Visiting Professor	MSW * Aurora University	MSW Program
6.	Dr. Joan Fedota Assistant Dean	EdD * National Louis University MSW * Loyola University	MSW Program
7.	Dr. Cornelius Gorman	DSW * Aurora University MSW * Aurora University	MSW Program
8.	Dr. Marissa Happ	DSW * Aurora University MSW * Aurora University	MSW Program
9.	Professor Meghan Jarpe	ABD* University of Chicago MSW * University of Pittsburg	MSW Program
10.	Reverand Dr. William Ressl	PhD * Chicago Theological Seminary MSW * Dominican	MSW Program
11.	Dr. Maureen Rubin	PhD. * University of South Carolina MSW * University of Illinois Urbana Champaign	MSW Program
12.	Dr. Todd Tedrow	DSW * Aurora University	MSW Program
13.	Professor Laura Vargas	MSW * University of Illinois Urbana Champaign	MSW Program

Faculty Summary Form 3.21., 3.2.2 and M3.2.4 provides greater detail pertaining to full-time and adjuncts professors, as well as field staff and administration.

Council on Social Work Education
Commission on Accreditation (COA)
Faculty Summary Form

Duplicate and expand as needed. Provide table(s) to support self-study narrative addressing *Accreditation Standards* below.

This form is used to assist the COA in the evaluation of the program's compliance with *Accreditation Standard*s stated below.

3.2.1 *The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.*

3.2.2 *The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post–master's social work degree practice experience.*

M3.2.4 *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.*

Provide the information requested below for all faculty employed in full- and part-time positions ***within the past academic year. However, if the program experiences major changes to faculty composition prior to self-study submission, please provide the most up-to-date information.***

2019-2020														
Initials and Surname of Faculty Member	Title	Hire Date	Race / Ethnicity	Gender	Tenure Track (Yes/No/NA)	Teaching Practice Courses (Yes or No)?	Years of Practice Experience		Years of Employment as Full-Time Educator*				Percentage of Time Assigned to Program**	
									Previous Positions*		Current Position*			
							Post-BSW	Post-MSW	BSW	MSW	BSW	MSW	BSW	MSW
A. Arendt	Asst Prof	04/07	White	F	N	Y	-	19	-	-	12	-	100%	-
B. Barnwell	Dean	08//07	White	F	N	N	-	24	-	-	5	5	SSW	SSW
K. Brendel	Assoc Prof	01/12	White	F	Y	Y	-	21	-	-	-	7	-	100%
C. Bruhn	Assoc Prof	08/09	White	F	Y	Y	-	19	-	-	-	10	-	100%
R. Campbell	Asst Prof	08/09	White	M	N	Y	-	12	-	-	-	10	-	100%
A. Carlson Maggio	Asst Field Dir	08/18	White	F	N	N	2	5	-	-	-	-	100%	-
A. Ceshker	Field Coor	05/15	White	F	N	N	-	4	-	-	-	-	-	100%
L. Donavon	Visiting Asst Prof	08/15	White	F	N	Y	1	10	-	-	-	4	-	100%
J. Everhart	Dir Online Enrollment	01/14	White	F	N	N	-	-	-	-	-	-	-	75%

J. Fedota	Asst Dean	07/14	White	F	N	Y	-	39	-	8	-	5	-	100%
C. Gorman III	Asst Prof	08/16	White	M	Y	Y	-	9	-	-	-	3	-	100%
K. Graham	Visiting Asst Prof	08/15	White	F	Y	Y	-	27	-	-	4	-	100%	-
M. Happ	Assoc Prof	07/13	White	F	Y	Y	-	19	-	4	-	6	-	100%
K. Harrison	Asst Dean for Online	05/17	White	F	N	N	-	-	-	4	-	-	-	75%
M. Jarpe	Asst Prof	08/19	White	F	Y	Y	-	9	-	-	-	1	-	100%
L. LeSure	Field Coor	02/17	Black	M	N	N	-	-	-	-	-	-	-	100%
D. Liljegren	Dean of Online	10/15	White	F	N	N	-	-	-	8	-	-	-	75%
D. Livorsi	Asst Prof	08/16	White	F	Y	Y	-	16	-	-	3	-	100%	-
K. Male	Assoc Dean for Online	08/03	White	F	N	N	-	-	-	-	-	-	-	75%
T. Nelson	School SW Coor	08/18	Black	F	N	Y	6	8	-	-	-	-	-	100%
D. Phelps	Professor	07/01	White	M	Y	Y	-	13	-	-	18	-	100%	-
W. Ressl	Asst Prof	08/14	White	M	Y	Y	-	15	-	3	-	5	-	100%
M. Rubin	Assoc Prof	07/19	Asian	F	Y	Y	-	8	-	9	-	1	-	100%
A. Schuck	Field Dir	08/18	White	F	N	N	6	6	-	-	-	-	25%	75%
T. Tedrow	Asst Prof	08/13	White	M	Y	Y	-	22	-	-	-	6	-	100%
A. Trocki	Field Coor	07/19	Black	F	N	N	-	-	-	-	-	-	-	60%
L. Vargas	Asst Prof	07/19	White	F	N	Y	3	19	-	-	-	1	-	100%
Part-time/ Adjuncts														
D. Anderson	Adjunct	08/17	White	F	N	N	-	30	-	18	-	2	-	100%
G. Atkins	Adjunct	03/19	White	F	N	N	-	8	-	4	-	1	-	100%
T. Broskow	Adjunct	09/11	White	F	N	N	3	25	-	-	-	8	-	100%

K. Brown Watkins	Adjunct	05/19	Black	F	N	N	0	20	-	15	-	1	-	100%
S. Buss-Yingling	Adjunct	08/17	White	F	N	N	-	8	-	-	-	2	-	100%
W. Byrne	Adjunct	01/09	White	F	N	N	-	27	-	5	-	10	-	100%
L. Campbell	Adjunct	08/16	White	F	N	N	-	16	-	-	-	3	-	100%
L. Cox	Adjunct	01/18	White	F	N	N	-	2	-	10	-	1	-	100%
A. Cranfield	Adjunct	06/17	Black	F	N	N	-	16	-	-	-	2	-	100%
T. Curry	Adjunct	08/16	White	F	N	N	-	6	-	-	-	3	-	100%
H. Dancy Morgan	Adjunct	11/18	White	F	N	N	-	3	-	-	-	1	-	100%
A. Dent	Adjunct	01/18	Black	F	N	N	-	4	-	-	-	1	-	100%
D .Duval Tsioles	Adjunct	09/08	White	F	N	N	-	22	-	12	-	11	-	100%
M. Evans	Adjunct	09/10	White	F	N	N	-	15	-	7	-	9	-	100%
T. Fields	Adjunct	11/18	Black	M	N	N	-	10	-	2	-	1	-	100%
P. Fitzwater	Adjunct	10/19	Black	F	N	N	-	2	-	-	-	1	-	100%
J. Flynn	Adjunct	08/07	White	F	N	N	7	25	-	-	-	12	-	100%
R. Frank	Adjunct	01/18	White	F	N	N	-	6	-	-	-	1	-	100%
L. Gleich	Adjunct	08/12	White	F	N	N	-	12	-	-	-	7	-	100%
L. Gregait	Adjunct	01/16	White	F	N	N	-	-	-	-	-	3	-	100%
B. Gullickson	Adjunct	06/11	White	F	N	N	-	29	-	-	-	8	-	100%
J. Gupta	Adjunct	12/17	White	F	N	N	-	10	-	4	-	2	-	100%
A. James Henry	Adjunct	05/16	White	F	N	N	-	12	-	3	-	3	-	100%
T. Imam	Adjunct	01/19	White	F	N	N	-	3	-	-	-	1	-	100%
W. Jackson Jr.	Adjunct	08/16	Black	M	N	N	-	12	-	2	-	3	-	100%
K. Johns	Adjunct	01/12	White	F	N	N	-	10	-	-	-	7	-	100%
E. Kath	Adjunct	01/19	White	F	N	N	-	12	-	-	-	1	-	100%
D. Knapp	Adjunct	08/15	White	M	N	N	-	17	-	1	-	4	-	100%

J. Kull	Adjunct	05/19	White	F	N	N	-	11	-	-	-	1	-	100%
E. Madden-Klicker	Adjunct	09/17	White	F	N	N	-	-	-	-	-	2	-	100%
A. McCabe-Maucher	Adjunct	10/18	White	F	N	N	2	17	-	-	-	1	-	100%
L. Melhart	Adjunct	03/17	White	F	N	N	-	21	-	-	-	2	-	100%
H. Nichols	Adjunct	10/19	White	F	N	N	-	6	-	1	-	1	-	100%
C. Obordo	Adjunct	08/15	White	F	N	N	-	3	-	-	-	4	-	100%
E. Pearlman	Adjunct	01/19	White	F	N	N	-	12	-	-	-	1	-	100%
S. Polacheck	Adjunct	09/17	White	F	N	N	-	13	-	-	-	2	-	100%
S. Rechner	Adjunct	01/19	White	F	N	N	-	11	-	-	-	1	-	100%
S. Schmitz-Bechteler	Adjunct	08/19	White	F	N	N	-	-	-	-	-	1	-	100%
J. Schweitzer	Adjunct	01/16	White	M	N	N	-	29	-	-	-	3	-	100%
M. Sinkule	Adjunct	01/17	Hispanic	F	N	N	-	11	-	-	-	2	-	100%
M. Smiley	Adjunct	01/18	Black	F	N	N	-	10	-	-	-	1	-	100%
B. Sorensen	Adjunct	08/14	White	F	N	N	-	5	-	-	-	5	-	100%
A. Tack	Adjunct	10/19	White	F	N	N	-	3	-	-	-	1	-	100%
R. Vacco-Giudice	Adjunct	01/15	White	F	N	N	1	11	-	-	-	4	-	100%
G. Visconti	Adjunct	02/18	White	F	N	N	-	5	-	1	-	1	-	100%
J. Voigts	Adjunct	08/17	White	F	N	N	-	7	-	-	-	2	-	100%
S. Ward	Adjunct	03/19	Black	F	N	N	-	8	-	1	-	1	-	100%
T. West	Adjunct	10/19	White	F	N	N	1	10	-	-	-	1	-	100%
L. Windsor	Adjunct	08/05	White	F	N	N	-	14	-	-	-	14	-	100%
TOTAL							**32**	**993**	**0**	**122**	**42**	**224**	**6%**	**92%**

TOTAL FTE OF ALL FACULTY: **(sum)** **(sum)**

*Combine full-time and part-time work into full-time equivalence years of full-time teaching, based on your institution's workload policy.
**If part-time, identify percent of a full-time workload assigned to the program, based on your institution's workload policy.

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

All full-time faculty at Aurora University are required to teach 24 semester hours each academic year. MSW classes are three (3) semester hours. In addition to teaching responsibilities, all faculty must demonstrate significant accomplishments in service and professional activity. Service may include advising students, serving on program and university committees, as well as service to the community in various ways such as board membership, consultation, etc. Professional Activity is the term used to describe traditional scholarly work for tenure track faculty, as well as professional practice for clinical track faculty. The unique combination of teaching, service and professional activity allows all faculty members to develop and maintain a comprehensive portfolio to continue to function as a qualified university citizen and social work practitioner.

As Accreditation Standard 1 stated, the mission of the University and the MSW program follows. Aurora University's Mission Statement "An **Inclusive Community** Dedicated to the **Transformative Power of Learning**" embraces diversity in a clear and purposeful manner. The School of Social Work's Mission Statement follows. "The mission of the School of Social Work is to **prepare** competent and committed social work practitioners who will promote the development and enhancement of resilient communities, social groups, families, and individuals. The School seeks to improve quality of life and community well-being and to promote social justice with an emphasis on oppressed and vulnerable populations through **excellent teaching, scholarship, research, and community service**." The institutional priority and the program's mission emphasize the importance of **teaching** a **diverse** student body.

University administration guides the faculty to consider responsibilities to be divided in the following manner: 60% teaching, 20% service, 20% professional activity. Students are the top priority of the administration and faculty. As a direct result, faculty are directed to teach. Although such a statement may seem to be apparent, the emphasis is stated and restated during faculty meetings, curriculum development, and planning sessions.
The Mission Statements are aligned with faculty workload in the following ways.

- All full-time faculty teach in the core curriculum.
- The expertise of faculty is evaluated by students, administration and self-evaluations, all highlighting teaching.
- The number of semester hours taught remains consistent from undergraduate to graduate programs across both delivery modalities.
- Institutional and program priorities accentuate student learning.

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

A comprehensive list of all faculty curriculum vitae are included in Faculty Data, Appendix A of this document.

The following information identifies faculty and administrators as teachers, scholars and practitioners, as well as work as practitioners. The creative activities of the faculty across the three levels of curriculum support the achievement of institutional priorities and the program's mission and goals. Although the faculty are designated to the BSW or MSW programs, much of their work is important to the university as a whole. Where appropriate, program level is designated, although the activities are not specific to a program level. The activities have an impact on the university as well as many additional communities.

The MSW mission follows: *The Master's of Social Work Program in the School of Social Work empowers students through holistic and transformative education. The inclusive learning community works to prepare social workers to competently build justice and systematic change to implement and evaluate clinical practice for individuals, families, groups, organizations, and communities while guiding students toward professional engagement.* The following brief bios offer evidence of a diversity of experiences as well as a diversity of activities that support institutional priorities.

LEADERSHIP TEAM

Dr. Brenda Barnwell, DSW, LCSW, CADC, *Dean of the School of Social Work*. Research related to high conflict divorcing parents is ongoing. Dr. Barnwell is the Executive Director of Joi Counseling, Yorkville, Illinois, a private practice agency where she employees ten clinicians. She is a member of the National Association of Social Workers (NASW), State of Illinois Addictions Certification Board (IOADAPCA), currently titled Illinois Certification Board, (ICB), and a member of the Council on Social Work Education (CSWE). She is a Certified Mediator, Certified Alcohol and Other Drug Counselor, and a licensed clinical social worker. She has been a continuing education speaker for Elgin Mental Health, Linden Oaks Hospital, Family Counseling Services, Joliet Hospice, and local school districts. She is an active member of Aurora University.

Professor Alison Arendt, LCSW, *Assistant Professor, BSW Chair*. Alison is actively involved in campus service through her participation on university committees, facilitation of CEU workshops for field instructors, providing field supervision for students, and engaging in interdisciplinary projects on campus. Alison remains active in the social work field through work in her private practice with adolescent and adult client populations.

Dr. Joan Fedota, Ed.D., LCSW, PEL, *Assistant Professor and Assistant Dean of the Social Work Program on the George Williams College campus of Aurora University*. Dr. Fedota serves on the Aurora University Academic Technology Committee and as the faculty sponsor of various student organizations. Dr. Fedota serves on the Advisory Board of the School Social Work Journal, the Illinois Association of School Social Workers Board of Directors (as a past-president), and as a member of multiple outreach committees of her church, including pre-school, LGBTQ and homeless (PADS) sheltering.

Maureen Rubin, MA., MSW., Ph.D., *Associate Professor and currently serves as the Director of*

Graduate Studies at the School of Social Work. Her academic and clinical work focuses on the quality and delivery of mental health care in India and the US. Her grant supported presentations and publications have focused on addressing issues related to the mental health of children; adults with severe and persistent mental illness; health disparities, interprofessional education; and workforce development. She has served as Chair, Interprofessional Education and Collaborative Practice Track for the Annual Program Meeting, CSWE, Chair, Council on Conference and Faculty Development and has represented the Council on the Commission on Membership and Professional development in CSWE.

FULL-TIME MSW FACULTY

Dr. Kristen Brendel, Ph.D., LCSW, *Associate Professor in the MSW program*, and the executive director of Per La Vita Wellness, LLC, a social enterprise with the mission of increasing supports and protective mechanisms for mental health and school-based professionals. With expertise in mindfulness-based interventions, Dr. Brendel presents nationally and internationally on her research and regularly facilitates continuing education workshops at school districts and social services organizations. Dr. Brendel is on the Board of Directors for Project Casa Mare, a non-profit organization with the mission of building MSW programs in countries with developing economies. She is an active member of the Institutional Review Board at Aurora University.

Dr. Chris Bruhn Ph.D., LCSW, *Associate Professor in the MSW program*. Dr. Bruhn is a member of the Educational Policy Commission for CSWE and is a track chair for the Educational Outcomes Assessment track at the CSWE APM. Chris is also a member of the Higher Learning Commission Peer Review Corp. She serves on the Illinois Children's Mental Health Partnership, a legislatively mandated public/private partnership committed to improving the scope, quality, and access of mental health programs, services, and supports for children. She is a reviewer for the Journal of Social Work Education. Dr. Bruhn is also the Principal Investigator for 17 after-school programs in the City of Aurora.

Dr. Robert Campbell, DSW, LCSW, *Assistant Professor in the MSW program.* He serves as an advisor of the clinical practices curriculum. Dr. Campbell also serves as Executive Director and lead Psychiatric Social Worker of C.A. Counseling and Consultants. He is a member of NASW, the National Organization for Victim Assistance (NOVA) and CASA (Court Appointed Special Advocates). Dr. Campbell has obtained specialized training in Strategic Neuro-linguistic Programming (NLP) and Deep Trance Hypnosis.

Professor Laura Donavon, LCSW, CADC, CCJP, CCJTS, MAC, CODP I, *Visiting Assistant Professor, Coordinator of the Addictions Track and Coordinator of the Forensic Social Work Track in the MSW program*. Laura is also employed part-time in private practice and provides LCSW supervision. Laura is a member of the National Association of Social Workers (NASW), the National Organization of Forensic Counselors, State of Illinois Addictions Certification Board (ICB), NAADAC – The Association for Addictions Professionals, the National Association of Forensic Counselors. She is a Licensed Clinical Social Worker, Certified Alcohol and Other Drug Counselor, Certified Criminal Justice Addictions Professional, Clinically Certified Juvenile Treatment Specialist, Masters Addiction Counselor, Certified Co-occurring Substance Use Mental Health Disorder Professional, and a Certified First Responder Counselor. She has been a speaker for a variety of settings including the Illinois Certification Board and the

Illinois Association of School Social Workers. Laura is an active member of the Faculty Senate at Aurora University.

Dr. Cornelius F. Gorman, DSW, LCSW, *Assistant Professor in the MSW program*. Research interests focus on the intersection of psychoanalysis, critical theory, and social justice, with particular attention being paid to elaborating how and why individuals become radicalized and/or weaponized by nefarious agents of destructive ideologies. In addition to academic work, Dr. Gorman maintains a private practice through SamaraCare, a local non-profit mental health center that is part of the Samaritan Network. The therapeutic work that Dr. Groman provides to individuals, couples, and families is psychoanalytic in orientation. One of the key elements of Dr. Gorman's clinical work is a commitment to seeing patients from vulnerable populations regardless of their ability to pay (i.e. those who are without insurance, underinsured, undocumented, etc.) Along with being an LCSW Dr. Gorman is also a certified teacher in the state of Illinois. Professional groups that Dr. Gorman is a member of include the American Association of Psychoanalytic Clinical Social Workers (AAPCSW).

Dr. Marissa Happ, DSW, LCSW, C-SWHC, PEL *Associate Clinical Professor and Coordinator of the Health Care and Gerontology Tracks in the MSW program*. Besides teaching and advising students, Dr. Happ works with doctoral students, serving as Preceptor, Committee Chair and Professor for students completing their independent study electives. Dr. Happ provides clinical consultation for the staff at Fox Valley Hands of Hope as well as pro-bono work with the agency's annual "Grief Takes a Hike" for families facing death. Dr. Happ also provides weekly clinical supervision for MSW graduates seeking LCSW licensure through the ASWB. Dr. Happ co-published an article in 2019 entitled Volunteer Assessment Scale (VAS) for Assessing Hospice Workers in the HSOA Journal of Hospice and Palliative Medical Care and continues her research under the direction of Dr. Mark Stone, developing a new assessment tool assessing the clinician's level of comfort with mortality (MAS). Since 2016, Dr. Happ has made eight professional presentations on various aspects of healthcare, grief and aging, addressing institutions of higher education, hospice volunteers, law enforcement professionals through the Kane County State's Attorney's office and clients at Oak Street Health. She participates in the Inter-Faith Mental Health Coalition, assists the Pastoral Care team at Amita Mercy Medical Center and volunteers with the Forest Preserve District of Kane County as a Certified Naturalist.

Meghan Jarpe, *Assistant Professor in the MSW program*. She is an active member of her university community as a doctoral student and continues as an active member of Aurora University. She is currently working to develop her teaching skills as part of the AU new faculty learning, building on her past work as a peer mentor to doctoral student instructors. She has served in formal and informal mentorship roles, and as an advocate for students' rights and needs. She is also politically and civically engaged in social change efforts off-campus. Prior to enrolling in doctoral work, she engaged in the youth services field in as a case manager for runaway and homeless youth in rural Michigan, a facilitator in HIV and substance use prevention for young women in the Bronx, NY, and ran a peer to peer outreach program for youth aging out of the child welfare system in Pittsburgh, PA.

Dawn Livorsi, DSW, LCSW serves as *Assistant Professor in the BSW Program*. Dr. Livorsi's research focuses on adolescent mental health, with particular attention to attachment and protective factors. In addition to her work in the classroom, Dr. Livorsi treats children, adolescents, and families in an outpatient therapy practice. She also recently completed

coursework to become a certified Mediator. Dr. Livorsi regularly presents to professionals and parents on topics relating to adolescents and the challenges that they face. She is a member of the National Association of Social Workers.

Kendra Pepper-Graham, LCSW, *Visiting Professor in the BSW program*. BSW/MSW Faith-Based Track Coordinator. Kendra Pepper-Graham is an independent therapist with *The Center,* focusing on the needs infertility, adoption, loss, and other family-building options. With expertise in Infertility/domestic adoption experiences, Professor Pepper-Graham presents locally on Infertility and Faith, she created the only Infertility, Assisted Reproduction class in the Midwest. She is a member of Resolve and the NAACSW. Kendra is an academic advisor for the group Delight. That meets weekly to meet the diverse needs of college women of faith. She is an active chair of the Academic Standards Committee and a member of the Student Life committee at Aurora University.

Dr. Donald Phelps, *Professor in the BSW program*. He received his Ph.D. in social work from the University of Illinois in 1997. Since 1985, Dr. Phelps has worked as a youth and family therapist, clinical director, chief operating officer, and chief executive officer in behavioral healthcare. He worked as an adjunct faculty member for 9 years before coming to the university full time in 2001. His areas of interest and research include experiential and expressive therapies, trauma-informed therapy, spiritually sensitive social work practice and organizational leadership. In 2016, he received the AUSA Meritorious Faculty Award; in 2012 the Social Work Association (SWA) Professor of the Year Award; in 2010 John McKee Citizenship Award; and in 2003 the Trumbo Excellence in Teaching Award. He has served in many leadership roles at the National Association of Social Workers - Illinois Chapter including President of the Board of Directors (2015-2017), President-Elect (2014-2015), Vice President (2007-2009), Treasurer (2005-2007) and he is serving his 4th consecutive 3-year term as an elected NASW Illinois Representative on the National Association of Social Workers' Delegate Assembly in Washington, DC (2005-present). In 2007, he received the Social Worker of the Year Award for his work in the Fox Valley District. In 2011, Dr. Phelps was granted a university sabbatical to provide training and clinical consultation at the Casa Hogar Los Angelitos orphanage in Manzanillo, Mexico. Since then he has continued to do pro bono work for the orphanage and has written articles and given presentations in Mexico and the USA on the use of trauma-informed therapy and expressive arts with kids who have experienced developmental trauma. In 2003, Dr. Phelps spent a month in South Africa and served as a member of a professional delegation from NASW. As a member of the NASW IL International Special Interest Group, he hosted social workers from many other countries in Chicago as part of an exchange program. During a course on community leadership in 2007, Dr. Phelps and several graduate students designed and implemented a therapeutic play and expressive arts program for children at Hesed House, the second-largest homeless shelter in Illinois. The program has served over 400 children in the last 12 years and is completely run by interns and volunteers. In May 2019 the program received the National Exchange Club "Goods Deeds" Award.

Dr. Bill Ressl, Ph.D., LCSW, *Assistant Professor in the MSW program.* Dr. Ressl is in private practice and Co-Pastor of Trinity Community Church, UCC in Berwyn, Illinois. The church serves as a clinical multi-generational learning laboratory advancing professional development and practice as an interdisciplinary professional on the boundary of clinical social work and pastoral theology. Bill is a member of the Society for Pastoral Theology. The Society for Pastoral Theology is a national organization of pastoral theologians, pastoral counselors, and

pastoral social workers. He is a member of the North American Paul Tillich Society and the American Academy of Religion, both are academic international professional organizations. Dr. Ressl is the co-founder and facilitator of the Pastoral Theology & Social Work (Dual MDiv/MSW) Global Forum on LinkedIn®. The first form of its type, this global forum is for dual MDiv/MSW students/professionals and others interested in the intersection of pastoral theology and social work. Designed to connect globally as well as across disciplines, cultures, and traditions to share opinions and create an ecumenical and interfaith network towards collaborative interdisciplinary models of professional formation, best practices, resources, and professional education opportunities.

Wendy Seerup, MSW, LCSW, *Visiting Professor in the BSW Program.* Wendy is a licensed clinical social worker with nearly 20 years of experience in inpatient and outpatient mental health treatment, play therapy, and family therapy. Wendy has a wealth of experience in the field of experiential therapy which includes direct practice, teaching, program development, community outreach, and clinical supervision. She teaches practice and theory courses at George Williams College campus of Aurora University and is a council member for the Council for Social Work Education (CSWE). Her area of research is in animal assisted therapy. She serves on the board of directors for a community non-profit, Ski Broncs Inc and promotes Safe Sport Education. Outdoor Wisconsin Leadership School. She speaks on Social Work topics for local agencies including the Wisconsin Counsel of Social Work Education, Williams Bay Public Schools, Spectrum School, Ski Broncs, and Rockford Psychiatric Medical Services. She is a student of the current DSW cohort at George Williams College campus.

Dr. Todd Tedrow, LCSW, CAPSW, LNHA, is an *Assistant Professor in the MSW program.* Dr. Tedrow is a clinician and field supervisor at Independence Health and Therapy where he has developed a Narrative Therapy program to serve the needs of those with cognitive decline. This highly innovative student-supported program has been awarded on-going funding by the community mental health board. Dr. Tedrow is a member of NASW, WCSWE, CSWE, IASWG, and has been appointed by the Governor of Wisconsin to serve on the Marriage and Family, Professional Counseling, and Social Work Examining Board. Dr. Tedrow is also the Chair of the PRIDE Caucus for NASW Wisconsin. He regularly presents locally, nationally and internationally on various topics including the use of Narrative Therapy in Groups, ethics in practice, and cultural competence. Dr. Tedrow has a significant professional history in executive healthcare management including the implementation of large-scale multi-site quality improvement programs designed to improve patient outcomes. A core component of Dr. Tedrow's work involves engagement with community partners to provide training, develop community-based learning opportunities for students, inform classroom instruction, and to inspire engagement with students towards meaningful societal change.

Laura Vargas, MSW, LCSW, CWEL, *Assistant Professor in the MSW program* and Coordinator of the Child Welfare Track. Laura Vargas is a member of the National Association of Social Workers (NASW) and the Child Welfare League of America. Laura remains involved with Lutheran Social Services of Illinois, the largest Private Child Welfare agency in the state as a volunteer. Laura is a licensed clinical social worker in the state of Illinois and holds her child welfare employee license in Illinois. She has been a continue education speaker on trauma related topics for the Springfield Urban League Head Start and is an active member of Aurora University.

Emphasis on Mission and Goals

The mission statement of the MSW program follows: The Master's of Social Work Program in the School of Social Work empowers students through holistic and transformative education. The inclusive learning community works to prepare social workers to competently build justice and systematic change to implement and evaluate clinical practice for individuals, families, groups, organizations, and communities while guiding students toward professional engagement.

The faculty and staff in the SSW are actively involved in a myriad of important micro, mezzo, and macro areas consistent with CSWE expectations. The special emphasis in all of these arenas enriches the professional education of all of the social work students at Aurora University. In addition, there are many adjuncts, far too numerous to detail in this section, that are also actively involved in many social work responsibilities that contribute to the comprehensive education of the students in the SSW. Many of these individuals have been published in peer-reviewed journals and textbooks. Their clinical experiences are expansive. The faculty remain current in the field and are solid examples of sound clinical social workers.

3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

The high level of dedication to education and professional involvement of the Aurora University School of Social Work faculty who teach in face-to-face courses as well as online courses in the MSW program is evident upon review of the extensive curriculum vitae provided. Several of the faculty have volunteered their time at local agencies, as well as provided on-going education for professionals in the field via continuing education unit opportunities. Of particular note is the frequency that CEU events are presented by AU faculty for field supervisors, field liaison, and local agency workers. Role modeling of involvement in many professional organizations, such as the Illinois Association of School Social Workers, National Association of Social Work, Illinois Certification Board, has motivated students to become involved locally and nationally.

The faculty and staff in the SSW are actively involved in a myriad of important micro, mezzo, and macro areas consistent with CSWE expectations. The special emphasis in all of these arenas enriches the professional education of all of the social work students at Aurora University. In addition, there are many adjuncts, far too numerous to detail in this section, that are also actively involved in many social work responsibilities that contribute to the comprehensive education of the students in the SSW. Many SSW faculty and staff are involved in career and practice development. Many of these individuals have also been published in peer-reviewed journals and textbooks. Appendix A includes faculty curriculum vitaes (CVs) in the CSWE format.

Behaviors that are evident in and outside of the classroom model professional conduct. For example, the faculty model values and ethical behavior through teaching, and involvement during faculty meetings. Specific examples of the faculty behaviors that model professional behavior and values from the faculty and student feedback include:

- Building collaborative learning environments that preserve the dignity and worth of every student;

- Encouraging and exhibiting personal reflection and self-correction in and out of the classroom;
- Emphasizing diversity and cultural humility in all courses and activities while demonstrating nondiscriminatory and nonracist attitudes and behaviors;
- Development and distribution of course syllabi that includes language outlining supportive services such as, to the Academic Support Center, Tutor.com, Counseling Center, Wackerlin Center for Faith and Action, and the Wellness Center;
- Discussions and application of the NASW Code of Ethics during orientation, registration and every course;
- Acting in a professional and competent manner;
- Encouraging students to organize on their own behalf;
- Meeting with students during times that meet the needs of the student, not only during specified office hours;
- Exhibiting respect for students, colleagues, and administration;
- Modeling service to the University, School of Social Work, the profession of social work, and the community;
- Presenting professional and educational content during conference and community events;
- Membership and involvement in professional organizations; and
- Commitment to life long learning, development, and service.

Accreditation Standard 3.3—Administrative Structure

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

The School of Social Work is a separate school within the Aurora University structure. The organizational chart illustrates the administrative structure within the School of Social Work. The Dean of the School of Social Work meets weekly with the administrative team which is comprised of the BSW Chair, MSW Director, GWC Assistant Dean, and the Field Director. The Dean meets monthly with the BSW and MSW full-time faculty. The BSW Chair, MSW Director, GWC Assistant Dean, and the Field Director also hold regular bi-weekly meetings of the faculty in those programs. The BSW Chair, MSW Director, GWC Assistant Dean, and the Field Director recruit, interview and hire all adjunct faculty or field liaisons for their respective program areas.

All Social Work faculty serve on at least one university-wide committee including the Institution Review Board and the Graduate Affairs Committee of the Senate, which helps ensure alignment among all campuses and modalities

The Dean of the School of Social Work maintains responsibility for the management of the school. The Dean reports to the University Vice President of Academic Affairs. The Administrative Assistant reports to the Dean and supports all faculty and staff within the SSW.

MSW AUO Organizational Chart

Aurora University School of Social Work MSW AUO Program			
Dean of the School of Social Work, Dr. Brenda J. Barnwell			
Director of Graduate Studies in the SSW Dr. Maureen Rubin		Field Director Allison Schuck	
Fulltime Faculty Dedicated to MSW Program	**Adjunct Professors**	**Field Staff**	**Field Liaisons**
K. Brendel	(49)	A. Carlson	Field Supervisors
C. Bruhn		L. LeSure	
R. Campbell		T. Neslon	
L. Donavon		A. Trocki	
J. Fedota			
C. Gorman			
M. Happ			
M. Jarpe			
W. Ressl			
T. Tedrow			
L. Vargas			
Staff			
Administrative Assistant, Eileen Trnka	Registration Coordinator, Connie Revelle	Administrative Assistant, Eileen Trnka	Registration Coordinator, Connie Revelle

3.3.2 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.

The School of Social Work has developed a comprehensive curriculum assessment system in which all CSWE EPAS competencies and practice behaviors have been integrated into the specific foundation and advanced classes (see assessment plan below).

The process of updating the curriculum to the 2015 EPAS began in the fall of 2018. The foundation for the change included a five-prong approach. Curriculum examination has been intense as the SSW reviews the Council on Social Work Education competencies to ensure that the 2015 Educational Policy Accredited Standards (EPAS) are implemented for all face-to-face and online courses in the BSW and MSW programs. Dean Barnwell shared the five-prong approach with faculty in the fall of 2018, and the focus has encouraged a clear direction with regard to program development. The SSW faculty were supportive and invested in the five-prong approach. Faculty have reviewed all curriculum to ensure the content addresses the five-prongs of the SSW curriculum.

- Mission statements of the university and SSW
- Association of Social Work Boards (ASWB)

- Council on Social Work Education (CSWE)
- National Association of Social Work (NASW)
- 12 Grand Challenges of Social Work (Initiative spearheaded by the American Academy of Social Work and Social Welfare)

The AU online MSW program has an enrollment of 556 students spanning a total of 31 states, including Illinois. The accreditation of the MSW online program would allow students the flexibility of the two program options.

Within the MSW program, quarterly reviews of the MSW curriculum and syllabi are completed by the faculty. Specifically, the faculty and director formed curriculum circles in the areas of Human Behavior and the Social Environment, Practice, Research, Policy, and Field to ensure ongoing review, planning, and assessment of the overall curriculum in both the BSW and MSW programs. Faculty members assigned to specific content areas within the curriculum lead discussions pertaining to specific curricular areas and address details of course implementation. This process ensures alignment with the MSW program mission and CSWE accreditation standards to guarantee the integration of concepts and theories, holistically throughout the curriculum.

The faculty begin with the CSWE competencies in mind when developing a course, and when modifying existing courses. The purposeful connection to practice behaviors is developed. The next steps follow the concepts of Backward Design. Materials from authors Grant Wiggins and Jay McTighe, Understanding by Design, are utilized to ensure an effective process is followed. The outcomes and goals of student understanding drive the formative and summative assignments, as well as assigned readings.

An example of the syllabi development process begins with a template of the syllabus. Specific content identified by the University is incorporated. These topics include information pertinent to all University students, such as Academic Support Center services, Tutor.com, Disability Statement, Phillips Library services, Classroom Conduct Policy, Sexual Misconduct Policy and Reporting System, Statement of University Emergency Procedures, and the Code of Academic Integrity. Items specific to the School of Social Work include: course overview, learning outcomes, descriptions of assignments, class schedule, class format, instructional methods, student learning assessment, grading policy, participation policy, Moodle use policy, electronic device policy, and the final exam policy. This template is used to guide the faculty to ensure that all required content is included in each course syllabus. Again, each course is driven by the CSWE accreditation standards which measure student competency. Once a course syllabus is drafted by the MSW faculty, in consultation with the Curriculum Circles, faculty send the final version to the MSW Program Director. The Director reviews the document, then the syllabus is saved to a protected University drive. Each faculty member provides course syllabi to all students enrolled in the assigned course. The syllabus is disseminated to students via Moodle (the learning platform).

3.3.3 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 SSW adheres to the university faculty handbook policies and procedures in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel. Aurora University hires tenure track, clinical track (move toward 5-year contract instead of tenure), and one-year lecturer faculty positions. Tenure and Clinical Track faculty are usually hired as Assistant Professors and move through a six sequence culminating in tenure or clinical status. Tenure and Clinical Track faculty are given 3 one year contacts, a three-year contract, and if successful, tenure or clinical faculty status at the Associate Professor rank. Tenure and Clinical faculty may be promoted to the Full Professor rank after another six successful years as an Associate Professor. Tenure, Clinical and Lecturer faculty are evaluated each year through an Annual Performance Review – APR process detailed in the university faculty handbook. Through the APR process, faculty are evaluated in the areas of teaching, service, and professional activity. Aurora University is a primarily teaching institution, and all faculty are expected to devote the overwhelming majority of their work to that endeavor. SSW faculty are annually evaluated by their respective BSW chair or MSW director, and the Dean. The University Faculty Personnel Committee, consisting of all full professors evaluates and recommends faculty for three-year contracts, tenure/clinical promotion to Associate Professor, and promotion to Full Professor.

All university faculty have had and continue to have input regarding the development and modification of these policies and practices.

AUO students value faculty members as practitioners and career mentors. Consequently, a combination of education, professional expertise, and teaching experience often results in the most effective online faculty members. For each semester in FY 18-19, the following percentage of sections were taught by terminally-degreed faculty members: 18SU 50.7%, 18FA 57.9%, and 19SP 44%.

3.3.4 The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

The program identifies Alison Arendt, MSW, LCSW as the BSW Program Chair. Dr. Maureen Rubin, as the Director of Graduate Programs in the School of Social Work. A separate director is appointed for each program. Oversite of face-to-face and online programs falls under each role. Both letters of appointment can be found in the appendices, Appendix B – Rubin and Appendix D – Arendt.

M3.3.4(a) The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a

CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.

Maureen Rubin, MA., MSW., Ph.D., is an Associate Professor and currently serves as the Director of Graduate Studies at the School of Social Work, Aurora University, IL. Her academic and clinical work focuses on the quality and delivery of mental health care in India and the US. Her grant supported presentations and publications have focused on addressing issues related to the mental health of children; adults with severe and persistent mental illness; health disparities, interprofessional education; and workforce development. She has served as Chair, Interprofessional Education and Collaborative Practice Track for the Annual Program Meeting, CSWE, Chair, Council on Conference and Faculty Development and has represented the Council on the Commission on Membership and Professional development in CSWE.

Dr. Rubin earned her master's degree at the University of Illinois, Urbana-Champaign, IL in 1996, a CSWE-accredited program. She has a doctorate at the College of Social Work from the University of South Carolina, SC, in 2004, a CSWE-accredited program.

M3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work master's program.

A scanned version of Dr. Maureen Rubin's current contract documenting her full-time position can be found in Appendix B.

M3.3.4(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 specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

As Director of Graduate Studies in the School of Social Work, Dr. Maureen Rubin is given a 50% work release to perform the duties of MSW Director. Dr. Rubin teaches two three-semester hour courses each term. The Registration Coordinator and the Field Director augment the Director's position. The 50% work release is sufficient for the required tasks of the Director's position.

3.3.5 The program identifies the field education director.

Allison Schuck is the Field Director in the School of Social Work at Aurora University. As the field director, she functions as the administrator for field programs across the undergraduate and graduate levels for all program delivery modalities. Additionally, Allison directly administers the on-campus graduate field program. The field director serves as a member of the administrative team for the School of Social Work, along with the Dean of the School of Social Work, the Director of Graduate Programs, the Assistant Dean of the School of Social Work on the George Williams College campus, and the Chair of the Bachelor of Social Work program.

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

Allison Schuck received her MSW from Aurora University in 2013 and is a licensed social worker (LSW). Before starting in the role of Field Director in the School of Social Work at Aurora University, Allison was the Director for the Illinois Children's Mental Health Partnership, a statewide policy organization focused on children's mental health. In addition to this role, Allison has experience working as a probation officer, home visitor, nursing home ombudsman, and senior services associate, and experienced progressive leadership opportunities. She has served as an adjunct professor at Aurora University, is an active member of NASW-IL, and currently works part-time as a therapist at a private practice.

M3.3.5(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-master's social work degree practice experience.

Allison Schuck earned her master's in social work from Aurora University in May of 2013. Her resume confirms that she meets the CSWE requirements for the position. Her resume is included in the Faculty Data, Appendix A and her appointment document can be found in Appendix C.

M3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

Field Director, Allison Schuck, is assigned specifically to the MSW program, as well as oversite of all areas of the field as the lead administrator. Her position is a full-time administrative line, not a faculty position. At least 50% of the Director's time is spent focusing on MSW field placements with MSW students. Allison is responsible for overseeing the entire field operations on both the Aurora and George Williams College (GWC) campus, as well as administrative oversite of the face-to-face and online modalities.

Together with the support of the field team, Allison's time is sufficient to meet the needs of the director of the field role. She is supported by the following roles:

1. Field Coordinator on the GWC campus - full-time administrative employee, dedicated to the field program.
2. Assistant Field Director on the Aurora campus - full-time administrative employee dedicated to the field program.
3. Online Field Coordinator - full-time employee, dedicated to the online field program.

4. Field Affiliation Coordinator - part-time administrative employee dedicated to the field department.
5. School Social Work Track Coordinator – full-time employee, dedicated to the oversight of the Illinois Professional Educator License with a School Social Work Endorsement (PEL:SSW) Track for face-to-face and online students.

3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

In addition to the Field Director, the School of Social Work at Aurora University is collaboratively supported by 3 full-time field staff (non-faculty), 1 part-time field staff (non-faculty), and 1 staff member (non-faculty) who is dedicated to the field department at 50%. Additionally, the online modality has two adjunct faculty who serve as field liaisons for students who are pursuing the School Social Work track, per state licensure requirements.

The Assistant Field Director, Ariana Carlson Maggio, assists the Field Director in general programmatic oversight for the field program across the undergraduate and graduate levels at Aurora University for all program delivery modalities. Additionally, Ariana directly administers the on-campus undergraduate field program. Ariana is a full-time employee, with 100% of her time dedicated to the field program.

The Online Field Coordinator, Larry LeSure, provides administration for both the undergraduate and graduate field programs for the online modality. Larry is a full-time employee, with 100% of his time dedicated to the field program. He is responsible for approving field sites and field supervisors for students in the online modality, and serves as the field liaison for all students in the online MSW program except those who are in the school social work track. The field liaison role includes conducting site visits, monitoring field placement hours and assignment completion, and leading the field instruction course.

The George Williams College Field Coordinator, Amy Ceshkar, administers the undergraduate and graduate field programs for both the George Williams College and Woodstock Campuses. Amy is a full-time employee, with 100% of her time dedicated to the field program.

The Field Affiliation Coordinator, Alexis Trocki, administers the university affiliation procedures across program delivery models and oversees all contractual obligations as outlined in affiliation agreements. Alexis is a part-time employee, with 100% of her time dedicated to the field department.

The School Social Work Track Coordinator, Tiffany Nelson, provides oversight for the Illinois Professional Educator License with a Social Work Endorsement (PEL:SSW) Track at Aurora University. Internships for school social workers have increasingly complex nuances in Illinois; thus, Tiffany is dedicated at 50% to the field department to assist with site outreach, internship coordination, field instructor training, and student support.

In addition to these staff members, two adjunct faculty, Erin Pearlman and Emily Kath, serve as field liaisons for students who are pursuing the school specialization track. These field liaison roles include conducting site visits, monitoring field placement hours and assignment completion, and leading the field instruction course. Both Ms. Pearlman and Ms. Kath hold a Professional Educator License in Illinois, a requirement of the Illinois State Board of Education as it relates to field liaisons for students pursuing the school social work track.

The field program for the online modality works closely with the Aurora University Online program team, and collaborates regularly as it relates to administering the field courses. Members of the Aurora University Online team provide support around student registration and are a touch point for students as they work to identify a field placement opportunity. Additionally, the field program uses Microsoft Office Suite to support the administration of the field program, including Microsoft Excel, OneDrive, and Sharepoint. Finally, the field program utilizes Moodle as the Learning Management System and Via for assessment management for all field course activities and assignments.

The mission statement for the SSW provides an intentional focus for all field related activities. The mission follows: *The School of Social Work empowers students through holistic and transformative education. Our inclusive learning community works to prepare social workers to competently build justice and systematic change for individuals, families, groups, organizations, and communities while guiding students toward professional engagement.* Through a collaborative administrative structure in the field department, field staff work across all programs and modalities to ensure field placements align with the mission of the School of Social Work. Regular field team meetings are held to ensure coordination of placement approval processes, student supports, and field instructor training and resources, always with the mission of the SSW in mind. The ongoing cross-modality collaboration ensures that personnel, time and technology are sufficient to meet the program mission and goals.

Accreditation Standard 3.4—Resources

3.4.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

The University requires all deans to work with the Finance Office to submit annual budget proposals each year. The university operates on a zero-based budgeting planning process. In the SSW, the dean works with SW administrators and key faculty to propose budget line items based upon current student enrollment in the BSW, MSW and DSW programs. This budget process does not include faculty salaries or other compensation. Those figures are handled through the Finance Office. The SSW budget proposal includes adjunct salaries, travel, copying, and other basic operating expenses. A substantial increase in enrollment in any SW program has led to commensurate budget increases in all relevant areas.

Program Expense Budget

Council on Social Work Education
Commission on Accreditation

2015 EPAS

This form is used to evaluate a program's compliance with Accreditation Standard (AS) 3.4.1.

AS 3.4.1

The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

Provide all of the information requested below. If accredited baccalaureate and master's programs are being reviewed at the same time, use one form for each program.

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

Program Expenses	**Previous Year 2018-19**		**Current Year 2019-20**		**Next Year 2020-21**	
	Dollar Amount	**% Hard Money**	**Dollar Amount**	**% Hard Money**	**Dollar Amount**	**% Hard Money**
Faculty & Administrators	$1,102,638	100%	$1,189,561	100%	$1,225,247	100%
Support Staff	$82,347	100%	$83,990	100%	$86,510	100%
Temporary or Adjunct Faculty & Field Staff	$753,456	100%	$987,814	100%	$1,107,778	100%
Fringe	$340,271	100%	$361,643	100%	$372,493	100%
Supplies & Services *	$18,612	100%	$23,612	100%	$23,612	100%
Travel **	N/A	100%	N/A	100%	N/A	100%
Student Financial Aid	$6,652,032	85%	$6,860,349 to date	85%	≈ $6,000,000	85%
Technological Resources ***	$2,455,464	100%	$3,649,985	100%	$4,000,000	100%
Other (Specify)	N/A		N/A		N/A	
TOTAL	$11,404,820		$13,156,954		$12,815,640	-------

* Supplies include Tutor.com services of $4,000 available to all AUO MSW students beginning 2019 going forward.

** Travel would be -0- from MSW Online budget.

*** AU Online partners with Wiley Education Services (WES) to provide marketing, enrollment, advising, instructional design, and technology support for online programs. Per the revenue share contract agreement, a portion of AU Online revenue is paid to WES for these services. The information indicates what part of the revenue was paid to support the MSW online program based upon the revenue generated for MSW in School Social Work.

3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.

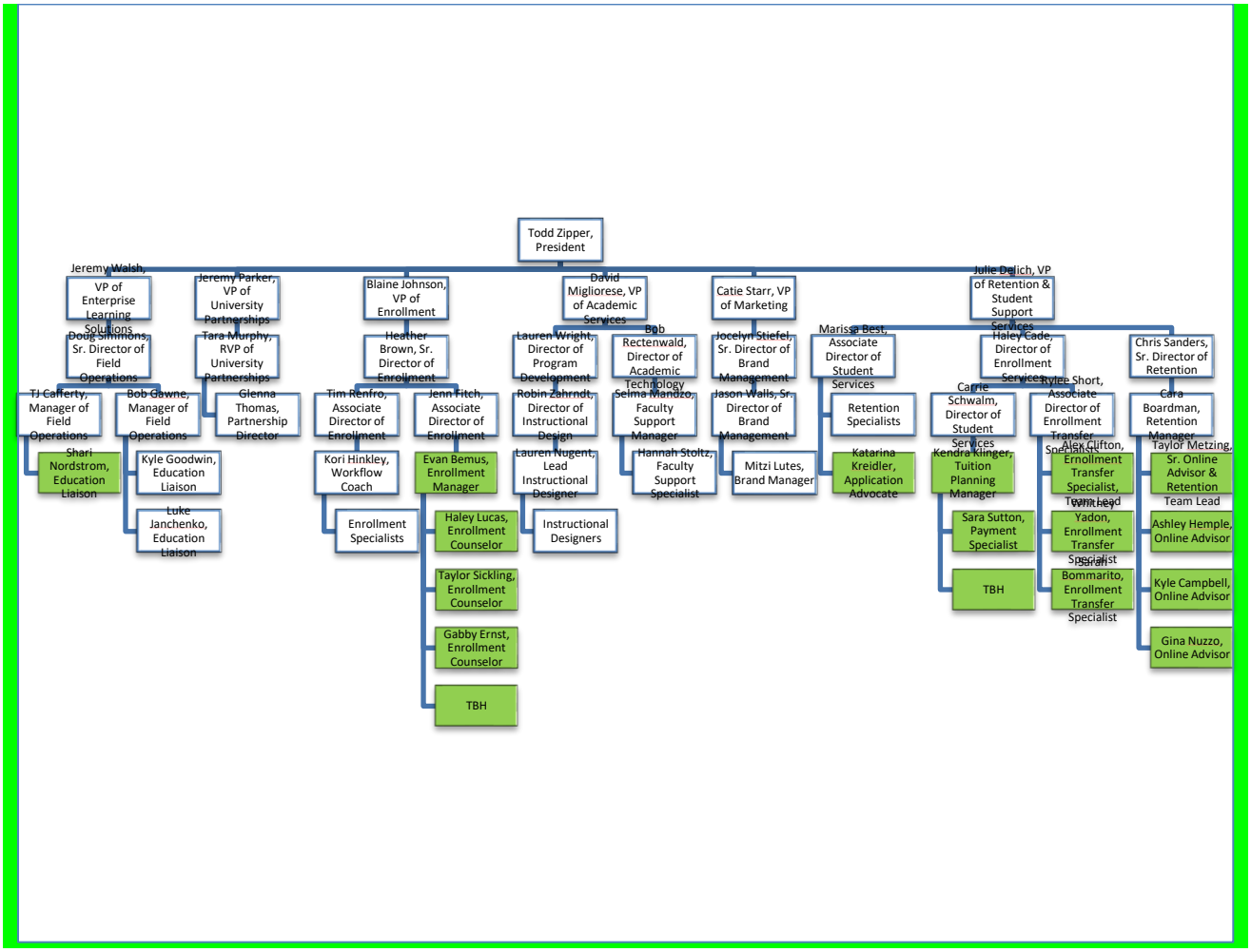
In coordination with the MSW program director, Aurora University Online (AUO) is responsible for the development of new online courses and revision of existing courses. AUO uses a master course model, meaning that each section of a course is copied from an existing master course for consistency of assignments, assessment, and outcomes across the curricula. Master course revisions are planned based upon assessment data and feedback from faculty and students. The MSW program participates in continuous feedback regarding online course development. Faculty and students are offered the opportunity to provide feedback on every course each time it is offered. The information is provided to the dean and director for ongoing review and improvement.

Aurora University Online (AUO) students are surveyed at the end of each fall semester regarding satisfaction with services, advising, and their connection to the university. The results are used to improve student experiences. At the end of each 8-week module or 16-week semester, students have the opportunity to provide feedback to their faculty members regarding instruction and course effectiveness. Of those students who responded, the following percentages of students would recommend the course to others: 18SU 86.3%, 18FA 87.6%, and 19SP 88.9%.

The Cap and Gown survey is distributed a week before graduation. The survey results are shared with administration, faculty, and staff regarding student plans for employment and/or further study. The results are reported by program, not by learning modality.

3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.

Through its partnership with Wiley Education Services (WES), Aurora University Online (AUO) has a dedicated staff to meet the needs of the online MSW students and the program. An organizational chart for WES is provided and a narrative of roles specific to MSW AUO follows.



Enrollment Counselors and Academic Advisor

An Enrollment Counselor (EC) assist students through the application and enrollment process. Each applicant works with a dedicated EC. The EC transitions students to Academic Advisors (AA) during the second week of enrollment. Each student is assigned a dedicated AA to assist them through their program progression.

Payment Specialists and Financial Aid Advisors

Payment Specialists and Financial Aid Advisors provide finance and budget information to students. Additional services include 24-7 Technical support to meet the needs of the students and faculty.

Field Staff

The Online Field Coordinator and Online Field Liaison provide support for students seeking field placements and during engagement in a field placement. The Online Field Coordinator reports to the Field Director.

Administration

With regard to administration, two deans, one for the School of Social Work and one for Aurora University Online (AUO). An associate dean for AUO, an assistant dean for AUO and a director of online enrollment support the SSW as well.

The Dean of the School of Social Work works closely with the Dean of AUO to ensure continuity of the program from the face-to-face program to the online program. The Dean of AUO is accountable for all online operations for Aurora University. The Dean of AUO manages the relationship with Wiley Education Services (WES), develops and oversees the AUO budget, collaborates with others departments regarding policies and oversight. The AUO Dean is responsible for ensuring all online programs conform to the specific requirements for each School and meet university, state, and federal requirements.

The Associate Dean, AUO is responsible for the oversight of all online student support services and AUO departmental reporting. The Associate Dean works collaboratively with colleagues in other departments to refine policies and processes in support of online students and overall university operations. Additionally, the Associate Dean is the Dean's designee for oversight of the department and signatory approval when the Dean is unavailable.

The Assistant Dean, Online Faculty Recruitment and Development is responsible for the hiring, training, development, and monitoring of all AU Online (AUO) faculty members. As a member of the AUO team, the Assistant Dean works closely with all AUO staff and university departments to hire and develop a highly qualified and effective online faculty to support innovative online programming for undergraduate, graduate, and adult degree completion students.

The Director of Online Enrollment oversees all aspects of the online student enrollment process including application flow, transcript evaluation, student progression plans, training of Wiley Education Services (WES) support teams, communication, and data strategy and leads strategic efforts to improve processing and revenue. In addition to these activities, the Director maintains a dotted-line relationship with the Executive Dean of Student Financial Services and prepares financial aid packages and provides financial aid counseling for a designated segment of the online student population at the university. This position ensures that AU Online meets all contractual obligations for enrollment processing with WES.

An Administrative Assistant is available to assist students and faculty in the SSW.

Resources

The MSW online courses have links to the Philips Library, allowing materials (books, DVDs, etc.) to be accessed directly from the Library and delivered to the student electronically. Tutoring services provided by Tutor.com are also linked in every course.

All SSW faculty have office space, telephone with voice mail; and are given the choice between a laptop or desktop computer from which to work. Software programs on all computers include the following: Microsoft Word, Excel, PowerPoint, Access, Outlook, Internet Explorer, Mozilla, and Mozilla Firefox. In addition, all faculty have access to the University's Web Advisor, Moodle, and Colleague systems. These programs allow faculty to access data and key information as well as enable them to provide academic information such as syllabi, PowerPoint, and Web information to their students. All SSW faculty have their own secure email addresses and accounts with which to communicate to appropriate contacts from campus or their homes. Faculty can access university information from anywhere off campus, as well as access their campus voice mail.

Aurora University has computer labs on both the Aurora and GWC campuses. Students and faculty have access to these facilities during open hours. Students also have access to computers at the university library. The Information Technology Services (ITS) department is continually upgrading the technology infrastructure, which includes the computer labs, library, and faculty computers. All university classrooms have computers, projectors, combined DVD/VCR units, and sound systems. This enables faculty to use videos, films, music, and web sites to enhance the academic environment in all face-to-face and online classes.

The support staff, other personnel, and technological resources are sufficient for the program to support itself.

3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.

General Library Description

The Aurora University Libraries are dedicated to the transformative power of learning. The university is an inclusive community that serves students by providing resources, ensuring access to information, delivering information literacy instruction, and creating a collaborative physical space. The mission of the libraries is to engage students in an innovative environment to enhance their learning.

The Aurora University Libraries consist of the Phillips Library on the Aurora campus and the Scott Library on the George Williams College campus. Phillips Library is open 96 hours per week during the regular semester with extended hours during finals while Scott Library is open 70 hours per week. Combined, these spaces offer over 13,000 sq. ft. of space to the 5,000 students. Popular among students are the rolling white boards that are used to practice presentations, work together on large assignments and create mobile "rooms" for groups to gather. Each library is equipped with desktop computers and laptops that students may check out. In Phillips Library, there is one computer lab with 30 workstations and an additional 10 workstations in the library lobby. All computers have a variety of software installed on them and students have access to wireless network, printing and scanning. Also in Phillips Library, the Learning Lab seats 12 and besides tutoring and information literacy instruction, this space is available for students to reserve. Room 204 seats 8 and is available for students to reserve.

Library Faculty and Staff

Aurora University Libraries are staffed by academic professional staff. The Phillips Library has a staff of nine librarians; five are full-time and four are part-time. The Scott Library has a staff of two full-time employees; one is a librarian and one is a licensed clinical counselor with a doctorate degree. Librarians do not have faculty status at this institution. The designated social work liaison librarian provides the following to the School of Social Work:

Provides in-class library user instruction to social work classes at the invitation of social work faculty members; Oversees the spending of the library's social work budget; Compiles examples of open educational resources (OER) to be used in the curriculum; Attends social work program orientations for students and new faculty; Communicates to social work faculty about new materials and databases;

Collaborates with social work faculty to integrate library research skills into course assignments;
Designs online research guides (both general and course-specific) for the area of social work; and

Is available for specialized research appointments for social work students and faculty.
More specifically, the social work liaison librarian is consulted whenever new curriculum is being developed. All curriculum changes go through the Faculty Senate. A Phillips Library representative attends all Faculty Senate meetings, so the social work liaison librarian is aware of all changes to the social work curriculum, including course additions, changes in graduation requirements for majors, changes in course titles or descriptions, course deletions, revisions to course sequencing, numbering, or prerequisite changes.

Each year Aurora University holds three separate conferences: the Undergraduate Research Conference, the Graduate Research Conference, and the Faculty Research Conference. The social work liaison librarian attends as many presentations from social work students and faculty as possible as one way to keep abreast of developments in the social work field.

Access Services
The Aurora University Libraries provide access to 14,000 volume print collection and 170,000 volume eBook collection through the Online Public Access Catalog (OPAC). In addition, the OPAC is a union catalog that is offered through participation in the CARLI statewide consortium of academic libraries. All users have access to the print holdings of more than 80 academic and special libraries in the state of Illinois. Requested items are delivered to Phillips Library and Scott Library, typically in less than one week. Print materials from libraries across the nation can be requested through WorldCat using the Tipasa system.

Policies allow for the borrowing of 100 print items for 28 days for undergraduates and 112 days for graduate students and faculty. Each patron group is allowed 3 renewals. The loan period for media is 14 days with no renewals for all library users. Aurora University Libraries do not charge daily fines for items. Once an item is considered “lost”, the patron is charged for the item and a processing fee is assessed.

Access to journal articles not included as full-text documents in the subscription databases are available through the Tipasa system. Students find citation information by searching the database holdings and when the article is not full-text they have the option to “Find It” and request electronic delivery of the article through Interlibrary Loan. Phillips Library provides the ILL service without passing along the cost to students, faculty or staff. Our policy is to pay up to $15 per article requested. Library staff educate faculty and students on federal copyright and fair use through the online research guide: http://libguides.aurora.edu/c.php?g=824610&p=5886771

Aurora University Libraries provide print course reserves. Loan periods are set by the faculty member making the request. Most have a loan period of two hours, in-library use. The Phillips Library maintains a reserve collection of required books assigned in the core freshman general education course, IDS 1200 as well as textbooks provided by faculty for many courses.

The Phillips Library is co-located with the Disability Resource Office, and the Scott Library staff administer Disability Resources, to create learning environments that are accessible, equitable, inclusive, and empower students to participate in every aspect of academic and campus life.

Aurora University is committed to compliance with all applicable federal laws regarding reasonable accommodation to address environmental barriers.

Reference Services
Drop-in research help is available for all hours that each library is open and is provided in-person, by phone, via email, and through chat. Students can access the "Help" page of the library at any time where they will find video and PowerPoint tutorials along with commonly asked questions to help them navigate the library's resources. The librarians are also available to students by appointment at the students' convenience. These one-on-one appointments are increasingly popular as students juggle a variety of demands on their time. The one-on-one appointments are designed to connect social work students with the social work librarian liaison. Librarians answered 5,667 questions in the 2018-2019 academic year. Of those, 170 were answered via email, 834 via chat and 29 via SMS.

Instruction Services
Since the beginning of the 2018-2019 academic year, the social work liaison librarian presented 13 instruction sessions to social work courses in a face-to-face classroom s and reached 353 students. The sessions are designed around specific research assignments and focus on the information literacy skills and concepts the students require in order to successfully complete their projects. Students made one-on-one research appointments for individual instruction 23 times. Online instructional support includes courses and research guides available online. For all social work guides, the pages were viewed 1,825 times. Specific guides are provided here:

- Social Work Policy Assignment Guide: 958 page views
- Group Social Work Research Guide: 463 page views
- SWK 2500 Survey of Social Work: 207 page views
- SWK 4010 Social Work with Communities and Organizations: 153 page views
- SWK 6533: 44 page views

Social Work Resources/Collection Development
Social work faculty have the ability to request library resources for purchase through their social work librarian liaison. Requests are evaluated against the depth and breadth of the current collection. New acquisitions are reported to the faculty at each curriculum change, program review, and accreditation. The projection is to continue to provide relevant sources to support the social work curriculum. Assessment plans include communication with faculty on curriculum changes, monitoring usage numbers for both electronic and print resources and reviewing core collection lists. The print collection is the weakest part of the collection and consists of 211 volumes with a subject of "social work." The print collection continues to show declining circulation numbers as students prefer to use electronic sources. Students and faculty have access to 1,319 electronic monographs with the subject of "social work." In addition, a number of journals are available in the listed subjects:

- Behavioral Science and Counselling – 646
- Community Based Awareness and Relief Service – 53
- Sociology - 1153

The following subscriptions of abstracting and indexing databases, as well as content packages, are available:

- PsychINFO & PsychArticles

- Social Work Abstracts
- SocINDEX with Full Text
- Counseling & Therapy in Video
- Health & Society in Video
- Dissertations & Theses Full Text: The Humanities and Social Sciences Collection

Additional journal subscriptions include:

- *Group Analysis*
- *Group Processes & Intergroup Relations*
- *Groupwork*
- *International Journal of Group Psychotherapy*
- *International Social Work*
- *Journal of Family Issues*
- *Journal for Specialists in Group Work*
- *Research on Social Work Practice*
- *Social Work with Groups*
- *Social Work in Health Care*

Outreach

The Aurora University Libraries connect with social work students and faculty through a variety of outreach strategies. Included in every syllabus is the following text:

> The library provides students with access to high quality electronic and physical collections of credible sources such as scholarly journal articles or books. The library includes spaces for groups to meet, places for individual study and study rooms that can be reserved. To start researching, visit the library's website (http://aurora.edu/library). Librarians are a valuable resource; reach out to them via chat (http://aurora.libanswers.com/), text (630-796-7615), phone (630-844-5437) or in person by walk-in or appointment.

The social work library liaison attends the New Faculty Orientation and the New Adjunct Faculty Orientation to brief faculty on utilizing library resources. To meet newly enrolled students, the social work librarian liaison attends the Graduate Student Open House. The Phillips Library and individual librarians are connected to the undergraduate student's Facebook page to learn about upcoming events and share resources. A newsletter from Phillips Library is sent to all faculty twice per semester which includes information about new acquisitions, upcoming trial databases, and other library information.

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

The current MSW full-time faculty have adequate office space. Each faculty member, staff and administrator has a laptop or desktop, telephone, and desk. The online MSW program does not require additional classroom space and/or computer-mediated access to achieve its mission goals. The online courses as taught in an asynchronous format that does not require classroom or office space.

The office space and computer mediated access are sufficient to meet the mission and goals of the AUO MSW program.

3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Assistive Technology
All assistive technology needs are coordinated with the Academic Support Center (ASC). Disabilities services at Aurora University are coordinated through the ASC, located on the first floor of the Charles B. Phillips Library. The ASC is responsible for authorizing and facilitating accommodations for students with disabilities, consistent with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Depending on the disability, services may include providing classroom accommodations, testing accommodations, assistive technology, access to readings on tape, or other appropriate services.

Tutoring
Tutoring for specific courses and more general development of academic skills is available to all Aurora University students. Accordingly, a student does not need a special accommodation to access tutoring, Tutor.com, and one-on-one support through the Academic Support Center which provides a free service available to all AU students.

In FY 18-19, Aurora University Online (AUO) integrated a link to 24/7 tutoring support into every online course. Students are authenticated through the course so that they may use the service at no charge. Tutor.com monitors usage and reports activity levels to AUO. The following data is inclusive to the AU community as a whole. Data specific to the MSW program is not available at this time as students are not tracked based on degree or program. During FY 18-19, 525 tutoring sessions took place for a total of 319 hours: 192 live sessions for business courses; 123 drop-off essay services; 115 live writing help sessions; and 95 live sessions for math. The average session length was about 36.5 minutes.

Student Satisfaction Survey
Survey results indicate that students are very satisfied with the new service. 98% are glad the service is offered; 96% would recommend the service to a friend; 95% indicate the service is helping them to complete assignments; 93% believe the service is helping them to improve their grades; and 95% indicated that the service is helping them to feel more confident about their work.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice

(master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- *A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.*

Each of the Competencies is measured every semester, including 8-week modules, 16-week classes, and summer classes (which can be presented in 8-week, 10-week, or 16-week formats). The assessment of the Competencies in classroom contexts is conducted in the following manner: each of the classes listed is considered a "core class." Each core class has integrated into its curriculum, a key assessment assignment. The key assessment assignments were specifically designed in order to elicit from students evidence of their abilities to demonstrate the nine Competencies. The key assessment assignments are generally written papers that are produced toward the end of the module or semester. Instructors rate students' competence on the basis of these student work produces utilizing the School of Social Work rubrics. These rubrics are attached as evidence. The rubrics are programmed into an assessment management platform called Via by Watermark. Each key assessment assignment is loaded into Via, and the appropriate School of Social Work rubric is connected to the assignment (the assignment and rubric are called a "template"). The template is then "published to" or made accessible to students in the relevant class. Students all have Via accounts. Their student accounts are charged a program fee for the service. Newly-registered students receive key codes each semester, and the key codes allow them to access their Via accounts. Students load their key assessment assignments to the Via templates published to each core class. Their instructor accesses the rubrics within the Via system and utilizes these rubrics to provide ratings of the students' competence based on the work products the students have provided. A screen shot of a Via screen is included below.

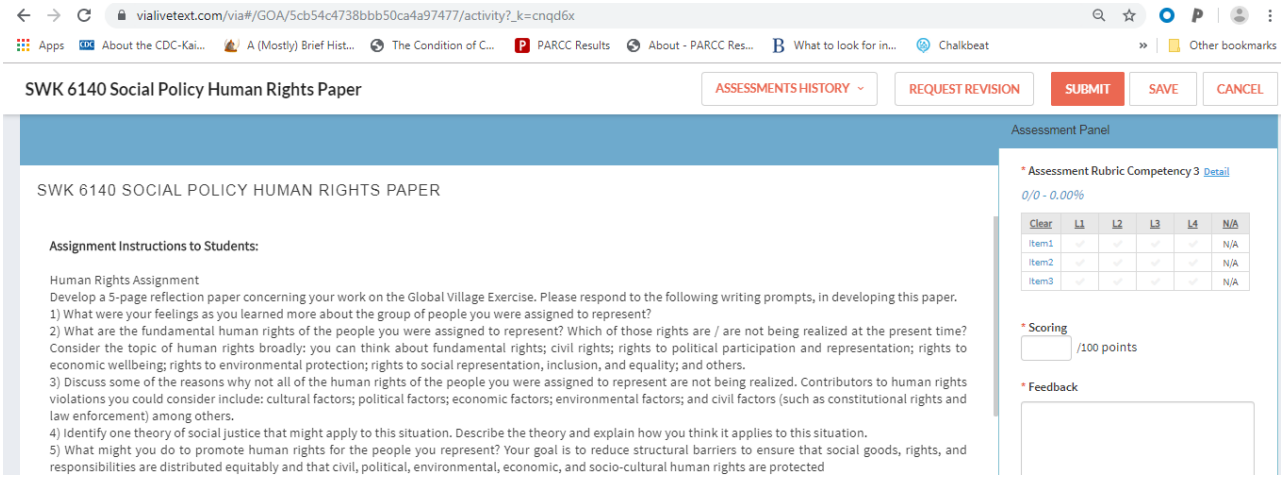


Figure 1: Screenshot of a Via screen as seen by instructors.

The ratings in Via are due from instructors each module / semester at the times when grades are due. In addition, the Field Evaluations are programmed in to Via, and these ratings are due at the completion of each semester as well. The Field Evaluation instruments are all provided as evidence as well.

Table 1 demonstrates the classes within which each of the CSWE Competencies are measured for the Generalist Curriculum. Data for every student participating in any of the educational

opportunities reflected in Table 1 are incorporated in the School of Social Work's assessment process.

Table 1: Measurement of Competencies in the Generalist Curriculum

Competency	Classroom-based Assessment	Field Assessment
1: Demonstrate Ethical and Professional Behavior	SWK 6370: Social Work Practice I	SWK 6730 and SWK 6740: Field Instruction I and II
2: Engage Diversity and Difference in Practice	SWK 6370: Social Work Practice I	SWK 6730 and SWK 6740: Field Instruction I and II
3: Advance Human Rights and Social, Economic, and Environmental Justice	SWK 6140: Social Welfare Policies and Institutions	SWK 6730 and SWK 6740: Field Instruction I and II
4: Engage in Practice-Informed Research and Research-Informed Practice	SWK 6250: Research I: Methodology	SWK 6730 and SWK 6740: Field Instruction I and II
5: Engage in Policy Practice	SWK 6140: Social Welfare Policies and Institutions	SWK 6730 and SWK 6740: Field Instruction I and II
6: Engage with Individuals, Families, Groups, Organizations, and Communities		
Individuals	SWK 6370: Social Work Practice I	SWK 6730 and SWK 6740: Field Instruction I and II
Families	SWK 6370: Social Work Practice I	SWK 6730 and SWK 6740: Field Instruction I and II
Groups	SWK 6381: Social Work Practice II: Group Work	SWK 6730 and SWK 6740: Field Instruction I and II
Organizations	SWK 6382: Social Work Practice II: Community	SWK 6730 and SWK 6740: Field Instruction I and II
Communities	SWK 6382: Social Work Practice II: Community	SWK 6730 and SWK 6740: Field Instruction I and II
7: Assess Individuals, Families, Groups, Organizations, and Communities		
Individuals	SWK 6370: Social Work Practice I	SWK 6730 and SWK 6740: Field Instruction I and II
Families	SWK 6370: Social Work Practice I	SWK 6730 and SWK 6740: Field Instruction I and II
Groups	SWK 6381: Social Work Practice II: Group Work	SWK 6730 and SWK 6740: Field Instruction I and II
Organizations	SWK 6382: Social Work Practice II: Community	SWK 6730 and SWK 6740: Field Instruction I and II
Communities	SWK 6382: Social Work Practice II: Community	SWK 6730 and SWK 6740: Field Instruction I and II

8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
Individuals	SWK 6370: Social Work Practice I	SWK 6730 and SWK 6740: Field Instruction I and II
Families	SWK 6370: Social Work Practice I	SWK 6730 and SWK 6740: Field Instruction I and II
Groups	SWK 6381: Social Work Practice II: Group Work	SWK 6730 and SWK 6740: Field Instruction I and II
Organizations	SWK 6382: Social Work Practice II: Community	SWK 6730 and SWK 6740: Field Instruction I and II
Communities	SWK 6382: Social Work Practice II: Community	SWK 6730 and SWK 6740: Field Instruction I and II
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Individuals	SWK 6370: Social Work Practice I	SWK 6730 and SWK 6740: Field Instruction I and II
Families	SWK 6370: Social Work Practice I	SWK 6730 and SWK 6740: Field Instruction I and II
Groups	SWK 6381: Social Work Practice II: Group Work	SWK 6730 and SWK 6740: Field Instruction I and II
Organizations	SWK 6382: Social Work Practice II: Community	SWK 6730 and SWK 6740: Field Instruction I and II
Communities	SWK 6382: Social Work Practice II: Community	SWK 6730 and SWK 6740: Field Instruction I and II

Table 2 demonstrates the classes within which each of the CSWE Competencies are measured for the Specialist Curriculum.

Table 2: Measurement of Competencies in the Specialist Curriculum

Competency	Classroom-based Assessment	Field Assessment
1: Demonstrate Ethical and Professional Behavior	SWK 6500: Social Work Perspectives / Psychopathology	SWK 6750 and SWK 6760: Field Instruction III and IV
2: Engage Diversity and Difference in Practice	SWK 6500: Social Work Perspectives / Psychopathology	SWK 6750 and SWK 6760: Field Instruction III and IV
3: Advance Human Rights and Social, Economic, and Environmental Justice	SWK 6533: Advanced Social Policy	SWK 6750 and SWK 6760: Field Instruction III and IV
4: Engage in Practice-Informed Research and Research-Informed Practice	SWK 6511: Practice III: Clinical Concentration I	SWK 6750 and SWK 6760: Field Instruction III and IV

5: Engage in Policy Practice	SWK 6533: Advanced Social Policy	SWK 6750 and SWK 6760: Field Instruction III and IV
6: Engage with Individuals, Families, Groups, Organizations, and Communities		
Individuals	SWK 6521: Practice IV: Clinical Concentration II	SWK 6750 and SWK 6760: Field Instruction III and IV
Families	SWK 6521: Practice IV: Clinical Concentration II	SWK 6750 and SWK 6760: Field Instruction III and IV
Groups	SWK 6521: Practice IV: Clinical Concentration II	SWK 6750 and SWK 6760: Field Instruction III and IV
Organizations	SWK 6533: Advanced Social Policy (taught not assessed)	SWK 6750 and SWK 6760: Field Instruction III and IV
Communities	SWK 6533: Advanced Social Policy (taught not assessed)	SWK 6750 and SWK 6760: Field Instruction III and IV
7: Assess Individuals, Families, Groups, Organizations, and Communities		
Individuals	SWK 6521: Practice IV: Clinical Concentration II	SWK 6750 and SWK 6760: Field Instruction III and IV
Families	SWK 6521: Practice IV: Clinical Concentration II	SWK 6750 and SWK 6760: Field Instruction III and IV
Groups	SWK 6521: Practice IV: Clinical Concentration II	SWK 6750 and SWK 6760: Field Instruction III and IV
Organizations	SWK 6533: Advanced Social Policy (taught not assessed)	SWK 6750 and SWK 6760: Field Instruction III and IV
Communities	SWK 6533: Advanced Social Policy (taught not assessed)	SWK 6750 and SWK 6760: Field Instruction III and IV
8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
Individuals	SWK 6521: Practice IV: Clinical Concentration II	SWK 6750 and SWK 6760: Field Instruction III and IV
Families	SWK 6521: Practice IV: Clinical Concentration II	SWK 6750 and SWK 6760: Field Instruction III and IV
Groups	SWK 6521: Practice IV: Clinical Concentration II	SWK 6750 and SWK 6760: Field Instruction III and IV
Organizations	SWK 6533: Advanced Social Policy (taught not assessed)	SWK 6750 and SWK 6760: Field Instruction III and IV
Communities	SWK 6533: Advanced Social Policy (taught not assessed)	SWK 6750 and SWK 6760: Field Instruction III and IV
9: Evaluate Practice with Individuals, Families, Groups,		

Organizations, and Communities		
Individuals	SWK 6521: Practice IV: Clinical Concentration II	SWK 6750 and SWK 6760: Field Instruction III and IV
Families	SWK 6521: Practice IV: Clinical Concentration II	SWK 6750 and SWK 6760: Field Instruction III and IV
Groups	SWK 6521: Practice IV: Clinical Concentration II	SWK 6750 and SWK 6760: Field Instruction III and IV
Organizations	SWK 6533: Advanced Social Policy (taught not assessed)	SWK 6750 and SWK 6760: Field Instruction III and IV
Communities	SWK 6533: Advanced Social Policy (taught not assessed)	SWK 6750 and SWK 6760: Field Instruction III and IV

At least two measures must assess each competency. One of the assessment measures must be based on the demonstration of competency in real or simulated practice situations.

As demonstrated in Tables 1 and 2, two measures are utilized to assess demonstration of each Competency. One of the measures is classroom-based, and one of the measures is field-based. The field-based instrument is only utilized to assess competency in real practice situations.

An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.

Tables 3 and 4 document the titles of the key assessment assignments produced in the core classes (listed in Tables 3 and 4). For each key assessment assignment, the dimensions of the Competency that are measured are listed in the far right column. For each Competency, multiple dimensions of the Competency are measured.

Table 3: Measurement of Multiple Dimensions of Competencies in the Generalist Curriculum

Competency	Key Assessment Assignment Title	Dimensions Assessed: K = Knowledge S = Skill V = Values C = Cognitive Processes A = Affective Processes
1: Demonstrate Ethical and Professional Behavior	Ethics Case Review	K, S, V, C, A
2: Engage Diversity and Difference in Practice	Generalist Paper	K, S, C, A

3: Advance Human Rights and Social, Economic, and Environmental Justice	Human Rights Reflection Paper	K, S, V, C, A
4: Engage in Practice-Informed Research and Research-Informed Practice	Literature Review and Research Recommendations Paper	K, S, V, C
5: Engage in Policy Practice	Policy Advocacy Brief	K, S, V, C
6: Engage with Individuals, Families, Groups, Organizations, and Communities		
Individuals	Generalist Paper	K, S, C, A
Families	Generalist Paper	K, S, C, A
Groups	Groups Final Paper	K,V, A, C
Organizations	Agency Paper	K, S, V, C, A
Communities	Agency Paper	K, S, V, C, A
7: Assess Individuals, Families, Groups, Organizations, and Communities		
Individuals	Generalist Paper	K, S, C, A
Families	Generalist Paper	K, S, C, A
Groups	Groups Final Paper	K, V ,A, C
Organizations	Agency Paper	K, S, V, C, A
Communities	Agency Paper	K, S, V, C, A
8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
Individuals	Generalist Paper	K, S, C, A
Families	Generalist Paper	K, S, C, A
Groups	Groups Final Paper	K, V, A, C
Organizations	Agency Paper	K, S, V, C, A
Communities	Agency Paper	K, S, V, C, A
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Individuals	Generalist Paper	K, S, C, A
Families	Generalist Paper	K, S, C, A
Groups	Groups Final Paper	K, V, A, C
Organizations	Agency Paper	K, S, V, C, A
Communities	Agency Paper	K, S, V, C, A

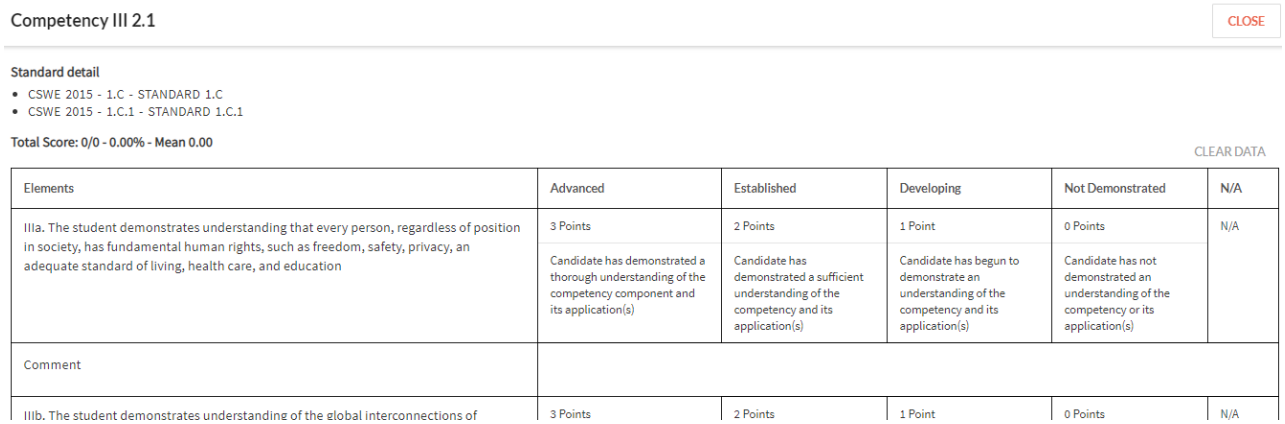
Table 4: Measurement of Multiple Dimensions of Competencies in the Specialist Curriculum

Competency	Key Assessment Assignment Title	Dimensions Assessed K = Knowledge S = Skill V = Values C = Cognitive Processes A = Affective Processes
1: Demonstrate Ethical and Professional Behavior	Culturally Competent Mental Status Exam Paper	K,V,S,C,A
2: Engage Diversity and Difference in Practice	Culturally Competent Mental Status Exam Paper	K,V,S,C/A
3: Advance Human Rights and Social, Economic, and Environmental Justice	Social Justice Analysis	K, S, V, C, A
4: Engage in Practice-Informed Research and Research-Informed Practice	Evidence-based Practice Paper	S, V, C, A
5: Engage in Policy Practice	Policy Analysis	K, S, C, V, A
6: Engage with Individuals, Families, Groups, Organizations, and Communities		
Individuals	Theoretical Application Paper	K, S, V, C, A
Families	Theoretical Application Paper	K, S, V, C, A
Groups	Theoretical Application Paper	K, S, V, C, A
Organizations	Taught not assessed	
Communities	Taught not assessed	
7: Assess Individuals, Families, Groups, Organizations, and Communities		
Individuals	Theoretical Application Paper	K, S, V, C, A
Families	Theoretical Application Paper	K, S, V, C, A
Groups	Theoretical Application Paper	K, S, V, C, A
Organizations	Taught not assessed	
Communities	Taught not assessed	
8: Intervene with Individuals, Families, Groups, Organizations, and Communities		

Individuals	Theoretical Application Paper	K, S, V, C, A
Families	Theoretical Application Paper	K, S, V, C, A
Groups	Theoretical Application Paper	K, S, V, C, A
Organizations	Taught not assessed	
Communities	Taught not assessed	
9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Individuals	Theoretical Application Paper	K, S, V, C, A
Families	Theoretical Application Paper	K, S, V, C, A
Groups	Theoretical Application Paper	K, S, V, C, A
Organizations	Taught not assessed	
Communities	Taught not assessed	

4.0.1.1 Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.

The School of Social Work rubrics are attached in Appendix E. Each of these rubrics is scaled from 0 to 3 points. A screen shot with an example of the rubric headings utilized is included below.



Competency III 2.1 CLOSE

Standard detail
- CSWE 2015 - 1.C - STANDARD 1.C
- CSWE 2015 - 1.C.1 - STANDARD 1.C.1

Total Score: 0/0 - 0.00% - Mean 0.00

CLEAR DATA

Elements	Advanced	Established	Developing	Not Demonstrated	N/A
IIIa. The student demonstrates understanding that every person, regardless of position in society, has fundamental human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education	3 Points Candidate has demonstrated a thorough understanding of the competency component and its application(s)	2 Points Candidate has demonstrated a sufficient understanding of the competency and its application(s)	1 Point Candidate has begun to demonstrate an understanding of the competency and its application(s)	0 Points Candidate has not demonstrated an understanding of the competency or its application(s)	N/A
Comment					
IIIb. The student demonstrates understanding of the global interconnections of	3 Points	2 Points	1 Point	0 Points	N/A

Figure 2: Screen shot from Via representing rubric headings

For each rubric item, a score of a '2' or a '3' is accepted as evidence of the student's having demonstrated that element of the Competency. These benchmarks are established on the basis of the description of each level of performance: that is, "Not Demonstrated" is unacceptable, as is "Developing." "Established," however, is acceptable, as is "Advanced." A student must earn an acceptable rating for every element represented in the rubric in order to be considered to have met the Competency.

The Field Evaluation is structured in a similar manner. The Field Evaluation instrument, however, includes five levels. The levels are:

5. The student consistently demonstrates/engages in this practice behavior.
4. The student is approaching consistent demonstration of/engagement in practice behavior; consistency is anticipated in the near future.
3. The student is developing the practice behavior; consistency is anticipated within the parameters of the fieldwork hours required by the program.
2. This practice behavior is beginning to emerge through the student's field work.
1. The student has not yet demonstrated this practice behavior.

N/A Not applicable as the student has not had the opportunity to demonstrate competence in this area.

As is the case with the classroom-based instruments, the top two ratings (here, 4 and 5) are considered acceptable evidence that the student has demonstrated that elements of the Competency. Each of the elements of a given Competency must be met at the level of 4 or 5 in order for the student to be considered to have demonstrated the Competency.

- *An explanation of how the program determines the percentage of students achieving the benchmark.*

Each semester, for each Competency, the percentage of students demonstrating the Competency based on classroom-derived data and based on Field Evaluations are determined. The two percentages are then averaged together, each with equal weight. The School of Social Work, at this time, has the expectation that 85% of students will demonstrate each Competency based on the combined classroom and Field Evaluation data.

- *Copies of all assessment measures used to assess all identified competencies.*

All of the rubrics utilized to assess Competencies based on classroom derived data are attached in Appendix E. In addition, the Field Evaluation tools are attached.

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

ASSESSMENT DATA AND ANALYSIS

FOR

MSW in Social Work

2018-2019

I. DATA ANALYSIS AND REFLECTION

The School of Social Work (SSW) experienced significant transitions over the 2018-2019 year that fundamentally impacted our assessment processes. We detail these transitions below and describe how the transitions shaped the data gathered this year, as well as the assessment processes, and the plan for the upcoming year.

The 2018-2019 year involved various transitions in the SSW leadership. Dr. Brenda Barnwell, previously the MSW Director, became the Dean of the SSW in February 2018. Dr. Daysi Diaz-Strong started in the role of MSW Program Director in July 2018, and Allison Schuck started as the Field Director in August 2018. As a reconfigured leadership team, the SSW prioritized improving faculty engagement in the assessment process. This goal, in combination with the other transitions identified below, necessitated taking a fresh start in order to re-build our assessment processes. Consequently, while we did not focus on the goals identified in last year's plan, assessment was a priority this year. We made substantial strides that will ultimately improve assessment and student outcomes. Moreover, to allow room to reflect on and improve our assessment processes, we chose not to gather data for all course levels (generalist and specialist) nor for all locations (Aurora campus, GWC, and AUO) for this year. We opted to stretch out data collection to facilitate a more thoughtful approach as opposed to rushing to accumulate data without proper training, faculty engagement and sufficient reflection of our processes.

In addition to transitions in the leadership team, as indicated in the 2018-2019 Assessment Plan, we transitioned from the Council of Social Work Education (CSWE) 2008 Educational Policy and Accreditation Standards (EPAS) to the 2015 EPAS. The timing of moving to the 2015 EPAS was purposeful. We waited to make the shift until after our 2016 site visit, and until all reviews of the program were completed by the Commission on Accreditation (COA). The change in EPAS required revising our curriculum and revamping our assessment tools to ensure the modified standards were captured. In this

process, we shifted important program language. Previously, the first sequence of core courses was referred to as “foundation” courses and the second sequence as “advanced” courses. The 2015 EPAS shifted this language to “generalist” and “specialization” courses. Moreover, while the 2008 EPAS contained 10 outcomes, the 2015 EPAs contain 9 outcomes. Consequently, last year’s classroom-based outcome data do not mirror this year’s data. Field data continued using the 2008 EPAS language and will be transitioning to 2015 EPAS in the coming year. Given the transition to new outcomes, we do not report on the previous years’ data as a direct comparison for each outcome. Where necessary we draw on last year’s proposed changes.

Another significant transition with regard to assessment was the formation of a program level Assessment Committee and Curriculum Circles. In order to move to a faculty-led and engaged assessment process, we formed the Assessment Committee purposefully. The committee is comprised of the SSW leadership (chairs, directors), one faculty member from each campus and level (BSW, MSW), as well as field staff. In addition, the committee includes the SSW liaison to the university assessment council. The role of the Assessment Committee was to facilitate a faculty-led process and ensure a smooth transition to our new EPAS standards and processes, and the committee met at least monthly to monitor progress of data collection efforts and the implementation of assessment tools. Overall, the committee’s contribution was to bring the data together, communicate that information, and facilitate faculty discussions on areas of strength and improvement. This process stimulated a deep dive into our curriculum and served as a catalyst for change. It provided the opportunity for reflection on where students are learning the material, the effectiveness of our assessment tools, and the importance of differentiating assessment methods. To this end, we had several meetings with the entire SSW focused on curriculum, assessment, our mission, and student learning and growth. Out of these conversations, we developed various curriculum circles for the purpose of bringing together faculty with experience teaching those courses. The work of these circles is just beginning. The faculty have taken a strong interest in looking at the students’ trajectory in the program, scaffolding the learning across the program, and working together to ensure exemplary education in the field of social work.

A fourth significant transition was implementing Via by Watermark as our assessment data gathering platform. Via is a portfolio system that allows students to submit the assignments used to measure the competencies. Faculty then assess the students’ submission within Via using the standards rubrics provided. Via houses this data and enables reporting on the benchmarks. The reporting function contains various ways to disaggregate the data by location, level, and modality. The capabilities of the program provide the data necessary to improve assessment and curricular decision making. Students pay an additional fee for Via which presented substantial challenges to the SSW. Students needed time to assimilate to the change and the SSW managed a significant degree of student dissatisfaction which carried into the classroom and overall satisfaction with the program. Through education of the importance of the platform, addressing student concerns individually, and greater familiarity with Via’s broader application tools (e.g. ability to create an online resume and share with employers), these concerns have decreased. We expect that as new students enter the program that Via will be a normal part of their experience. Moreover, we changed the subscription process from a direct out-of-pocket purchase to a program fee built into the program costs; this change enables students to use their financial aid to cover the costs. Faculty also experienced challenges with the transition to Via. As with any new software, there was a learning curve to the program and the language used in Via. For example, an assignment in Via is called a template. In light of these challenges, we had to make decisions about the progression of fully using Via. At times, we opted to not collect data to allow more time for training and development of assignments. These changes and challenges necessitated careful planning and faculty input; therefore, we intentionally slowed down to allow for curricular and assessment conversations and faculty engagement.

These transitions are reflected in the data collected and in our plans for the upcoming year. The SSW has made important strides to improving our assessment process and we look forward to continuing this work in the coming year through the Assessment Committee and Curriculum Circles.

Classroom Data for Campus-Based Courses
2015 EPAS

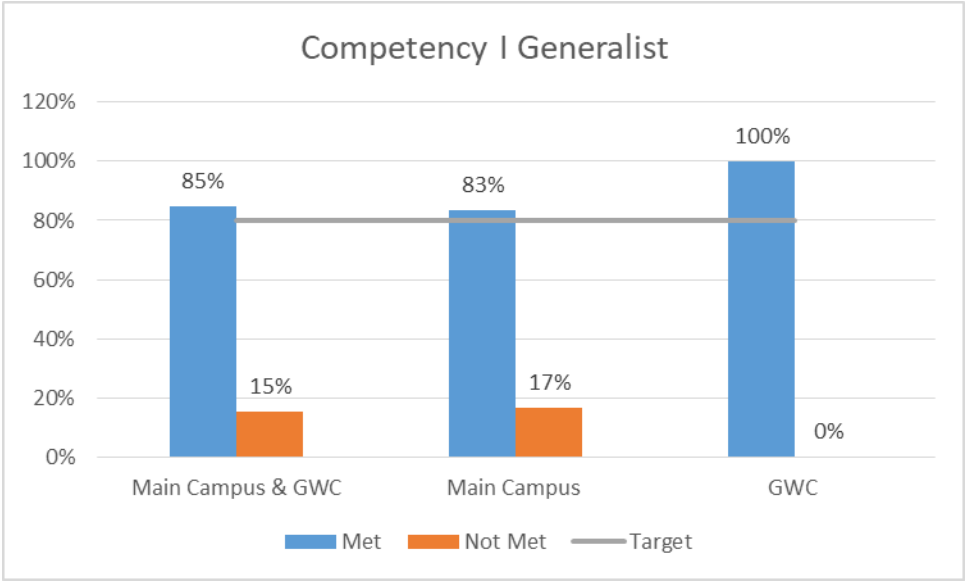
OUTCOME 1

Competency I: Demonstrates Ethical and Professional Behavior

ASSESSMENT DATA FOR OUTCOME 1

Competency I was measured in the fall and spring offerings of SWK-6370 Practice I Individuals and Families. Classroom data were gathered for the generalist courses through the Ethics Case Review paper assignment. The competency was not measured in the specialist courses or in the online courses. The ratings in the assignment rubric ranged from 1 (Not Yet Demonstrated) to 5 (Advanced). We defined meeting the competency as a 4 (Established) or 5 (Advanced) and not meeting as anything 4 under. As an overall measure of outcome achievement, the SSW set the target at 80% of students meeting the competency.

This year's data is provided in the graphs. As per the assessment plan, we have moved to the 2015 standards and will not be reporting on past year's data as a comparison.



NARRATIVE SUMMARY FOR OUTCOME 1
Achievement of this competency was demonstrated by 80% of students performing at a 4 or 5 level across both campuses.

DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 1 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR.

The academic year 2018-2019 was the first year using the 2015 EPAS standards. The 2008 outcome most closely resembling the 2015 language is outcome 1. There were no changes proposed to outcome 1 last year.

PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 1: The faculty curriculum circles will be looking at the curriculum, activities and assessment tools for courses in which this standard is assessed at both the generalist and specialist level.
PROPOSED CHANGES IN ASSESSMENT RELATED TO OUTCOME 1: Assessment of this outcome will be moved to SWK 6150 (Human Behavior and the Social Environment I) at the generalist level and SWK 6160 (Human Behavior and the Social Environment II) at the specialist level. The HBSE curriculum circle will work to implement these changes both in the campus-based courses and online courses.

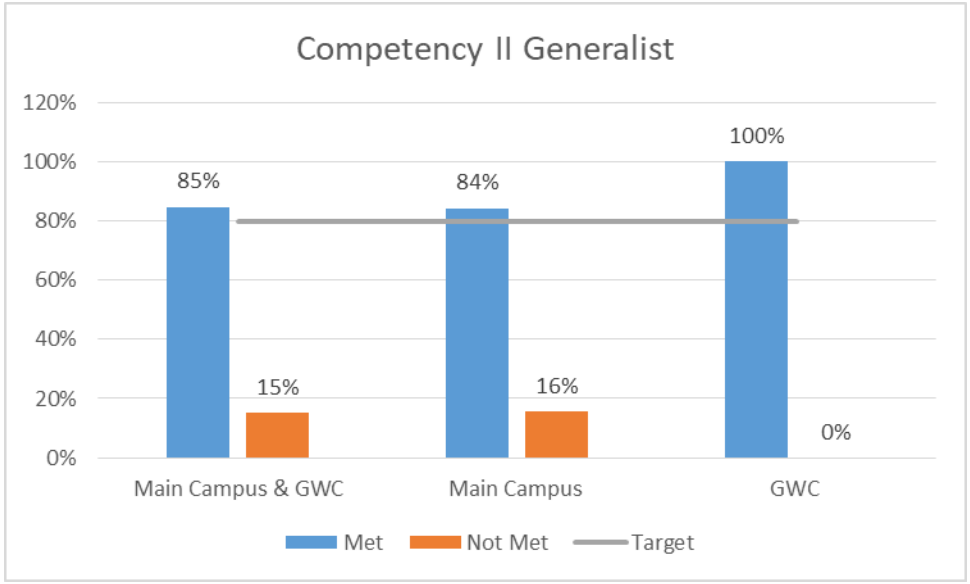
OUTCOME 2

Competency II: Engage Diversity and Difference in Practice

ASSESSMENT DATA FOR OUTCOME 2

Competency II was measured in the fall and spring offerings of SWK-6370 Practice I Individuals and Families. Classroom data were gathered in the generalist year through the Generalist Practitioner paper assignment. The competency was not measured in the specialist courses or in the online courses. The ratings in the assignment rubric ranged from 1 (Not Yet Demonstrated) to 5 (Advanced). We defined meeting the competency as a 4 (Established) or 5 (Advanced) and not meeting as anything 4 under. As an overall measure of outcome achievement, the SSW set the target at 80% of students meeting the competency.

This year's data is provided in the graphs. As per the assessment plan, we have moved to the 2015 standards and will not be reporting on past year's data as a comparison.



NARRATIVE SUMMARY FOR OUTCOME 2

Achievement of this competency was demonstrated by 80% of students performing at a 4 or 5 level across both campuses.

DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 2 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR

The academic year 2018-2019 was the first year using the 2015 EPAS standards. The 2008 outcome most closely resembling the 2015 language is outcome 4. There were no changes proposed to outcome 4 last year.

PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 2: The faculty curriculum circles will be looking at the curriculum, activities and assessment tools for courses in which this standard is assessed at both the generalist and specialist level.

PROPOSED CHANGES IN ASSESSMENT RELATED TO OUTCOME 2: Assessment of this outcome will be moved to SWK 6150 (Human Behavior and the Social Environment I) at the generalist level and SWK 6160 (Human Behavior and the Social Environment II) at the specialist level. The HBSE curriculum circle will work to implement these changes both in the campus-based courses and online courses.

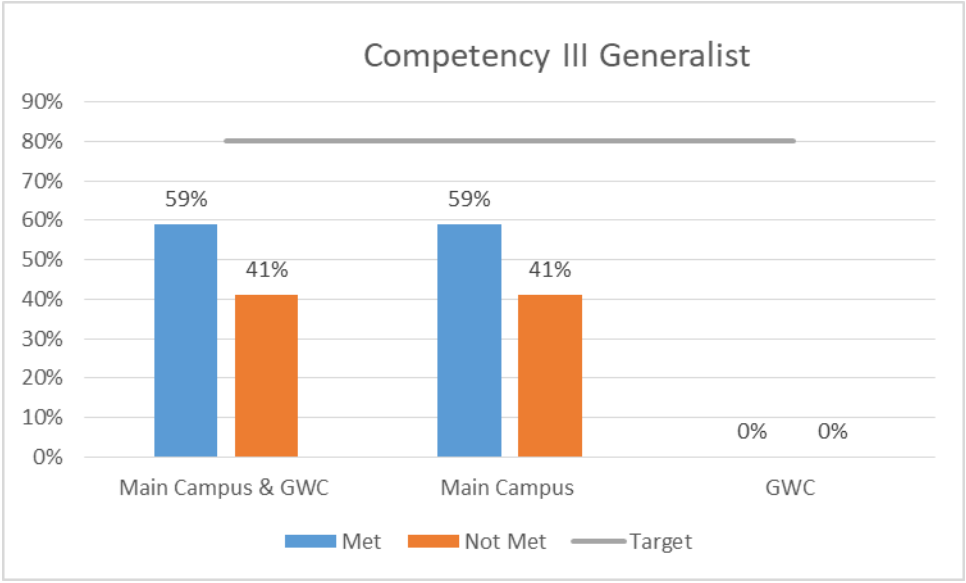
OUTCOME 3

Competency III: Advance Human Rights and Social, Economic, and Environmental Justice

ASSESSMENT DATA FOR OUTCOME 3

Competency III was measured in the fall and spring offerings of SWK 6140 Social Welfare Policy and Practice. Classroom data were gathered in the generalist courses through the Human Rights and Social Justice Reflection paper assignment. The competency was not measured in the specialist courses or online courses. The ratings in the assignment rubric ranged from 1 (Not Yet Demonstrated) to 5 (Advanced). We defined meeting the competency as a 4 (Established) or 5 (Advanced) and not meeting as anything 4 under. As an overall measure of outcome achievement, the SSW set the target at 80% of students meeting the competency.

This year's data is provided in the graphs. As per the assessment plan, we have moved to the 2015 standards and will not be reporting on past year's data as a comparison.



NARRATIVE SUMMARY FOR OUTCOME 3:

Students did not demonstrate achievement of this competency at the Main campus. Only 60% of students met the competency which falls below the

target of 80%. No data are available from GWC.

DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 3 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR

The academic year 2018-2019 was the first year using the 2015 EPAS standards. The 2008 outcome most closely resembling the 2015 language is outcome 5. Last year, outcome 5 also fell below the benchmark and prompted proposed changes to the assignments in those courses. Those proposed changes were not implemented given the transitions discussed at the onset of the report.

PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 3: Consideration and implementation of changes will be made by the policy curriculum circles during the 2019-2020 academic year. These changes include revising the assignments and rubrics to ensure that these adequately capture the class content and competency standards. This will ensure that the data gathered are valid. In addition, content related to human rights and social justice will be enhanced in the 6140 generalist and 6533 specialist policy courses.

PROPOSED CHANGES IN ASSESSMENT RELATED TO OUTCOME 3: In the upcoming year, assessment of this outcome at the specialist level will be gathered in SWK 6533 Advanced Social Policy. GWC faculty will ensure assessment at the generalist and specialist level. Assessment of this outcome will also take place in the online program.

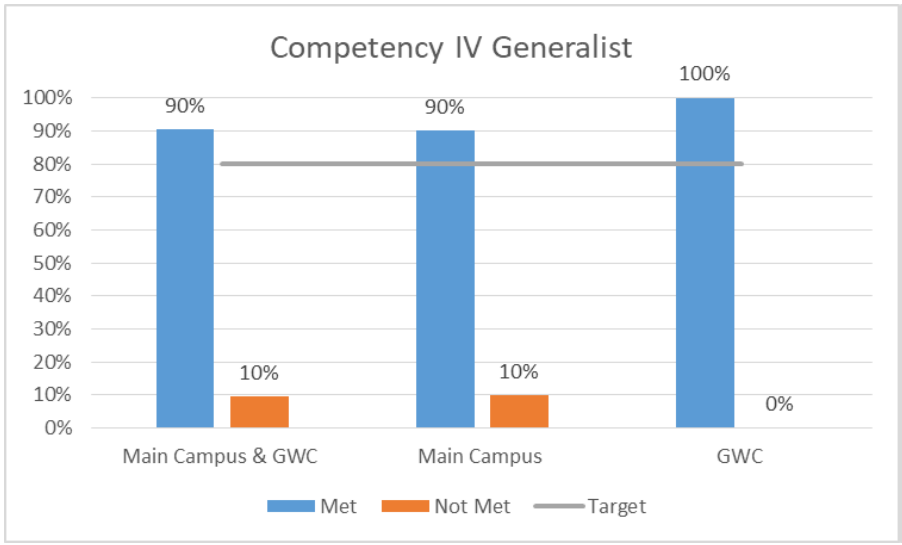
OUTCOME 4

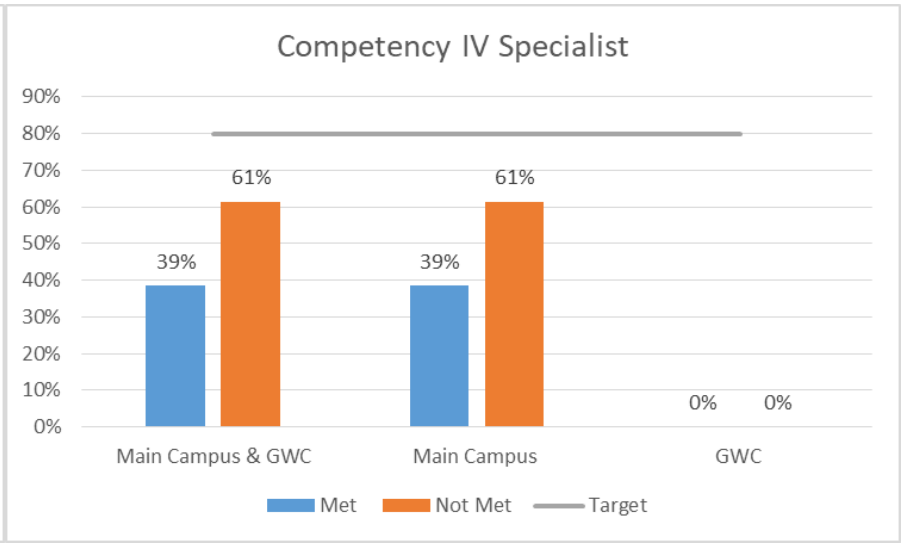
Competency IV: Engage in Practice-informed Research and Research-informed practice.

ASSESSMENT DATA FOR OUTCOME 4

At the generalist level, competency IV was measured in the fall and spring offerings of SWK 6250 Research Methods through the Research Proposal assignment. At the specialist level, competency IV was measured in the spring offerings of 6511 Practice III Theories and Methods through the Case Study paper assignment. The competency was not measured in online courses. The ratings in the assignment rubric ranged from 1 (Not Yet Demonstrated) to 5 (Advanced). We defined meeting the competency as a 4 (Established) or 5 (Advanced) and not meeting as anything 4 under. As an overall measure of outcome achievement, the SSW set the target at 80% of students meeting the competency.

This year's data is provided in the graphs. As per the assessment plan, we have moved to the 2015 standards and will not be reporting on past year's data as a comparison.





NARRATIVE SUMMARY FOR OUTCOME 4:
At the generalist level, achievement of this competency was demonstrated by 80% of students performing at a 4 or 5 level across both campuses. At the specialist level, the benchmark was not met by student at the Main Campus; only 61% of the students demonstrated achievement at the 4 or 5 level. Data were not available from GWC at the specialist level.

DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 4 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR

The academic year 2018-2019 was the first year using the 2015 EPAS standards. The 2008 outcome most closely resembling the 2015 language is outcome 6. Last year, students met the benchmark for outcome 6 and no changes were proposed.

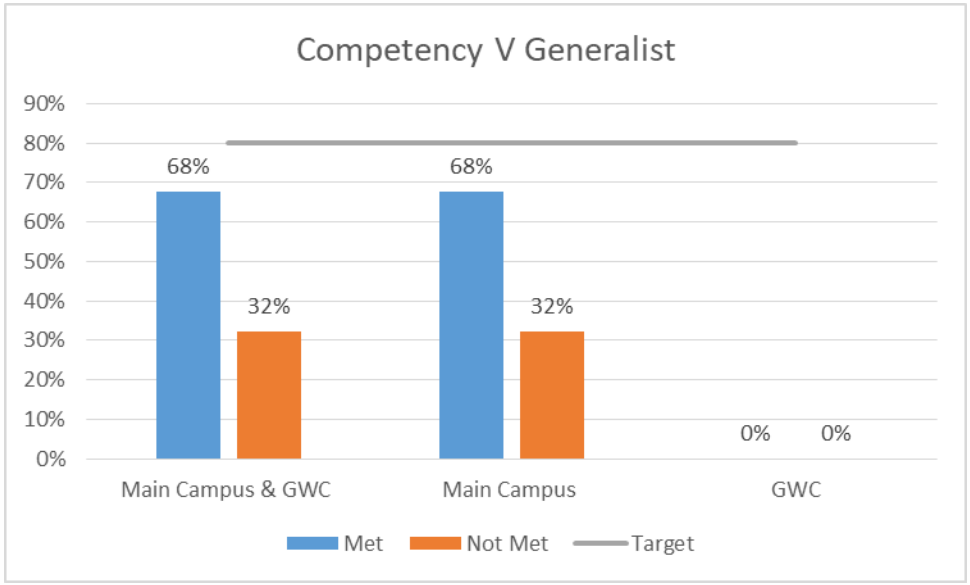
PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 4: Consideration and implementation of changes will be made by the specialist practice curriculum circle during the 2019-2020 academic year. These changes include revising the assignments and rubrics in the specialist courses to ensure that these adequately capture the class content and competency standards. This will ensure that the data gathered are valid. In particular, competency element IVa (demonstrating understanding of quantitative and qualitative research methods) will be removed from the specialist rubric as this element is not relevant to the Case Study assignment used to measure the competency. This approach aligns with CSWE EPAS which does not require measuring the entire competency criteria. In addition, at the specialist level, this research-based competency is assessed in a practice course. This is appropriate as the competency relates to "practice-informed research and research-informed practice." Nonetheless, adjunct faculty teaching practice courses might lack comfort with research and de-prioritize research when teaching. The curriculum circle, in collaboration with the MSW Program Director, will discuss with adjuncts the importance of research to the 6511 course and the key assignment.

PROPOSED CHANGES IN ASSESSMENT RELATED TO OUTCOME 4: In the upcoming year, GWC faculty will ensure assessment of competency IV at the specialist level. Assessment of this outcome will also take place in the online program.

OUTCOME 5
Competency V: Engage in Policy Practice

ASSESSMENT DATA FOR OUTCOME 5
Competency V was measured in the fall and spring offerings of SWK 6140 Social Welfare Policy and Practice. Classroom data were gathered in the generalist courses through the Policy Brief paper assignment. The competency was not measured in the specialist courses or online courses. The ratings in the assignment rubric ranged from 1 (Not Yet Demonstrated) to 5 (Advanced). We defined meeting the competency as a 4 (Established) or 5 (Advanced) and not meeting as anything 4 under. As an overall measure of outcome achievement, the SSW set the target at 80% of students meeting the competency.

This year's data is provided in the graphs. As per the assessment plan, we have moved to the 2015 standards and will not be reporting on past year's data as a comparison.



NARRATIVE SUMMARY FOR OUTCOME 5:
Students did not demonstrate achievement of this competency at the Main campus. Only 68% of students met the competency which falls below the target of 80%. No data are available from GWC.

DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 5 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR

The academic year 2018-2019 was the first year using the 2015 EPAS standards. The academic year 2018-2019 was the first year using the 2015 EPAS standards. The 2008 outcome most closely resembling the 2015 language is outcome 8. Last year, outcome 8 also fell below the benchmark and prompted proposed changes to the assignments in those courses. Those proposed changes were not implemented given the transitions discussed at the offset of the report.

PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 5: Consideration and implementation of changes will be made by the policy curriculum circle during the 2019-2020 academic year. These changes include revising the assignments and rubrics in the specialist courses to ensure that these adequately capture the class content and competency standards. This will ensure that the data gathered are valid. Two important changes will be made to the Policy Brief assignment to address the areas students struggle with. Changes will be made to SKW-6140 to provide more opportunities for students to practice the components assessed in the Policy Brief (such as identifying the cultural, historical, and organizational influences of policy). In addition, required drafts of sections will facilitate providing earlier feedback to students. Students will also be provided with a list of policies that they can use in the Policy Brief. This will ensure that students select policies that draw on the course content. With approval, students will have the option of selecting a policy outside of those provided.

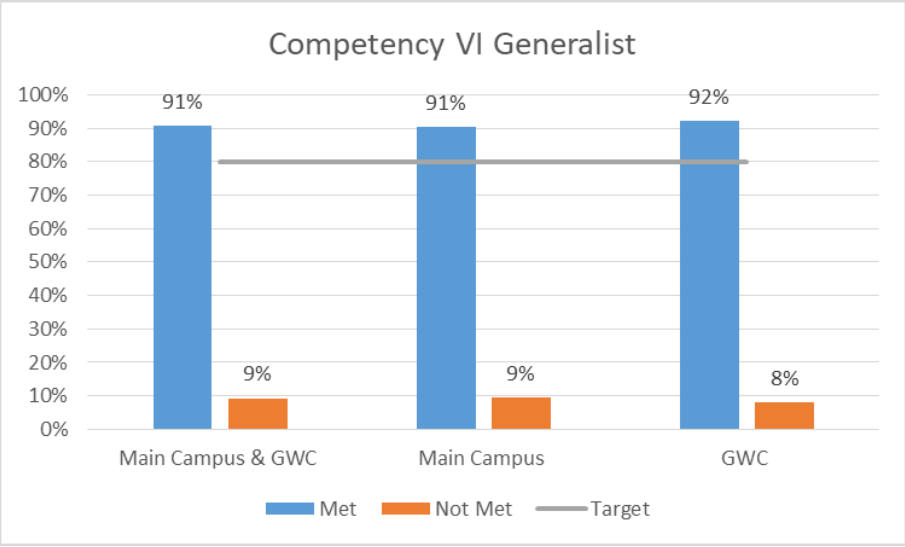
PROPOSED CHANGES IN ASSESSMENT RELATED TO OUTCOME 5: In the upcoming year, GWC faculty will ensure assessment of competency V at the generalist level. Assessment of this outcome will also take place at the specialist level in SWK-6533 and in the online program at the generalist and specialist levels.

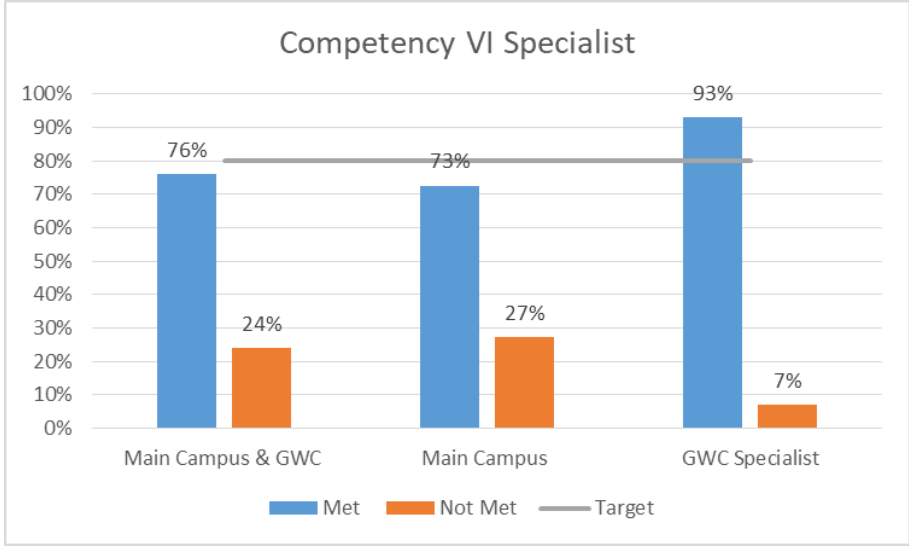
OUTCOME 6
Competency VI: Engage with Individuals, Families, Groups, Organizations and Communities

ASSESSMENT DATA FOR OUTCOME 6 (Outcomes 6 through 9 are intertwined and thus they are assessed in the same courses and assignments. While the language and data are changed to reflect the competency, the proposed changes are the same for each outcome).

Competency VI was measured in the fall and spring offerings of the following generalist courses: SWK-6370 Practice I Individuals and Families (through the Generalist Practitioner Paper), SWK 6381 Practice II Groups (through the Groups Final paper), and SWK 6382 Practice II Communities (through the Agency paper assignment). At the specialist level, Competency VI was assessed in the fall and spring offerings of SWK 6521 Practice IV through the Theoretical Application paper assignment. The competency was not measured in online courses. The ratings in the assignment rubric ranged from 1 (poor) to 5 (excellent). We defined meeting the competency as a 4 or 5 and not meeting as anything under a 4. As an overall measure of outcome achievement, the SSW set the target at 80% of students meeting the competency.

This year's data is provided in the graphs. As per the assessment plan, we have moved to the 2015 standards and will not be reporting on past year's data as a comparison





NARRATIVE SUMMARY FOR OUTCOME 6:
At the Generalist level, achievement of this competency was demonstrated by 80% of students performing at a 4 or 5 level across both campuses. At the specialist level, 73% of the students on the Main Campus and 93% of the students at GWC performed at a 4 or 5 level. Thus, while the benchmark was met at GWC, overall the competency requires attention at the specialist level.
DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 6 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR

The academic year 2018-2019 was the first year using the 2015 EPAS standards. The 2008 outcome most closely resembling the 2015 language is outcome 10. There were no changes proposed to outcome 10 last year.

PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 6: Consideration and implementation of changes will be made by the specialist practice curriculum circle during the 2019-2020 academic year. These changes include revising the assignments and rubrics in the specialist courses to ensure that these adequately capture the class content and competency standards. This will ensure that the data gathered are valid. Additionally, as competencies 6 through 9 are intertwined faculty teaching practice courses will meet to discuss the sequence of the content in practice courses and determine the best place to assess the competencies of engage, assess, intervene, and evaluate. In addition, the assignment will be substantially revised and will focus on the level of individuals and families as opposed to asking students to also consider how they would engage, assess, intervene, and evaluate groups, communities, and organizations. By focusing on one system level, students will be able to dive deeper into these processes rather than provide a superficial discussion of each system level. This change is in alignment with CSWE EPAS which does not require assessment of each system level and fits with our clinical specialization.
PROPOSED CHANGES IN ASSESSMENT RELATED TO OUTCOME 6: Assessment of this outcome will also take place in the online program.

OUTCOME 7

Competency VII: Assess Individuals, Families, Groups, Organizations and Communities

ASSESSMENT DATA FOR OUTCOME 7

Competency VII was measured in the fall and spring offerings of the following generalist courses: SWK-6370 Practice I Individuals and Families (through the Generalist Practitioner Paper), SWK 6381 Practice II Groups (through the Groups Final paper), and SWK 6382 Practice II Communities (through the Agency paper assignment). At the specialist level, Competency VI was assessed in the fall and spring offerings of SWK 6521 Practice IV through the Theoretical Application paper assignment. The competency was not measured in online courses. The ratings in the assignment rubric ranged from 1 (poor) to 5 (excellent). We defined meeting the competency as a 4 or 5 and not meeting as anything under a 4. As an overall measure of outcome achievement, the SSW set the target at 80% of students meeting the competency.

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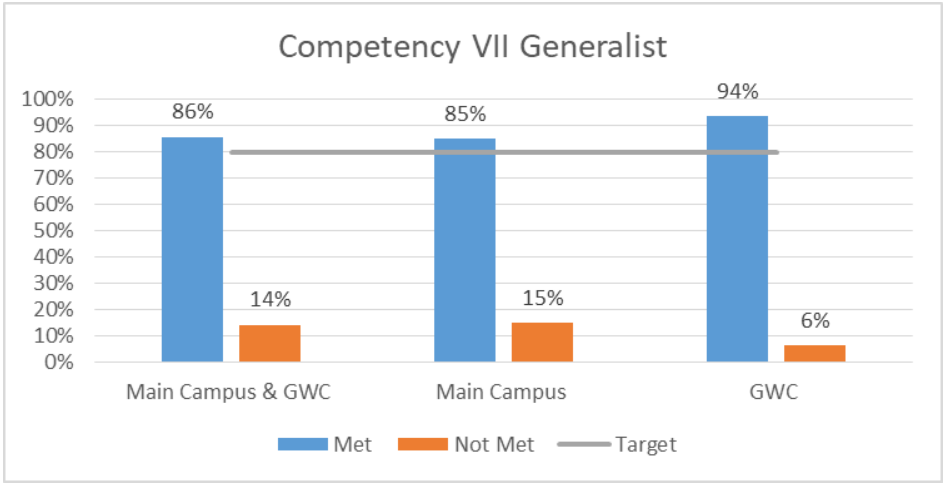

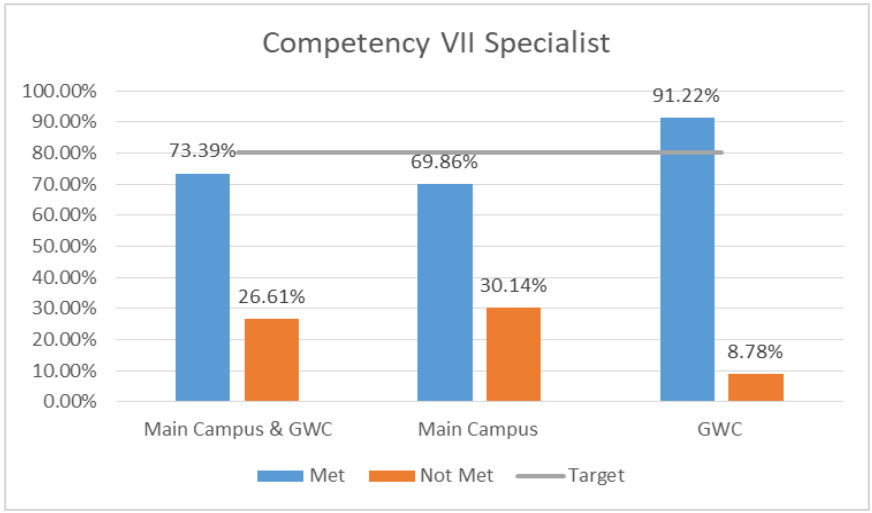

NARRATIVE SUMMARY FOR OUTCOME 7:
At the Generalist level, achievement of this competency was demonstrated by at least 80% of students performing at a 4 or 5 level across both campuses. At the Specialist level, 70% of the students on the Main campus and 91% of the students at GWC performed at a 4 or 5 level. Thus, while the benchmark was met at GWC, overall the competency requires attention at the specialist level.
DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 7 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR
The academic year 2018-2019 was the first year using the 2015 EPAS standards. The 2008 outcome most closely resembling the 2015 language is outcome 10. There were no changes proposed to outcome 10 last year.

PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 7: Consideration and implementation of changes will be made by the specialist practice curriculum circle during the 2019-2020 academic year. These changes include revising the assignments and rubrics in the specialist courses to ensure that these adequately capture the class content and competency standards. This will ensure that the data gathered are valid. Additionally, as competencies 6 through 9 are intertwined faculty teaching practice courses will meet to discuss the sequence of the content in practice courses and determine the best place to assess the competencies of engage, assess, intervene, and evaluate. In addition, the assignment will be substantially revised and will focus on the level of individuals and families as opposed to asking students to also consider how they would engage, assess, intervene, and evaluate groups, communities, and organizations. By focusing on one system level, students will be able to dive deeper into these processes rather than provide a superficial discussion of each system level. This change is in alignment with CSWE EPAS which does not require assessment of each system level and fits with our clinical specialization.
PROPOSED CHANGES IN ASSESSMENT RELATED TO OUTCOME 7: Assessment of this outcome will also take place in the online program.

OUTCOME 8

Competency VIII: Intervene with Individuals, Families, Groups, Organizations and Communities

ASSESSMENT DATA FOR OUTCOME 8

Competency VIII was measured in the fall and spring offerings of the following generalist courses: SWK-6370 Practice I Individuals and Families (through the Generalist Practitioner Paper), SWK 6381 Practice II Groups (through the Groups Final paper), and SWK 6382 Practice II Communities (through the Agency paper assignment). At the specialist level, Competency VIII was assessed in the fall and spring offerings of SWK 6521 Practice IV through the Theoretical Application paper assignment. The competency was not measured in online courses. The ratings in the assignment rubric ranged from 1 (poor) to 5 (excellent). We defined meeting the competency as a 4 or 5 and not meeting as anything under a 4. As an overall measure of outcome achievement, the SSW set the target at 80% of students meeting the competency.

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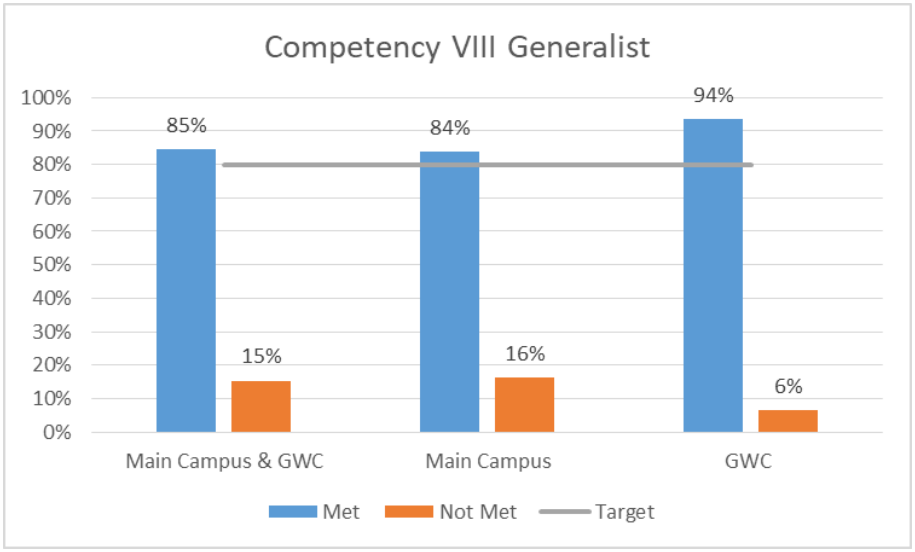

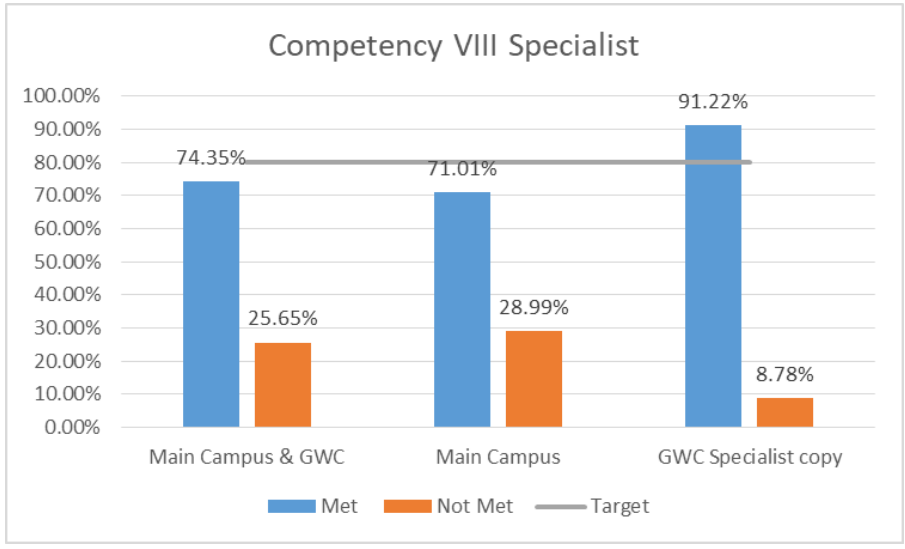

NARRATIVE SUMMARY FOR OUTCOME 8:
At the Generalist level, achievement of this competency was demonstrated by a minimum of 80% of students performing at a 4 or 5 level across both campuses. At the Specialist level, 71% of the students on the Main campus and 91% of the students at GWC performed at a 4 or 5 level. Thus, while the benchmark was met at GWC, overall the competency requires attention at the specialist level.
DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 8 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR

The academic year 2018-2019 was the first year using the 2015 EPAS standards. The 2008 outcome most closely resembling the 2015 language is outcome 10. There were no changes proposed to outcome 10 last year.

PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 8: Consideration and implementation of changes will be made by the specialist practice curriculum circle during the 2019-2020 academic year. These changes include revising the assignments and rubrics in the specialist courses to ensure that these adequately capture the class content and competency standards. This will ensure that the data gathered are valid. Additionally, as competencies 6 through 9 are intertwined faculty teaching practice courses will meet to discuss the sequence of the content in practice courses and determine the best place to assess the competencies of engage, assess, intervene, and evaluate. In addition, the assignment will be substantially revised and will focus on the level of individuals and families as opposed to asking students to also consider how they would engage, assess, intervene, and evaluate groups, communities, and organizations. By focusing on one system level, students will be able to dive deeper into these processes rather than provide a superficial discussion of each system level. This change is in alignment with CSWE EPAS which does not require assessment of each system level and fits with our clinical specialization.
PROPOSED CHANGES IN ASSESSMENT RELATED TO OUTCOME 8: Assessment of this outcome will also take place in the online program.

OUTCOME 9

Competency IX: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

ASSESSMENT DATA FOR OUTCOME 9

Competency IX was measured in the fall and spring offerings of the following generalist courses: SWK-6370 Practice I Individuals and Families (through the Generalist Practitioner Paper), SWK 6381 Practice II Groups (through the Groups Final paper), and SWK 6382 Practice II Communities (through the Agency paper assignment). At the specialist level, Competency IX was assessed in the fall and spring offerings of SWK 6521 Practice IV through the Theoretical Application paper assignment. The competency was not measured in online courses. The ratings in the assignment rubric ranged from 1 (poor) to 5 (excellent). We defined meeting the competency as a 4 or 5 and not meeting as anything under a 4. As an overall measure of outcome achievement, the SSW set the target at 80% of students meeting the competency.

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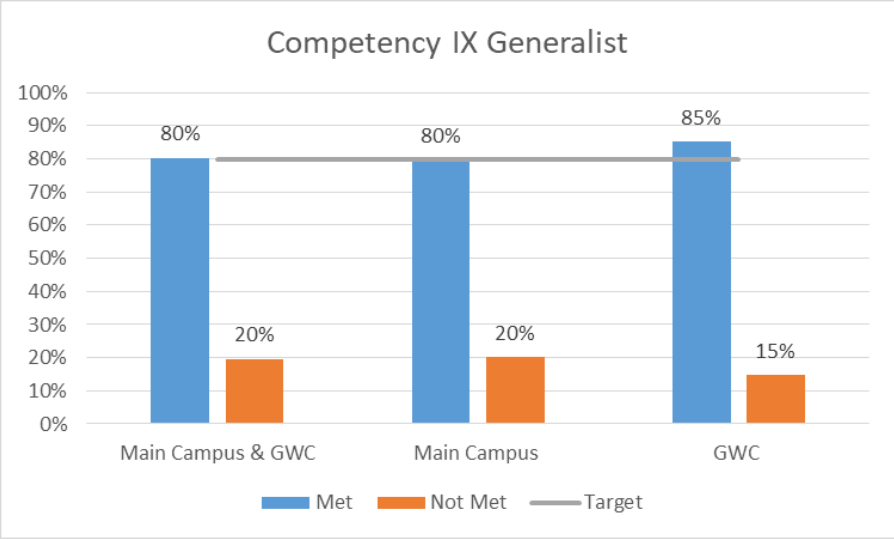
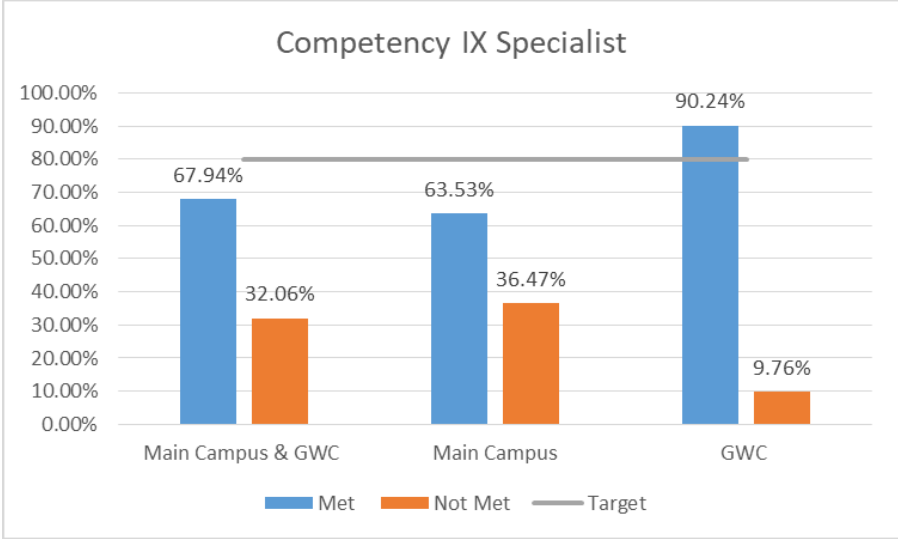




NARRATIVE SUMMARY FOR OUTCOME 9:
At the generalist level, achievement of this competency was demonstrated by at least 80% of students performing at a 4 or 5 level across both campuses. At the specialist level, 64% of the students on the Main campus and 90% of the students at GWC performed at a 4 or 5 level. Thus, while the benchmark was met at GWC, overall the competency requires attention at the specialist level.
DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 9THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR

The academic year 2018-2019 was the first year using the 2015 EPAS standards. The 2008 outcome most closely resembling the 2015 language is outcome 10. There were no changes proposed to outcome 10 last year.

PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 9: Consideration and implementation of changes will be made by the specialist practice curriculum circle during the 2019-2020 academic year. These changes include revising the assignments and rubrics in the specialist courses to ensure that these adequately capture the class content and competency standards. This will ensure that the data gathered are valid. Additionally, as competencies 6 through 9 are intertwined faculty teaching practice courses will meet to discuss the sequence of the content in practice courses and determine the best place to assess the competencies of engage, assess, intervene, and evaluate. In addition, the assignment will be substantially revised and will focus on the level of individuals and families as opposed to asking students to also consider how they would engage, assess, intervene, and evaluate groups, communities, and organizations. By focusing on one system level, students will be able to dive deeper into these processes rather than provide a superficial discussion of each system level. This change is in alignment with CSWE EPAS which does not require assessment of each system level and fits with our clinical specialization.
PROPOSED CHANGES IN ASSESSMENT RELATED TO OUTCOME 9: Assessment of this outcome will also take place in the online program.

Field Data for Campus-Based and Online Courses
2008 EPAS

MSW Field Data

Aurora Main Campus and George Williams College Campus

During the 2018-2019 academic year, field data was collected using an evaluation rubric through the Qualtirics evaluation platform. Field data was collected at two different time points for all students engaged in an internship: at the end of their first field course (considered the mid-term evaluation), and at the end of their final field course (considered the final evaluation). Data reflected in this report will illustrate both time frames; however, only data collected during the second data collection period will be used to determine whether benchmarks were met.

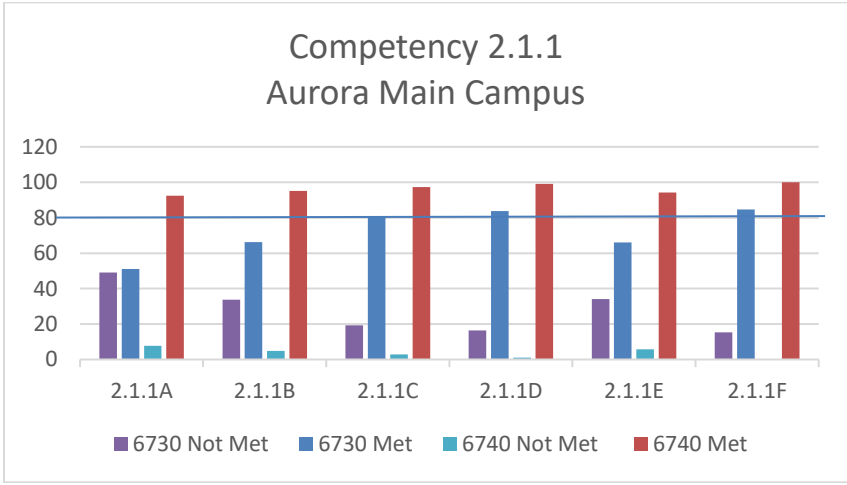
The evaluation rubric used for the field program during the 2018-2019 academic year aligned with the 2008 EPAS, while the remainder of the data included in this report reflects the 2015 EPAS. The School of Social Work began the transition to 2015 EPAS at the beginning of the 2018-2019 academic year; however, due to internal transitions to the field department at the beginning of the academic year, it was determined that field data would continue to be collected using the 2008 EPAS, and that the transition to the 2015 EPAS would occur for the 2019-2020 academic year. The field program will be fully transitioned to the 2015 EPAS by the end of summer 2019. Areas of growth that otherwise would have been reflected in this report but will no longer be measured elements under the 2015 EPAS will not be addressed.

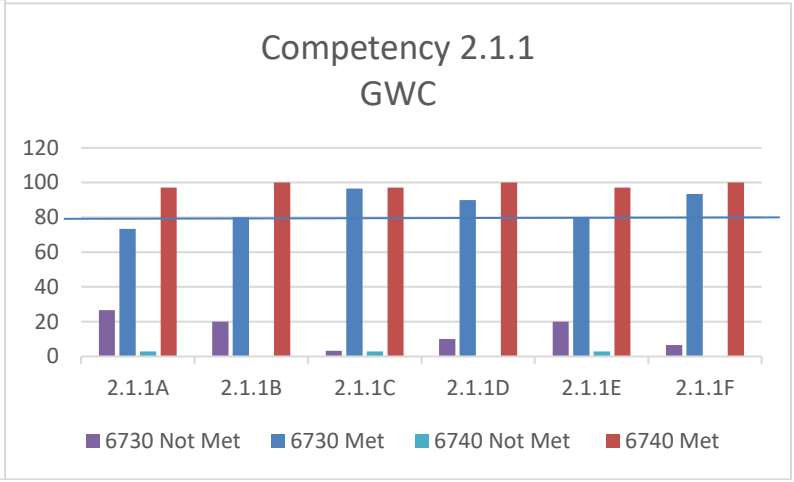
OUTCOME 1

Competency I: Identify as a Professional Social Worker and Conduct Oneself Accordingly

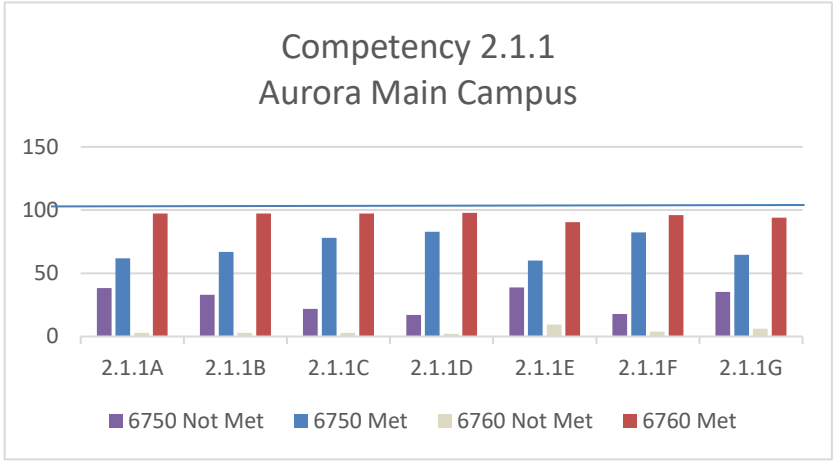
ASSESSMENT DATA FOR OUTCOME 1

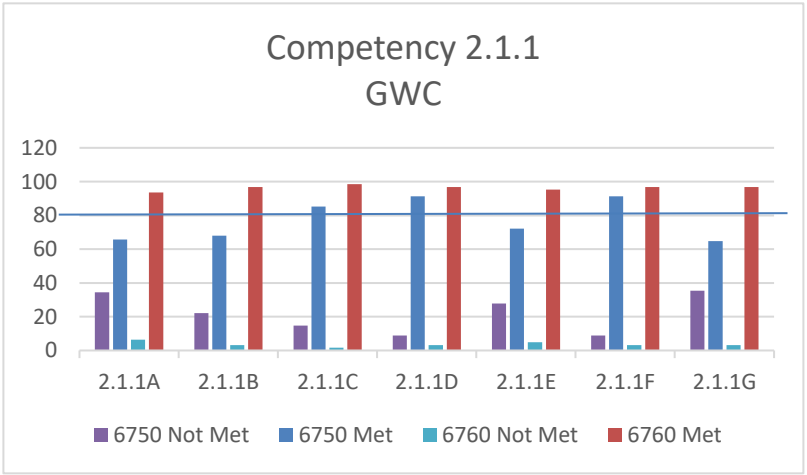
Aurora Main Campus





Specialist Year





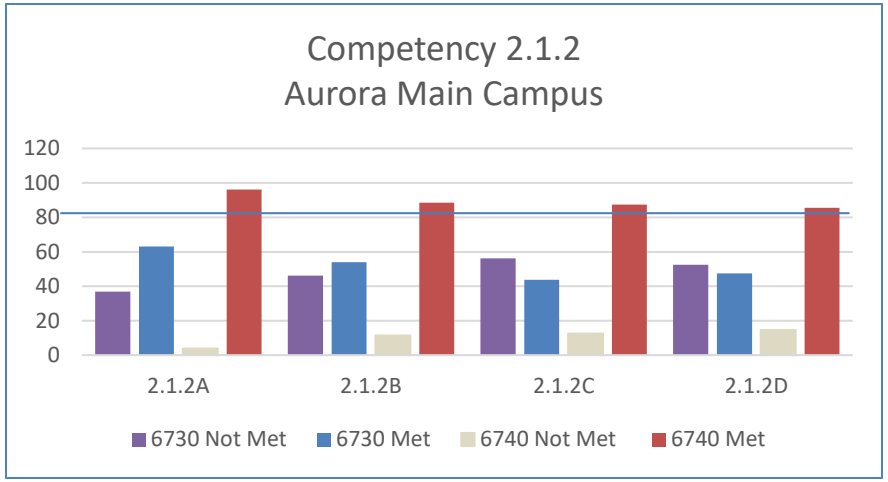
NARRATIVE SUMMARY FOR OUTCOME 1:
Students showed growth from the midterm evaluation to the final evaluation in both the generalist and specialist year for this outcome. All elements of this outcome met the 80% benchmark.
DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 1 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR:
None

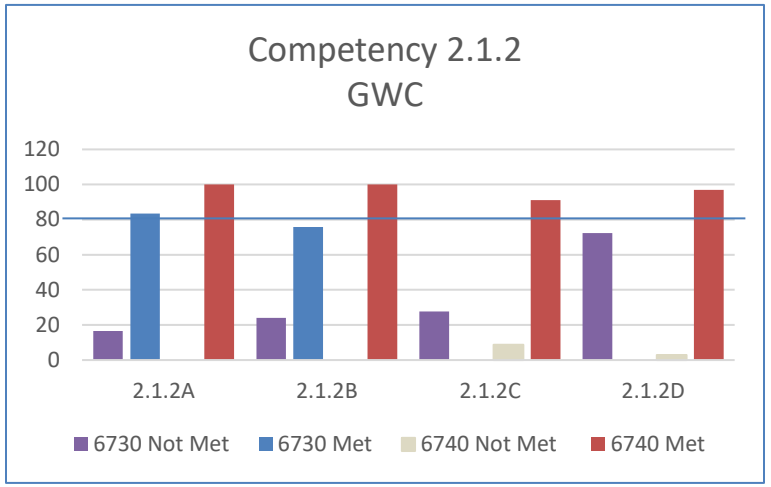
PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 1: None

OUTCOME 2

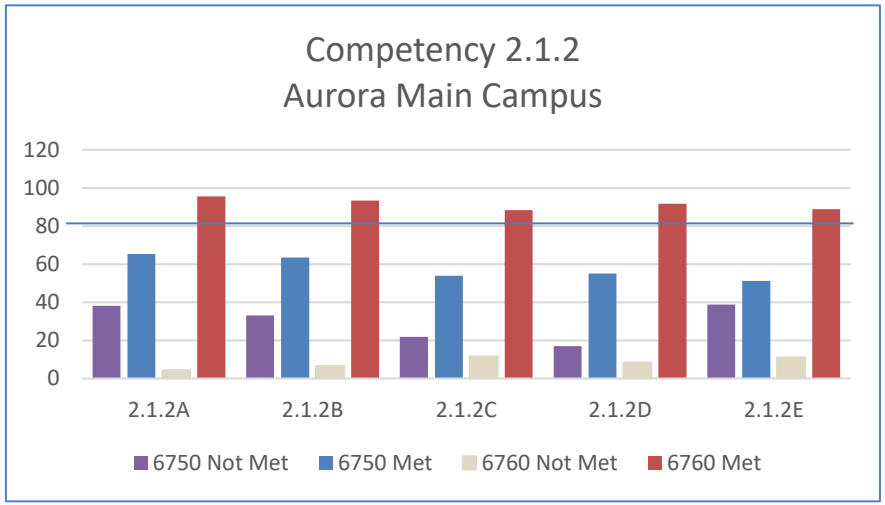
Competency II: Apply Social Work Ethical Principles to Guide Professional Practice

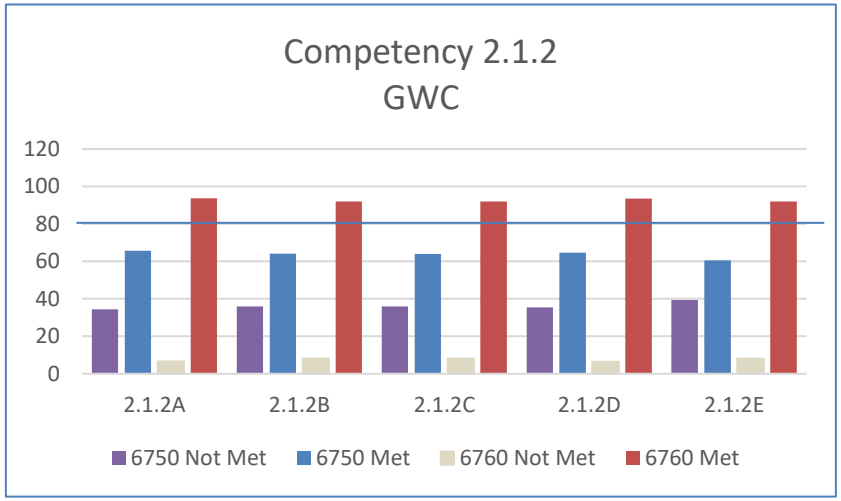
Generalist Year





Specialist Year





NARRATIVE SUMMARY FOR OUTCOME 2:
Students showed growth from the midterm evaluation to the final evaluation in both the generalist and specialist year for this outcome. All elements of this outcome met the 80% benchmark.

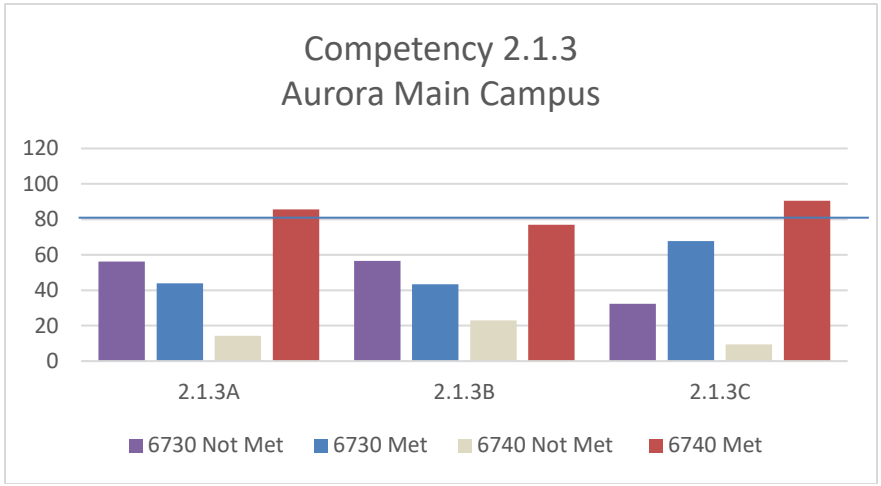
DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 2 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR:
None

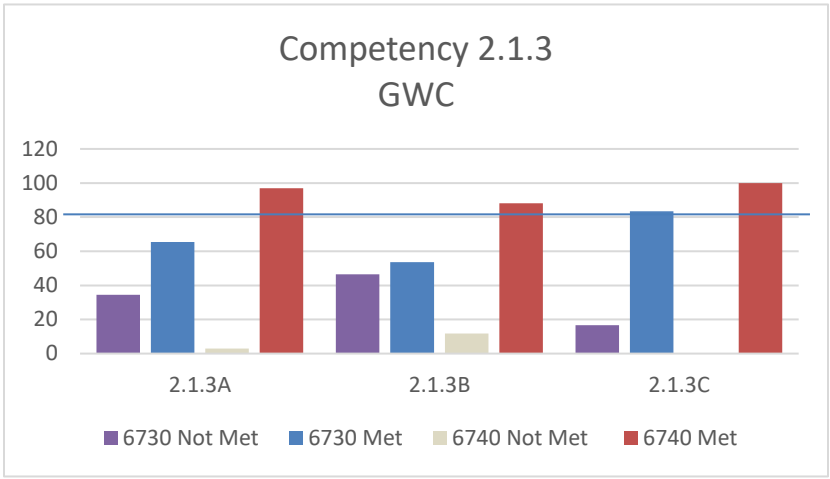
PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 2: None

OUTCOME 3

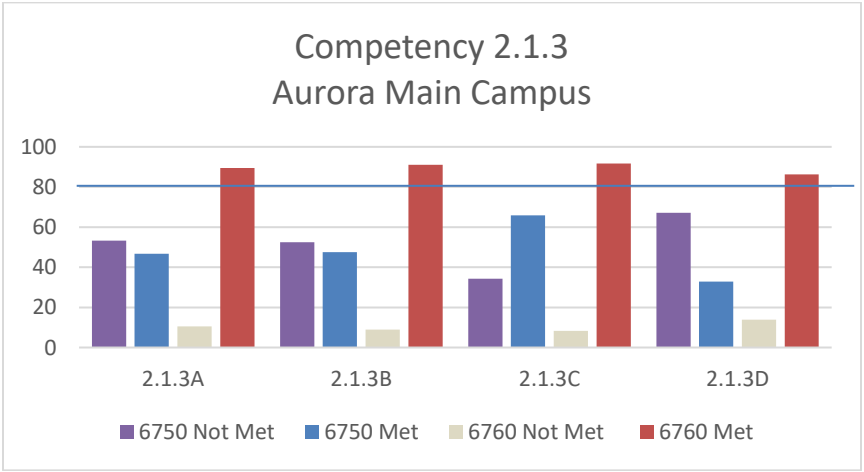
Competency III: Apply Critical Thinking to Inform and Communicate Professional Judgements

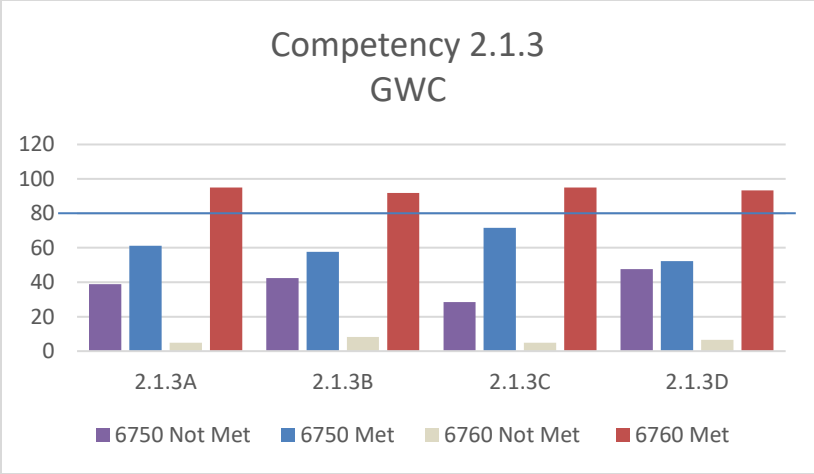
Generalist Year





Specialist Year





NARRATIVE SUMMARY FOR OUTCOME 3:
Students showed growth from the midterm evaluation to the final evaluation in both the generalist and specialist year for this outcome. During the generalist year, the Aurora Campus did not reach the 80% benchmark for one of the three elements in this competency. The GWC Campus met the 80% benchmark for all three elements of the competency during the generalist year. Both campuses met the 80% benchmark for all the elements for this competency during the specialist year.

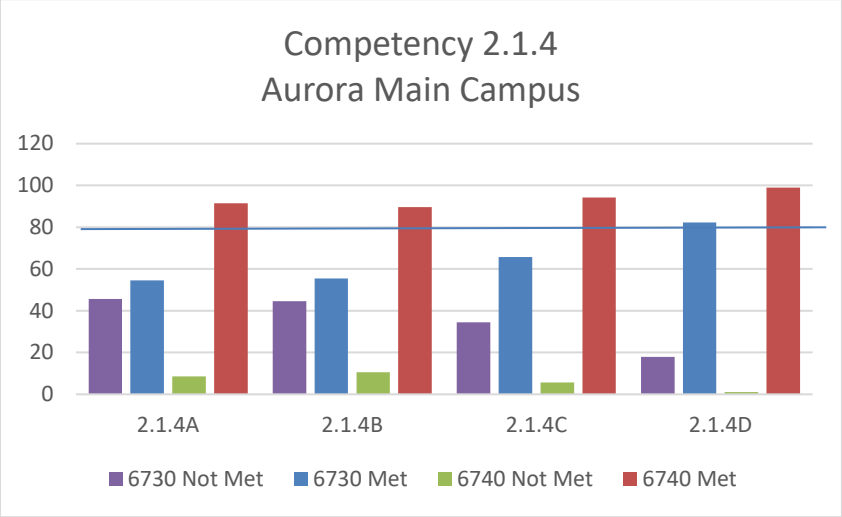
DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 3 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR: None

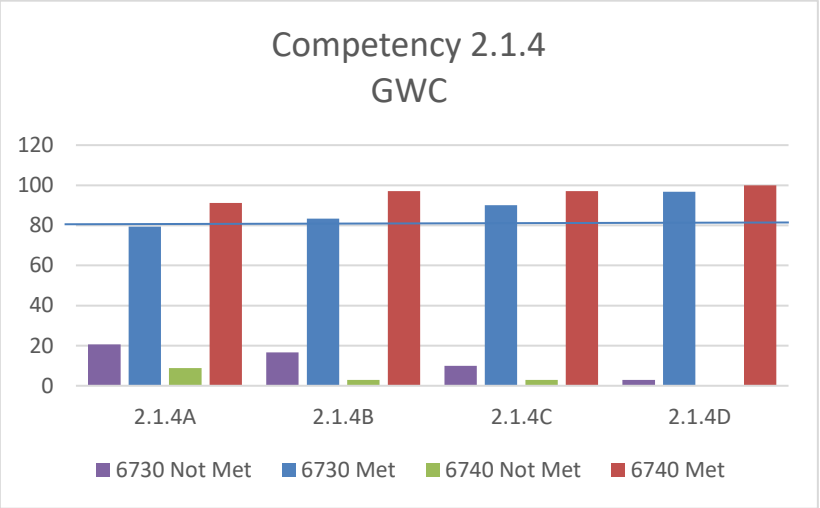
PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 3: No changes will be made to address this outcome, as this competency is no longer being assessed under the 2015 EPAS.

OUTCOME 4

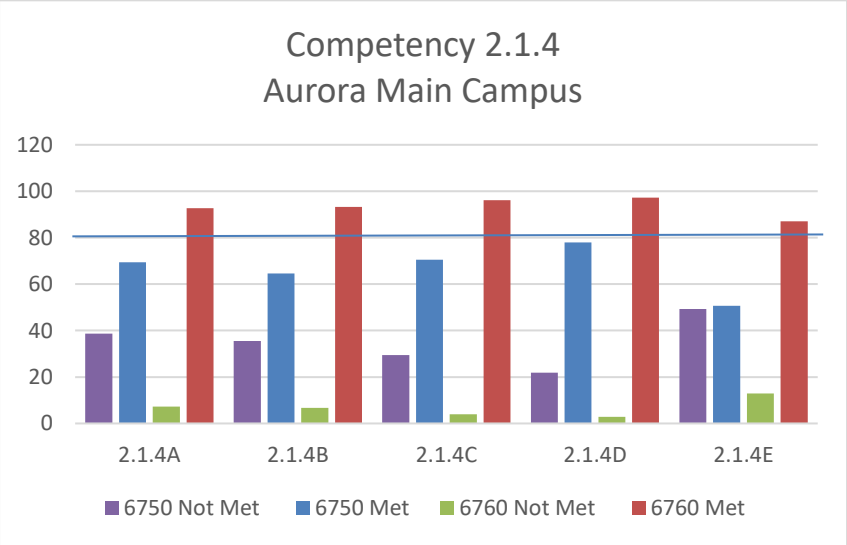
Competency IV: Engage Diversity and Difference in Practice

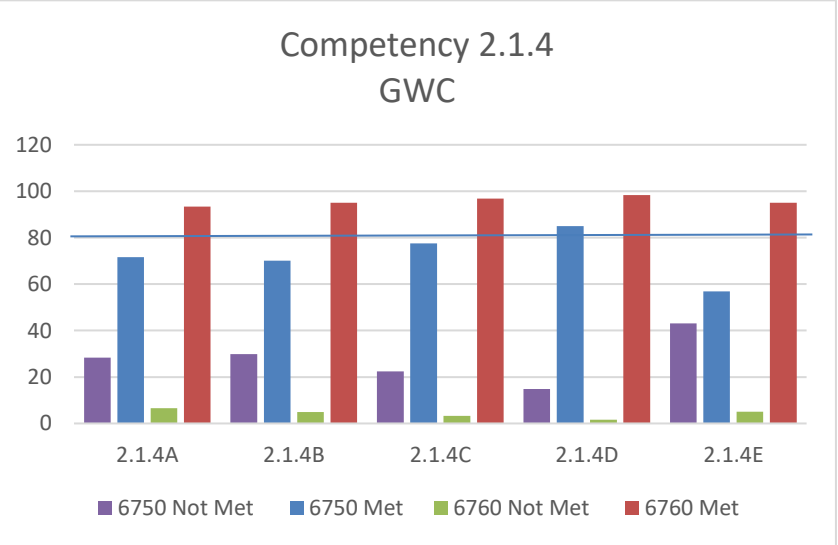
Generalist Year





Specialist Year





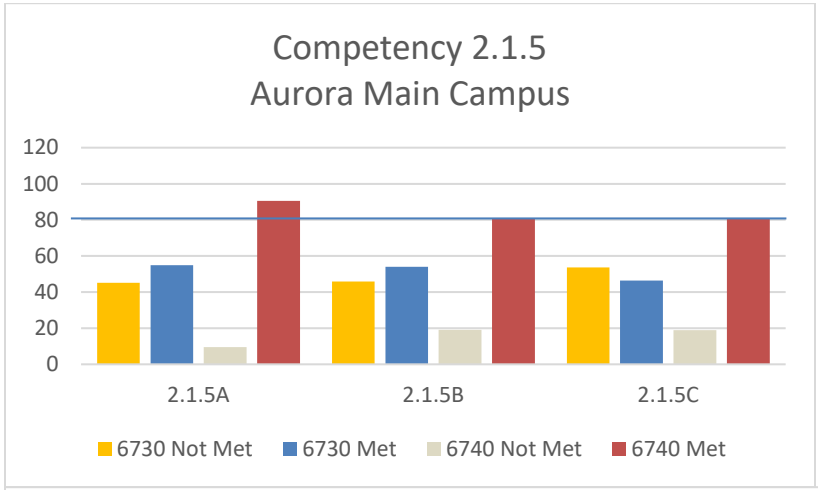
NARRATIVE SUMMARY FOR OUTCOME 4:
Students showed growth from the midterm evaluation to the final evaluation in both the generalist and specialist year for this outcome. All elements of this outcome met the 80% benchmark.
DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 4 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR:
None

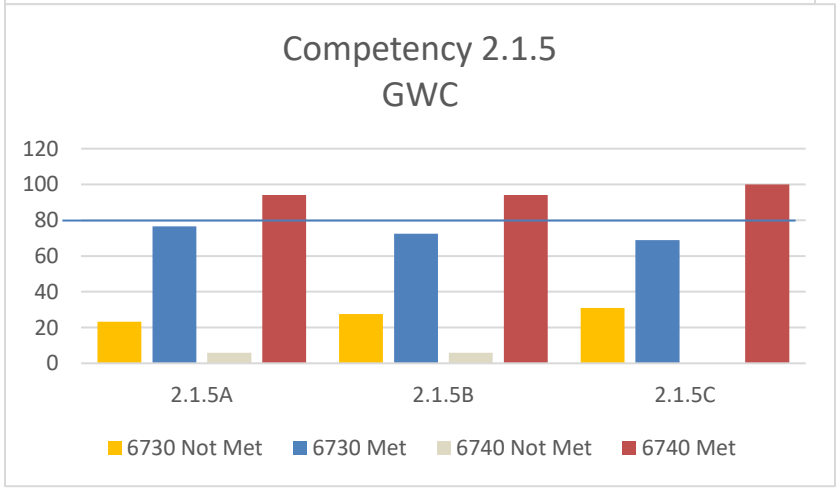
PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 4: None

OUTCOME 5

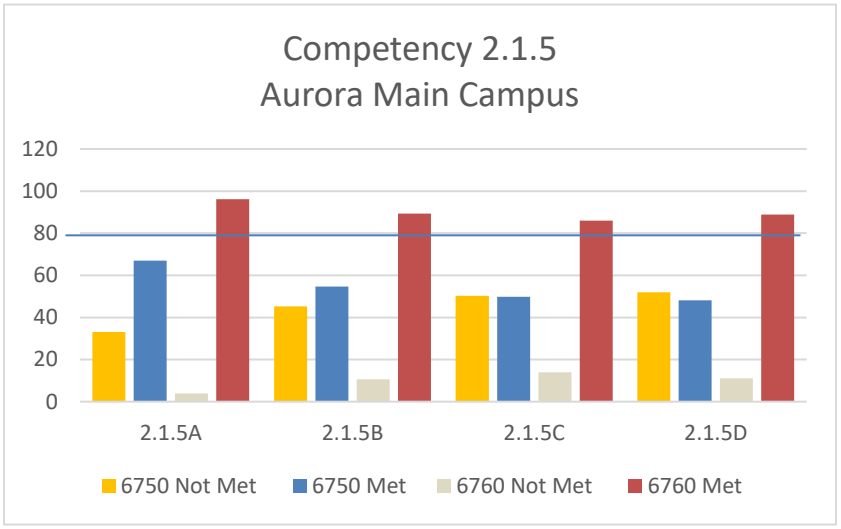
Competency V: Advance Human Rights and Social and Economic Justice

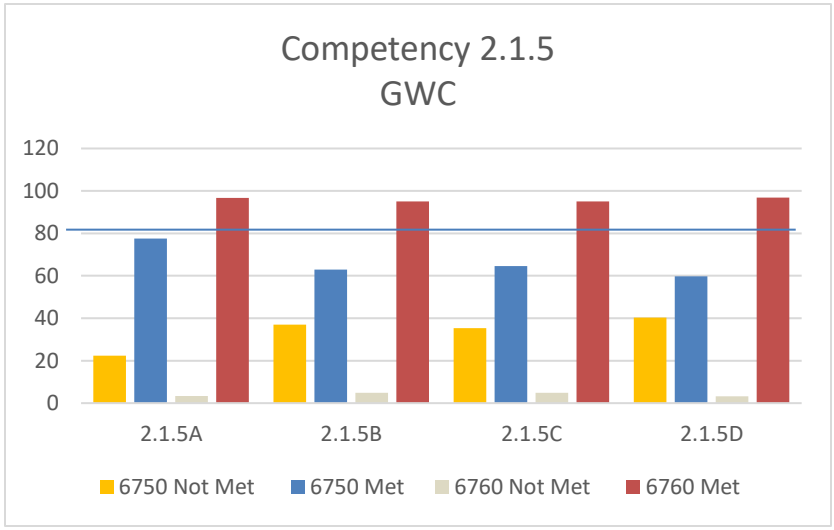
Generalist Year





Specialist Year





NARRATIVE SUMMARY FOR OUTCOME 5:
Students showed growth from the midterm evaluation to the final evaluation in both the generalist and specialist year for this outcome. All elements of this outcome met the 80% benchmark.

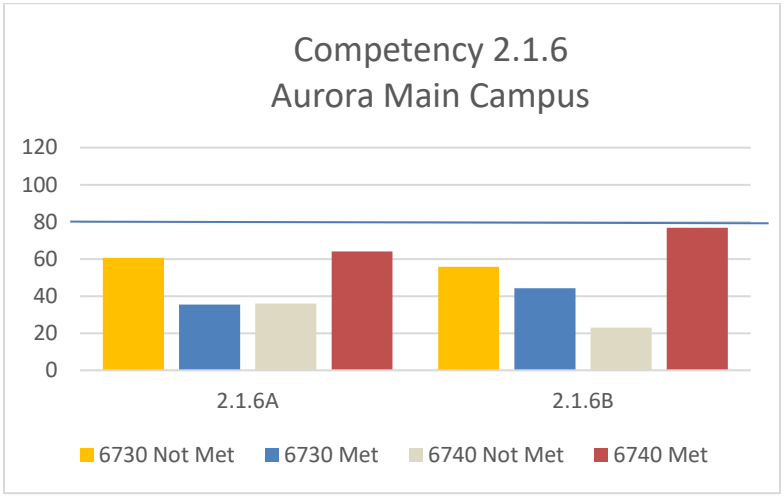
DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 5 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR:
No proposed changes were made for field last year, but changes were proposed for the classroom based on this competency.

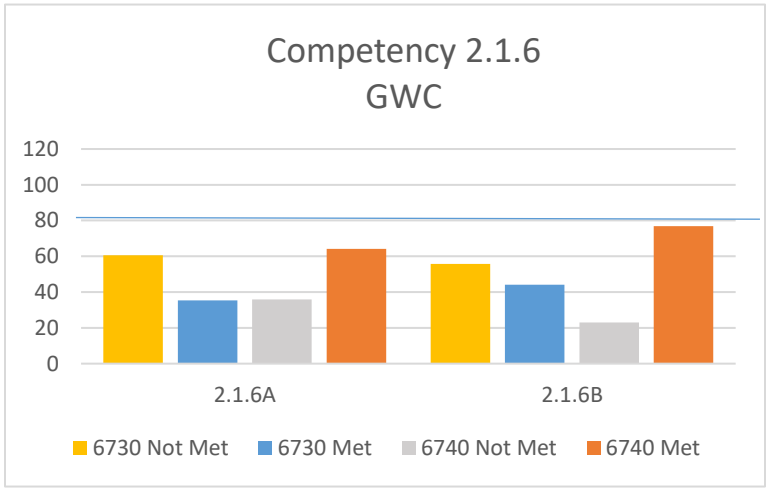
PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 5: Competencies were met; no changes proposed at this time.

OUTCOME 6

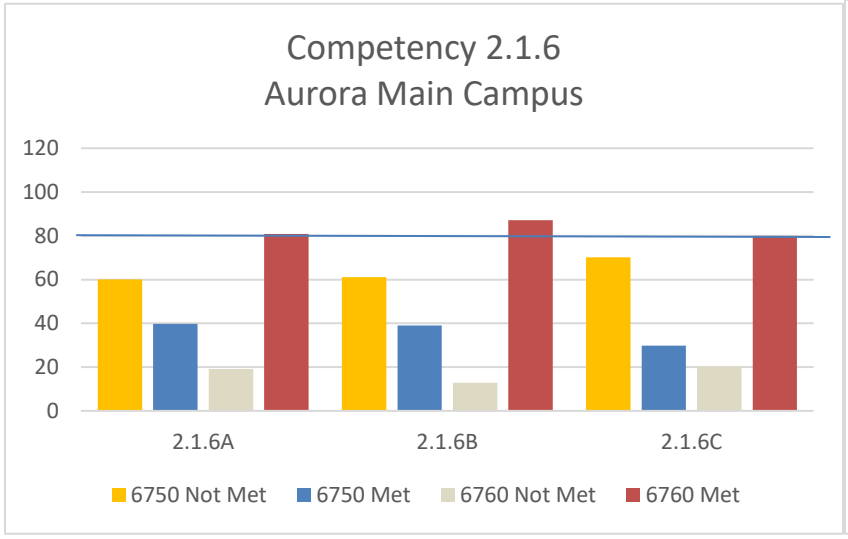
Competency VI: Engage in Research Informed Practice and Practice Informed Research

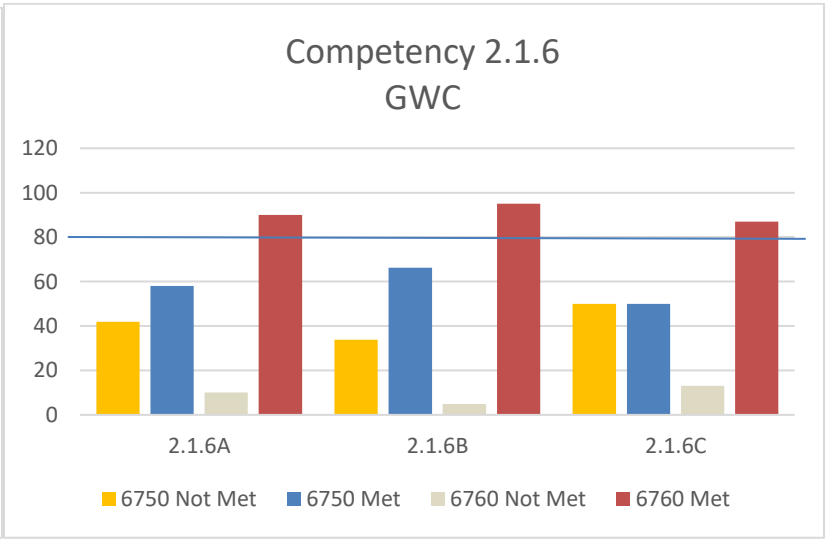
Generalist Year





Specialist Year





NARRATIVE SUMMARY FOR OUTCOME 6:

Students showed growth from the midterm evaluation to the final evaluation in both the generalist and specialist year for this outcome. During the generalist year, both the Aurora Campus and the GWC Campus MSW programs did not meet the 80% benchmark desired.

DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 6 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR:
None

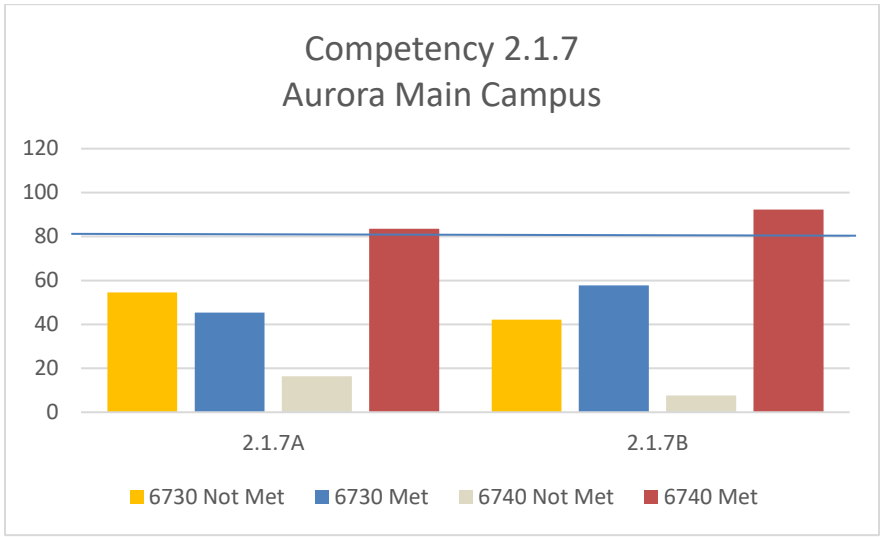
PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 6:

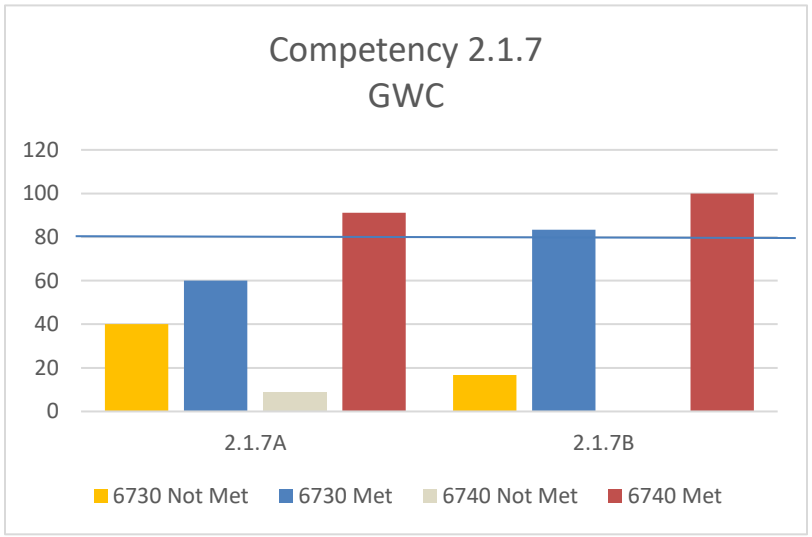
The field department will create curriculum resources for students and field instructors/liaisons to support increasing and scaffolding opportunities for research informed practice and practice informed research during the internship experience. These resources will be made available to all students, but will be used to supplement student/internship sites that have been identified as needing additional support at the midterm evaluation data collection period. Trainings will be developed for field instructors on how to incorporate more opportunities within the field experience for research activities, and students and field instructors will be given ideas/examples of how to do this within particular fields of practice.

OUTCOME 7

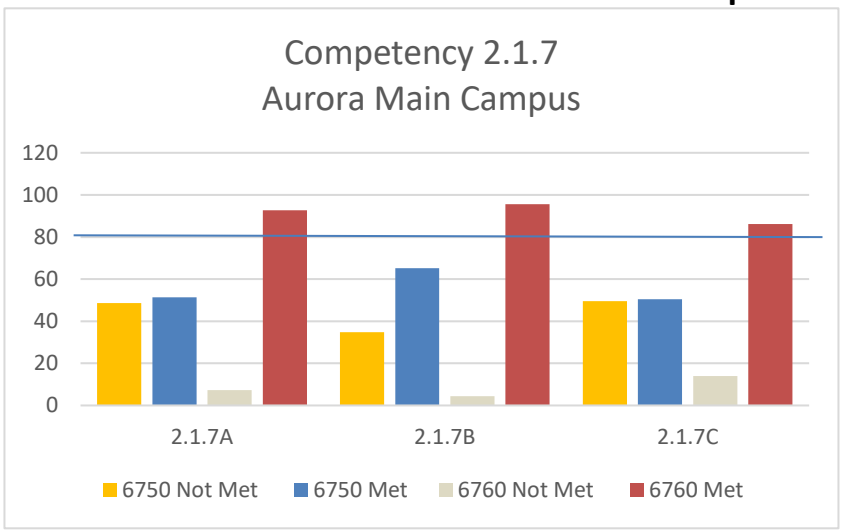
Competency VII: Apply Knowledge of Human Behavior and the Social Environment

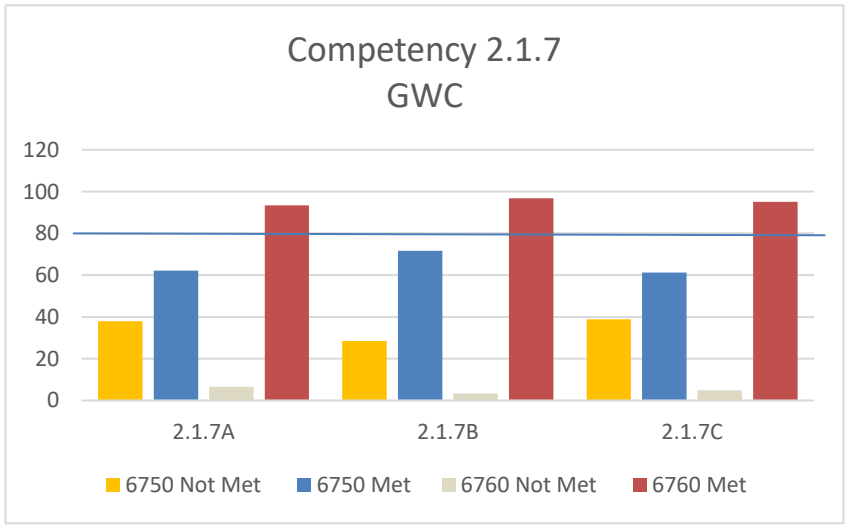
Generalist Year





Specialist Year





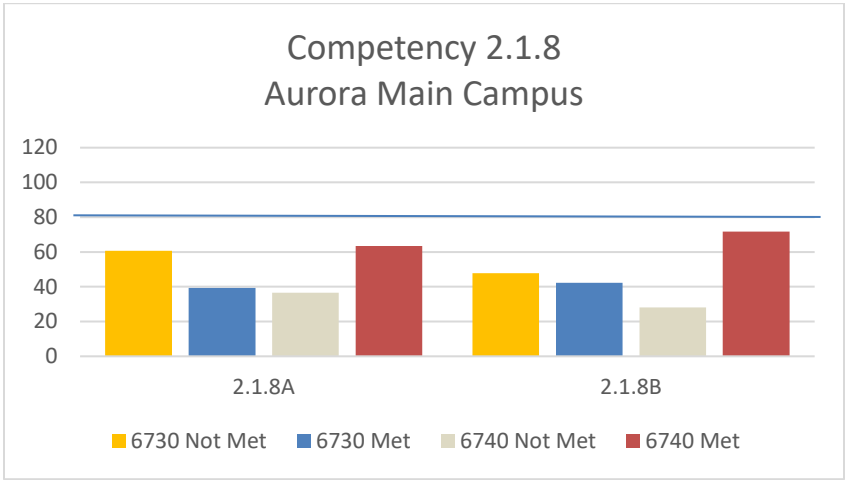
NARRATIVE SUMMARY FOR OUTCOME 7:
Students showed growth from the midterm evaluation to the final evaluation in both the generalist and specialist year for this outcome. All elements of this outcome met the 80% benchmark.
DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 7 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR:
None

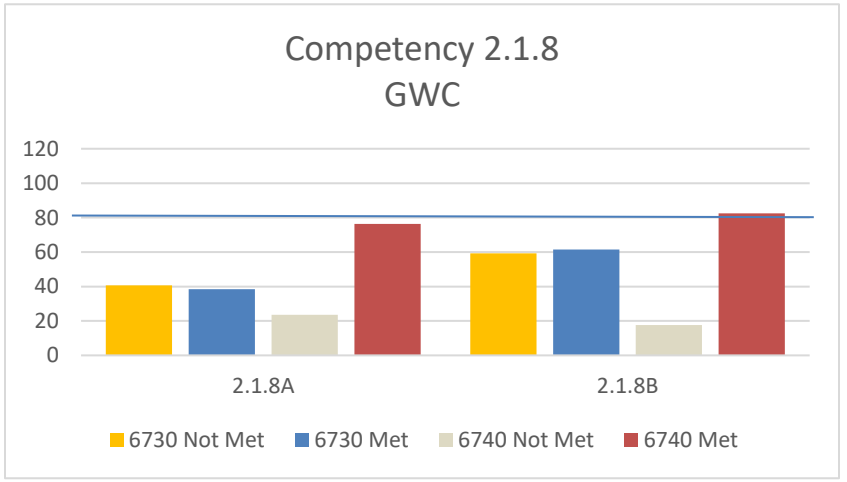
PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 7:
None

OUTCOME 8

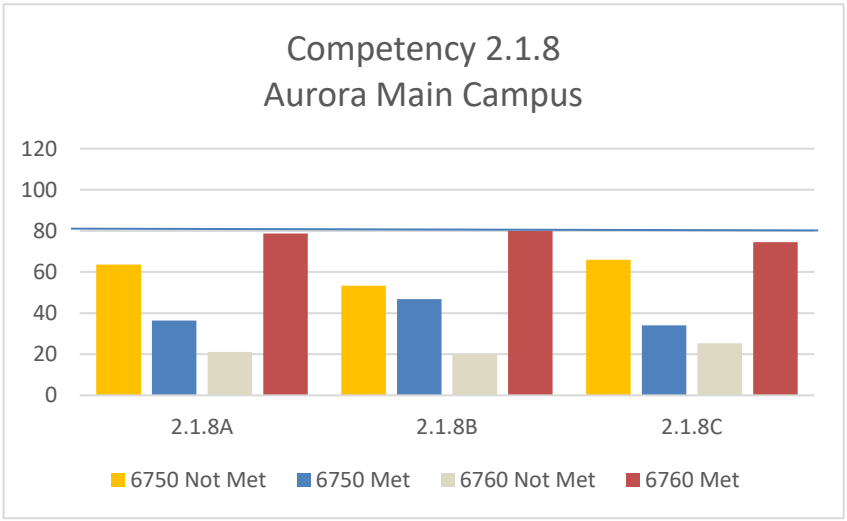
Competency VIII: Engage in Policy Practice to Advance Social and Economic Well-being and to Deliver Effective Social Work Services

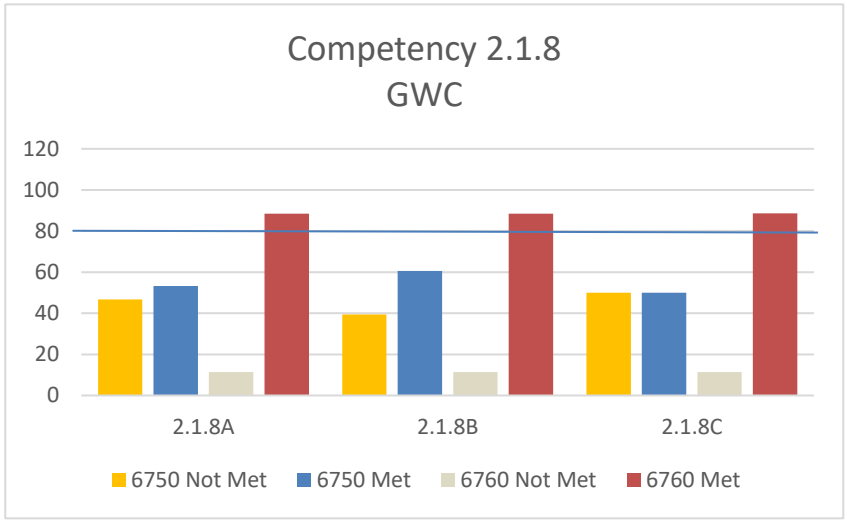
Generalist Year





Specialist Year





NARRATIVE SUMMARY FOR OUTCOME 8:
Students showed growth from the midterm evaluation to the final evaluation in both the generalist and specialist year for this outcome. During the generalist year, both the Aurora Campus and the GWC Campus MSW programs did not meet the 80% benchmark desired for the first two elements of this competency. GWC did meet the 80% benchmark for the second element of the competency. During the specialist year, the Aurora Campus did not meet the benchmark for two of the three elements in the competency. GWC Campus met the benchmark for all of the elements of the competency during the specialist year.
DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 8 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR:
No proposed changes were made for field last year, but changes were proposed for the classroom based on this competency.

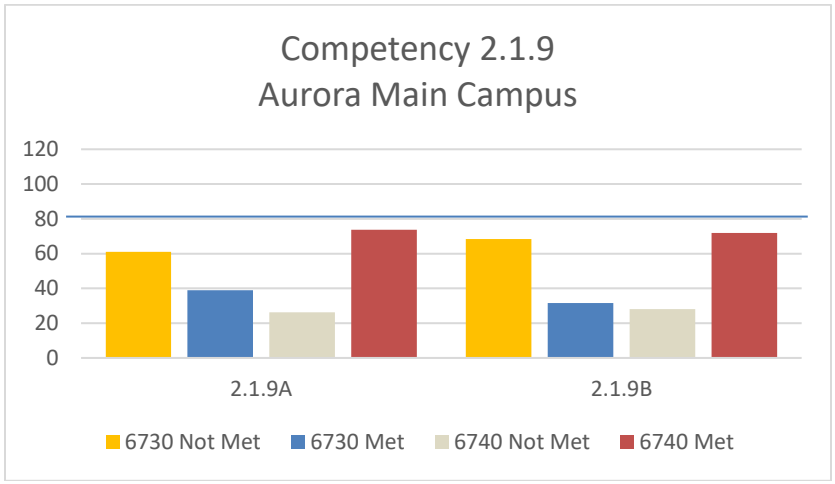
PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 8:

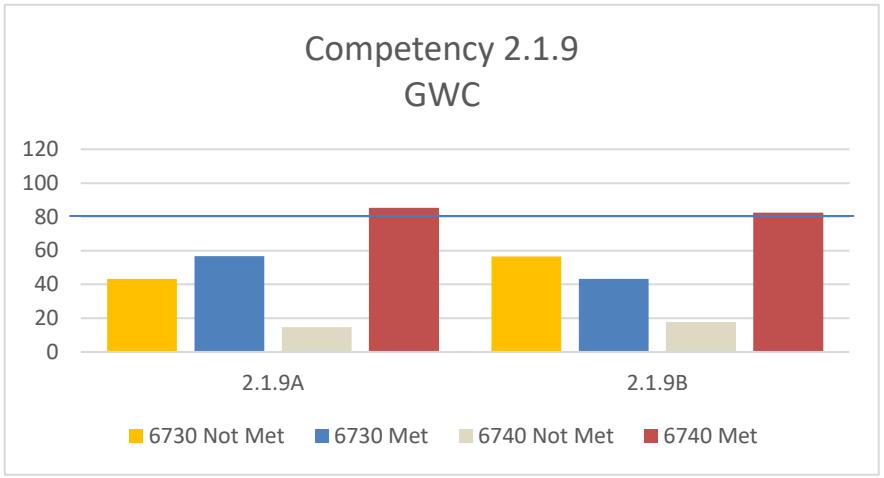
The field department will create curriculum resources for students and field instructors/liaisons to support increasing and scaffolding opportunities for policy practice during the internship experience. These resources will be made available to all students, but will be used to supplement student/internship sites that have been identified as needing additional support at the midterm evaluation data collection period. Trainings will be developed for field instructors on how to incorporate more opportunities within the field experience for policy practice, and students and field instructors will be given ideas/examples of how to do this within particular fields of practice.

OUTCOME 9

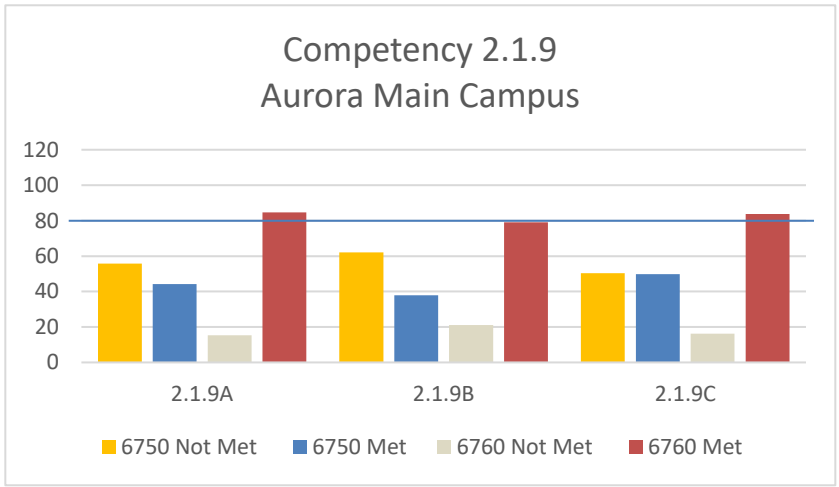
Competency IX: Respond to Contexts that Shape Practice

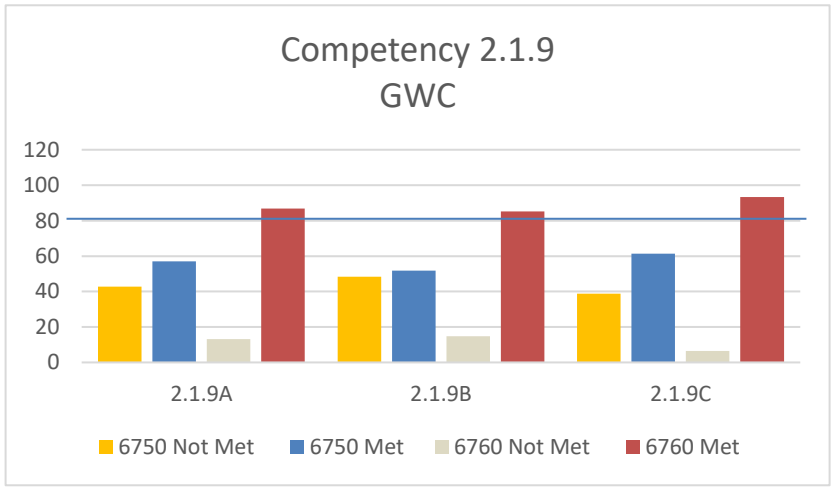
Generalist Year





Specialist Year





NARRATIVE SUMMARY FOR OUTCOME 9:
Students showed growth from the midterm evaluation to the final evaluation in both the generalist and specialist year for this outcome. During the generalist year, the Aurora Campus did not meet the 80% benchmark desired for this competency. GWC did meet the 80% benchmark for this competency during the generalist year. During the specialist year, both Aurora Campus and GWC met the 80% benchmark for this competency.

DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 7 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR:
None

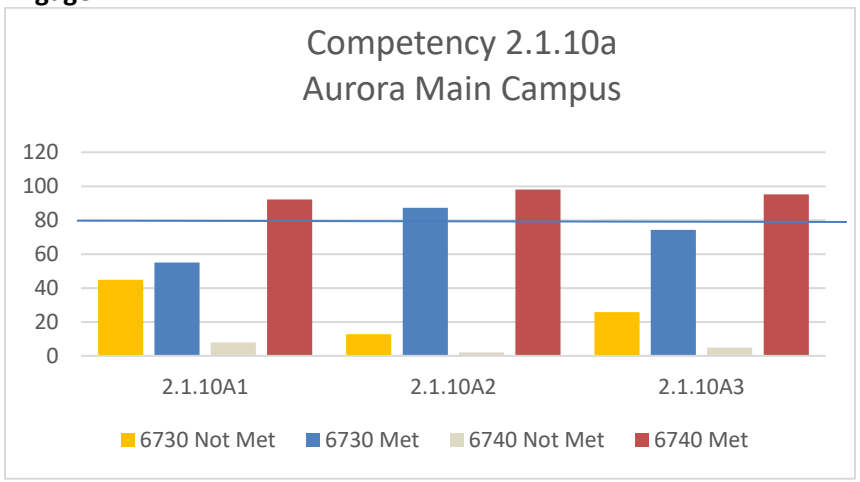
PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 7:
No changes will be made to address this outcome, as this competency is no longer being assessed under the 2015 EPAS.

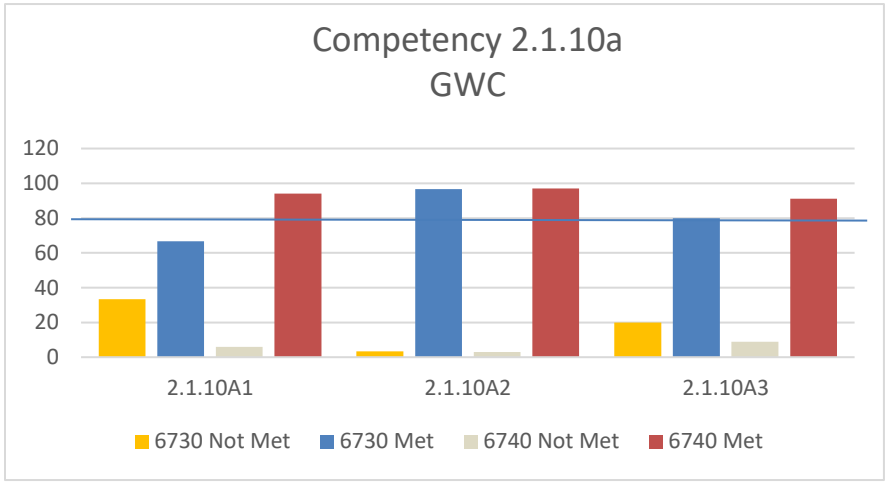
OUTCOME 10

Competency X: Engage, Assess, Intervene, and Evaluate with Individuals, Families, Groups, Organizations, and Communities

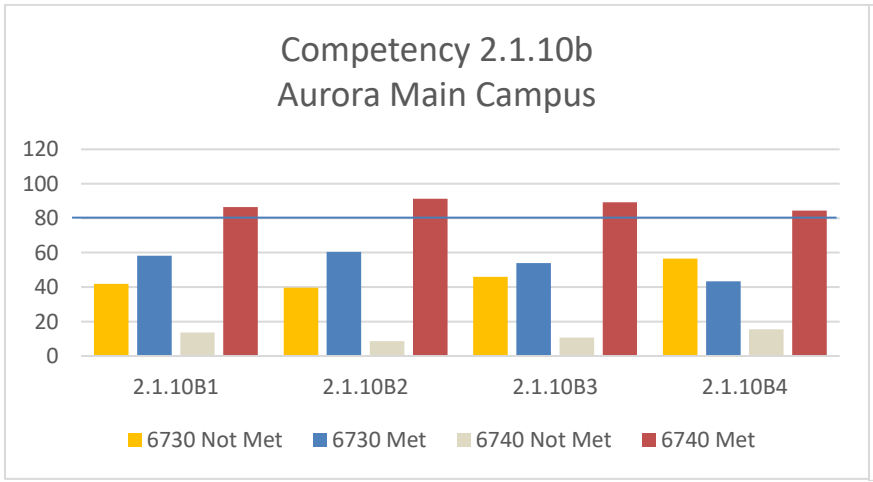
Generalist Year

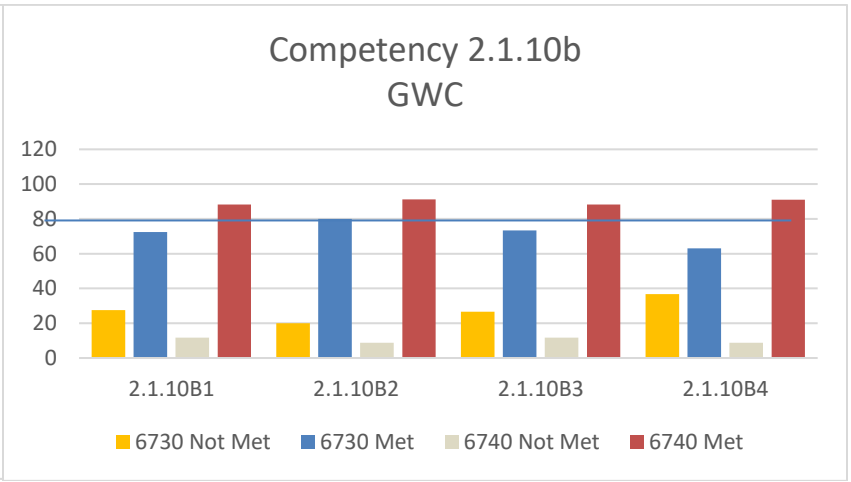
Engage



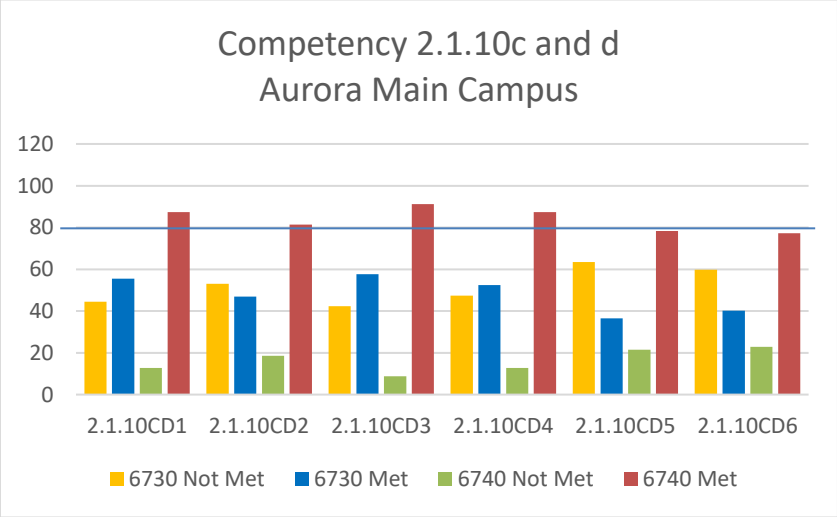


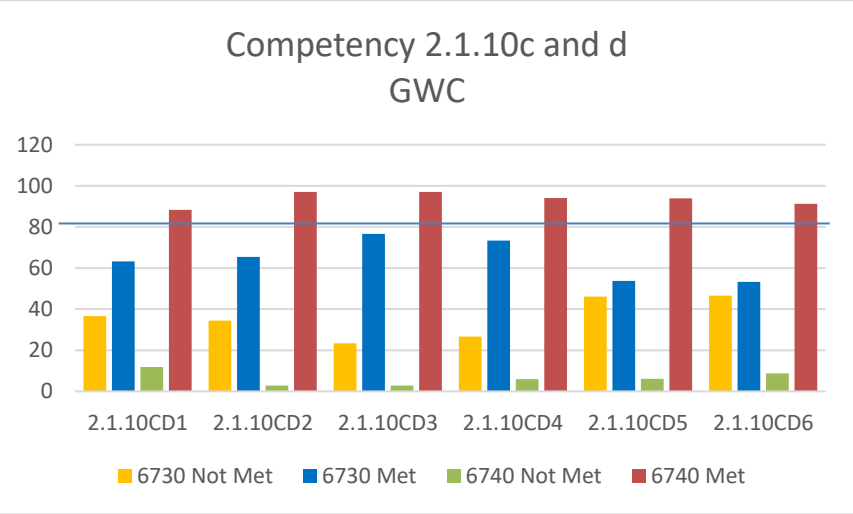
Assess





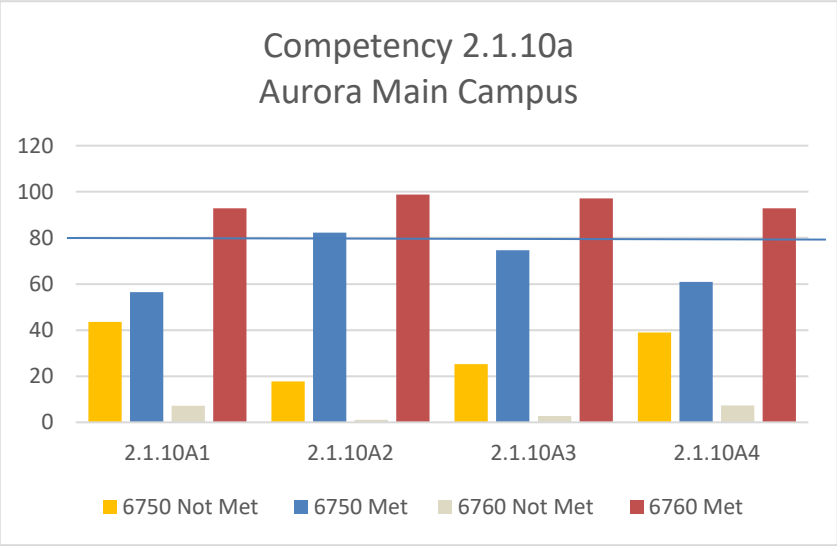
Intervene and Evaluate

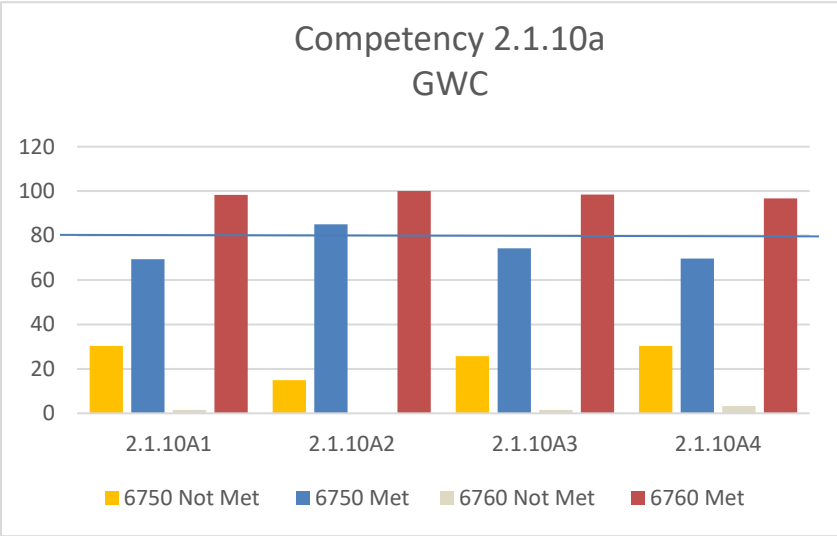




Specialist Year

Engage





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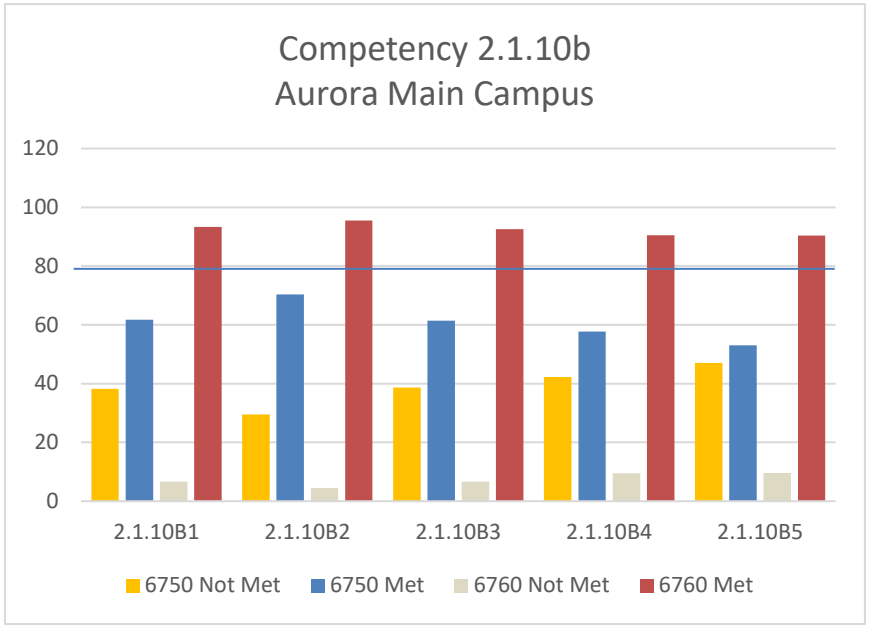
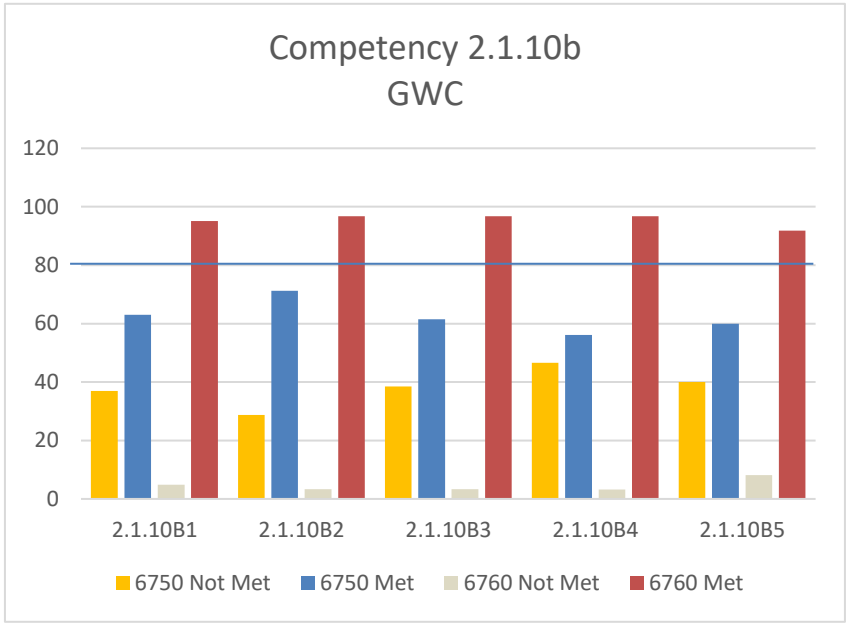
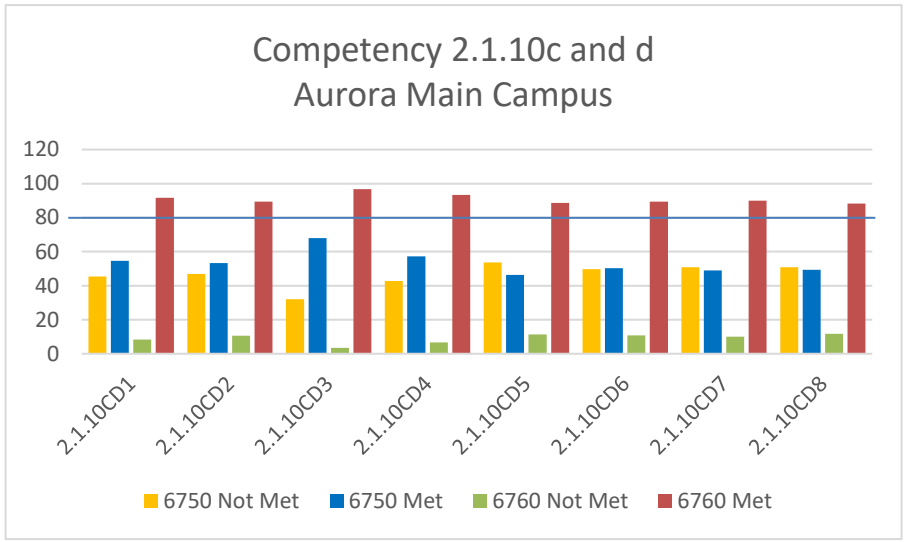
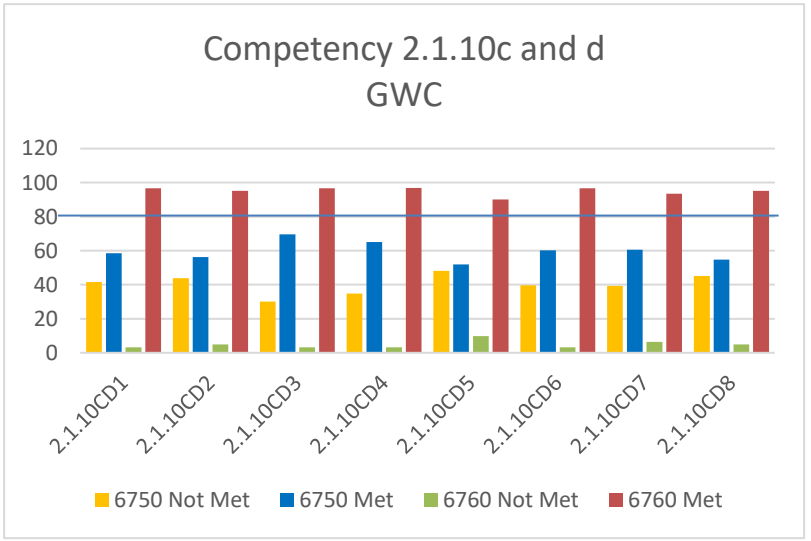

Competency 2.1.10b
Aurora Main Campus
120
100
80
60
40
20
0
2.1.10B1
2.1.10B2
2.1.10B3
2.1.10B4
2.1.10B5
6750 Not Met
6750 Met
6760 Not Met
6760 Met


Competency 2.1.10b
GWC
120
100
80
60
40
20
0
2.1.10B1
2.1.10B2
2.1.10B3
2.1.10B4
2.1.10B5
6750 Not Met
6750 Met
6760 Not Met
6760 Met

Intervene and Evaluate





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NARRATIVE SUMMARY FOR OUTCOME 10:
Students showed growth from the midterm evaluation to the final evaluation in both the generalist and specialist year for this outcome. During the generalist year, the Aurora Campus did not meet the 80% benchmark desired for two of the elements in this competency. GWC did meet the 80% benchmark for this competency during the generalist year. During the specialist year, both Aurora Campus and GWC met the 80% benchmark for this competency.

DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 10 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR:
None

PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 10:

The field department will create curriculum resources for students and field instructors/liaisons to support increasing and scaffolding opportunities specific to intervention and evaluation during the internship experience. These resources will be made available to all students, but will be used to supplement student/internship sites that have been identified as needing additional support at the midterm evaluation data collection period. Trainings will be developed for field instructors on how to incorporate more opportunities within the field experience for intervention and evaluation, and students and field instructors will be given ideas/examples of how to do this within particular fields of practice.

MSW Field Data AY18-19

Online

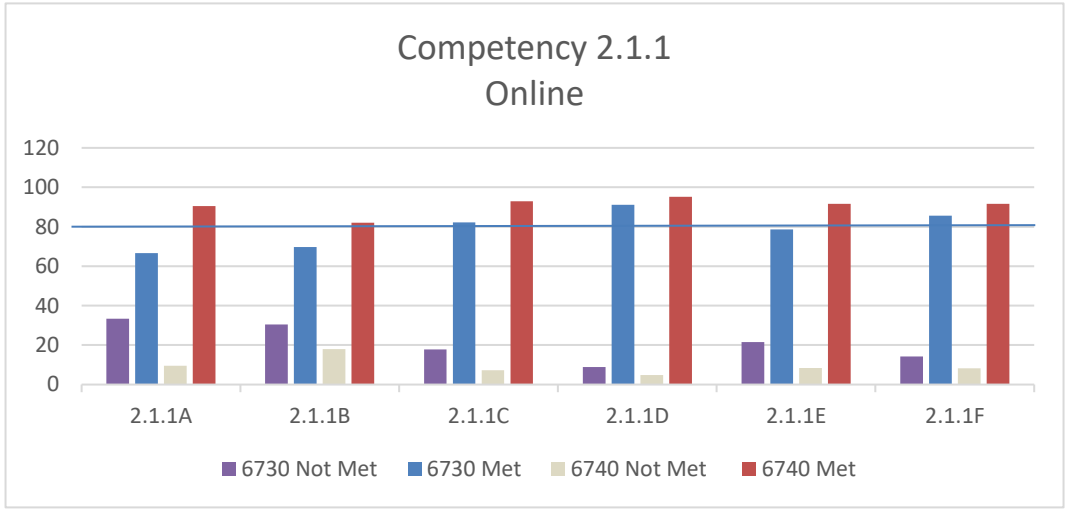
During the 2018-2019 academic year, field data was collected using an evaluation rubric through the Qualtrics evaluation platform. Field data was collected at two different time points for all students engaged in an internship: at the end of their first field course (considered the mid-term evaluation), and at the end of their final field course (considered the final evaluation). Data reflected in this report will illustrate both time frames; however, only data collected during the second data collection period will be used to determine whether benchmarks were met.

The evaluation rubric used for the field program during the 2018-2019 academic year aligned with the 2008 EPAS, while the remainder of the data included in this report reflects the 2015 EPAS. The School of Social Work began the transition to 2015 EPAS at the beginning of the 2018-2019 academic year; however, due to internal transitions to the field department at the beginning of the academic year, it was determined that field data would continue to be collected using the 2008 EPAS, and that the transition to the 2015 EPAS would occur for the 2019-2020 academic year. The field program will be fully transitioned to the 2015 EPAS by the end of summer 2019. Areas of growth that otherwise would have been reflected in this report but will no longer be measured elements under the 2015 EPAS will not be addressed.

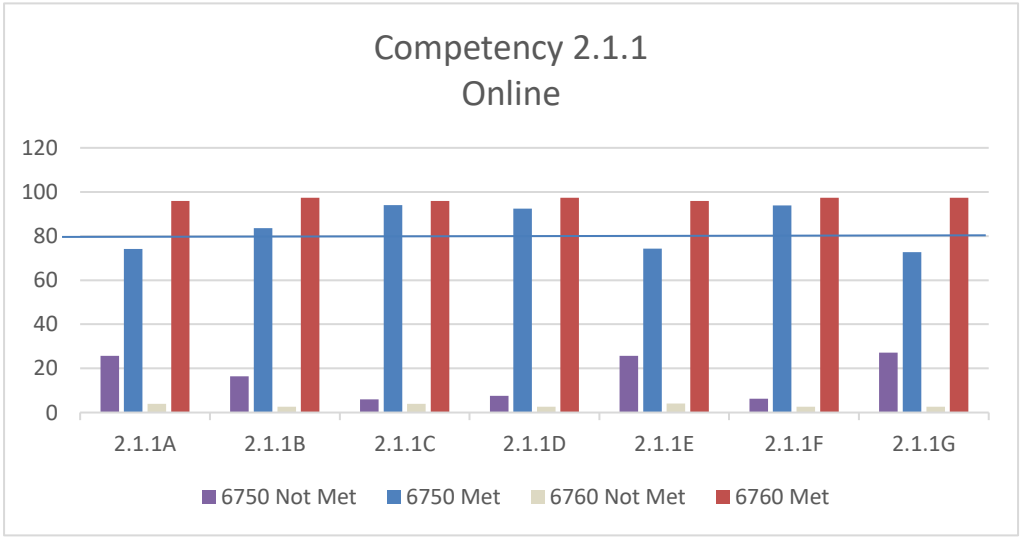
OUTCOME 1

Competency I: Identify as a Professional Social Worker and Conduct Oneself Accordingly

Generalist Year



Specialist Year



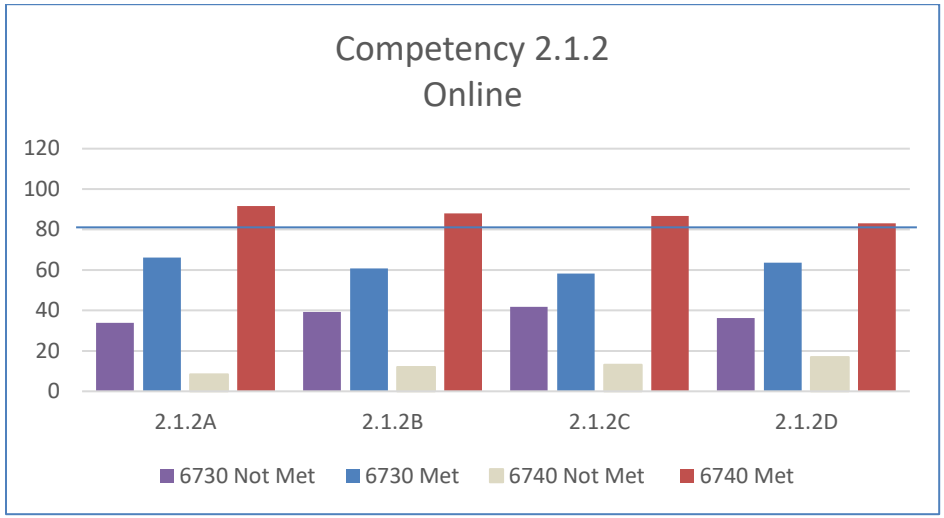
NARRATIVE SUMMARY FOR OUTCOME 1:
Students showed growth from the midterm evaluation to the final evaluation in both the generalist and specialist year for this outcome. All elements of this outcome met the 80% benchmark.
DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 1 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR:
None

PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 1:
None

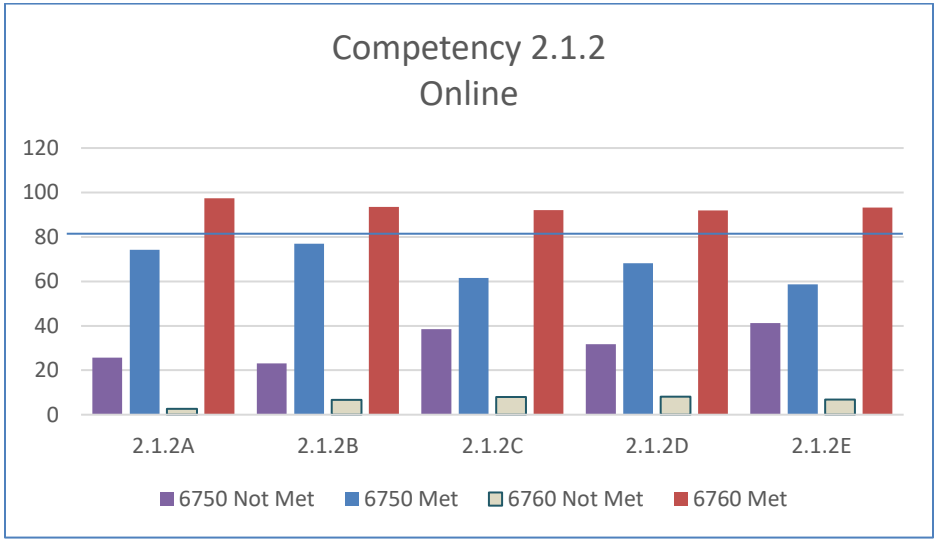
OUTCOME 2

Competency II: Apply Social Work Ethical Principles to Guide Professional Practice

Generalist Year



Specialist Year



NARRATIVE SUMMARY FOR OUTCOME 2:
Students showed growth from the midterm evaluation to the final evaluation in both the generalist and specialist year for this outcome. All elements of this outcome met the 80% benchmark.

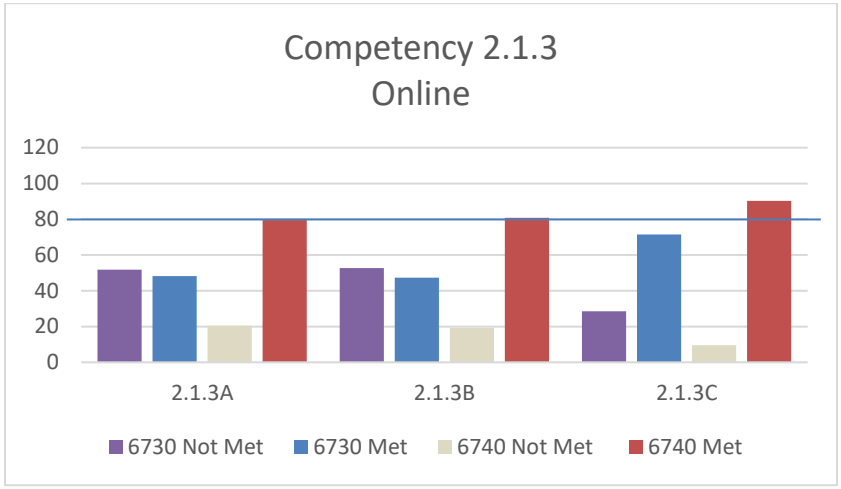
DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 2 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR:
None

PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 2: None

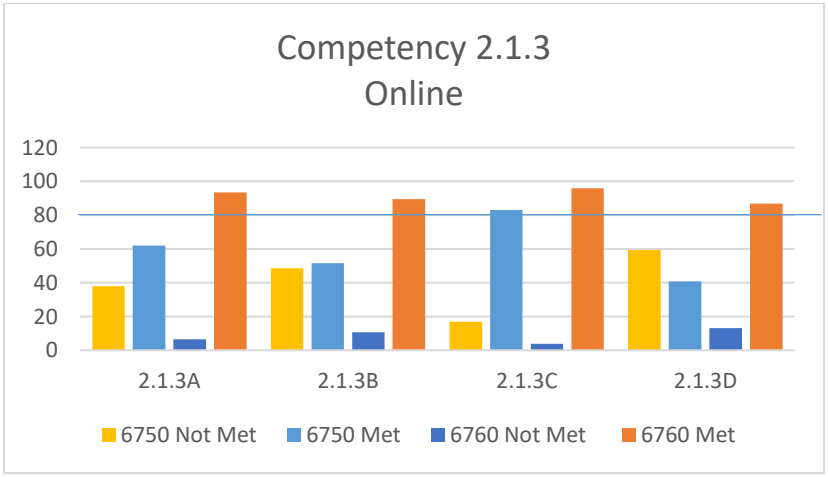
OUTCOME 3

Competency III: Apply Critical Thinking to Inform and Communicate Professional Judgements

Generalist Year



Specialist Year



NARRATIVE SUMMARY FOR OUTCOME 3:
Students showed growth from the midterm evaluation to the final evaluation in both the generalist and specialist year for this outcome. All elements of this outcome met the 80% benchmark.

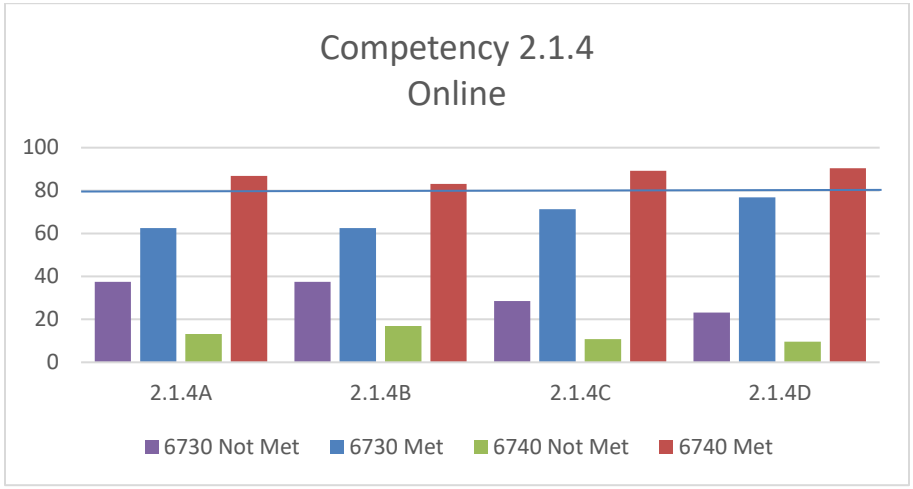
DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 3 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR:
None

PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 3:
None

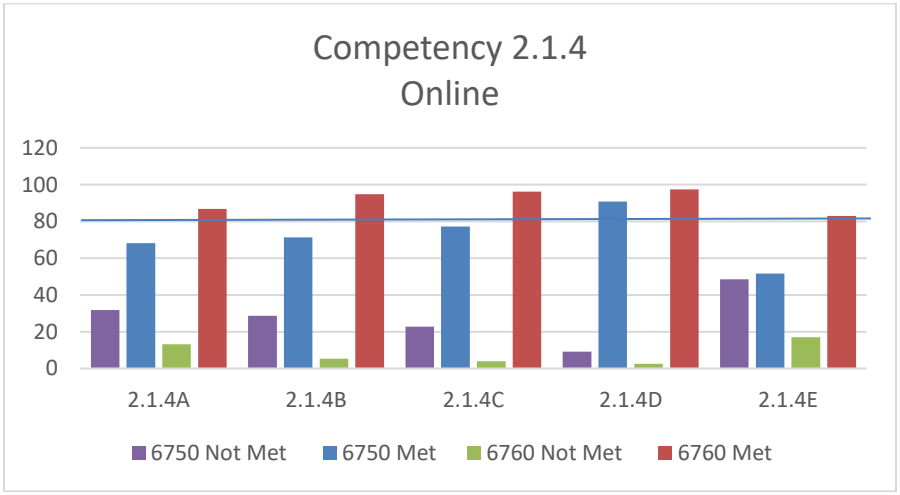
OUTCOME 4

Competency IV: Engage Diversity and Difference in Practice

Generalist Year



Specialist Year



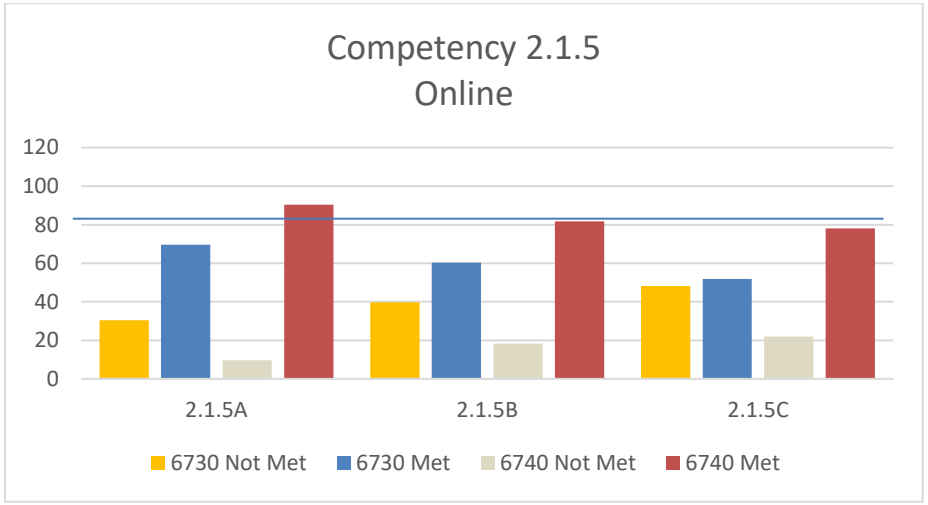
NARRATIVE SUMMARY FOR OUTCOME 4:
Students showed growth from the midterm evaluation to the final evaluation in both the generalist and specialist year for this outcome. All elements of this outcome met the 80% benchmark.
DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 4 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR:
None

PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 4:
None

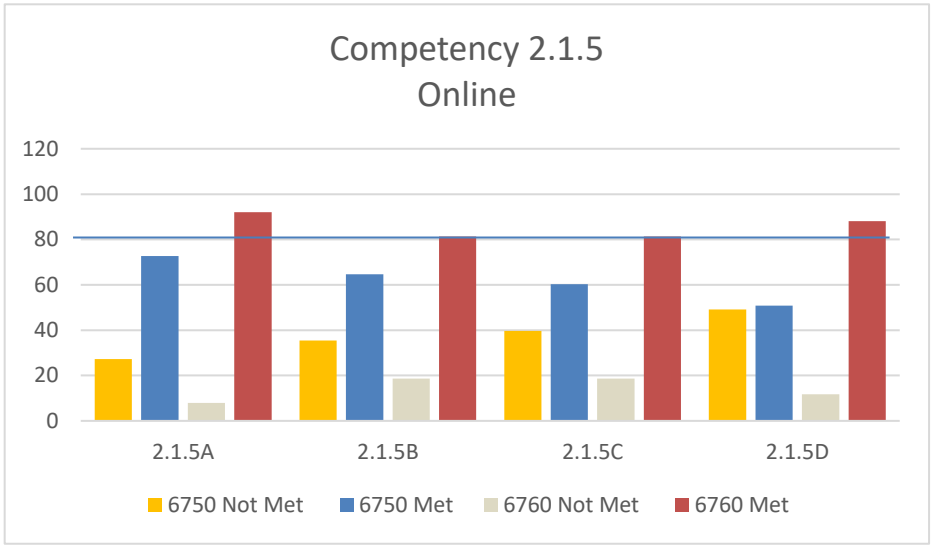
OUTCOME 5

Competency V: Advance Human Rights and Social and Economic Justice

Generalist Year



Specialist Year



NARRATIVE SUMMARY FOR OUTCOME 5:
Students showed growth from the midterm evaluation to the final evaluation in both the generalist and specialist year for this outcome. During the generalist year, students did not meet 80% for one of the elements of this competency.

DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 5 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR:

No proposed changes were made for field last year, but changes were proposed for the classroom based on this competency.

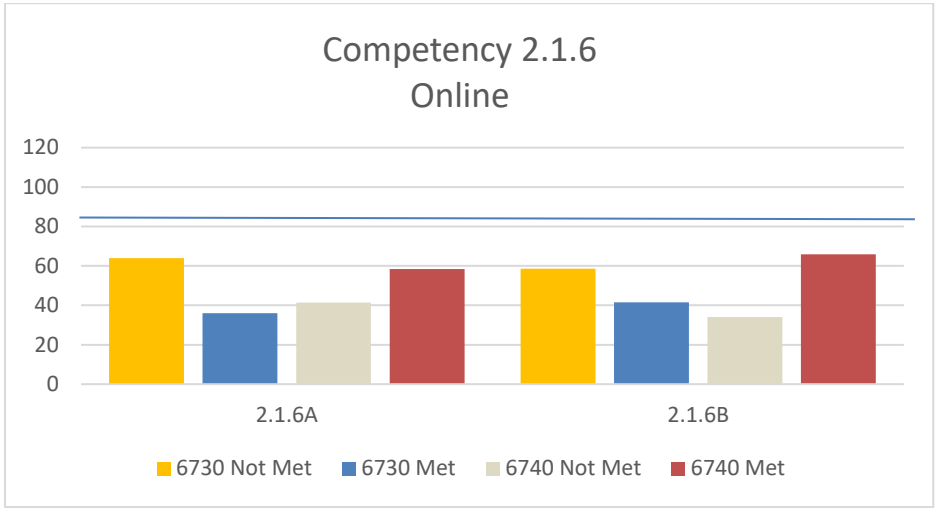
PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 5:

The field department will create curriculum resources for students and field instructors/liaisons to support increasing and scaffolding opportunities to advance human rights and social justice during the internship experience. These resources will be made available to all students, but will be used to supplement student/internship sites that have been identified as needing additional support at the midterm evaluation data collection period. Trainings will be developed for field instructors on how to incorporate more opportunities within the field experience for the advancement of human rights and social justice, and students and field instructors will be given ideas/examples of how to do this within particular fields of practice.

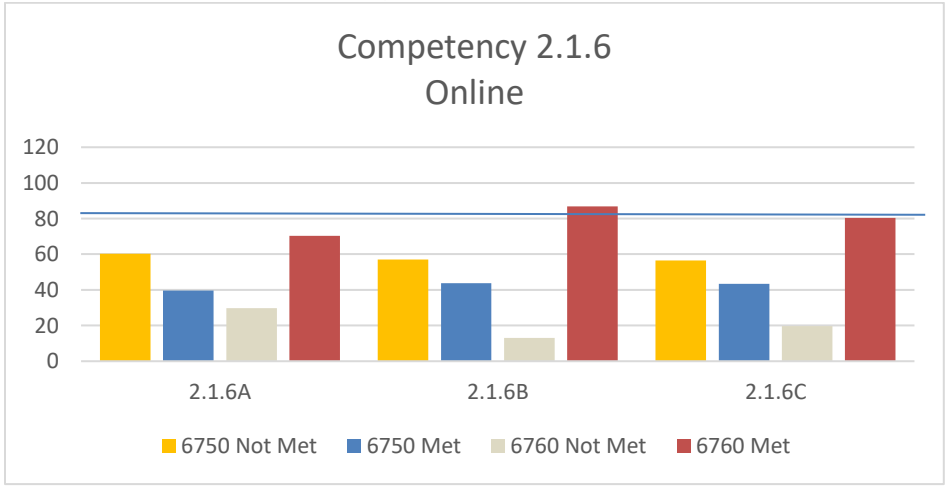
OUTCOME 6

Competency VI: Engage in Research Informed Practice and Practice Informed Research

Generalist Year



Specialist Year



NARRATIVE SUMMARY FOR OUTCOME 6:

Students showed growth from the midterm evaluation to the final evaluation in both the generalist and specialist year for this outcome. During the generalist year, students did not meet the 80% benchmark desired. During the specialist year, students did not meet the 80% benchmark for one of the elements of the competency, but did meet the benchmark for the other two elements.

DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 6 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR:

None

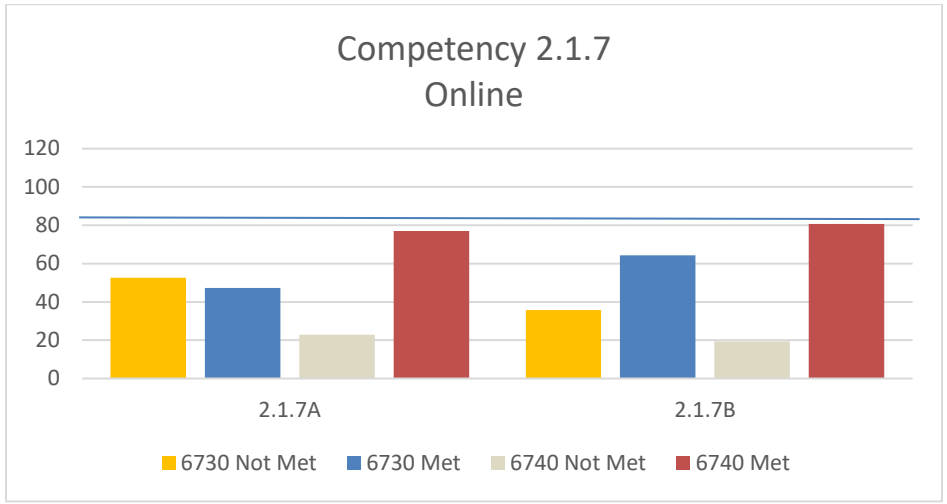
PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 6:

The field department will create curriculum resources for students and field instructors/liaisons to support increasing and scaffolding opportunities for research informed practice and practice informed research during the internship experience. These resources will be made available to all students, but will be used to supplement student/internship sites that have been identified as needing additional support at the midterm evaluation data collection period. Trainings will be developed for field instructors on how to incorporate more opportunities within the field experience for research activities, and students and field instructors will be given ideas/examples of how to do this within particular fields of practice.

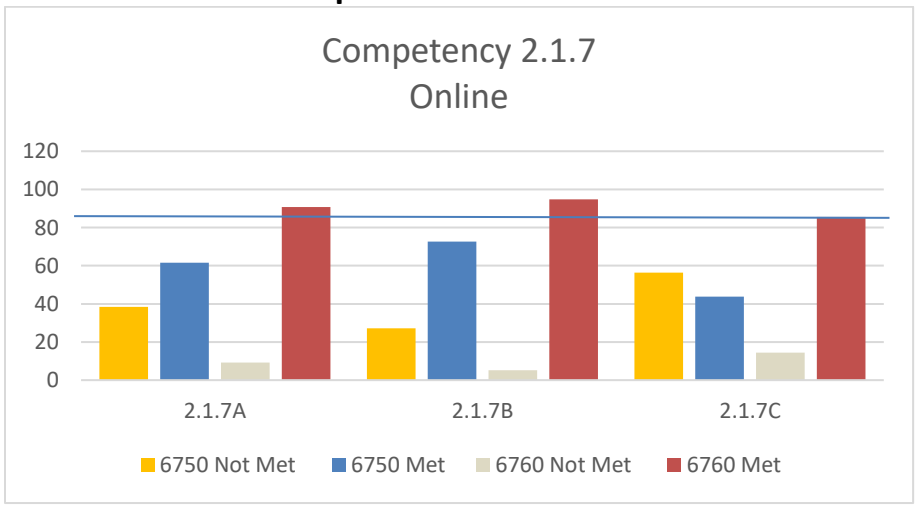
OUTCOME 7

Competency VII: Apply Knowledge of Human Behavior and the Social Environment

Generalist Year



Specialist Year



NARRATIVE SUMMARY FOR OUTCOME 7:

Students showed growth from the midterm evaluation to the final evaluation in both the generalist and specialist year for this outcome. During the generalist year, students did not meet the 80% benchmark desired for one of the elements for this competency. During the specialist year, students met the 80% benchmark for all elements of the competency.

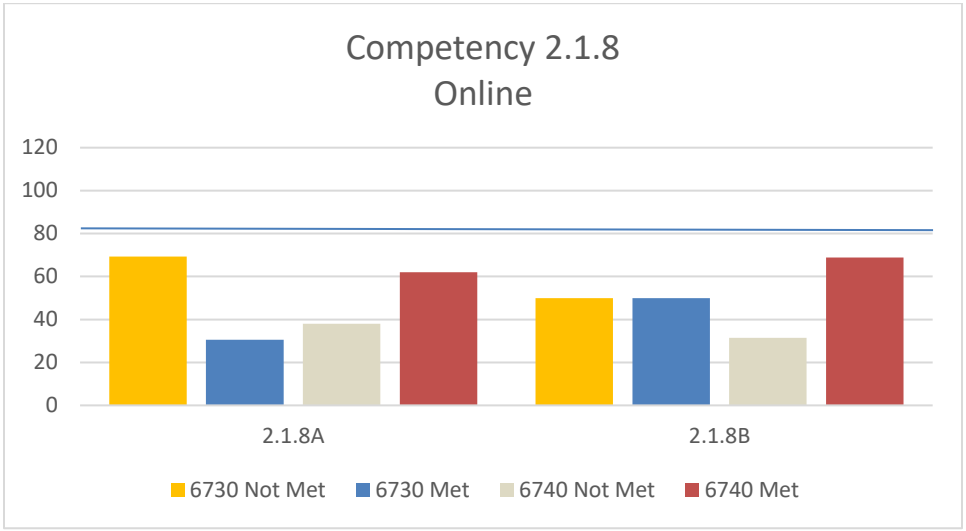
DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 7 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR:
None

PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 7:
No changes will be made to address this outcome, as this competency is no longer being assessed under the 2015 EPAS.

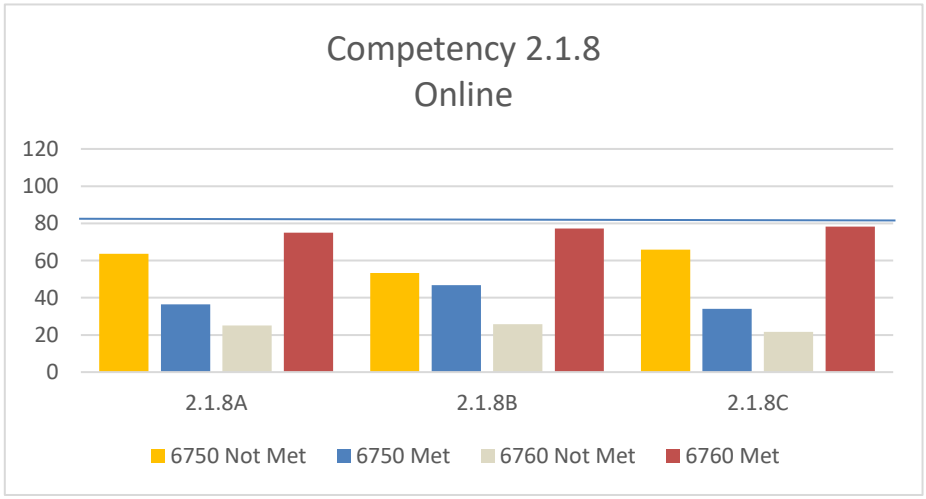
OUTCOME 8

Competency VIII: Engage in Policy Practice to Advance Social and Economic Well-being and to Deliver Effective Social Work Services

Generalist Year



Specialist Year



NARRATIVE SUMMARY FOR OUTCOME 8:
Students showed growth from the midterm evaluation to the final evaluation in both the generalist and specialist year for this outcome. Students did not meet the 80% benchmark for this competency during either the generalist or the specialist year.
DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 8 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR:
No proposed changes were made for field last year, but changes were proposed for the classroom based on this competency.

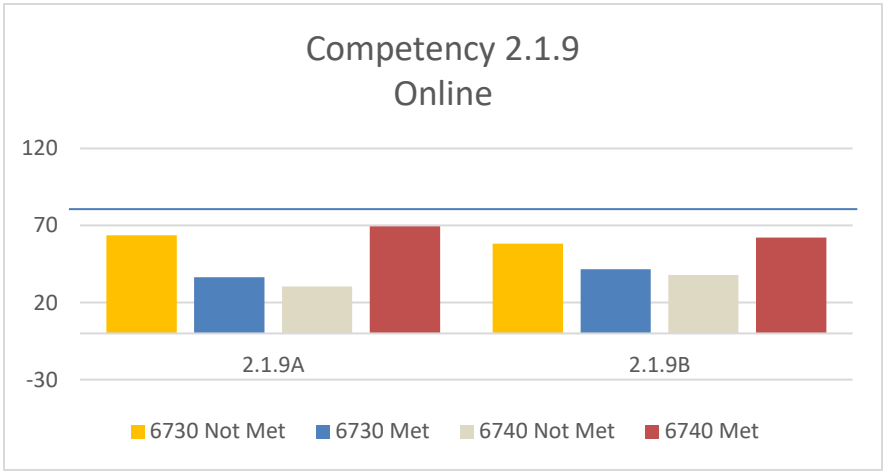
PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 8:

The field department will create curriculum resources for students and field instructors/liaisons to support increasing and scaffolding opportunities for policy practice during the internship experience. These resources will be made available to all students, but will be used to supplement student/internship sites that have been identified as needing additional support at the midterm evaluation data collection period. Trainings will be developed for field instructors on how to incorporate more opportunities within the field experience for policy practice, and students and field instructors will be given ideas/examples of how to do this within particular fields of practice.

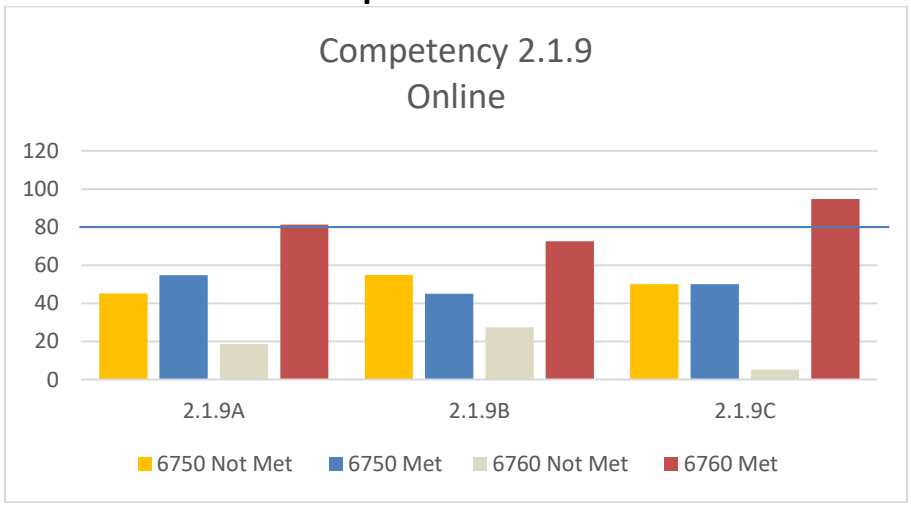
OUTCOME 9

Competency IX: Respond to Contexts that Shape Practice

Generalist Year



Specialist Year



NARRATIVE SUMMARY FOR OUTCOME 9:
Students showed growth from the midterm evaluation to the final evaluation in both the generalist and specialist year for this outcome. During the generalist year, students did not meet the 80% benchmark desired for this competency. During the specialist year, students met the benchmark for two of the three elements of this competency.

DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 9 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR:
None

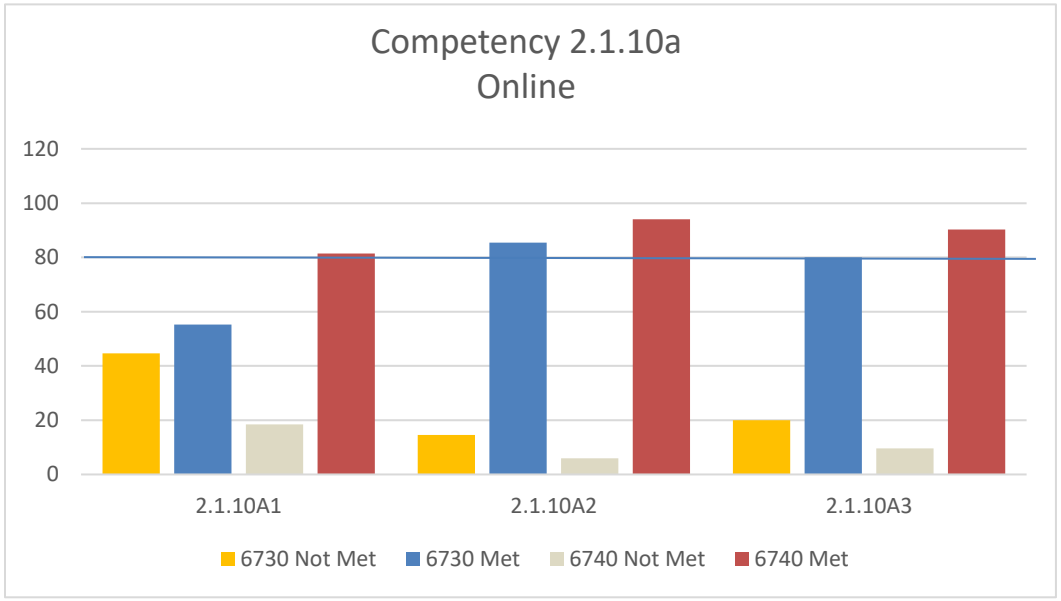
PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 9:
No changes will be made to address this outcome, as this competency is no longer being assessed under the 2015 EPAS.

OUTCOME 10

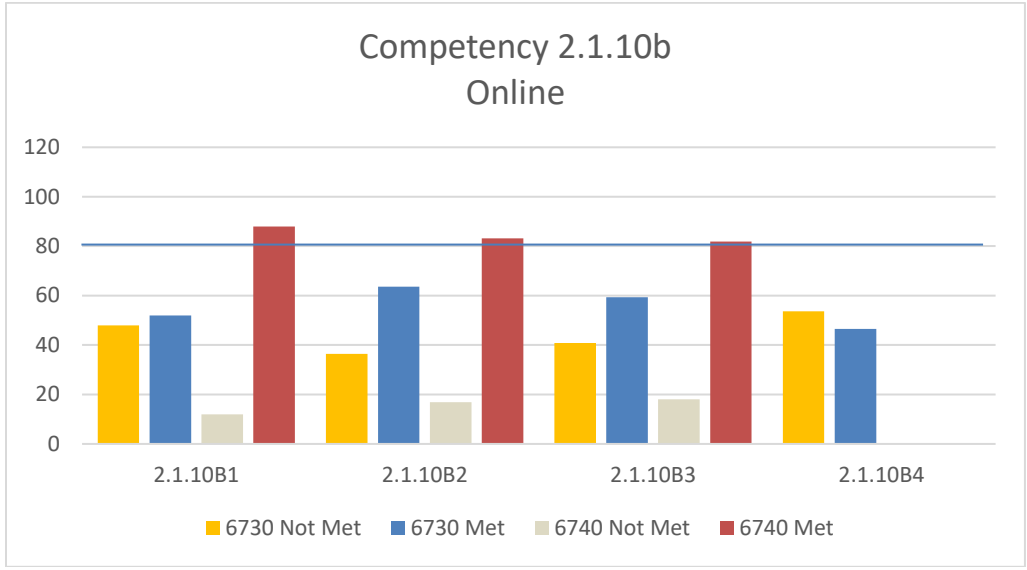
Competency X: Engage, Assess, Intervene, and Evaluate with Individuals, Families, Groups, Organizations, and Communities

Generalist Year

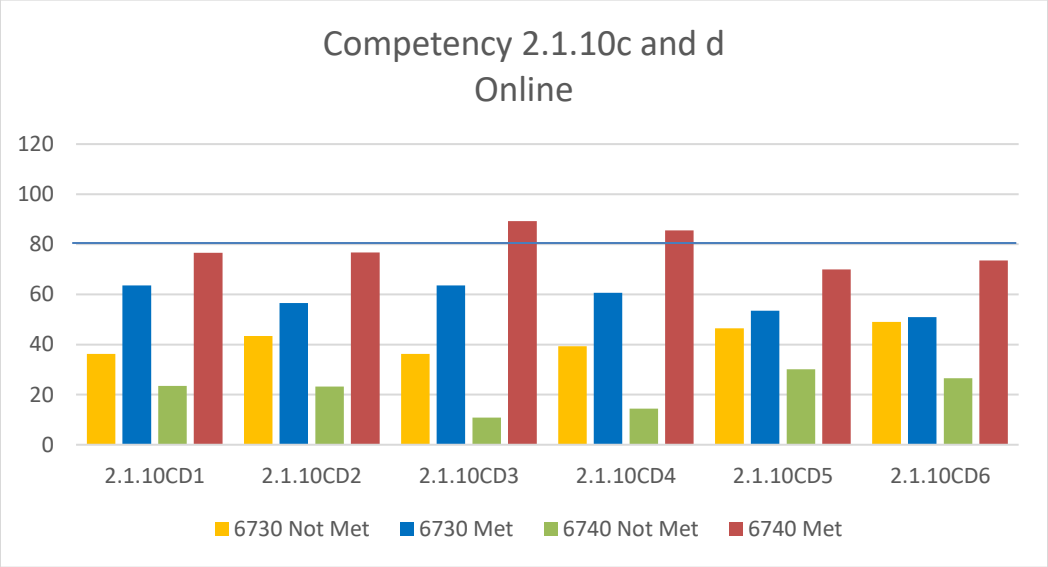
Engage



Assess

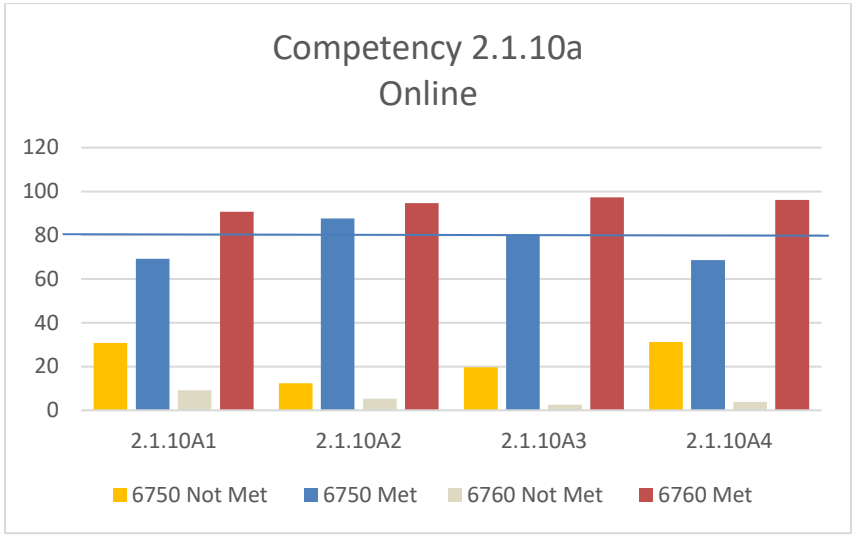

Competency 2.1.10b
Online
120
100
80
60
40
20
0
2.1.10B1
2.1.10B2
2.1.10B3
2.1.10B4
6730 Not Met
6730 Met
6740 Not Met
6740 Met

Intervene and Evaluate

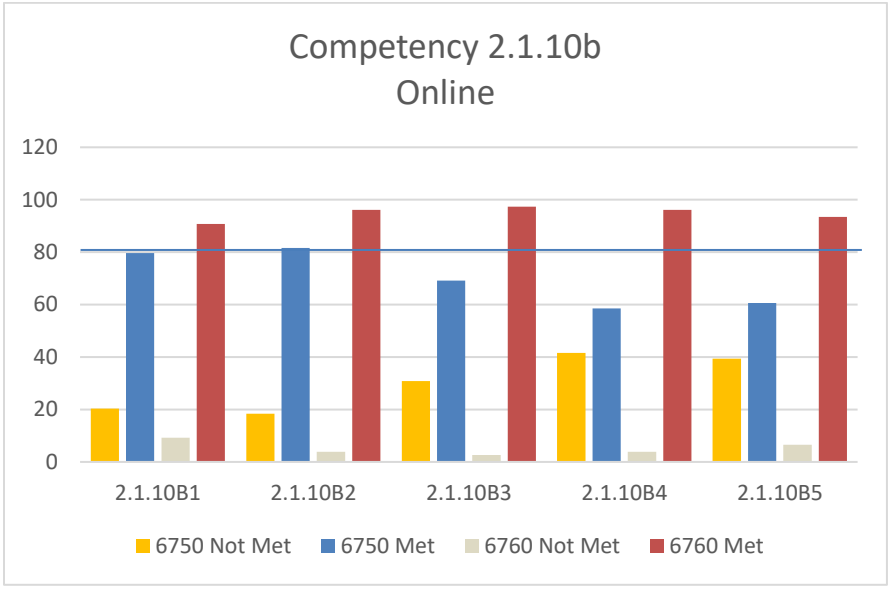


Specialist Year

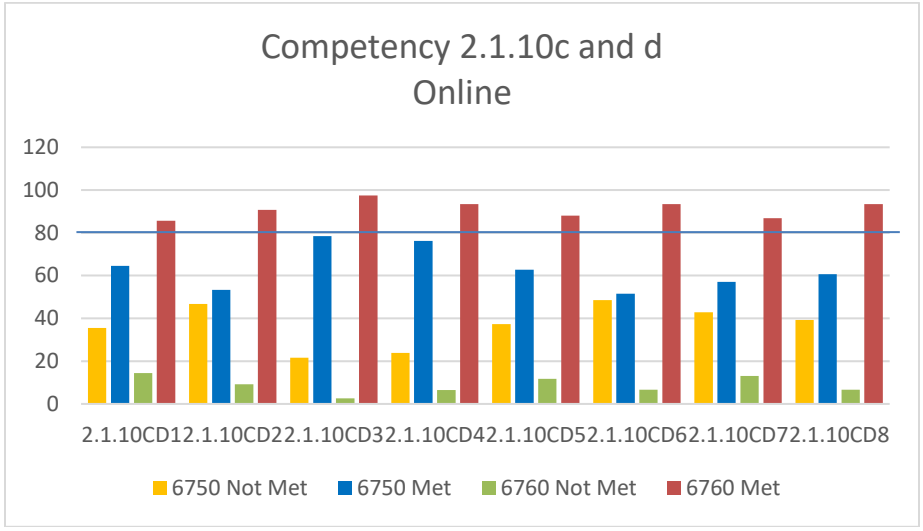
Engage



Assess


Competency 2.1.10b
Online
120
100
80
60
40
20
0
2.1.10B1
2.1.10B2
2.1.10B3
2.1.10B4
2.1.10B5
6750 Not Met
6750 Met
6760 Not Met
6760 Met

Intervene and Evaluate



NARRATIVE SUMMARY FOR OUTCOME 10:

Students showed growth from the midterm evaluation to the final evaluation in both the generalist and specialist year for this outcome. During the generalist year, the students did not meet the 80% benchmark desired for four of the elements in this competency. During the specialist year, students met the 80% benchmark for all of the elements for this competency.

The field department will create curriculum resources for students and field instructors/liaisons to support increasing and scaffolding opportunities specific to intervention and evaluation during the internship experience. These resources will be made available to all students, but will be used to supplement student/internship sites that have been identified as needing additional support at the midterm evaluation data collection period. Trainings will be developed for field instructors on how to incorporate more opportunities within the field experience for intervention and evaluation, and students and field instructors will be given ideas/examples of how to do this within particular fields of practice.

DESCRIBE ANY PROGRAM / CURRICULUAR CHANGES RELATED TO OUTCOME 10 THAT WERE PROPOSED IN THE ASSESSMENT REPORT FILED LAST YEAR:

None

PROPOSED NEW PROGRAM/CURRICULAR CHANGES RELATED TO OUTCOME 10:

None

II. REFLECTION UPON INDIRECT SOURCES OF DATA CONCERNING STUDENT LEARNING

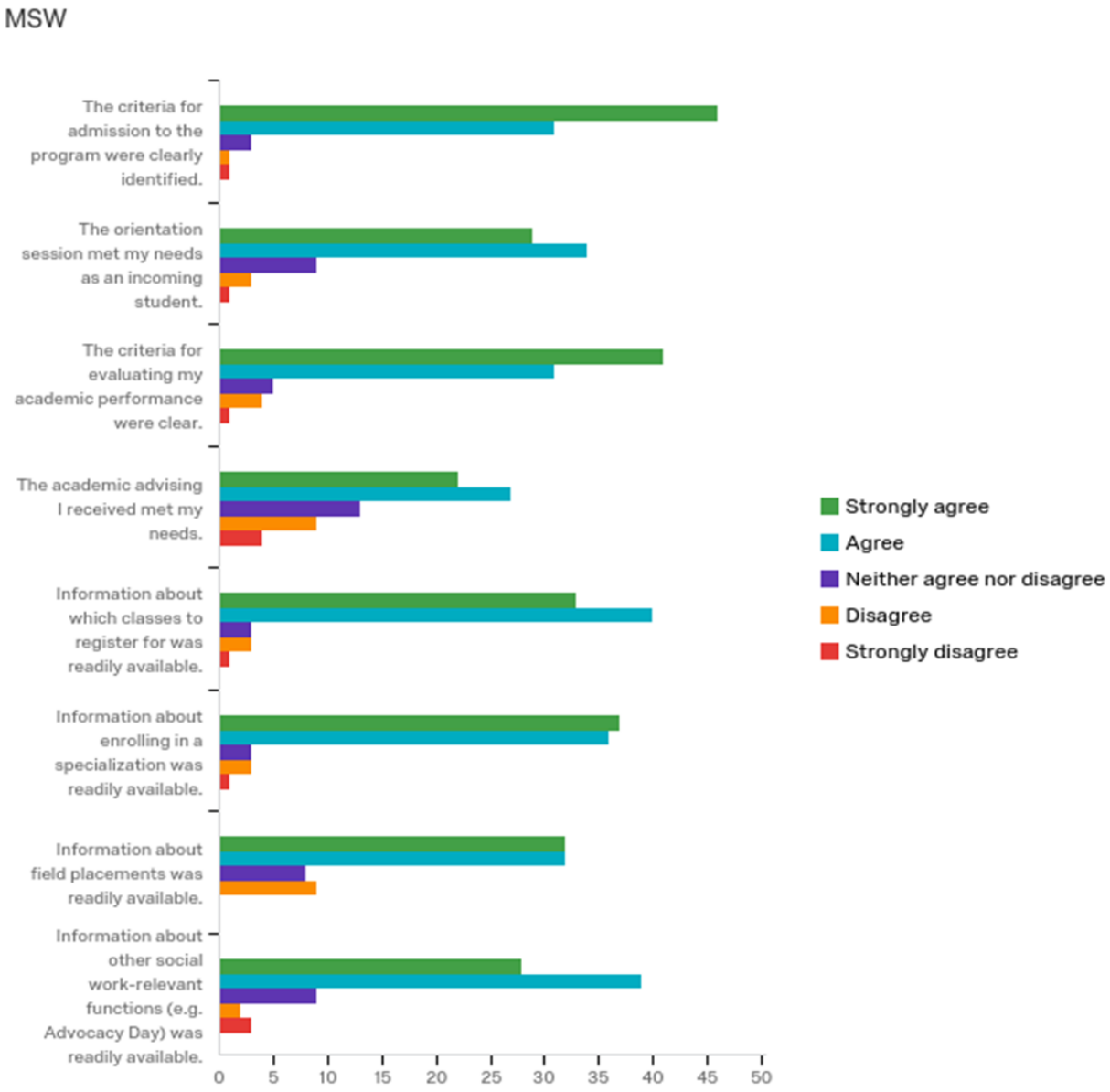
Indirect data were gathered by way of a survey of all graduating SSW students in spring 2019. The graphs show student satisfaction across a range of areas related to our policies and procedures, the classroom, and field. The data are broken down by campus-based (main campus and GWC) and online students.

PROPOSED CHANGES IN COLLECTION OF INDIRECT MEASURES OF LEARNING OUTCOMES IN THE COMING YEAR:

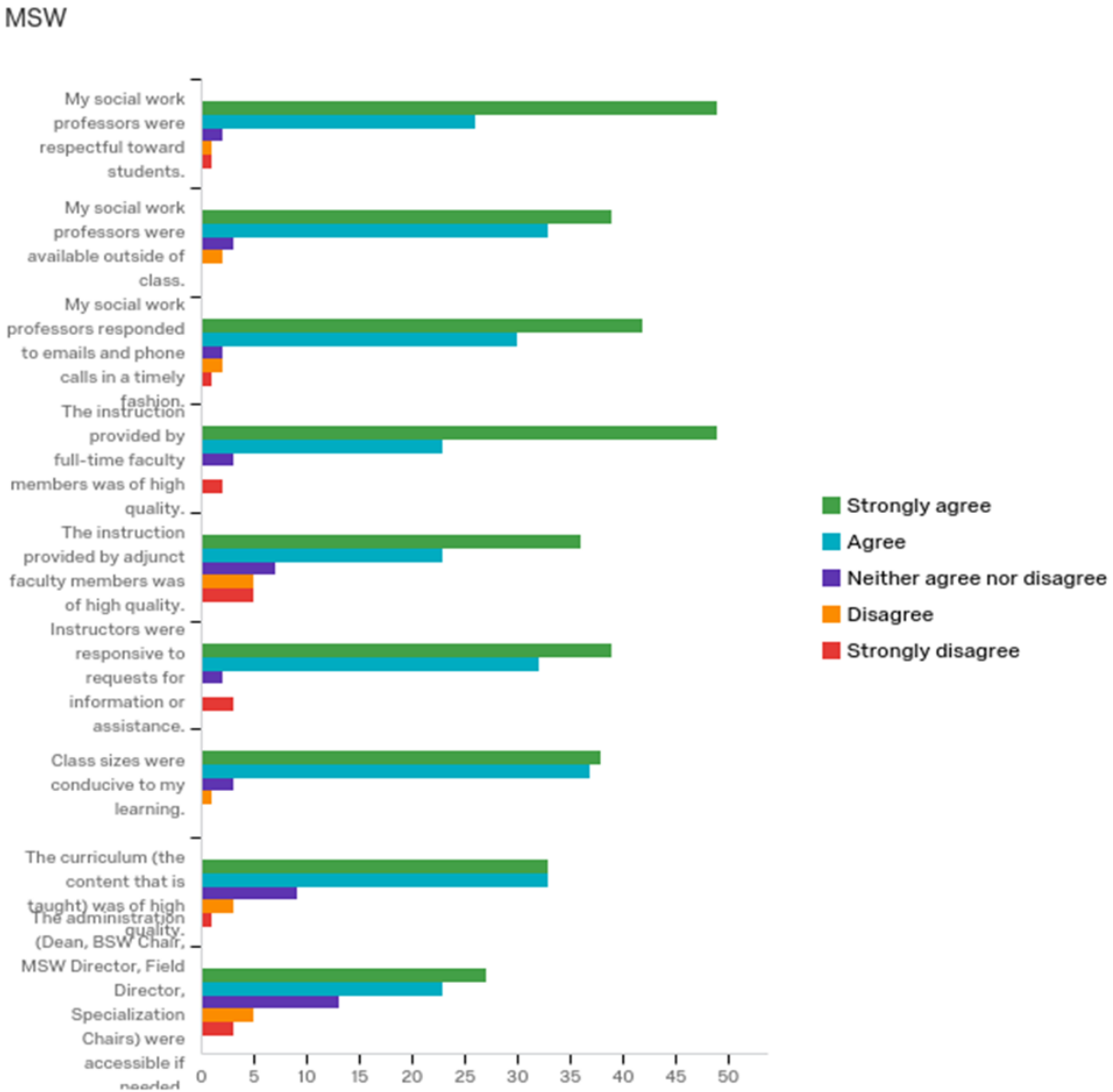
Overall both campus-based and online students expressed satisfaction with the program. The main area where students expressed dissatisfaction was with field placements and processes. For example, approximately 20% of campus-based and 30% of online students either disagreed or strongly disagreed that "information about field placements was readily available." The SSW does not place students in internships and this process requires significant student initiative. Moreover, the process of starting an internship takes time (between 2 to 3 months) and students are not always prepared with an understanding of the many layers involved in the process. To address this concern, the SSW will communicate more readily and set expectations for students earlier in the process. The field department is addressing these concerns through a variety of innovations related to communication and student support. A restructuring of the field supports available to students is underway, as field liaisons are being asked to be in more regular communication with students. Curricular supports specific to field instruction are being created, and will be made available to students, liaisons, and supervisors. An email address for all field related inquiries has been created to help streamline communication, and the field application has gone fully electronic, allowing for better efficiencies for tracking and processing field placement sites. Regular field team meetings are being held with the field administrative team and field liaisons to address systematic concerns being raised regarding field processes, which has included cross-departmental collaboration on creating improved efficiencies around field processes. Finally, the field department is looking into creating updated training resources for students and field instructors on the processes related to the internship experience.

Another area that needs addressing is in clarity on how online students are evaluated. Approximately 30% of online students disagreed or strongly disagreed that "the criteria for evaluating my academic performance were clear." One explanation for this score is that online courses use a master syllabus. Accordingly, the instructor does not develop the assignments or rubrics. This creates the potential for ambiguity in expectations as the syllabus is not developed by the individual teaching the course and might struggle with their own understanding of the requirements and expectations. The SSW leadership will share this data with AUO to discuss what potential explanations and develop a plan to address this important area of dissatisfaction.

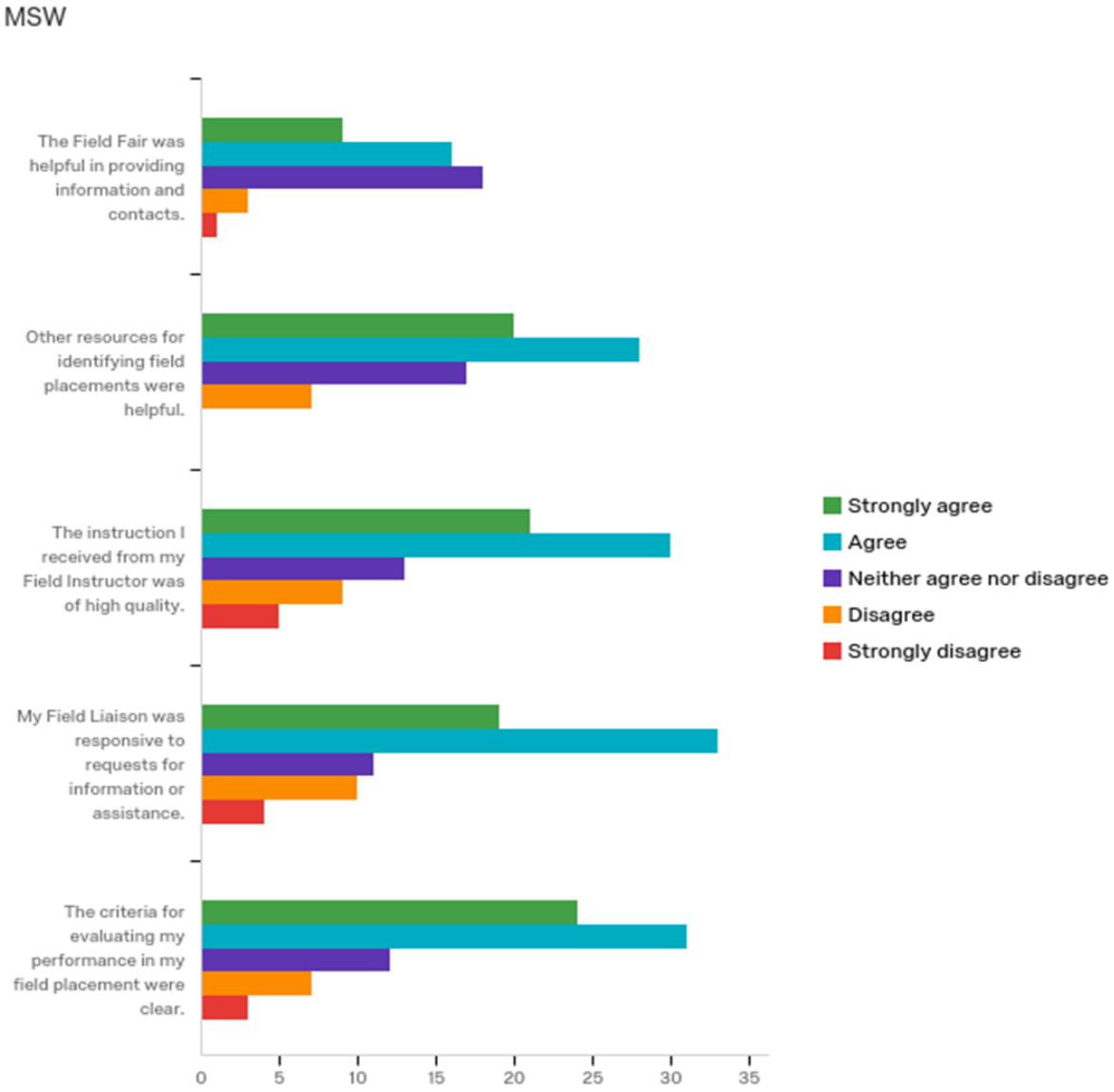
Policies and Procedures (Campus-based)

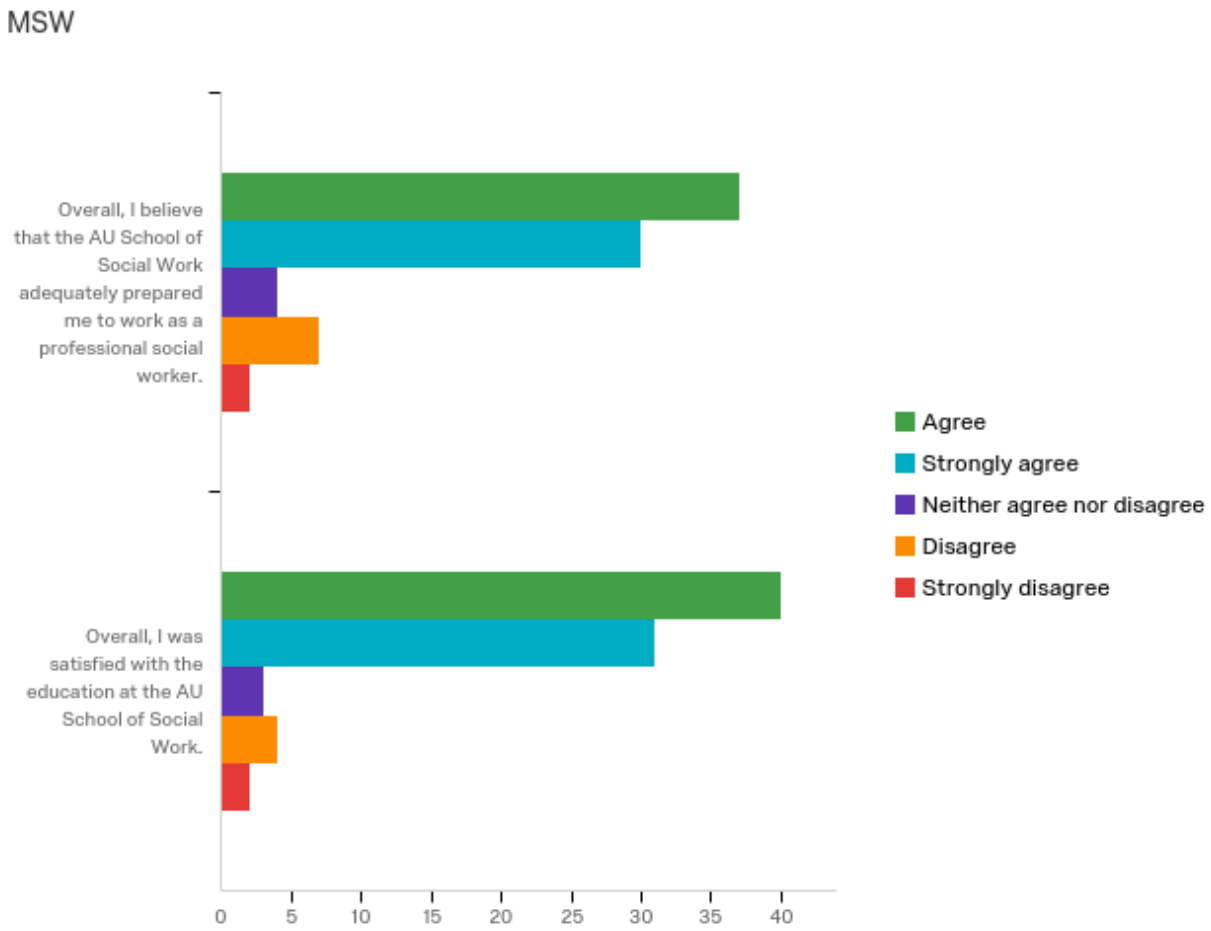


Classroom (Campus-based)

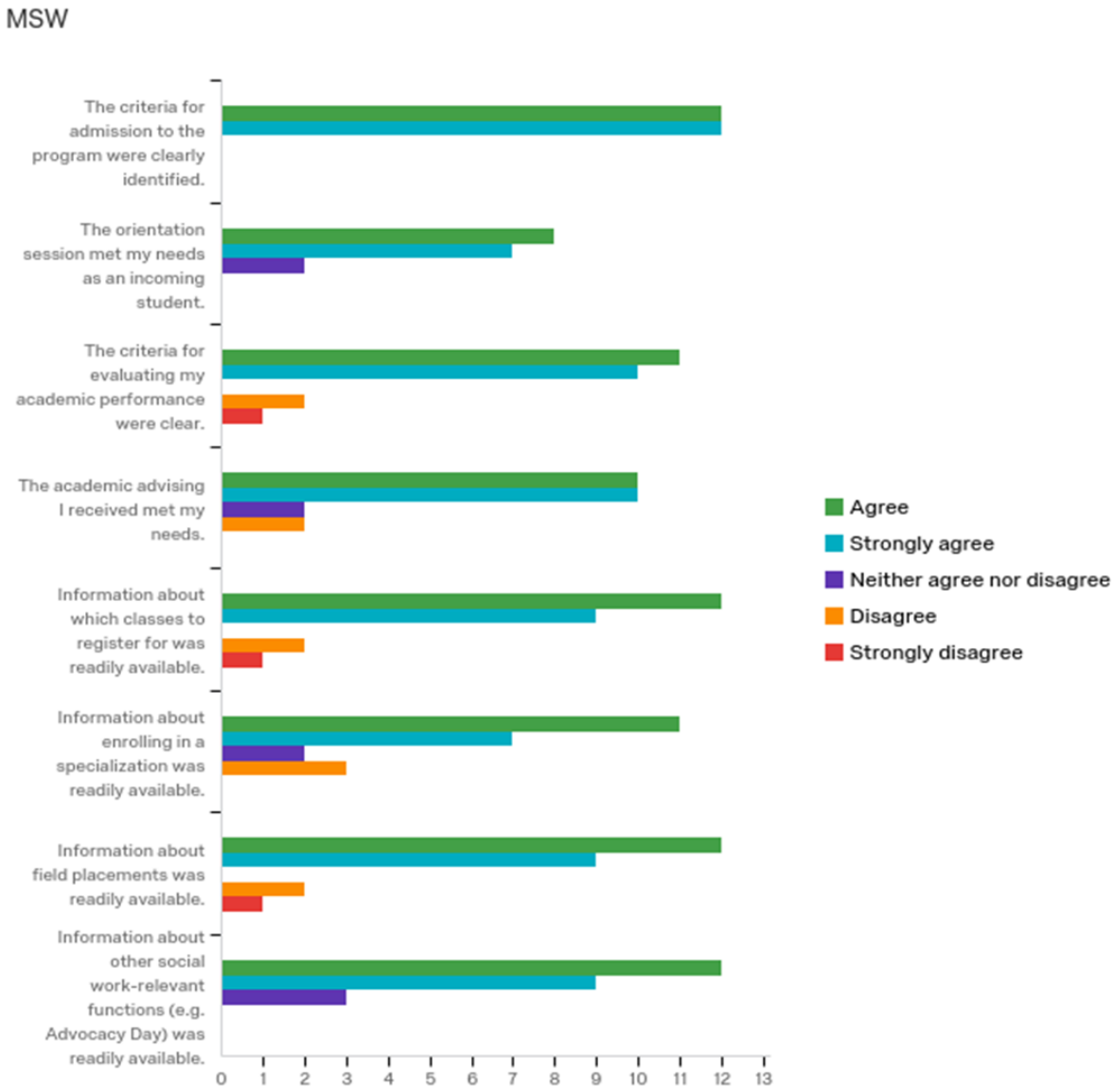


Field (Campus-Based)
Overall Satisfaction (Campus-Based)

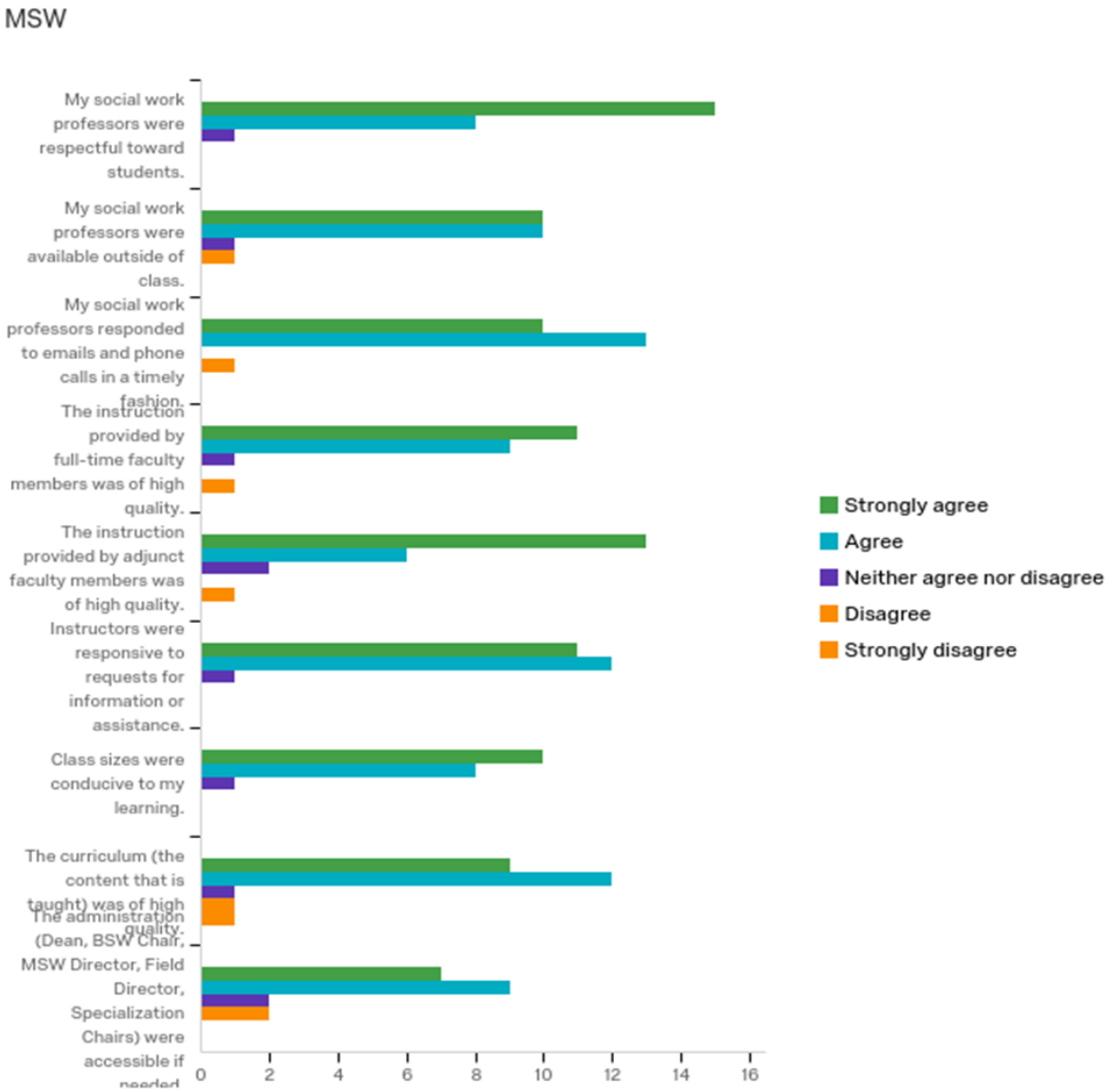




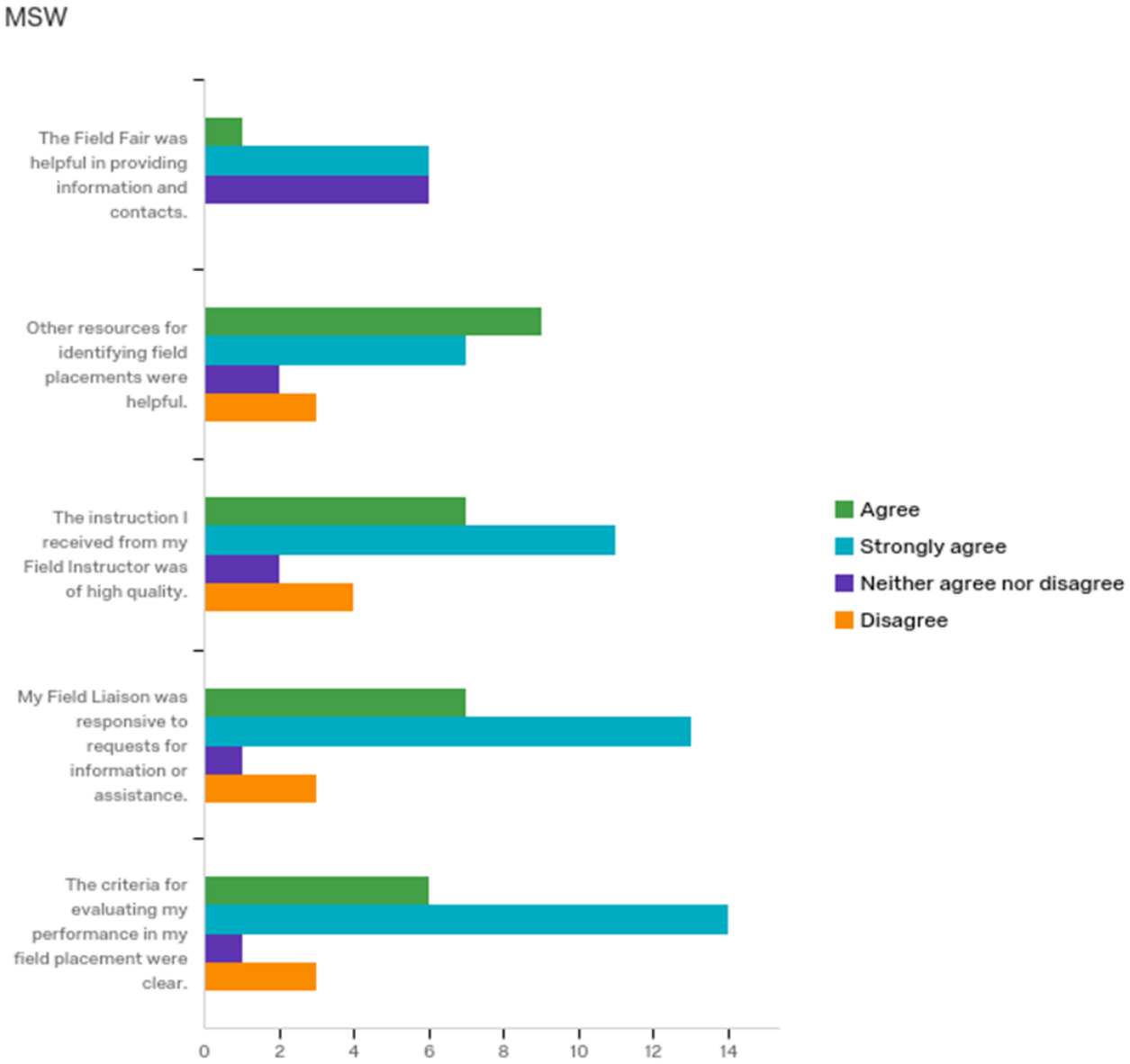
Polices & Procedures (Online)


MSW
The criteria for admission to the program were clearly identified.
The orientation session met my needs as an incoming student.
The criteria for evaluating my academic performance were clear.
The academic advising I received met my needs.
Information about which classes to register for was readily available.
Information about enrolling in a specialization was readily available.
Information about field placements was readily available.
Information about other social work-relevant functions (e.g. Advocacy Day) was readily available.
0 1 2 3 4 5 6 7 8 9 10 11 12 13
Agree
Strongly agree
Neither agree nor disagree
Disagree
Strongly disagree

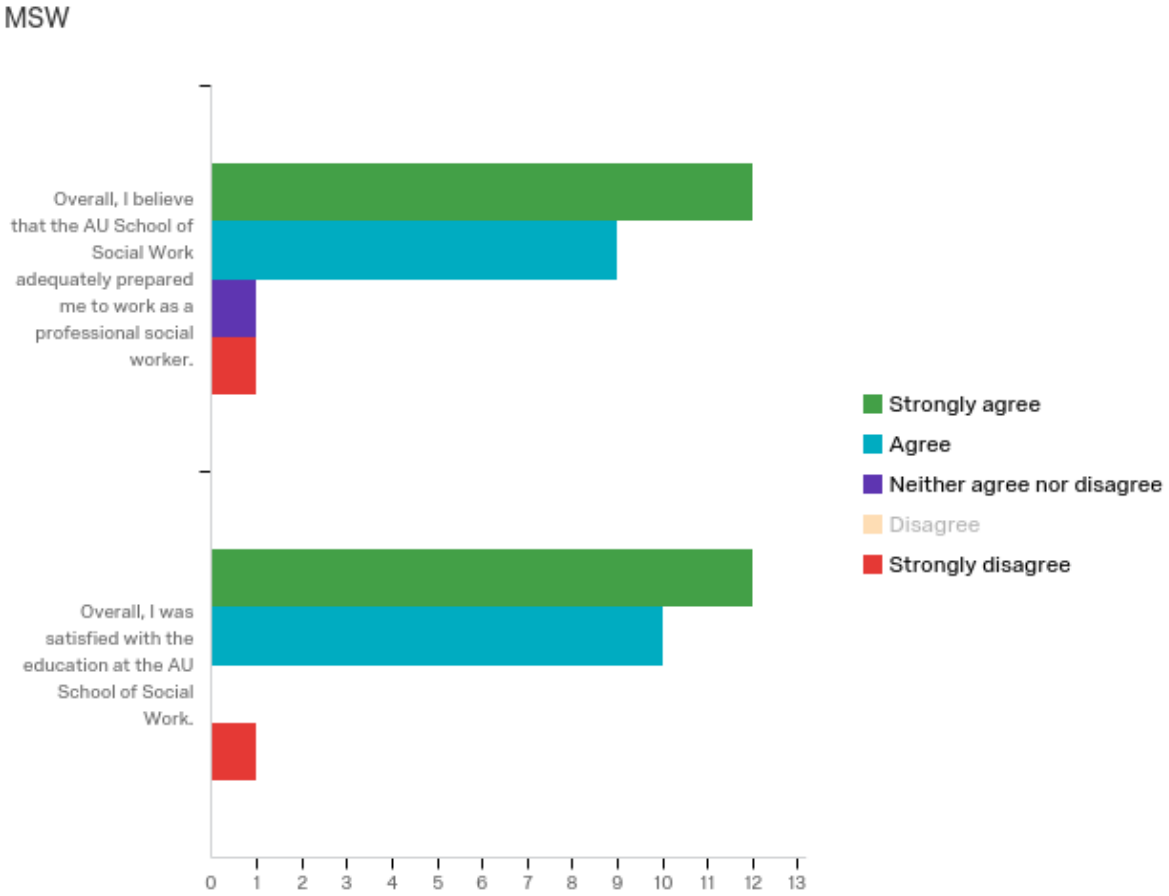
Classroom (Online)



Field (Online)



Overall Satisfaction (Online)



III. EVIDENCE OF ACHIEVEMENT OF UNIVERSITY LEARNING OUTCOMES

ASSESSMENT DATA FOR UNIVERSITY LEANING OUTCOMES

MSW Main Campus

Data for the MSW courses at the main campus was collected during the Spring 2019 semester in both sections of the SWK-6511 (Social Work Practice III: Theories and Methods). To assess the standards, a Case Study final paper was used. The Case Study paper was submitted by students to the software platform Via by Watermark and the rubric was completed in Via by the course instructor.

CRITICAL THINKING	AVERAGE RATING USING UNIVERSITY LEANING OUTCOME RUBRICS, 2018-2019	NUMBER OF STUDENTS REPRESENTED BY THAT AVERAGE
EXPLANATION OF ISSUES	2.65	34
EVALUATING EVIDENCE, CONTEXT, AND ASSUMPTIONS	2.59	34
CONCLUSIONS AND RELATED OUTCOMES	2.50	34
WRITING		
THESIS, FOCUS, SIGNIFICANCE	2.71	34
EVIDENCE, SUPPORT, ANALYSIS	2.59	34
COHESION, ORGANIZATION, FLOW	2.44	34
SYNTHESIS, INTEGRATION	2.56	34
LANGUAGE	2.38	34
ORAL COMMUNICATION*	NA	
PHYSICAL ACTIONS	NA	
VOICE AND DELIVERY	NA	
ACTIONS	NA	
ORGANIZATION AND TRANSITIONS	NA	
CONTENT	NA	

* Undergraduate programs only

GWC Campus

Data for the MSW courses at the main campus was collected during the Spring 2019 semester in SWK 6521 (Social Work Practice IV: Theories and Methods). To assess the standards, a Theoretical Application final paper was used. The paper was submitted by students to the software platform Via by Watermark. The university assessment of learning outcomes rubric was utilized and data was reported using an Excel spreadsheet.

CRITICAL THINKING	AVERAGE RATING USING UNIVERSITY LEANING OUTCOME RUBRICS, 2018-2019	NUMBER OF STUDENTS REPRESENTED BY THAT AVERAGE
EXPLANATION OF ISSUES	2.98	46
EVALUATING EVIDENCE, CONTEXT, AND ASSUMPTIONS	2.74	46
CONCLUSIONS AND RELATED OUTCOMES	2.85	46
WRITING		46
THESIS, FOCUS, SIGNIFICANCE	2.80	46
EVIDENCE, SUPPORT, ANALYSIS	2.76	46
COHESION, ORGANIZATION, FLOW	2.89	46
SYNTHESIS, INTEGRATION	2.78	46
LANGUAGE	2.70	46
ORAL COMMUNICATION*	NA	
PHYSICAL ACTIONS	NA	
VOICE AND DELIVERY	NA	
ACTIONS	NA	
ORGANIZATION AND TRANSITIONS	NA	
CONTENT	NA	

MSW Online

The standards for online MSW students were assessed through the Case Study final paper in the online sections of SWK-6511 (Social Work Practice III: Theories and Methods). The Associate Dean of Online randomly pulled twenty papers from spring 6511 courses (five from each of the four sections). Dean Barnwell reviewed the papers and scored the rubrics.

CRITICAL THINKING	AVERAGE RATING USING UNIVERSITY LEANING OUTCOME RUBRICS, 2018-2019	NUMBER OF STUDENTS REPRESENTED BY THAT AVERAGE
EXPLANATION OF ISSUES	2.95	20
EVALUATING EVIDENCE, CONTEXT, AND ASSUMPTIONS	2.75	20
CONCLUSIONS AND RELATED OUTCOMES	2.65	20

WRITING		
THESIS, FOCUS, SIGNIFICANCE	3.05	20
EVIDENCE, SUPPORT, ANALYSIS	2.75	20
COHESION, ORGANIZATION, FLOW	2.9	20
SYNTHESIS, INTEGRATION	2.75	20
LANGUAGE	2.7	20
ORAL COMMUNICATION*	NA	
PHYSICAL ACTIONS	NA	
VOICE AND DELIVERY	NA	
ACTIONS	NA	
ORGANIZATION AND TRANSITIONS	NA	
CONTENT	NA	

REFLECTION UPON DATA DEMONSTRATING ACHIEVEMENT OF UNIVERSITY LEANING OUTCOMES

The ratings of student performance on University Learning Outcomes were in between the intermediate (score of 2) and advanced (score of 3) levels both for Critical Thinking and Writing. MSW campus-based students at the main campus, performed at about a 2.5 across all elements. The ratings for online MSW students and GWC students was higher and neared 3.0 in various elements.

At GWC, over the past year faculty were asked to secure writing samples early in the semester. Faculty were asked to refer students to the Writing Center in the GWC Scott Library for assistance and writing support. Additionally, a number of faculty members asked staff from the Academic Support Center to come to classes to present ideas and review the support services available. The Scott Library staff reported an increase in the use of the Academic Support Center and the scores in all subareas of both Writing and Critical Thinking increased this past year (when compared to last year's data). The collaboration with the Scott Library was effective and we will seek to collaborate with writing supports across campuses and modalities.

PROPOSED PROGRAM/CURRICULAR CHANGES RELATED TO UNIVERSITY LEANING OUTCOMES:

The language element of writing skills was the area where students were rated the lowest across locations (main campus, online, and GWC). Accordingly, the SSW will focus on improving students' language skills in writing. The MSW Program Director will collaborate with the Academic Support Center to identify resources in this area. Moreover, a greater push will be made to create awareness of existing resources in the Academic Support Center and the option to schedule online appointments. The SSW will also discuss with the Academic Support Center whether roadshow presentations exist focused on language or if one can be created. Faculty will be encouraged to invite the Academic Support Center to present on enhancing language skills in their classrooms. Finally, last year the plan was to incorporate a writing book, *A Guide to Writing for Human Service Professionals,* in core classes. While the SSW did not move forward with this plan last year, the book is currently being ordered for the upcoming year.

IV. PROGRAM-LEVEL REFLECTION, EXECUTIVE SUMMARY

THE EXECUTIVE SUMMARY WILL BE INCORPORATED IN THE UNIVERSITY ASSESSMENT REPORT, SHARED WITH THE BOARD OF TRUSTEES, AND BE PLACED ON THE INTRANET ASSESSMENT WEBSITE

REFLECTIONS ON EVIDENCE OF EFFICACY OF PRIOR PROGRAM/CURRICULAR CHANGES

The School of Social Work (SSW) experienced significant transitions over the 2018-2019 year that fundamentally impacted our assessment processes. These transitions included a reconfigured SSW leadership, changes from the 2008 EPAS to the 2015 EPAS, and incorporation of a new assessment data platform. These transitions necessitated taking a fresh start in order to re-build our assessment processes and facilitate a faculty-engaged and led process. For these reasons, we did not focus on the goals identified in last year's plan; however, assessment was a significant priority and the SSW made substantial strides that will ultimately improve assessment and student outcomes.

In addition to a new data gathering platform, the new assessment process includes a program level Assessment Committee and Curriculum Circles. The committee is comprised of the SSW leadership (chairs, directors), one faculty member from each campus and level (BSW, MSW), and field staff. In addition, the committee includes SSW's liaison to the university assessment council. Overall, the committee's contribution was to bring the data together, communicate that information, and facilitate faculty discussions on areas of strength and improvement. This process stimulated a deep dive into our curriculum and served as a catalyst for change. To this end, we had several meetings with the entire SSW focused on curriculum, assessment, our mission, and student learning and growth. Out of these conversations, we developed various curriculum circles for the purpose of bringing together faculty with experience teaching those courses. Going forward, with guidance from the Assessment Committee, the Curriculum Circles have the responsibility of using the assessment data gathered to revise the curriculum and assessment tools. We look forward to continuing improving the quality of our program in the coming year through the Assessment Committee and Curriculum Circles.

SUMMARY OF PROPOSED NEW PROGRAM/CURRICULAR CHANGES AND RATIONALE:

Outcomes 3, 4, 5, and 6 through 9 demonstrated the lowest performance overall and need focus next year. The competencies related to these outcomes are listed below.

Competency III: Advance Human Rights and Social, Economic, and Environmental Justice
Competency IV: Engage in Practice-informed Research and Research-informed practice.
Competency V: Engage in Policy Practice
Competency VI: Engage with Individuals, Families, Groups, Organizations and Communities
Competency VII: Assess Individuals, Families, Groups, Organizations and Communities
Competency VIII: Intervene with Individuals, Families, Groups, Organizations and Communities
Competency IX: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Outcome/Competency 3:

Content related to human rights and social justice will be enhanced in the 6140 generalist and 6533 specialist policy courses. In the upcoming year, assessment of this outcome at the specialist level will be gathered in SWK 6533 Advanced Social Policy. GWC faculty will ensure assessment at the generalist and specialist level. Assessment of this outcome will also take place in the online program.

No changes will be made in field as all elements of this outcome met the 80% benchmark.

Outcome/Competency 4:

To address outcome 4 in the classroom, element IVa (demonstrating understanding of quantitative and qualitative research methods) will be removed from the specialist rubric as this element is not relevant to the Case Study assignment used to measure the competency. This approach aligns with CSWE EPAS which does not require measuring the entire competency criteria. In addition, at the specialist level, this research-based competency is assessed in a practice course. This is appropriate as the competency relates to "practice-informed research and research-informed practice." Nonetheless, adjunct faculty teaching practice courses might lack comfort with research and de-prioritize research when teaching. The curriculum circle, in collaboration with the MSW Program Director, will discuss with adjuncts the importance of research to the 6511 course and the key assignment. Finally, GWC faculty will ensure assessment of competency IV at the specialist level. Assessment of this outcome will also take place in the online program.

To address outcome 4 in field, the field department will create curriculum resources for students and field instructors/liaisons to support increasing and scaffolding opportunities for research informed practice and practice informed research during the internship experience. These resources will be made available to all students, but will be used to supplement student/internship sites that have been identified as needing additional support at the midterm evaluation data collection period. Trainings will be developed for field instructors on how to incorporate more opportunities within the field experience for research activities, and students and field instructors will be given ideas/examples of how to do this within particular fields of practice.

Outcome/Competency 5:

To address outcome 5 in the classroom, two important changes will be made to the Policy Brief assignment that address the areas of struggle. Changes will be made to SKW-6140 to provide more opportunities for students to practice the components assessed in the Policy Brief (such as identifying the cultural, historical, and organizational influences of policy). In addition, required drafts of sections will facilitate providing earlier feedback to students. Students will also be provided with a list of policies that they can use in the Policy Brief. This will ensure that students select policies that draw on the course content. With approval, students will have the option of selecting a policy outside of those provided. In the upcoming year, GWC faculty will ensure assessment of competency V at the generalist level. Assessment of this outcome will also take place at the specialist level in SWK-6533 and in the online program at the generalist and specialist levels.

To address outcome 5 in field, the field department will create curriculum resources for students and field instructors/liaisons to support increasing and scaffolding opportunities for policy practice during the internship experience. These resources will be made available to all students, but will be used to supplement student/internship sites that have been identified as needing additional support at the midterm evaluation data collection period. Trainings will be developed for field instructors on how to incorporate more opportunities within the field experience for policy practice, and students and field instructors will be given ideas/examples of how to do this within particular fields of practice.

Outcomes/Competencies 6 through 9:

Competencies 6 through 9 (engage, assess, intervene, and evaluate) are intertwined and will be worked on together. To address these outcomes in the classroom, faculty teaching practice courses will meet to discuss the sequence of the content in these courses and determine the best place to assess the competencies of engage, assess, intervene, and evaluate. In addition, the assignment will be substantially revised and will focus on the level of individuals and families as opposed to asking students to also consider how they would engage, assess, intervene, and evaluate groups, communities, and organizations. By focusing on one system level, students will be able to dive deeper into these processes rather than provide a superficial discussion of each system level. This change is in alignment with CSWE EPAS which does not require assessment of each system level and fits with our clinical specialization. In the upcoming year, assessment of this outcome will also take place in the online program.

To address these competencies in field, the field department will create curriculum resources for students and field instructors/liaisons to support increasing and scaffolding opportunities specific to intervention and evaluation during the internship experience. These resources will be made available to all students, but will be used to supplement student/internship sites that have been identified as needing additional support at the midterm evaluation data collection period. Trainings will be developed for field instructors on how to incorporate more opportunities within the field experience for intervention and evaluation, and students and field instructors will be given ideas/examples of how to do this within particular fields of practice.

University Learning Standards:

The language element of writing skills was the area where students were rated the lowest across locations (main campus, online, and GWC). Accordingly, the SSW will focus on improving students' language skills in writing. The MSW Program Director will collaborate with the Academic Support Center to identify resources in this area. Moreover, a greater push will be made to create awareness of existing resources in the Academic Support Center and the option to schedule online appointments. The SSW will also discuss with the Academic Support Center whether roadshow presentations exist focused on language or if one can be created. Faculty will be encouraged to invite the Academic Support Center to present on enhancing language skills in their classrooms. Finally, last year the plan was to incorporate a writing book, *A Guide to Writing for Human Service Professionals,* in core classes. While the SSW did not move forward with this plan last year, the book is currently being ordered for the upcoming year.

SUMMARY OF PROPOSED CHANGES IN ASSESSMENTS

For each competency, consideration and implementation of changes will be made by the Curriculum Circles during the 2019-2020 academic year. This is a new process that will be rolled out over the 2019-2020 year. Moreover, given changes in the EPAS, the rubrics and assignments used this past year were new. These new tools require revision to ensure that we are gathering relevant and valid data. Accordingly, for all competencies, the curriculum circles will revise the assignments and rubrics as needed to ensure that these adequately capture the class content and competency standards. Finally, in the coming year, the SSW will ensure data are collected in all remaining courses, modalities, and locations.

4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings

AURORA UNIVERSITY MASTERS SOCIAL WORK PROGRAM

ASSESSMENT OF STUDENT LEARNING OUTCOMES

LAST COMPLETED ON 1/2018

Form AS4 (M) Duplicate and expand as needed. Provide table(s) to support self -study narrative addressing the *accreditation standards* below.

This form is used to assist the COA in the evaluation of the program's compliance with the accreditation standards below:

4.0.2 *The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving the benchmark*

4.0.4 *The program uses Form AS 4 (B) and/or AS4 (M) to report assessment outcomes to its constituents and the public on its website and routinely up-dates (minimally every 2 years) these postings*

All Council on Social Work Education programs measure and report student learning outcomes. Students are assessed on their mastery of the competencies that comprise the accreditation standards of the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. A measurement benchmark is set by the social work programs for each competency. An assessment score at or above that benchmark is considered by the program to represent mastery of that particular competency.

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK
Identify as a Professional Social Worker	**80% of students will earn an average of 3.0 or greater on classroom assessment instruments and a 4.0 or greater on field assessment instruments. Each practice behavior is weighted equally, and classroom and field sources are weighted equally.**	**94.2% - met**
Apply Ethical Principles	**80% of students will earn an average of 3.0 or greater on classroom assessment instruments and a 4.0 or greater on field assessment instruments. Each practice behavior is weighted equally, and classroom and field sources are weighted equally.**	**93.7% - met**
Apply Critical Thinking	**80% of students will earn an average of 3.0 or greater on classroom assessment instruments and a 4.0 or greater on field assessment instruments. Each practice behavior is weighted equally, and classroom and field sources are weighted equally.**	**87.9% - met**
Engage Diversity in Practice	**80% of students will earn an average of 3.0 or greater on classroom assessment instruments and a 4.0 or greater on field assessment instruments. Each practice behavior is weighted equally, and classroom and field sources are weighted equally.**	**94.8% - met**
Advance Human Rights/ Social and Economic Justice	**80% of students will earn an average of 3.0 or greater on classroom assessment instruments and a 4.0 or greater on field assessment instruments. Each practice behavior is weighted equally, and classroom and field sources are weighted equally.**	**89.5% - met**

Engage Research Informed Practice/ Practice Informed Research	**80% of students will earn an average of 3.0 or greater on classroom assessment instruments and a 4.0 or greater on field assessment instruments. Each practice behavior is weighted equally, and classroom and field sources are weighted equally.**	**84.0% - met**
Apply Human Behavior Knowledge	**80% of students will earn an average of 3.0 or greater on classroom assessment instruments and a 4.0 or greater on field assessment instruments. Each practice behavior is weighted equally, and classroom and field sources are weighted equally.**	**85.4% - met**
Engage Policy Practice to Advance Well-Being and Deliver Services	**80% of students will earn an average of 3.0 or greater on classroom assessment instruments and a 4.0 or greater on field assessment instruments. Each practice behavior is weighted equally, and classroom and field sources are weighted equally.**	**86.3% - met**

Respond to Practice Contexts	**80% of students will earn an average of 3.0 or greater on classroom assessment instruments and a 4.0 or greater on field assessment instruments. Each practice behavior is weighted equally, and classroom and field sources are weighted equally.**	**88.1% - met**
Practice Engagement	**80% of students will earn an average of 3.0 or greater on classroom assessment instruments and a 4.0 or greater on field assessment instruments. Each practice behavior is weighted equally, and classroom and field sources are weighted equally.**	**96.8% - met**
Practice Assessment	**80% of students will earn an average of 3.0 or greater on classroom assessment instruments and a 4.0 or greater on field assessment instruments. Each practice behavior is weighted equally, and classroom and field sources are weighted equally.**	**94.6% - met**
Practice Intervention	**80% of students will earn an average of 3.0 or greater on classroom assessment instruments and a 4.0 or greater on field assessment instruments. Each practice behavior is weighted equally, and classroom and field sources are weighted equally.**	**93.7% - met**
Practice Evaluation	**80% of students will earn an average of 3.0 or greater on classroom assessment instruments and a 4.0 or greater on field assessment instruments. Each practice behavior is weighted equally, and classroom and field sources are weighted equally.**	**94.2% - met**

4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

The Via program is utilized, each semester, to generate reports of the percentages of students demonstrating acceptable levels of performance for each Competency based on the performance expectations established. This is done at each level (Generalist, Specialization). In any case where a Competency is not demonstrated, further reports are drawn to examine each element of the Competency individually. The elements reflecting the lowest levels of student performance are selected for further examination. The syllabi for the relevant classes are then examined to ascertain the extent to which the necessary information is introduced, reinforced, and emphasized across the curriculum. In addition, instructors may be interviewed in order to determine the manner in which the Competencies are taught and practiced, the nature of the feedback that is provided to students, and perceptions about what is / is not effective with regard to promoting development of the Competencies. In cases where further efforts to strengthen teaching and learning opportunities are needed, the relevant curriculum circles convene to make recommendations.
In addition to these efforts, each year, the School of Social Work participates in a data retreat. The entire School's faculty meet, after classes are over, to review the Assessment Reports required by both the University and by CSWE. The School as a whole considers both strengths and opportunities for further development and selects one or more Competencies for specific focus in

the coming year. Specific plans are then detailed in the Reports.

In recent years, several changes have been made to the School's activities based on the review of Assessment Reports. Examples are provided below:

- After the 2018-2019 assessment period, a weakness in student writing was noted. Written communication is a University Learning Outcome for Aurora University and also relates to Competency 1. In addition, faculty felt that, in cases where students struggle with writing, they may not be able to fully express the level of development of competence with regard to the other Competencies. As a result of this, a new, mandatory book concerning writing in the human services was required for every class within the Social Work curriculum. Instructors for each class were informed of expectations that they would integrate material from the new text into their course delivery processes.
- Also stemming from the 2018-2019 assessment process, the Field team identified a need to provide additional curricular resources for Field Instructors to support their instruction toward Competencies 4 and 5. The additional curricular resources will be made available to all students but will be specifically targeted toward those field placements exhibiting difficulty with regard to achievement of Competencies 4 and 5 at the mid-point (the Field Evaluation completed after the first semester of the internship).
- In the previous year (2017-2018), several needs were identified. The review of the outcomes for that year suggested a substantial need to enhance instruction with regard to Human Rights and Social Justice. The enhanced content was targeted toward the SWK 6140: Social Welfare Policies and Institutions class (Generalist) as well as the SWK 6533: Advanced Macro class (Specialist). The point persons for the curriculum circles for these classes purchased the text, Teaching Human Rights: Curriculum Resources for Social Work Educators, edited by Hokenstad, Healy, and Segal. This book was utilized as a resource for development of enhanced instructional methods pertaining to Human Rights and Social Justice. At the generalist level, a "Global Village" exercise was initiated. This exercise assigned each student to research a subject representing $1/100^{th}$ of the world's population. Students presented the findings of their research and related the findings to the human rights that are most likely realized or denied for each subject. The student related these findings to considerations of global dynamics resulting in oppression. The students also studied the U.N. Declaration of Human Rights, other human rights-related documents, and theories of human rights. Students then produced a paper that also addressed core causes of the violation of their subjects' human rights as well as strategies to eliminate oppressive structural barriers. This project was not fully implemented until the current year, and students are finding the exercise challenging. Students are particularly challenged with regard to the "strategies" section of the exercise, and additional curricular support will need to be put in to place to support development of this Competency.
- Also in 2017-2018, student performance with regard to critical thinking demonstrated an opportunity for further development. Critical thinking is also a University Learning Outcome for Aurora University. In addition, critical thinking aligns with the "cognitive processes" dimension of holistic competence. Accordingly, faculty became aware of a need to infuse additional opportunities to focus on critical thinking into the curriculum. Examples of the ways in which this has been implemented thus far include: 1) a debate was added to the SWK 6140 (Social Welfare Policies and Institutions) class. Debate topics vary by instructor – one debate this year related to the affirmative statement: Medicare For All should be adopted as the singular health insurance provision structure for the United States.

- The shift from the 2008 EPAS to the 2015 EPAS was fully implemented for the 2018-2019 academic year. This shift uncovered a substantial need to infuse different and additional curricular content into the School of Social Work's curriculum across locations and modalities. The majority of the needs identified related to the Specialization year. Thus, a number of specific curricular adaptations have been made. Examples follow:
    - Previously, Competencies 1 and 2 were addressed in the SWK 6521: Practice IV: Clinical Concentration II class. However, we discovered that, given that Competencies 6 through 9 were also being addressed in this class, along with psychodynamic theory, the first two Competencies were being inadequately addressed. Accordingly, we shifted the teaching and assessment of the first two classes to SWK 6500: Social Work Perspectives / Psychopathology*. The competencies are a good fit for this class and have helped to enliven the curricular content for the class.
    - Previously, Competency 4 was not adequately addressed in the Specialization year. In response, we shifted the course content for SWK 6511: Practice III: Clinical Concentration I. This course previously focused primarily on CBT and family systems therapeutic methods. However, we adjusted the curriculum in order to ensure that students have the opportunity to engage in concentrated study on evidence-based practice as applied to their case studies. Now, students are required to obtain and interpret empirically-based, peer reviewed research as applied to their case studies and to derive clinical implications based on their review of those studies. In addition, students are required to articulate strategies for evaluation of the effectiveness of clinical practice techniques they identify as appropriate for their case studies. These areas of focus are consistent with the identity and mission of the School of Social Work as a clinical practice-focused program.

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

At present, the assessment of the implicit curriculum is primarily focused on the use of a School of Social Work Exit Survey. This survey is provided electronically to all School of Social Work graduates (including August and December graduates for the previous year) in April of every academic year. The same survey is used across all program locations and modalities. The findings of the Exit Survey administered in April of 2019 are presented below. These findings represent the students in the online program ONLY. The elements of the implicit curriculum that are addressed in this survey include:

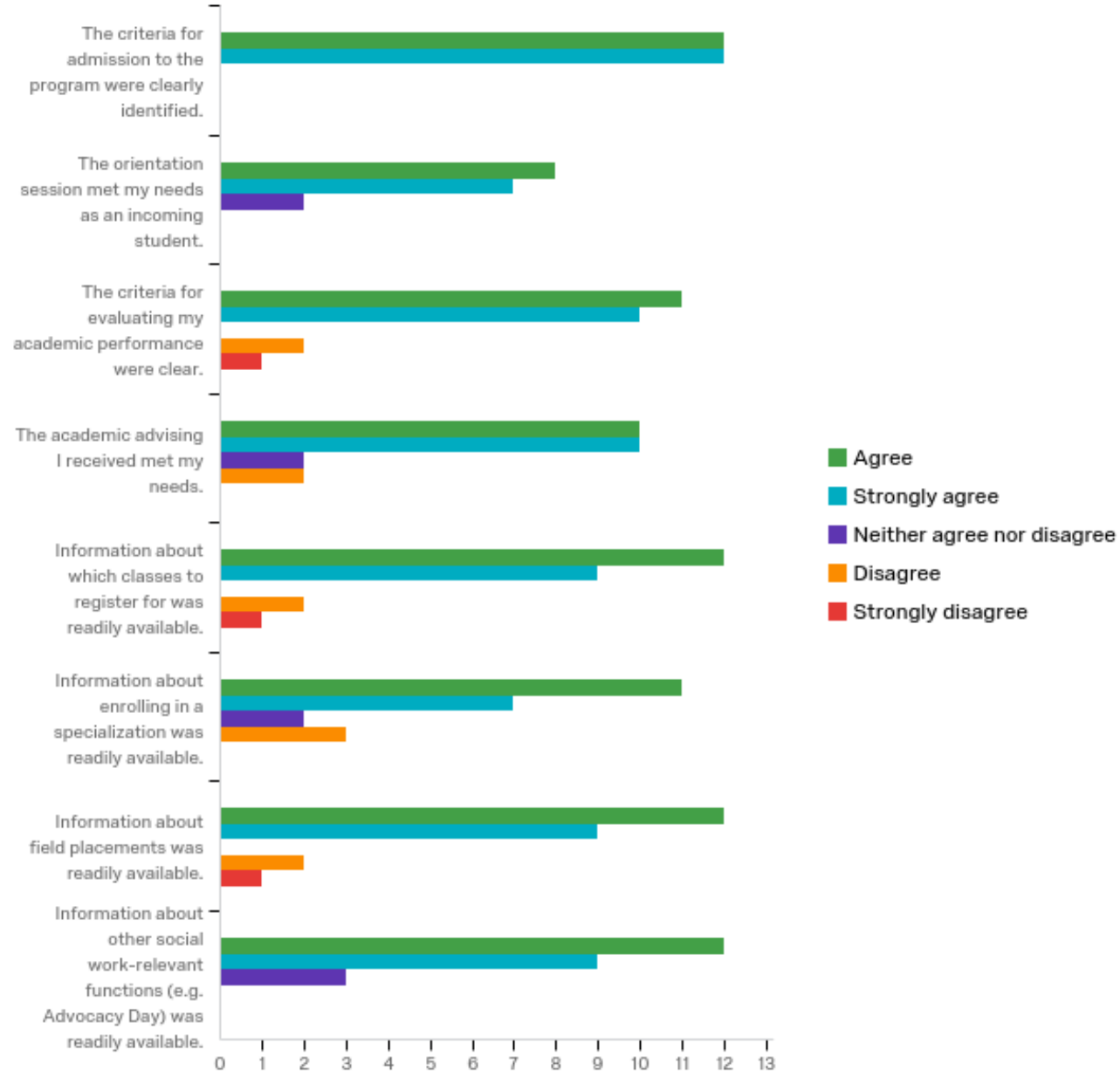
- M3.1.1, Admissions
- 3.1.6, Advising
- 3.1.7, Evaluation of Academic and Professional Performance
- 3.2.7, Faculty Behavior
- In addition, the Survey addresses quality of instruction class sizes, availability of instructors (3.2.7) and leadership (M3.3.4(c)) and class sizes. The Survey also addresses the process of matching students with Field placements, the quality of instruction, and availability of Field Liaisons

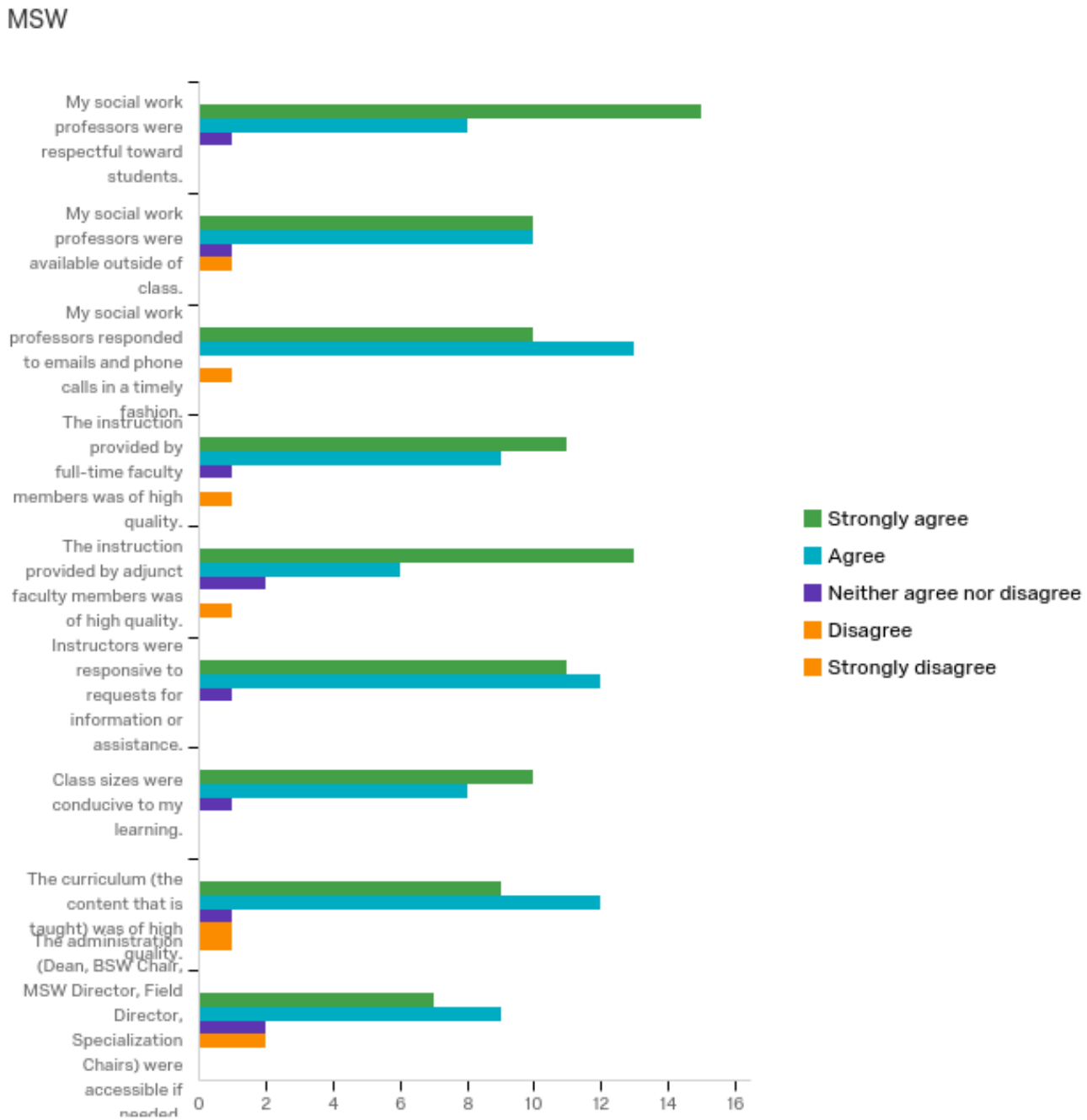
The primary finding to emerge from the assessment of the implicit curriculum in the past several years relates to the quality of instruction by adjunct faculty members. A number of changes have been instituted as a result of this finding. In some cases, adjunct faculty members have not been invited back to teach. However, the majority of the changes made in response to these findings relate to training of adjunct instructors. Adjunct instructors have always been expected to attend an orientation meeting. However, a number of additional, periodic training opportunities have been developed in order to augment the initial on-boarding of adjunct faculty members. The training sessions vary in topic. For instance, fairly extensive initial training on the use of the Via system (utilized for assessment starting in 2018-2019) was provided. Examples of additional topics include:

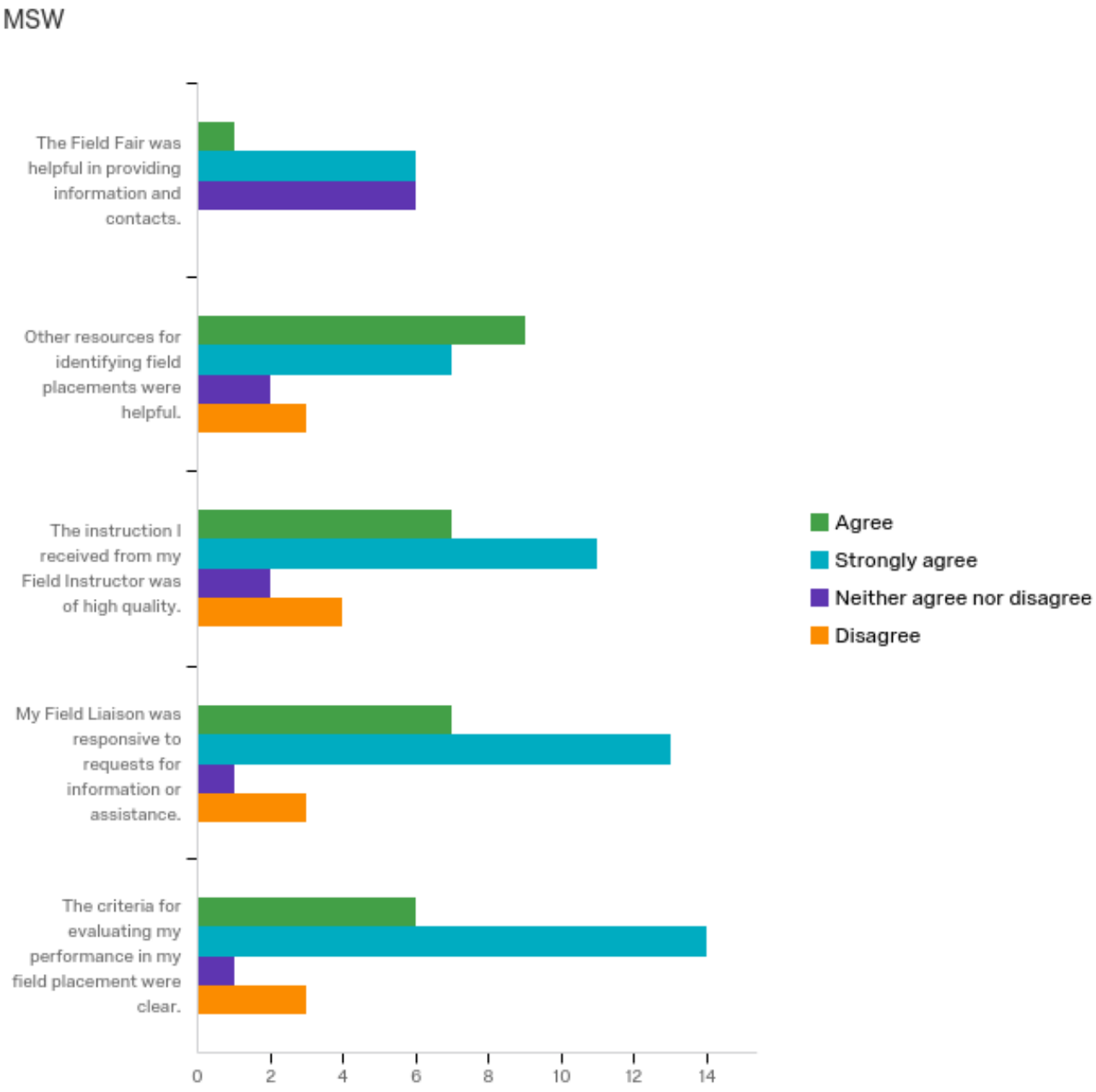
- The BSW curriculum, the MSW curriculum, and understanding Advanced Standing
- Aligning writing expectations to the developmental stage of the student
- University expectations for student writing; how to assess student writing
- Strategies for enhancing student writing performance (including: utilization of the required Writing for the Human Services Professions textbook; utilization of drafts and feedback to strengthen writing)
- When and how to utilize peer review as an instructional method
- How to use formative assessment (low-points, introductory assignments with ample feedback) as a strategy for strengthening student performance
- Use of keys / rubrics to help strengthen alignment of student work with expectations
- Use of tools such as TurnItIn and Grammarly
- Aligning points allotted for assignments with EPAS Competencies in order to strengthen student demonstration of Competencies

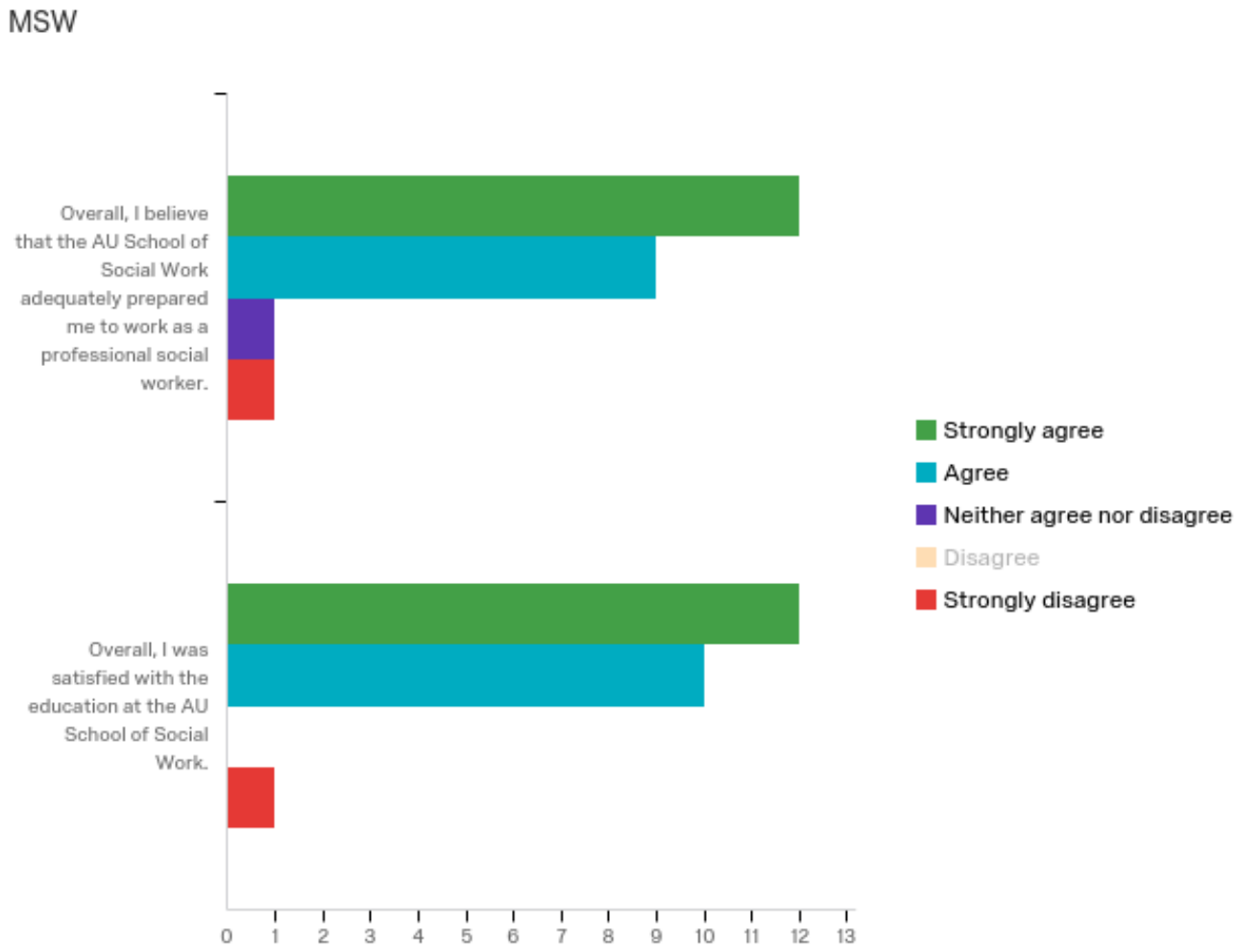
School of Social Work Exit Survey, April 2019, MSW Online Students

MSW


The criteria for admission to the program were clearly identified.
The orientation session met my needs as an incoming student.
The criteria for evaluating my academic performance were clear.
The academic advising I received met my needs.
Information about which classes to register for was readily available.
Information about enrolling in a specialization was readily available.
Information about field placements was readily available.
Information about other social work-relevant functions (e.g. Advocacy Day) was readily available.
0 1 2 3 4 5 6 7 8 9 10 11 12 13
Agree
Strongly agree
Neither agree nor disagree
Disagree
Strongly disagree


MSW
My social work professors were respectful toward students.
My social work professors were available outside of class.
My social work professors responded to emails and phone calls in a timely fashion.
The instruction provided by full-time faculty members was of high quality.
The instruction provided by adjunct faculty members was of high quality.
Instructors were responsive to requests for information or assistance.
Class sizes were conducive to my learning.
The curriculum (the content that is taught) was of high quality.
The administration (Dean, BSW Chair, MSW Director, Field Director, Specialization Chairs) were accessible if needed
0
2
4
6
8
10
12
14
16
Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree


MSW
The Field Fair was helpful in providing information and contacts.
Other resources for identifying field placements were helpful.
The instruction I received from my Field Instructor was of high quality.
My Field Liaison was responsive to requests for information or assistance.
The criteria for evaluating my performance in my field placement were clear.
0
2
4
6
8
10
12
14
Agree
Strongly agree
Neither agree nor disagree
Disagree


MSW
Overall, I believe that the AU School of Social Work adequately prepared me to work as a professional social worker.
Overall, I was satisfied with the education at the AU School of Social Work.
0
1
2
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13
Strongly agree
Agree
Neither agree nor disagree
Disagree
Strongly disagree

Appendix A

Faculty Curriculum Vitaes

Full-time MSW Administration, Faculty and Staff CVs

1. Name of faculty member **Alison S. Arendt**

2. Degree information

- Degree — Master of Social Work
- Institution granting degree — Aurora University
- Major — Social Work
- Date awarded (month/year) — May 2000

- Degree — Bachelor of Arts
- Institution granting degree — Northern Illinois University
- Major — Psychology
- Date awarded (month/year) — May 1996

3. Academic appointments

- Employing academic institution — Aurora University
- Title — BSW Chair and Assistant Professor of Social Work
- City and state — Aurora, IL
- Start date (month/year) — Aug. 2014
- End date (month/year) — Current

4. Professional post–baccalaureate and post–master's social work experience

- Employer — Self Employed
- Position — Private Practice Therapist
- City and state — Geneva, IL
- Start date (month/year) — Dec. 2017
- End date (month/year) — current

- Employer — LifeWork Counseling
- Position — Therapist
- City and state — Hinsdale, IL
- Start date (month/year) — Oct. 2012
- End date (month/year) — Jul. 2014

- Employer — Aurora University
- Position — Director of Field Instruction: Social Work
- City and state — Aurora, IL
- Start date (month/year) — Apr. 2007
- End date (month/year) — Jul. 2014

- Employer Communities In Schools, Inc.
- Position Program Director
- City and state Aurora, IL
- Start date (month/year) Aug. 2002
- End date (month/year) Mar. 2007

- Employer Elgin Mental Health Center: State of Illinois DHS
- Position Social Worker II
- City and state Elgin, IL
- Start date (month/year) Aug. 2000
- End date (month/year) July 2002

5. List your current professional, academic, community-related, and scientific memberships.
NASW- IL Chapter
CSWE

6. List your community service responsibilities and activities for the last 3 years.
Faculty Advisor to Phi Alpha Honor Society- Aurora University Zeta Epsilon Chapter
Aurora University Faculty Senate Vice Chair (2019-2020)
School of Social Work Assessment Committee Chair (2019-2020)
Aurora University Undergraduate Curriculum Committee (2018-2020)
Undergraduate Research Symposium Planning Committee (2018-2019)
Aurora University Faculty Senate Senator (2016-2018)

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
Meritorious Faculty Award 2019 from Aurora University Student Association

8. List your professional presentations presented during the last 5 years.
Arendt, A.S., Kronner, H. (October 24, 2014) *Using Peer Role-Plays in a Diversity Course to Teach Cultural Competence.* Council on Social Work Education Annual Program Meeting.
Arendt, A. S., Samii, L, Mann, T., Ressl, W. (February 2015) *Creating your Personal Brand*, Faculty Teaching and Research Symposium, Aurora University.
Arendt, A.S.(October 30, 2015) *The Ethics Audit: A tool for organizations and social workers to use to return to START, Fall 3 CEU credits,* Aurora University.
Arendt, A.S. & Barnwell, B.J. (September 29, 2017) *Trauma Informed Cultural Competence*, 3 CE credits, Aurora University.
Arendt, A.S. & Barnwell, B.J. (September 29,2017) *Trauma Informed Ethical Practice*, 3 CE credits, Aurora University.
Arendt, A.S. (April 8, 2019). *Ethical Decision Making at the Organizational Level,* 3 CE credits, Evangelical Child and Family Agency, Wheaton, IL
Arendt, A.S. (April 22, 2019). *Supporting Students Through Difficult Discussions,* 2 CE credits, Aurora University.

9. List your professional publications for the last 5 years. Include the title of the publication or

journal, the month and year it was published and the city and state of the publisher.
None

10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Dr. Brenda J. Barnwell

2. Degree information

- Degree Doctor of Social Work
- Institution granting degree Aurora University
- Major Doctor of Social Work
- Date awarded (month/year) 05/2015

- Degree Certified Alcohol and other Drugs Counselor
- Institution granting degree Waubonsee Community College
- Major Certificate Preparation for CADC
- Date awarded (month/year) 08/2007

- Degree Master's of Social Work
- Institution granting degree Aurora University
- Major Master's of Social Work
- Date awarded (month/year) 05/2005

- Degree Bachelor of Arts
- Institution granting degree North Central College
- Major English
- Date awarded (month/year) 06/1984

- Degree Associate of Arts
- Institution granting degree Rock Valley College
- Major Associate of Arts
- Date awarded (month/year) 05/1982

3. Academic appointments

- Employing academic institution Aurora University
- Title Dean, School of Social Work
- City and state Aurora, Illinois
- Start date (month/year) 02/2018
- End date (month/year) Present

- Employing academic institution Aurora University
- Title Director of Graduate Studies in the School of Social Work
- City and state Aurora, Illinois
- Start date (month/year) 07/2015
- End date (month/year) 07/2018

- Employing academic institution Aurora University
- Title Associate Professor and Coordinator of the School Social Work Specialization
- City and state Aurora, Illinois
- Start date (month/year) 09/2013
- End date (month/year) 10/2016

- Employing academic institution Aurora University
- Title Associate Professor and Coordinator of the Child Welfare Specialization
- City and state Aurora, Illinois
- Start date (month/year) 09/2013
- End date (month/year) 07/2015

- Employing academic institution Aurora University
- Title Associate Professor and Coordinator of the Addictions Specialization
- City and state Aurora, Illinois
- Start date (month/year) 09/2014
- End date (month/year) 09/2015

- Employing academic institution Aurora University
- Title Chair of the BSW Program
- City and state Aurora, Illinois
- Start date (month/year) 08/2008
- End date (month/year) 09/2013

- Employing academic institution Aurora University
- Title Visiting Instructor
- City and state Aurora, Illinois
- Start date (month/year) 07/2007
- End date (month/year) 08/2008

4. Professional post–baccalaureate and post–master's social work experience
   - Employer Joi Counseling Center
   - Position Executive Director, LCSW, CADC, Certified Mediator & Forensic Evaluator
   - City and state Yorkville, Illinois
   - Start date (month/year) 05/1998
   - End date (month/year) Present

   - Employer Kendall County Special Education Cooperative
   - Position Co-team Leader and School Social Worker
   - City and state Yorkville, Illinois
   - Start date (month/year) 08/1985
   - End date (month/year) 06/2005

- Employer Kendall County Special Education Cooperative
- Position Preschool Screening Coordinator
- City and state Yorkville, Illinois
- Start date (month/year) 08/1995
- End date (month/year) 06/1996

- Employer Education Service Network for Kendall and Will Counties
- Position Attendance Specialist
- City and state Yorkville, Illinois
- Start date (month/year) 08/1989
- End date (month/year) 08/1995

- Employer North Central College
- Position Admissions Counselor
- City and state Naperville, Illinois
- Start date (month/year) 07/1984
- End date (month/year) 06/1989

5. List your current professional, academic, community-related, and scientific memberships.
Group for the Advancement of Doctoral Education in Social Work, 2018
Council on Social Work Education, 2007 to present.
National Association for Addiction Professionals, NAADAC.org, 2016 to present
Board Certified Diplomat, 2002 to present.
National Association of Social Workers, 1994 to present.
Illinois Association of School Social Workers, 1994 to 2016.
Illinois Association At-Risk Youth, 1989 to 1995.

6. List your community service responsibilities and activities for the last 3 years.
Licensure and Regulations Competencies Task Force, CSWE, ASWB, NAASW, 2017-2018.
Oswego School District 308, Paper Tigers, Panel Member, November, 2017
Trauma Competencies Task Force, Council on Social Work Education, 2016-2017.
Program Director Academy, Council on Social Work Education, 2016-2017.

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
None

8. List your professional presentations presented during the last 5 years.
"The Interrelatedness of Addiction Treatment and the Criminal Justice System: Exploring how the Criminal Justice System can Support the AOD Treatment System, and how the AOD Treatment System can Support the Criminal Justice System," three-hour co-presentation, Illinois Certification Board Annual Spring Conference, March 19, 2018.

"Trauma Informed Cultural Competence," three-hour co-presentation, Field Supervisors

and Liaisons, Aurora, University, September 29, 2017.

"Trauma Informed Ethical Decision Making," three-hour co-presentation, Field Supervisors and Liaisons, Aurora, University, September 29, 2017.

"Ethical Related Reflective Practice and You," three-hour presentation, Northern Illinois University, May 9, 2017.

"An Integrated Understanding of Mindfulness, Shame and Addiction," three-hour presentation, Illinois Certification Board Annual Spring Conference, March 22, 2017.

"Ethical Related Reflective Practice and You," four-hour presentation, Illinois Certification Board Annual Spring Conference, March 20, 2017.

"Ethics: A Reflective Approach," three-hour presentation, Rockford Public School District In-Service, February 17, 2017.

"Let's Develop a Framework to Resolve Ethical Dilemmas Using the Lens of a School Social Worker," three-hour presentation, Champions of Positive Change, IASSW & Midwest School Social Workers, 2016 Conference, Lisle, Illinois, October 28, 2016.

"Path to Private Practice," one and a half-hour panel presentation, NASW-IL Annual Conference, Lisle, Illinois, October 20, 2016.

"Ethics Related Reflective Practice," two one-and-a-half-hour presentations, Elgin Mental Health, May 24 and May 31, 2016.

"The Interrelatedness of Trauma, Adolescents, and Addiction," four-hour presentation, Illinois Certification Board Annual Spring Conference, March 14, 2016.

"Clinical Supervision: Providing Ethical and Culturally Diverse Guidance to Professionals of Today," three-hour presentation, Family Counseling Services, Aurora, Illinois, October 9, 2015.

"Mentoring Graduate Students," three-hour presentation, Aurora University Graduate Studies, Aurora, Illinois, September, 2015.

"Cultural Competencies for the Helping Professions," three-hour presentation, Joliet Hospice, Joliet, Illinois, September 11, 2015.

"Ethics & Diversity in Behavioral Health," three-hour presentation, Linden Oaks Hospital, Naperville, Illinois, August 14, 2015.

"Teaching & Modeling Ethical Decision Making with Interns and Colleagues," three-hour presentation, Aurora University, Field Supervisor CEU Event, Aurora, Illinois, March 20, 2015 and at George Williams College, Williams Bay, Wisconsin, June 19, 2015.

"Ethical Considerations for the Helping Professions," three-hour interactive presentation, Joliet Hospice, Joliet, Illinois, May 29, 2015.

"Mary Richmond's Method of Reform for Clinical Social Work and Treatment for Divorcing Parents: Using History to Improve Current Clinical Social Work Practice in High Conflict Cases," Doctoral Poster Session, Aurora University, Graduate Student Symposium, Aurora, Illinois, March 18, 2015.

"Ethical Decision Making with Colleagues," two one-and-a-half-hour presentations during Grand Rounds at Elgin Community Mental Health, Elgin, Illinois, March 10 and 24, 2015.

"Clinical Supervision: Providing Ethical and Culturally Diverse Guidance to Professionals of Today," four-hour presentation, Illinois Certification Board, Illinois Alcohol and Other Drugs Abuse Professional Certification Association, Inc. (IAODAPCA), Spring Conference, Itasca, Illinois, March 16, 2015.

"Custody Evaluations: From an exploration to an explanation," three-hour presentation at staff development meeting, Family Shelter Services, Wheaton, Illinois, October, 13, 2014.

"The Connection Among Family Systems Theory, Relational-Cultural Theory and the Field of Addictions," three and a half-hour presentation, Illinois Certification Board, Illinois Alcohol and Other Drugs Abuse Professional Certification Association, Inc. (IAODAPCA), Spring Conference, Itasca, Illinois, March 20, 2014.

"Models of Classroom Inquiry," Inquiry Portfolio Panel Presentation, Aurora University Faculty Teaching and Research Symposium, Aurora University, Aurora, Illinois, February 19, 2014.

"Recognize and Embrace the Role of Diversity and Social Justice in Understanding and Addressing Ethical Dilemmas in Mental Health," two two-hour presentations during Grand Rounds at Elgin Community Mental Health, Elgin, Illinois, February 11 and 25, 2014.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Licensing and Regulation Curricular Guide. Curriculum Guide Task Force: CSWE, ASWB, and NASW Insurance Company. 05/2019. Alexandria/Virginia

CSWE Trauma Curricular Guide. Curriculum Guide Task Force. 05/2018. Alexandria/Virginia.

Co-authored: "Mary Richmond's Retail Method in Treating Divorcing Parents with High Conflict." Journal of Sociology and Social Work. Https://doi.org/10.15640/jssw.v4n2a3. DOI: 10.15640/jssw.v4n2a3. (December, 2016).

Co-authored: "Treating High Conflict Divorce," published in volume 4, issue 2 of Universal Journal of Psychology. Http://www.hrpub.org DOI: 10.13189/ujp.2016.040206. (2016).

Co-authored: "Assessment of Self Cohesion (ASC)," published in volume 2 issue 9 of International Journal of Research in Humanities and Social Sciences (IJRHSS). Http://www.ijrhss.org/v2-i9.php. (September, 2015).

10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Kristen Esposito Brendel

2. Degree information

PhD
Loyola University Chicago
Social Work
May 2011

Master of Social Work
Aurora University
Social Work
May 1998

Bachelor of Arts
Benedictine University
Psychology
August 1995

3. Academic appointments

Employing academic institution	Aurora University
• Title	Associate Professor
• City and state	Aurora, IL
• Start date (month/year)	August 2011
• End date (month/year)	Present

4. Professional post–baccalaureate and post–master's social work experience

• Employer	Per La Vita Wellness, LLC
• Position	Founder/Director/Clinical Social Worker
• City and state	Oswego, IL
• Start date (month/year)	September 2003
• End date (month/year)	Present

• Employer	Plainfield School District
• Position	School Social Worker
• City and state	Plainfield, IL
• Start date (month/year)	August 1998
• End date (month/year)	June 2005

5. List your current professional, academic, community-related, and scientific memberships.
International Association of Yoga Therapy, 2017-present
Society for Social Work Research, 2011-present
National Association of Social Workers, 1995 to present

6. List your community service responsibilities and activities for the last 3 years.
Waterford Cancer Care Resource Center 2015-present
Board Member- Project Casa Mare 2012-present

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
University of Texas at Austin- Research Grant 2013
Meta-analysis- Research Grant 2016
The Leonard E. Gibbs Award 2017

8. List your professional presentations presented during the last 5 years.
International
International Society for Contemplative Research Phoenix, AZ November 2018
Are School Based Mindfulness Interventions Effective? A Campbell systematic review and meta-analysis. Global Evidence Summit, Cape Town, South Africa, September 2017

Are School Based Mindfulness Interventions Effective? A Campbell systematic review and meta-analysis. Campbell Collaborations Annual Colloquium, Belfast, Ireland, June 2014

Effects of School-Based Interventions with U.S. Military-Connected Children: A Systematic Review.

National

Coalition of Mindful Schools: Educating Mindfully, St. Charles, IL, March 2019

The Future of Mindfulness in Schools Society for Social Work Research, New Orleans, LA, January 2017

Effects of yoga as a mindfulness based intervention in the school setting: A systematic review and meta-analysis

Mindfulness-Based Interventions for Youth with Anxiety: A Systematic Review and Meta-Analysis

Are School-Based Mindfulness Interventions Effective? A Systematic Review and Meta-Analysis Society for Yoga Research, Stockbridge, MA, September 2016

Effects of yoga as a mindfulness based intervention in the school setting: A systematic review and meta-analysis, Society for Social Work Research, Washington, D.C. January 2016

Content Analysis of Causal and Prescriptive Statements in Peer-Reviewed Social Work Journals, Society for Research on Educational Effectiveness Washington D.C., March 2015

Interventions for School Refusal Behavior with Primary and Secondary School Students: A Campbell Systematic Review and Meta-Analysis, Society for Social Work Research, San Antonio, TX, January 2014

Effects of Interventions with Military-Connected Students: A Systematic Review, Society for Social Work Research, San Antonio, TX, January 2014

Psychosocial Interventions for School Refusal Behavior: A Systematic Review and Meta-Analysis

9. List your professional publications for the last 5 years

Borquist-Conlon, D., Brendel, K.E., Maynard, B., & Zastrow, C., Farina, A. (2019). Mindfulness-based interventions for youth with anxiety: A systematic review and meta-analysis. *Research on Social Work Practice*. *Research on Social Work Practice, 29,* 195-205. DOI: doi.org/10.1177/1049731516684961

Maynard, B. R., Heyne, D., Brendel, K. E., & Bulanda, J. J., Thompson, A. M. & Pigott, T. D. (2018). Treatments for school refusal among children and adolescents: A systematic review and meta-analysis [Special Issue]. *Research on Social Work Practice,* 1-12. DOI: 10.1177/1049731515598619 http://journals.sagepub.com/doi/abs/10.1177/1049731515598619

Maynard, B.R., Solis, M., Miller, V., Brendel, K.E. (2017). Mindfulness-based interventions for Improving Academic Achievement, Behavior and Socio-Emotional Functioning of Primary and Secondary Students: A Systematic Review. https://www.campbellcollaboration.org/library/mindfulness-based-interventions-primary-and-secondary-school-students.html

Maynard, B.R., Solis, M., Miller, V., Brendel, K.E. (2015). Mindfulness-based interventions for improving academic achievement, behavior and socio-emotional

functioning of primary and secondary students: A systematic review. *Campbell Collaboration Protocol.* *https://www.campbellcollaboration.org/media/k2/attachments/Maynard_Mindfulness_Protocol.pdf*

Maynard, B. R., Heyne, D., Brendel, K. E., & Bulanda, J. J., Thompson, A. M. & Pigott, T. D. (2015). Treatments for school refusal among children and adolescents: A systematic review and meta-analysis. *Research on Social Work Practice,* 1-12. DOI: 10.1177/1049731515598619 http://journals.sagepub.com/doi/abs/10.1177/1049731515598619

Maynard, B. R., Brendel, K. E., & Bulanda, J.J., & Pigott, T. D. (2015). Psychosocial interventions for school refusal behavior with elementary and secondary school students: Campbell Review Protocol. *Campbell Collaboration*. http://www.campbellcollaboration.org/lib/project/232/

Brendel, K.E, Maynard, B., Albright, D. & Bellomo, M. (2014). Effects of School-Based Interventions with U.S. Military-Connected Children: A Systematic Review. *Research on Social Work Practice*, *24*, 649-658. http://rsw.sagepub.com/content/24/6/649.abstract

Brendel, K.E. & Maynard, B.R. (2014). Child-parent interventions for childhood anxiety disorders: A systematic review and meta-analysis. *Research on Social Work Practice, 24*, 287-295. http://rsw.sagepub.com/content/24/3/287.full.pdf?ijkey=GurVxVvlCmY58Oa&keytype=ref

10. Include any other relevant information below or as a separate attachment. N/A

1. Name of faculty member Christina Bruhn

2. Degree information

- Degree: PhD
- Institution granting degree: University of Illinois at Chicago
- Major: Social Work
- Date awarded (month/year): May, 2003

- Degree: MSW
- Institution granting degree: University of Illinois at Chicago
- Major: Social Work
- Date awarded (month/year): May, 1996

3. Academic appointments

- Employing academic institution: Aurora University
- Title: Associate Professor
- City and state: Aurora, IL
- Start date (month/year): 8/2015
- End date (month/year) present

- Employing academic institution: Aurora University

- Title: Assistant Professor
- City and state: Aurora, IL
- Start date (month/year): 8/2009
- End date (month/year) 8/2015

4. Professional post–baccalaureate and post–master's social work experience
   - Employer: Children and Family Research Center, University of Illinois at Urbana-Champaign School of Social Work
   - Position: Research Specialist
   - City and state: Chicago, IL
   - Start date (month/year) 8/2000
   - End date (month/year) 8/2009

   - Employer: House Calls Counseling
   - Position: Psychotherapist
   - City and state: Wilmette, IL
   - Start date (month/year) 1/2006
   - End date (month/year) 9/2013

5. List your current professional, academic, community-related, and scientific memberships.
   Council on Social Work Education
   National Association of Social Workers
   LSCW License # IL 149.016391

6. List your community service responsibilities and activities for the last 3 years.
   - Chair, 9 Dissertation Committees
   - Methodologist, 2 Dissertation Committees
   - Academic Conduct and Integrity Committee
   - General Education Committee
   - Title IX Response Team Investigator
   - Faculty Senate
   - Council on Social Work Education, Commission on Educational Policy, 2 terms
   - Appointed to the joint Commission on Educational Policy / Council on Accreditation Joint 2022 EPAS Committee
   - Council on Social Work Education, Accreditation Site Visitor
   - Council on Social Work Education, APM Track Co-Chair, Educational Outcomes Assessment
   - Higher Learning Commission, Peer Review Corp
   - Illinois Children's Mental Health Partnership**,** appointment by Governor Pat Quinn
   - Grant Reviewer, 2017 National Institute on Disability, Independent Living, and Rehabilitation Research, Field Initiated Projects (Research; Development)
   - Grant Reviewer, 2016 National Institute on Disability, Independent Living, and Rehabilitation Research, Field Initiated Projects (Research; Development)
   - Reviewer, Journal of Social Work Education, 2017 – present
   - Reviewer, Journal of the Society for Social Work and Research, 2009 – present

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

2011-present Contracted Evaluator – 21st Century Community Learning Centers Evaluations
Illinois State Board of Education ($880,000). Contributed to 7 awarded grant applications. Carried out evaluation of after-school programming in 22 schools at elementary, middle, and high school levels.

2015-2017 Evaluator – Mentoring and Vocation in the Final Two Years of College Network for Vocation in Undergraduate Education, Council of Independent Colleges ($50,000). Contributed to awarded grant application, carried out evaluation.

8. List your professional presentations presented during the last 5 years.

Bruhn, C.M. (October, 2017). *Development and use of rubrics for assessment of student learning outcomes in social work education* (Revised). Presented at the 2017-2018 Council on Social Work Education Assessment Academy / Annual Program Meeting of the Council on Social Work Education, Dallas, TX.

Bruhn, C.M. & Ortiz, J. (May, 2017). *Evaluation: Lessons from the field.* Presented at the Illinois 21st Century Community Learning Centers Spring Conference, Normal, IL.

Bruhn, C.M. (November, 2016). *Development and use of rubrics for assessment of student learning outcomes in social work education*. Presented at the First Annual Council on Social Work Education Assessment Academy / Annual Program Meeting of the Council on Social Work Education, Atlanta, GA.

Bruhn, C.M. (May, 2015). *Youth-led approaches to reduction of stigma concerning mental illness and mental health needs*. Presented at the International Communication Association Annual Conference, San Juan, Puerto Rico.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Helton, J., Lightfoot, E., Fu, Q.J., & Bruhn, C. (2019). Prevalence and severity of child impairment in a U.S. sample of child maltreatment investigations. *Journal of Developmental and Behavioral Pediatrics, 40*(4), 285-292. doi: 10.1097/DBP.0000000000000655.

Bruhn, C.M. & Bulanda, J.J. (2016). Engaging undergraduates in the study of research methodology. In F.A. Wilson & J.L. Thomas (Eds.). *Handbook for undergraduate research advisers*. New York: Rowan & Littlefield.

Bulanda, J.J., Bruhn, C. Byro-Johnson, T., & Zentmyer, M. (2014). Addressing mental health stigma among young adolescents: Evaluation of a youth-led approach. *Health & Social Work, 39* (1), 1-9. doi: 10.1093/hsw/hlu008.

10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Robert Campbell

2. Degree information

· Degree – Doctorate of Clinical Social Work

· Institution granting degree – Aurora University

· Major – Doctorate of Clinical Social Work

· Date awarded (month/year) – 05/17

· Degree – Master of Social Work

· Institution granting degree – Aurora University

· Major – Master of Social Work

· Date awarded (month/year) – 05/17

· Degree – Bachelor of Science

· Institution granting degree – Illinois State University

· Major – Education

· Date awarded (month/year) – 05/99

3. Academic appointments

· Employing academic institution – Aurora University

· Title – Associate Professor

· City and state – Aurora, Illinois

· Start date (month/year) – 08/09

· End date (month/year) – Present

4. Professional post–baccalaureate and post–master's social work experience

· Employer - C.A. Counseling Consultants

· Position – Owner/Family Therapist

· City and state – Williams Bay, Wisconsin

· Start date (month/year) – 01/14

· End date (month/year) - Present

· Employer – University of Illinois College of Medicine

· Position – Lead Psychiatric Crisis Social Worker

· City and state – Rockford, Illinois

· Start date (month/year) – 01/07

· End date (month/year) – 08/16

· Employer – Department of Corrections

· Position – Adult Probation Officer

· City and state – Beloit, Wisconsin

· Start date (month/year) – 01/07

· End date (month/year) – 08/11

· Employer – Therapeutic Day School Consultant

· Position – Behavioral Specialist

· City and state – Machesney Park, Illinois

· Start date (month/year) – 01/08

· End date (month/year) – 08/11

5. List your current professional, academic, community-related, and scientific memberships.

National Association of Social Work (NASW) WI and IL

School Social Work Association of America (SSWAA)

National Organization for Victim Assistance (NOVA)

Court Appointed Special Advocates (CASA)

Illinois School Board of Counselors (ISBC)

Daily Strength Sexual Abuse Advocacy Program, Registered Counselor

6. List your community service responsibilities and activities for the last 3 years.

N/A

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

N/A

8. List your professional presentations presented during the last 5 years.

N/A

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

N/A

10. Include any other relevant information below or as a separate attachment.

ADDITIONAL TRAINING

Strategic Neural linguistic programming (NLP), 03/03-09/ 2015

Hypnotic Neural linguistic programmer 03/2015, 0512006, 06/2013

Deep Trance Hypnosis 03/03-09/ 2015, 05/2018

DSM-5 diagnostic coding/ treatment (Diagnostic and Statistical Manual of mental disorders), Jay Berk, Ph.D. 01/2014

Organizational Analysis/ Operational Psych training, 05/05/2014

Sociolinguistic Analysis, 06/10-13/2014

Comprehensive Interview & Interrogation Training Techniques, Jeffrey N. Baile & Associates, Mobile Transport Unit 4, 8/23-8/24/2010

Reid Advanced Interview & Interrogation Techniques, John E. Reid & Associates, Inc. Oakbrook, IL. 1/31-2/4-2011, 3/20-3/23-2012, 2/10-2/14, 2013

Behavior and Cognitive Modification Implementing Neuro-Linguistic Programming (NLP), Judith Beck, Ph.D. 2011

Trauma, Traumatic Grief & Post Traumatic Stress Disorder (PTSD), D. T. Bowers, 09/15-17/2010

Techniques for Children with Emotional and Behavioral Problems, Jay Berk, Ph. D, 03/21-22/2009

Aggression Replacement Therapy (ART), PESI, 03/02-04/2009

Cognitive Behavioral Treatment, Jay Berk, Ph.D PESI, 10/15-16/2009

Eye Movement Desensitization and Reprocessing (EMDR) Training, Linda Curran, PESI, 01/12-13/2009

LICENSES

Wisconsin State License Clinical Social Worker: # 7693-123 Expiration: 02/28/2020 Illinois State License Clinical Social Worker: # 149014005 Expiration: 11/30/2019

Illinois Teaching Certificate (LBS-I; Special Education Public Schools Educator: K-12th grade) Illinois School Social Worker Type 73 (K-12th Grade)

NLP-P Neurolinguistic Programming Practitioner

ADOS and ADI-R certified since 2007 (certification renewal 2011, 2013, 2015, 2017, 2018, 2019) Certified Neurolinguistic Programming

Certified Hypnotherapist

Certified LMFT Supervisor (active 2019)

1. Name of faculty member Ariana Carlson Maggio, LCSW, PEL:SSW

2. Degree information
   - Master of Social Work
   - Aurora University
   - Social Work
   - 08/2014

   - Bachelor of Social Work
   - Aurora University
   - Social Work
   - 05/2013

3. Academic appointments
   - Aurora University
   - Assistant Field Director (Non-Faculty)
   - Aurora, Illinois

- 08/2015
- Present

- Aurora University
- Adjunct Field Liaison
- Aurora, Illinois
- 08/2017
- Present

- Aurora University
- Adjunct Instructor
- Aurora, Illinois
- 08/2015
- Present

4. Professional post–baccalaureate and post–master's social work experience
   - Teen Parent Connection
   - Parent Group Program Manager
   - Glen Ellyn, Illinois
   - 01/2016
   - 08/2018

   - Teen Parent Connection
   - Parent Group Coordinator
   - Glen Ellyn, Illinois
   - 11/2014
   - 01/2016

   - Teen Parent Connection
   - Parent Group Facilitator
   - Glen Ellyn, Illinois
   - 01/2014
   - 11/2014

5. List your current professional, academic, community-related, and scientific memberships.
   - National Association of Social Workers Illinois Chapter
   - School District 308 School Community Resource Collaborative Leadership Team
   - Illinois Association for Infant Mental Health

6. List your community service responsibilities and activities for the last 3 years.
   - Leadership role within School District 308 School Community Resource Collaborative (2018-2019)
   - Participation in Addison Resources Connect (2017-2018)
   - Leadership role in Teen Parent Connection Community Advisory Committee (2016-2018)

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None

8. List your professional presentations presented during the last 5 years.
   - Trauma-Informed Parent Coaching for Pregnant and Parenting Youth in Care (2018)
   - Student Engagement: Engaging Novelty in the Learning Process (2018)
   - Trauma-Informed Instruction in Social Work Higher Education (2019)
   - Emotional Regulation and the Wholehearted Family (2019)

9. List your professional publications for the last 5 years. Include the title of the publication or journal the month and year it was published and the city and state of the publisher. None

10. Include any other relevant information below or as a separate attachment. None

1. Name of faculty member Amy Ceshker, LCSW

2. Degree information

Master of Social Work
George Williams College of Aurora University
Social Work
May 2011

Bachelor of Social Work
Indiana State University
Social Work
May 1994

3. Academic appointments

• Employing academic institution	Aurora University, George Williams
• Title	Coordinator of Field Instruction
• City and state	Williams Bay, WI
• Start date (month/year)	May 2015
• End date (month/year)	Present

• Employing academic institution	Aurora University
• Title	Adjunct Professor
• City and state	Williams Bay, WI
• Start date (month/year)	November 2014
• End date (month/year)	May 2015

4. Professional post–baccalaureate and post–master's social work experience

• Employer	One Hope United
• Position	Director of Residential Services
• City and state	Lake Villa, IL

- Start date (month/year) October 2007
- End date (month/year) May 2015

5. List your current professional, academic, community-related, and scientific memberships.
   - WCSWE; Wisconsin Counsel on Social Work Education – 2015-present

6. List your community service responsibilities and activities for the last 3 years.
   - Volunteer for Big Brothers Big Sisters; lunch buddy program and E3 program at risk for human trafficking youth advocate and volunteer. 2017-present
   - Serve on the Lake Geneva Swim Club board as Vice President 2017- present
   - Serve on the Walworth County Human Trafficking Task force 2018 – present
   - Serve on the Criminal Justice Coordinating Council 2019- present

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None

8. List your professional presentations presented during the last 5 years. None

9. List your professional publications for the last 5 years. None

10. Include any other relevant information below or as a separate attachment. N/A

1. Name of faculty member Laura Donavon, LCSW, CADC, CCJP, CCJTS, MAC, CODP I

2. Degree information
   Master Addictions Counselor
   NAADAC – The Association for Addictions Professionals
   September 2016

   Co-Occurring Substance Use Mental Health Disorder Professional (CODP I)
   Board Registration
   Illinois Certification Board
   November 2016

   Clinically Certified Juvenile Treatment Specialist (CCJTS)
   National Association of Forensic Counselors
   November 2007

   Certified Criminal Justice Addictions Professional (CCJP)
   Illinois Certification Board
   April 2003

   Certified Alcohol and Drug Counselor (CADC)
   Illinois Certification Board
   July 2001

Master of Social Work
Aurora University
Social Work
May 1999

Bachelor of Social Work
Aurora University
Social Work
May 1998

3. Academic appointments

- Employing academic institution Aurora University
- Title Visiting Assistant Professor-Graduate Social Work
  Coordinator of Addictions Track/Coordinator of Forensic Social Work Track
- City and state Aurora, IL
- Start date (month/year) July 2017
- End date (month/year) Present

- Employing academic institution Aurora University
- Title Lecturer of Graduate Social Work
  Coordinator of Child Welfare and Addictions
  Specializations
- City and state Aurora, IL
- Start date (month/year) July 2015
- End date (month/year) Present

- Employing academic institution Aurora University
- Title Adjunct Professor
- City and state Aurora, IL
- Start date (month/year) August 2011
- End date (month/year) July 2015

- Employing academic institution Aurora University
- Title Field Liaison
- City and state Aurora, IL
- Start date (month/year) August 2011
- End date (month/year) July 2015

4. Professional post–baccalaureate and post–master's social work experience

- Employer Private Practice
- Position Private Practice/Clinician
- City and state Yorkville, IL
- Start date (month/year) April 2018
- End date (month/year) Present

- Employer — Transitional Alternatives Reentry Initiative
- Position — Clinical Services Manager
- City and state — Aurora, IL
- Start date (month/year) — March 2014
- End date (month/year) — March 2018

- Employer — Pillars (contracted by Illinois Department of Human Services – Division of Mental Health)
- Position — Juvenile Justice Mental Health Reentry Liaison
- City and state — Chicago, IL
- Start date (month/year) — March 2007
- End date (month/year) — July 2015

- Employer — Health Professionals, Ltd (IL Dept Juvenile Justice)
- Position — Social Worker
- City and state — Warrenville, IL
- Start date (month/year) — October 2001
- End date (month/year) — March 2007

- Employer — The Wells Center (contracted by Illinois Department of Corrections)
- Position — Substance Abuse Counselor
- City and state — Warrenville, IL
- Start date (month/year) — April 2001
- End date (month/year) — October 2001

- Employer — DuPage County Health Department
- Position — Respite Worker
- City and state — West Chicago, IL
- Start date (month/year) — May 2002
- End date (month/year) — March 2004

- Employer — YWCA
- Position — Youth Director
- City and state — Aurora, IL
- Start date (month/year) — August 1999
- End date (month/year) — April 2001

5. List your current professional, academic, community-related, and scientific memberships.
Faculty Senate, Aurora University – Senator
Search Committee for the School of Social Work
National Association of Social Workers
National Association of Forensic Counselors
NAADAC – Association for Addiction Professionals
American College of Certified Forensic Counselors

Illinois Certification Board/IAODAPCA
National Organization of Forensic Social Work
CORE-Illinois (Citizens Organized for Recovery and Education)

6. List your community service responsibilities and activities for the last 3 years.
Latham/Lifetime Bonds Grant collaborator
BACA (Bikers Against Child Abuse), Executive Board Member and Clinical Advisor
Prairie Point Elementary Home and School Organization, Volunteer
Traughber Junior High Home and School Organization, Volunteer
Girl Scouts of Northern Illinois, Volunteer
Fox Valley Adult Transitions Center/Illinois Department of Corrections, Volunteer
Oswego Vocal Music Department Volunteer
Harvest New Beginnings Church – Volunteer

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

8. List your professional presentations presented during the last 5 years.
Donavon, L. (2018). *Trauma Informed Schools*. Presentation for Lisle Community School District 202.
Donavon, L., Johns, K. (2018). *Understanding the Neurobiology of Trauma in the Classroom.* Presentation at the Illinois Association of School Social Workers Conference.
Donavon, L. (2018). *Trauma Informed Care*. Presentation at Kane County Court Appointed Special Advocates (CASA) Conference.
Donavon, L. (2018). *Trauma Informed Care*. Presentation at Mooseheart Child City and School.
Donavon, L. (2019). *The Interrelatedness of Trauma, Adolescents and Substance Use.* Presentation at the Illinois Certification Board Spring Conference.
Donavon, L., Johns, K. (2019). *This is Your Brain. This is Your Brain in Recovery.* Presentation at the Illinois Certification Board Spring Conference.

9. List your professional publications for the last 5 years. None

1. Name of faculty member Jennifer Everhart

2. Degree information
- Degree – Master of Business Administration
- Institution granting degree – Aurora University
- Major – Master of Business Administration
- Date awarded (month/year) – August 2016

3. Academic appointments
- Employing academic institution – Aurora University
- Title – Director of Online Enrollment
- City and state – Aurora, IL

- Start date (month/year) – January 2014
- End date (month/year) - current

4. Professional post–baccalaureate and post–master's social work experience
   - Employer – N/A
   - Position
   - City and state
   - Start date (month/year)
   - End date (month/year)
5. List your current professional, academic, community-related, and scientific memberships.
6. List your community service responsibilities and activities for the last 3 years.
   - Fox Valley United Way – Community Resource Committee Co-Chair & Fundraising Even Chair
   - Marie Wilkinson Food Pantry – Developing Leaders Board
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
8. List your professional presentations presented during the last 5 years.
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Dr. Joan Marie Fedota, LCSW, PEL

2. Degree information

Ed.D.
National Louis University, Chicago IL
Educational Leadership
May/2000

Master of Social Work
Loyola University of Chicago
Social Work
May 1980

Bachelor of Arts
Northern Illinois University
Sociology
December 1976

3. Academic appointments

- Employing academic institution — Aurora University
- Title — Chair and Assistant Professor
- City and state — Aurora, IL
- Start date (month/year) — July 2014
- End date (month/year) — October 2019 (Promoted and granted Tenure)

- Title — Assistant Dean and Associate Professor
- Start Date (month/year) — October 2019
- End date (month/year) — Present

- Employing academic institution — National Louis University
- Title — Assistant Dean, College of Education
- City and state — Chicago, IL
- Start date (month/year) — July 2006
- End date (month/year) — June 2014

- Employing academic institution — University of Illinois
- Title — Adjunct Professor
- City and state — Rockford, IL
- Start date (month/year) — Jan 2005
- End date (month/year) — June 2010

4. Professional post–baccalaureate and post–master's social work experience

- Employer — Community Consolidated SD 59
- Position — School Social Worker/Social Work Coordinator
- City and state — Elk Grove Village, IL
- Start date (month/year) — August 1994
- End date (month/year) — June 2006

- Employer — School District 37
- Position — School Social Worker
- City and state — Wilmette, IL
- Start date (month/year) — December 1986
- End date (month/year) — June 1989

- Employer — School District 140
- Position — School Social Worker
- City and state — Tinley Park, IL
- Start date (month/year) — August 1980
- End date (month/year) — June 1986

- Employer — Private Practice
- Position — Licensed Clinical Social Worker
- City and state — Palatine, IL
- Start date (month/year) — August 1985
- End date (month/year) — June 1995

5. List your current professional, academic, community-related, and scientific memberships.
Illinois Association of School Social Workers, 1981 to present (past President)
School Social Work Association of America, 1995 to present
Women's Club of Inverness

6. List your community service responsibilities and activities for the last 3 years.
   Fellowship Housing Corporation, Fundraising Gala Chair
   Special Olympics of Illinois Summer Games (Swimming) Leadership
   Summit School (Special Education school) Board of Directors
   All Saints Lutheran Church Personnel Committee

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
   Thrivent Action Team Grant-Fall 2015

8. List your professional presentations presented during the last 5 years.
   - Council on Social Work Education: *Inter-professional Collaboration among Nursing and Social Work Students* (accepted for presentation April 2020)
   - School Social Work Association of America, Nashville TN: *Using Strategies with Strong Potential to Create Powerful Learning Environments*
   - Illinois Association of School Social Workers: *The School Social Worker as Consultant*
   - Midwest School Social Work Council: *New School Social Workers Workshop*
   - School Social Work Association of America, *San Diego CA*: *Using High Leverage Strategies to Create Effective Learning Environments*

9. List your professional publications for the last 5 years
   Serve as member of the Advisory Board of the *School Social Work Journal*

10. Include any other relevant information below or as a separate attachment. N/A

1. <u>Name of faculty member Cornelius F. Gorman III (DSW, LCSW)</u>

2. Degree Information
   - DSW -- Aurora University (2012-2016)
   - MSW -- Aurora University (2007-2010)
   - BA In History -- Northern Illinois University (2000-2003)
   - AA -- Colledge of DuPage (1997-2000)

3. Academic appointments
   - Aurora University
   - Assistant Professor
   - Aurora, Illinois
   - 8/2016 -- Current

4. Professional post MSW social work experience
   - Guiding Light Education Center
   - Teacher & E-Learning Coordinator
   - 8/2010 - 8/2012

- Edgewood Clinical Services
- LCSW & Clinical Therapist & Supervisor
- 9/2012 - 8/2016

- SamaraCare Counseling
- LCSW & Clinical Therapist
- 6/2019 - Current

5. Memberships & Affiliations
   - American Association of Psychoanalytic Clinical Social Workers (AAPCSW)
   - Certified teacher (Middle School & High school) in Illinois License #2492077

6. Professional Presentations & Publications
   - Gorman, C.F. (Defended 2016). How do clinical social workers Listen? A study of the impact of psychoanalytic reflection on the listening process. Dissertation.
   - Gorman, C.F. (2018). The abused dependence of those with unmet (object-relational) needs. AT AAPCSW conference, Baltimore, MA.
   - Gorman, C.F. (2018) To support or to provoke? The treatment of personality disorder in modern clinical settings. CE at Edgewood Clinical Services. Naperville, IL.

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None

8. List your professional presentations presented during the last 5 years. None

9. List your professional publications for the last 5 years . None

1. Other Relevant Information
   - Coordinated the Advanced Clinical Specialization at Aurora University 8/2017 - 8/2018

1. Name of faculty member Kendra Pepper-Graham, LCSW

2. Degree information
   PEL:SSW Illinois Type 73 Certification
   Aurora University
   School Social Work
   2008

   Master of Social Work
   Aurora University
   Social Work
   May 1993

   Bachelor of Arts
   Lewis University
   Social Work
   June 1990

3. Academic appointments
   - Employing academic institution: Aurora University
   - Title: Visiting Professor of BSW Undergraduate
Faith Based Track Coordinator BSW/MSW Program
   - City and state: Aurora, IL
   - Start date (month/year): August 2015
   - End date (month/year): Present

   - Employing academic institution: Aurora University School of Social Work
   - Title: Adjunct Instructor
   - City and state: Aurora, IL
   - Start date (month/year): August 2008
   - End date (month/year): July 2015

   - Employing academic institution: Aurora University School of Social Work
   - Title: Field Liaison
   - City and state: Aurora, IL
   - Start date (month/year): January 2012
   - End date (month/year): June 2014

4. Professional post–baccalaureate and post–master's social work experience
   - Employer: Independent Contractor
   - Position: Adoption/Infertility Speaker
   - City and state: Plainfield, IL
   - Start date (month/year): May 2014
   - End date (month/year): Present

   - Employer: Aurora University
   - Position: Field Liaison
   - City and state: Aurora, IL
   - Start date (month/year): December 2012
   - End date (month/year): June 2014
   -
   - Employer: Drauden Point Middle School
   - Position: School Social Work Intern
   - City and state: Plainfield, IL
   - Start date (month/year): August 2007
   - End date (month/year): June 2008
   -
   - Employer: Infertility/Adoption/Dr. Piekos
   - Position: Community Organizer/Facilitator
   - City and state: Plainfield, IL

- Start date (month/year) October 2001
- End date (month/year) October 2006

- Employer Choices Clinic
- Position Therapist
- City and state Crest Hill, IL
- Start date (month/year) October 1995
- End date (month/year) May 1998

- Employer Midwest Family Resources
- Position Therapist
- City and state August 1992
- Start date (month/year) October 1995
- End date (month/year) June 2008

5. List your current professional, academic, community-related, and scientific memberships.
NASW, Mentoring Program, NACSW, Resolve, Academic Standards chair, Student Life member, Faculty Advisor for Delight Organization, and J.C Community group

6. List your community service responsibilities and activities for the last 3 years.

School Youth Representative Ministry council- Jr/Sr High	2015-present
Mentoring Program	2014-present
Children's Ministry Judson Church	2002-present
Faculty Advisor for Student group	2016-present

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None

8. List your professional presentations presented during the last 5 years.
"Infertility and Faith," presented to local women's group

9. List your professional publications for the last 5 years. None

10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Dr. Marissa Happ, DSW, LCSW, C-SWHC, PEL

2. Degree information
DSW
Aurora University
Social Work
May 2018

Master of Social Work
Aurora University
Social Work

May 2000

Bachelor of Science
Northern Illinois University
Family Services/Child Development
June 1975

3. Academic appointments

- Employing academic institution — Aurora University
- Title — Associate Professor
- City and state — Aurora, IL
- Start date (month/year) — July 2013
- End date (month/year) — present

- Employing academic institution — Aurora University
- Title — Adjunct Professor
- City and state — Aurora, IL
- Start date (month/year) — June 2003
- End date (month/year) — June 2013

- Employing academic institution — Aurora University
- Title — Field Instructor
- City and state — Aurora, IL
- Start date (month/year) — August 2000
- End date (month/year) — May 2001

4. Professional post–baccalaureate and post–master's social work experience

- Employer — Waubonsee Community College
- Position — Adjunct Faculty
- City and state — Sugar Grove, IL
- Start date (month/year) — August 1990
- End date (month/year) — June 2013

- Employer — Provena Mercy Medical Center (Presence Health)
- Position — Social Worker/Teacher (Behavioral Health)
- City and state — Aurora, IL
- Start date (month/year) — September 2004
- End date (month/year) — May 2013

- Employer — Kane County Health Department
- Position — Program Coordinator: BabyFAST
- City and state — Aurora, IL
- Start date (month/year) — January 2002
- End date (month/year) — January 2005

- Employer — Child & Family Connections
- Position — Local Inter-Agency Coordinator
- City and state — Geneva, IL
- Start date (month/year) — August 1997
- End date (month/year) — January 2002

- Employer — Aunt Martha's Healthy Kids Clinic
- Position — Child Development Specialist/Therapist
- City and state — Aurora, IL
- Start date (month/year) — August 1999
- End date (month/year) — January 2002

5. List your current professional, academic, community-related, and scientific memberships.
Hospice Foundation of America member
NASW member
SSWLHC member (Society for Social Work Leadership in Health Care)
Interfaith Coalition for Mental Health member
Clinical Consultant for clinical staff at Fox Valley Hands of Hope
Clinical Supervisor for MSW graduates seeking licensure
Clinical Supervision for interns, Aurora University, 2013 to 2017
Faculty Personnel Committee (Clinical Track)
Faculty Development Committee (present)
Assessment Committee (present)
Student Life Committee Chair, 2017-2019
Graduate Affairs Committee, Aurora University, 2014 to 2016
Faculty Speakers Committee, Aurora University, 2014 to present
Speech Pathology Committee, Aurora University, 2015 to 2016
AOK Network of Kane County, 2003 to present
Parent Educator Network of Aurora, 1997 to 2016
Kane County Certified Naturalist, 2012 to present
Morton Arboretum, 2011 to present
The Art Institute of Chicago, 2011 to present

6. List your community service responsibilities and activities for the last 3 years.
Mental Health Committee, Our Lady of Mercy Catholic Church
Hands of Hope Bereavement Volunteer, 2015 to present
Presence Health Pastoral Care Volunteer, 2015 to present
Forest Preserve District of Kane County Volunteer, 2012 to present
Geneva Park District Volunteer, 2012 to present
St. Charles Park District Volunteer, 2012 to present

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Golden Heart Award, Heartland Blood Center, 20-gallon donor, 2018
NASW C-SWHC Credential for Health Care, 2017 to present

Certificate of Completion, Supervisory Leaders in Aging 2016

8. List your professional presentations presented during the last 5 years.

Happ, M. (2018). *Biopsychosocial Stressors in the Lives of Unpaid Service Providers Assisting Clients Facing Death and the Impact of Fortitude on Their Work.* Graduate Research Symposium, Aurora University.

Happ, M. (2018). *A Survey of FVHH Volunteers: Presenting the Findings.* FVHH dinner for volunteers.

Happ, M. and Ceh-Becvar, C. (2017). *Working with Older Adults*. CIT Training, State's Attorney.

Happ, M. (2017). *The Therapeutic Value of Nature for Children in Grief*. Bereavement Care Conference, Fox Valley Hands of Hope.

Happ, M. (2017). Healthcare Careers in Social Work. Waubonsee Community College.

Happ, M. (2016). Narrative Writing. Oak Street Health, Chicago.

Happ, M. (2016). Understanding Dementia. Bereavement Care Conference, Fox Valley Hands of Hope.

Happ, M. (2016). Facing the Waves of Change. ICCHE Conference, Springfield, IL.

Happ, M. (2015). *Teaching Strategies.* New Faculty Orientation, Aurora University.

Happ, M., Bridger, G. (2014). *Early Intervention: Special Needs Birth-Three.* Field Instructors' Seminar, Spring. 2 CEU credits, Aurora University.

Happ, M., Kao, J., Broumann, D, Zahay-Blatz, D. Wyman, S. (2014). *Deep Thinking and Dream Making.* Teaching and Research Symposium, Aurora University.

9. List your professional publications for the last 5 years

Happ, M. and Stone, M. (2019). Volunteer assessment scale (VAS) for assessing hospice workers. *HSOA Journal of Hospice and Palliative Medical Care,* 2:007

Textbook Reviewer (2017). *Dimensions of Human Behavior,* Sage, CA.

Voices, A Literary Journal (2016). *Gratitude Revisited,* Duke Med Voices, NC.

10. Include any other relevant information below or as a separate attachment.
Besides teaching, research and community service, extensive work with doctoral students, serving as Preceptor, Committee Chair and Advising Professor for Independent Study courses.

1. <u>Name of faculty member Kimberly Michelle Taylor Harrison</u>

2. Degree information

- Degree: Ph.D.
- Institution granting degree: Northern Illinois University
- Major: Instructional Technology
- Date awarded (month/year): 5/2016

- Degree: M.A.
- Institution granting degree: DePaul University
- Major: Sociology

- Date awarded (month/year): 6/2006

- Degree: B.S.
- Institution granting degree: University of Illinois, Urbana-Champaign
- Major: Early Childhood Education
- Date awarded (month/year): 8/1996

3. Academic appointments
    - Employing academic institution: Aurora University
    - Title: Assistant Dean, Online Faculty Recruiting & Development
    - City and state: Aurora, IL
    - Start date (month/year): 05/2017
    - End date (month/year): Present

    - Employing academic institution: Aurora University
    - Title: Adjunct Faculty and Course Writer
    - City and state: Aurora, IL
    - Start date (month/year): 08/2018
    - End date (month/year): Present

    - Employing academic institution: Elmhurst College
    - Title: Director of Online Operations & Instructional Support
    - City and state: Elmhurst, IL
    - Start date (month/year): 07/2014
    - End date (month/year): 04/2017

    - Employing academic institution: Elmhurst College
    - Title: Adjunct Faculty
    - City and state: Elmhurst, IL
    - Start date (month/year): 08/2016
    - End date (month/year): 05/2017

    - Employing academic institution: DeVry University
    - Title: Visiting Professor
    - City and state: Addison, IL
    - Start date (month/year): 01/2011
    - End date (month/year): 10/2015
4. Professional post–baccalaureate and post–master's social work experience
    - Employer: Schwab Rehabilitation Hospital
    - Position: Manager of Program Development, Evaluation & Research
    - City and state: Chicago, IL
    - Start date (month/year): 01/2006
    - End date (month/year): 07/2014
5. List your current professional, academic, community-related, and scientific memberships.
    - Illinois Council for Continuing Higher Education

- American Educational Research Association
- Online Learning Consortium
- Cub Scouts Pack 317
- Parents and Teachers Together (PATT)

6. List your community service responsibilities and activities for the last 3 years.
    - Co-Chair, Open Education Resources Exploratory Committee. Aurora University. (September 2017-present)
    - Chair, Innovative Initiative Award Committee, Illinois Council on Continuing Higher Education. (February 2018-present; committee member since 2016)
    - Volunteer, Libby's Place, a food pantry for Aurora University students. (September 2017-present)
    - Planning committee, ICCHE Annual Conferences. (April 2017-present)
    - Peer review, ICCHE Annual Conferences (2017-present
    - Communications committee (Social Media Lead), Illinois Council on Continuing Higher Education. (September 2016-present)
    - Den leader, Cub Scout Pack 317 (August 2019-present)
    - Committee member, Cub Scout Pack 317 (August 2019-present)
    - Auxiliary Board, PATT (November 2017-June 2019)
    - Peer reviewer, Association for Education Communications and Technology's international convention, entries for Distance Learning division. (2017)
    - Advisory Council, Masters of Occupational Therapy. (2016-2017)
    - Member, Blackboard Core Team at Elmhurst College. (2016-2017)
    - Selection committee for Vice President of Academic Affairs / Dean of Faculty. Elmhurst College. (2016)
    - Peer reviewer, Association for Education Communications and Technology's international convention, entries for Culture, Learning and Technology division and Distance Learning division. (2016)
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
    - Wiley Fellow, 2019-2020
8. List your professional presentations presented during the last 5 years.

    Harrison, K., Mayall, H., & York, C. (2019, April). A case study of facework within asynchronous online discussions: Lessons from a student's perspective. Paper presented at a roundtable at the American Educational Research Association annual meeting, Toronto, ONT.

    Harrison, K., & Male, K. (2019, February). Paths towards increasing quality for online students and faculty: Processes and lessons learned. Breakout session at the Illinois Council on Continuing Higher Education annual conference, Charleston, IL.

    Harrison, K., York, C., & Mayall, H. (2018, October). Increasing authentic participation in asynchronous online discussions: Tips for instructors and instructional designers. Paper presented at E-Learn 2018 – World Conference on E-Learning, Las Vegas, NV.

    Buscher, F., Carr, A., Clark, A., Gries, J., Leipart Guttia, J., Harrison, K., & McElhoney, K. (2018, May). Open Educational Resources (OER). Workshop at the Faculty Summer Institute, Aurora University. Williams Bay, WI.

Harrison, K., York, C., & Mayall. H. (2017, November). Learning through listening to students: Social identity in asynchronous online discussions. Concurrent session at the Association for Educational Communications and Technology International Convention, Jacksonville, FL.

Harrison, K., York, C., & Mayall. H. (2016, November). "I want to say my opinion, but…": Students' experiences of social presence in asynchronous online discussions. Concurrent session at the Online Learning Consortium's Accelerate conference, Orlando, FL.

Harrison, K., Mayall, H., & York, C. (2016, June). Who are they? Recent findings about student identities in online discussions. Concurrent session at the Transformative Teaching through Technology conference, De Pere, WI.

Cepa, D. & Harrison, K. (2016, April). Planning for the future: A model for blending service and scholarship in level 1 fieldwork. Paper presented at the American Occupational Therapy Association annual conference, Chicago, IL.

Harrison, K. (2016, February). Engaging students through visual literacy. Concurrent session at the Lilly Conference on College and University Teaching and Learning, Newport Beach, CA.

Harrison, K. (2015, November). Preliminary findings regarding impression management and social presence within asynchronous online discussion. Concurrent session at the Association for Educational Communications and Technology International Convention, Indianapolis, IN.

Harrison, K. Developing social presence in the online classroom. (2015, February) Concurrent session at the Illinois Council on Continuing Higher Education annual conference, Chicago, IL.

Harrison, K. & Propp, J. (2014, November). Using technology to engage and retain non-traditional students. Concurrent session at the Associated Colleges of the Chicago Area annual pedagogical symposium, Elmhurst, IL.

Harrison, K. (2014, November). Using visual literacy to engage and motivate students. Poster presented at the Associated Colleges of the Chicago Area annual pedagogical symposium, Elmhurst, IL.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
   - Cepa, D., Harrison, K., & Bhatt, B. (2016). Contemporary practice in occupational therapy: An integrated approach to level I fieldwork education. *ILOTA Communique*, a newsletter of the Illinois Occupational Therapy Association.

1. Name of faculty member Meghan Jarpe

2. Degree information
   - PhD
   - University of Chicago
   - Expected June 2020

   - MSW
   - University of Pittsburgh
   - Concentration in Social Administration with Human Services Management Certificate

- May 2010

- BA
- University of Michigan
- Concentration in Philosophy
- April 2005

3. Academic appointments
   - Aurora University
   - Assistant Professor
   - Aurora, IL
   - August 2019
   - Present
4. Professional post–baccalaureate and post–master's social work experience
   - Circle C Youth and Family Services
   - Team Leader
   - Pittsburgh, PA
   - June 2010
   - August 2012

   - Amethyst Women's Project
   - Peer Coordinator
   - Brooklyn, NY
   - October 2006
   - March 2008

   - The Connection Youth Services
   - Case Manager
   - Howell, MI
   - March 2005
   - August 2006
5. List your current professional, academic, community-related, and scientific memberships.
   - Academic Standards and Conduct Committee
   - Research Curriculum Circle
   - Policy Curriculum Circle
   - Graduate Students United, 4 years
   - Society for Social Work and Research, 5 years
   - Work and Family Researchers Network, 6 years
6. List your community service responsibilities and activities for the last 3 years.
   - Doctoral Committee Student Representative, 2012-2019
   - Doctoral Student Association Member, 2012-2019
   - Doctoral Student Peer Mentor
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
   - Kreisman Fellowship, Mansueto Institute, University of Chicago, 2018-2019

- Chicago Center for Teaching Fellowship, University of Chicago, 2018-2019

8. List your professional presentations presented during the last 5 years.

Jarpe, M.& Lambert, S. (2018, June). *Schedule adjustments on the fly: Who gains and loses in an electronic marketplace for hours?.* Paper presented at the Work and Family Researchers Network Conference, Washington, DC.

Lambert, S., Henly, J. R., Jarpe, M. & Stanczyk, A. (2016, June). *The Prospects of Shifting Manager Attention to the Stability and Predictability of Labor: A Process Evaluation*. Paper presented at the Work and Family Researchers Network Conference, Washington, DC.

Mosley, J. & Jarpe, M. (2015, January). *The Structure of Collaboration: Differences Between Nonprofit and Government-Led Homeless Services Networks*. Paper presented at the Society for Social Work and Research Annual Conference, New Orleans, LA.

Lambert, S., Henly, J. R., Jarpe, M. & Stanczyk, A. (2015, January). *The Prospects of Improving Schedule Predictability in Low-Paid Retail Jobs*. Paper presented at the Society for Social Work and Research Annual Conference, New Orleans, LA.

Lambert, S., Jarpe, M., & Henly J. R. (2014, June). *Organizational Dynamics of Improving Schedule Predictability: Retail Managers' Experiences Posting Schedules Further in Advance.* Paper presented at the Work and Family Researchers Network Conference, New York, NY.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Jarpe, M., Mosley, J. E., & Smith, B. T. "Understanding the Collaborative Planning Process in Homeless Services: Networking, Advocacy, and Local Government Support May Reduce Service Gaps." *Journal of Public Health Management Practice*. May 2019. Philadelphia, PA.

Mosley, J. E. & Jarpe, M. "How structural variations in collaborative governance networks influence advocacy involvement and outcomes." *Public Administration Review*. February 2019. Washington, DC.

Lambert, S., Henly, J. R., Schoeny, M. & Jarpe, M. "Increasing schedule predictability in hourly jobs: Results from a randomized experiment in a US retail firm." *Work and Occupations.* January 2019. Nashville, TN.

Williams, Joan C., Susan J. Lambert, Saravanan Kesavan, Peter J. Fugiel, Lori Ann Ospina, Erin Devorah Rapoport, Meghan Jarpe et al. "Stable scheduling increases productivity and sales: The Stable Scheduling Study." University of California Hastings College of the Law, University of Chicago School of Social Service Administration, University of California Kenan-Flagler Business School. 2018. San Francisco, CA

Jarpe, M., Mosley, J. E., Ray, K., & Reed, M. *Homeless Continuums of Care: A report of research findings*. The University of Chicago School of Social Service Administration. 2015. Chicago, IL

Jarpe, M. Review of the book *Becoming Bureaucrats: Socialization at the Front Lines of Government Service* by Z. W. Oberfield. *Social Service Review*. March 2015. Chicago, IL.

Jarpe, M. *Person-Centered Care: The Culture Change Movement in Long Term Care, a Peer-Reviewed E-Case Study.* 2015. The Hubert Project, Minneapolis, MN.

10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Larry LeSure

2. Degree information
   - Master of Social Work
   - Institution granting degree
   - Aurora University
   - December 2015
   - Bachelor of Science in Business
   - Eastern Illinois University
   - May 2004

3. Professional post–baccalaureate and post–master's social work experience
   - Aurora University School of Social Work Field Coordinator for Online Aurora, IL
   - October 2018 Present

   - Aurora University School of Social Work Field Liaison Aurora IL
   - August 2016 Present

   - Aurora University School of Social Work Coordinator of Online and Adult Degree Completion Social Work Programs Aurora, IL
   - March 2017 September 2018

   - Aurora University School of Social Work Assistant Field Coordinator Aurora, IL
   - April 2016 February 2017

   - Aurora University School of Social Work CSWE Research Assistant Aurora, IL
   - January 2016 April 2016

4. List your community service responsibilities and activities for the last 3 years.
   Youth Director, Walking In Grace Community Church, Plainfield IL
   Lakewood Nursing Home, Plainfield IL
   Morningstar Mission, Joliet IL
   Living Alternatives, Joliet IL

5. – 10. N/A

1. Name of faculty member Donna Gardner Liljegren

2. Degree information

   Doctor of Education (EdD)
   Nova Southeastern University
   Higher Education Administration with a specialization in Adult Education
   August, 2003

   Master of Arts
   Governors State University
   English
   April, 1992

Bachelor of Arts
Governors State University
English
April, 1990

3. Academic appointments

Aurora University
Dean of AU Online (current)
Dean of Online Enrollment and Continuing Education (former)
Aurora, Illinois
October, 2015 Currently Employed

Elmhurst College
Director, Elmhurst College Online Center & Manager, Instructional Support
Elmhurst, Illinois
September, 2012 October, 2015

Walden University
Executive Director, Center for Faculty Excellence & Contributing Faculty Member
January, 2011 June, 2012

Kaplan University
Dean of Faculty & Executive Director, Center for Teaching and Learning
Chicago, Illinois
August 2007 December, 2010

American InterContinental University
Associate Professor and Program Chair, General Education
Hoffman Estates, Illinois
September 2003 July, 2007

DeVry University
Director of Administrative Operations, DeVry University Online; Director, DeVry Online; Associate Director, DeVry Online; Dean, Evening and Weekend Studies, DuPage Campus; Assistant Dean, Evening Programs, DuPage Campus, Adjunct Faculty
Oakbrook Terrace, Illinois
February, 1992 August, 2003

4. None

5. Memberships

- Illinois Council on Continuing Higher Education (ICCHE), member since 2012. Executive Committee Member: Immediate Past-President (2019), President (2018), Vice President (2017), Secretary (2016)
- Association for Continuing Higher Education (ACHE), member since 2012. Program Chair, Great Lakes Board (2018)
- Editorial Board, eLearn Magazine (2015 – 2018)

- Peer Reviewer, MERLOT (2013 - 2015)
- Manuscript Reviewer, Online Learning Journal (formerly JOLT) (2103 – 2015)
- Manuscript Reviewer, *To Improve the Academy* (2011-2016)
- Proposal Reviewer, Professional and Organizational Development Conference (2010 – 2016)
- Online Learning Consortium, Member
- Alpha Sigma Lambda, Member

6. Community Service

Volunteer: People's Resource Center, Wheaton, Illinois
Volunteer: Libby's Place, Aurora University
Volunteer: Literacy Volunteers of Fox Valley

7. None
8. Presentations

Get Published! Put your E-Learning Experiences to Work (co-presenter Melissa Venable) OLC Accelerate, Orland, Florida, November 16-18, 2016

Surviving, Thriving, and Reviving. Panel Discussion. 40th Annual Illinois Council on Continuing Higher Education (ICCHE) Conference. Chicago, IL, February 2015.

Diving into our MOOC: Lessons for Those Taking the Plunge. (co-presenter: Lisa Trombetta) 30th Annual Conference on Distance Teaching & Learning. Madison, WI, August 2014.

Modeling Best Practices: Using the Learning Environment to Orient, Train, and Prepare Faculty for Course Development. Desire2Learn FUSION 2014. Nashville, TN July 14-18, 2014.

Something Borrowed; Something Bluejay: Using Best Practices to Jump-Start Online Program Development. (co-presenter: Jen Propp) 2014 the Teaching Colleges and Community (TCC) Worldwide Online Conference. April 22-24, 2014.

Zero to Online in Six Months. Transforming the Teaching and Learning Environment: The Pennsylvania State System of Higher Education (PASSHE) Virtual Conference. February 10-21, 2014.

9. Publications

An Interview with Shai Reshef – President, University of the People. (co-author: Melissa Venable) eLearn Magazine. October, 2017. https://elearnmag.acm.org/archive.cfm?aid=3143810

Working 9 to 5: Making the Transition Back to the Office. Career Planning and Adult Development Journal, Volume 33, Number 1, Spring 2017. http://www.careernetwork.org/Journals.cfm

To MOOC or Not to MOOC: That is Just the First Question. (May, 2015). Online Cl@ssroom, Volume 15, Number 5, p 5-6.

Finding Your Niche During the MOOC Revolution. (co-author: Lisa Trombetta) eLearn Magazine. December 2014. http://elearnmag.acm.org/archive.cfm?aid=2688139

10. None

1. <u>Name of faculty member Dawn Livorsi, LCSW</u>

2. Degree Information:

Doctor of Social Work
Aurora University
Social Work
May 2016

Master of Social Work
Aurora University
Social Work
May 2004

Bachelor of Arts
University of Illinois at Chicago
Liberal Arts
May 2000

3. Academic appointments:

Aurora University
Assistant Professor
Aurora, IL
August 2016
Present

4. Professional work experience:

The Family Institute of Northwestern University
Staff Therapist
Evanston, IL
July 2019
Present

Camelot Therapeutic Day Schools
Clinical Director
Hoffman Estates, IL
August 2015
May 2016

Timberline Knolls Residential Treatment Center
Clincical Lead
Lemont, IL
May 2012
August 15

Core Therapy Associates, Ltd.
Therapist
Schaumburg, IL
April 2008
December 2015

Children's Advocacy Center of Southwest Cook County
Therapist
Justice, IL
April 2008

August 2011
Alternative Behavior Treatment Centers
Clinical Director
Mundelein, IL
August 2004
April 2008

5. Professional Memberships:
National Association of Social Workers

6. Community Service:
Illinois Child Death Review Team, Appointed 2011

7. Special Awards: None

8. Professional Presentations:
   - Depaul University, October 2019, Grit and Gloom: The relationship between grit and depressive symptoms
   - Warren Township Youth and Family Services CE event, February 2019. The Importance of Grit.
   - Aurora University School of Social Work CE event, November 2018. The Power of Grit.
   - National Association of Social Workers Building Bridges to Collaboration Conference, June 2018. Are you satisfied? A comparison of compassion satisfaction scores between trauma therapists and general practitioners.
   - International Society for the Study of Trauma and Dissociation Annual Conference, March 2018. Are you satisfied? A comparison of compassion satisfaction scores between trauma therapists and general practitioners.
   - Aurora University Teaching and Research Symposium, March 2018. Differences in psychological and nutritional factors in Division III female volleyball players.
   - Illinois Court Appointed Special Advocates, September 2017. Attachment and Attachment Disorders.
   - Aurora University School of Social Work CEU event, September 2016. Treating Clients with Conduct Disorder.
   - Timberline Knolls Professional Development CEU event, May 2014, Conduct Disorder & Antisocial Personality Disorder in Girls and Women

9. Professional Publications: None

10. Other Relevant Information: None

1. Name of faculty member Kathleen Madden Male

2. Degree information
   - Degree – Master of Science
   - Institution granting degree – Northern Illinois University

- Major – Exercise Physiology
- Date awarded (month/year) – August 2007

3. Academic appointments
   - Employing academic institution – Aurora University
   - Title – Associate Dean AU Online
   - City and state – Aurora, IL
   - Start date (month/year) August 2003
   - End date (month/year) - current
4. Professional post–baccalaureate and post–master's social work experience
   - Employer – N/A
5. List your current professional, academic, community-related, and scientific memberships.
   - ICCHE – Illinois Council on Continuing Higher Education
   - AACRAO - **American Association of Collegiate Registrars and Admissions Officers**
6. List your community service responsibilities and activities for the last 3 years.
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
8. List your professional presentations presented during the last 5 years.
   - ICCHE Conference February 2019 - Paths towards Increasing Quality for Online Students and Faculty: Processes and Lessons Learned
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Tiffany Nelson

2. Degree information

Doctor of Social Work
Aurora University
Clinical Social Work
Anticipated May 2020

Post Masters of Social Work
Chicago State University
School Social Work
May 2013

Masters of Social Work
University of Central Florida
Clinical Social Work
May 2011

Bachelors of Social Work
Western Illinois University
Social Work
May 2005

3. Academic appointments
   - Employing academic institution Aurora University
   - Title School Social Work Coordinator
   - City and state Aurora, IL
   - Start date (month/year) August 2018
   - End date (month/year) Present

   - Employing academic institution Aurora University
   - Title Adjunct Instructor
   - City and state Aurora, IL
   - Start date (month/year) June 2016
   - End date (month/year) Present

4. Professional post–baccalaureate and post–master's social work experience
   - Employer Sieden Prairie School District 159
   - Position School Social Worker
   - City and state Matteson, IL
   - Start date (month/year) January 2018
   - End date (month/year) June 2018

   - Employer Calumet Park School District 132
   - Position School Social Worker
   - City and state Calumet Park, IL
   - Start date (month/year) August 2013
   - End date (month/year) January 2018

   - Employer Seminole State College of Florida
   - Position Disability Support Services Specialist
   - City and state Sanford, FL
   - Start date (month/year) March 2011
   - End date (month/year) June 2012

   - Employer Country Club Hills Tech and Trade Center
   - Position Paraprofessional
   - City and state Country Club Hills, IL
   - Start date (month/year) March 2009
   - End date (month/year) June 2010

   - Employer Allendale Association
   - Position Mental Health Specialist II
   - City and state Lake Villa, IL
   - Start date (month/year) May 2008
   - End date (month/year) March 2009

- Employer Catholic Charites
- Position Senior Services Case Manager
- City and state Harvey, IL
- Start date (month/year) June 2007
- End date (month/year) January 2008

- Employer Catholic Charities
- Position Family Case Manager
- City and state Chicago, IL
- Start date (month/year) November 2006
- End date (month/year) May 2007

- Employer Westside Holistic Family Services
- Position Family Case Manager
- City and state Chicago, IL
- Start date (month/year) October 2005
- End date (month/year) October 2006

5. List your current professional, academic, community-related, and scientific memberships.
School Social Work Association of America (SSWAA)- January 2018-Present
Legislative Committee Member
Illinois Association of School Social Workers (IASSW)- October 2015- Present
DuPage Regional Representative
University Relations Co-Chair
Legislative Committee Member
2019 Auction Chair

6. List your community service responsibilities and activities for the last 3 years. None

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None

8. List your professional presentations presented during the last 5 years. None

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. None

10. Include any other relevant information below or as a separate attachment.
Licensed Clinical Social Worker (LCSW) September 2016
Professional Educator License with a School Social Work Endorsement (PEL: SSW) May 2013

1. Name of faculty member Dr. Don Phelps

2. Degree information
- Degree Ph.D.

- Institution granting degree: University of Illinois
- Major Social Work
- Date awarded (month/year) 05/1997

- Degree MSW
- Institution granting degree: Aurora University
- Major Social Work
- Date awarded (month/year) 05/1990

- Degree Bachelors of Science
- Institution granting degree: Northern Illinois University
- Major Sociology/Psychology
- Date awarded (month/year) 05/1985

3. Academic appointments
   - Employing academic institution Aurora University
   - Title Tenured Professor of Social Work
   - City and state Aurora, Illinois
   - Start date (month/year) 5/2013
   - End date (month/year) Present

   - Employing academic institution Aurora University
   - Title Associate Professor of Social Work
   - City and state Aurora, Illinois
   - Start date (month/year) 05/2007
   - End date (month/year) 05/2013

   - Employing academic institution Aurora University
   - Title Assistant Professor of Social Work
   - City and state Aurora, Illinois
   - Start date (month/year) 07/2001
   - End date (month/year) 05/2007

   - Employing academic institution Aurora University
   - Title BSW Program Director
   - City and state Aurora, Illinois
   - Start date (month/year) 07/2003
   - End date (month/year) 07/2007

   - Employing academic institution Aurora University
   - Title Associate Professor and Coordinator of the Addictions Specialization
   - City and state Aurora, Illinois
   - Start date (month/year) 09/2014
   - End date (month/year) 09/2015

- Employing academic institution Aurora University
- Title Chair of the BSW Program
- City and state Aurora, Illinois
- Start date (month/year) 08/2008
- End date (month/year) 09/2013

- Employing academic institution Aurora University
- Title Faculty Coordinator/Principal investigator Illinois Department of Children and Family Services Educational Partnership Grant, 2001-2003
- City and state Aurora, Illinois
- Start date (month/year) 07/2001
- End date (month/year) 06/2003

4. Professional post–baccalaureate and post–master's social work experience
   - Employer YMCA of Metropolitan Chicago
   - Position Senior Clinical Director
   - City and state Chicago, Illinois
   - Start date (month/year) 07/2000
   - End date (month/year) 06/2001

   - Employer Beacon Therapeutic Schools and Treatment Centers
   - Position Chief Operating Officer
   - City and state Chicago, Illinois
   - Start date (month/year) 07/1999
   - End date (month/year) 06/2000

   - Employer Breaking Free Prevention and Counseling Services
   - Position Executive Director
   - City and state Aurora, Illinois
   - Start date (month/year) 07/1997
   - End date (month/year) 06/1999

   - Employer Interventions Behavioral Healthcare
   - Position Director of Therapeutic Services
   - City and state Chicago, Illinois
   - Start date (month/year) 07/1989
   - End date (month/year) 06/1997

   - Employer Warren Township Youth Services
   - Position Youth and Family Counselor
   - City and state Naperville, Illinois
   - Start date (month/year) 07/1987
   - End date (month/year) 06/1989

5. List your current professional, academic, community-related, and scientific memberships.
   - National Association of Social Workers, Illinois Chapter – Board Member (2004-2009; 2014- 2017), President (2015-2017), President Elect (2014-2015), Vice President (2007-2009), Treasurer (2005-2007). NASW Illinois Representative on the National Association of Social Workers' Delegate Assembly in Washington, DC (2006-present). Member of the International Activities Committee (2001-2015).
   - Council on Social Work Education (2003-2008). CSWE Accreditation Site Visitor
   - Association of Baccalaureate Social Work Program Directors (2003-2007).
   - North American Association of Christians in Social Work (2001-present).
   - Society for Spirituality and Social Work (2002-present).
   - Illinois Alcoholism and Drug Dependence Association – Board member (1997-1999).
   - National Network for Social Work Managers – Board member (2005-2006).
   - The Association for Community Organization and Social Administration (2003-2007).

6. List your community service responsibilities and activities for the last 3 years.
   - Member of the Board of Directors for the Center for Faith and Human Rights (2011-2014). President of the Board of Directors (2013-2014).
   - Co-founder (2007), administrator (2007-2009), and advisor Harvesting Hope Children's Program at Hesed House Homeless Shelter in Aurora, IL. (2007-2015)

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
   - Aurora University AUSA Meritorious Faculty Award Recipient - April, 2016
   - The National Exchange Club "Book of Goods Deeds" Award – May 2019 was given to the Harvesting Hope Therapeutic Play Program for children who have experienced trauma at the Hesed House Homeless Shelter.

8. List your professional presentations presented during the last 5 years.

"Implementing trauma-informed best practices in the college classroom" at the 2019 ACCA Scholarship of Pedagogy Symposium on Saturday, November 2, 2019 at North Central College in Naperville, IL.

"Using an Interpersonal Neurobiological Paradigm of Right Brain Psychotherapy for Trauma Survivors" at the 2019 National Association of Social Workers (NASW) Illinois Chapter Annual Conference in Chicago, IL on Nov. 4-7, 2019

"Interpersonal Neurobiology and Trauma: Towards a Science of Embodied Mind" at the North American Association of Christians in Social Work (NACSW) 69th Convention 2019 in Indianapolis, Indiana on November 8-10, 2019

"Collaborative and Experiential Pedagogies that Support Civic Learning" on Nov.3, 2018 at the Scholarship of Pedagogy Symposium at the University of St. Francis in Joliet, IL

Losing our minds in the era of brain neuroscience: Using interdisciplinary models to gain a deeper understanding of our client's internal experiences at the National Association of Social Workers-Illinois conference in Chicago, IL on October 23, 2017

Facilitated the session "The Path to Private Practice: A Panel Discussion" with panel members Dr. Brenda Barnwell, Dr. Kristen Brendel, Rob Castillo, and Dr. Henry Kronner at the NASW IL Business of Social Work Conference on October 20, 2016

in Chicago, IL.

The Wisdom of Difficult Emotions - 15-minute rapid confab of longer session. National Association of Social Workers-Illinois conference on October 19, 2015 in Chicago, IL.

Learning to Navigate at Night: The Wisdom of our Dark Emotions - National Association of Social Workers-Illinois conference on October 20, 2015 in Chicago, IL.

The Transformative Power of Suffering - North American Association of Christian in Social Work Annual Conference on November 12, 2015 in Grand Rapids, Michigan.

The Therapeutic Role of the Arts in Healing. Keynote address given at the Children's Foundation Arts and Healing Conference. Denver, Colorado on September 18, 2015

The Use of Expressive Arts in the Healing of Child Trauma. The Children's Foundation Arts and Healing Conference. Loveland, Colorado on September 19, 2015

Best Practices in Service Delivery. National Association of Social Workers Statewide Conference in Chicago, Illinois on November 14, 2014.

Enhancing Student Engagement panel presentation for adjunct faculty member at Aurora University January 12, 2019.

Creating Critical Thinking Assignments panel presentation for faculty members at Aurora University on November 27, 2018.

How I Became..." Vocational Series for students, faculty members and staff at the Wackerlin Center at Aurora University on November 6, 2018.

Trauma-informed therapy with children and adolescents for clinicians, staff and volunteers at Casa Hogar Los Angelitos in Manzanillo, Mexico on March 6, 2018. The people who participated in the trainings were from Canada, the United States and Mexico. The presentations were done in English and translated in Spanish.

The use of expressive arts with children that have experienced trauma for clinicians, staff and volunteers at Casa Hogar Los Angelitos in Manzanillo, Mexico on March 7, 2018. The people who participated in the trainings were from Canada, the United States and Mexico. The presentations were done in English and translated in Spanish.

Effective leadership of teams - Given in the fall semester to the student leadership (LEAD) program at Aurora University (2008-2017).

Participating in Discussion Based Classes. Aurora University Student Orientation. August 2013, 2014 & 2015

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
   None

10. Include any other relevant information below or as a separate attachment.
    - Licensed Clinical Social Worker – Doctorate Level, Illinois Department of Professional Regulation

1. Name of faculty member Reverend Dr. William G. Ressl

2. Degree information

Doctor of Philosophy
Chicago Theological Seminary
Theology, Ethics, and the Human Sciences
October 2013

Post-Graduate Certificate
Center for Family Consultation
Bowen Theory/Family Systems Theory
June 2006

Master of Social Work
Dominican University
Social Work
May 2004

Master of Divinity
Chicago Theological Seminary
Pastoral Theology
May 2003

Summer Unit, Clinical Pastoral Education
MacNeal Hospital, Rev. Dr. John Bollinger
Pastoral Care
2001

Towards Dual Juris Doctor / Master of Business Administration
Illinois Institute of Technology
IIT Chicago-Kent College of Law and IIT Stuart School of Business
Law and Business
1985-1988

Bachelor of Arts
Lewis University
Economics
May 1985

3. Academic appointments

• Employing academic institution	Aurora University
• Title	Assistant Professor
• City and state	Aurora, IL
• Start date (month/year)	August 2014
• End date (month/year)	Present

• Employing academic institution	Aurora University
• Title	DSW Dissertation Chair, Dissertation Committee Member, DSW Clinical Preceptor, and DSW Clinical Oral Exam Committee Member

- City and state — Aurora, IL
- Start date (month/year) — December 2013
- End date (month/year) — Present

- Employing academic institution — Aurora University
- Title — Support Dual MSW/MDiv Degree Partnerships
- City and state — Aurora, IL
- Start date (month/year) — October 2015
- End date (month/year) — Present

- Employing academic institution — Aurora University
- Title — Coordinator, Advanced Clinical Social Work Specialization
- City and state — Aurora, IL
- Start date (month/year) — July 2014
- End date (month/year) — July 2017

- Employing academic institution — Aurora University
- Title — Coordinator, MSW Faith-Based Specialization
- City and state — Aurora, IL
- Start date (month/year) — April 2015
- End date (month/year) — July 2017

- Employing academic institution — Aurora University
- Title — Advisor, Faith-Based Initiative Efforts
- City and state — Aurora, IL
- Start date (month/year) — December 2014
- End date (month/year) — July 2017

- Title — MSW Off-site Field Supervisor
- City and state — Aurora, IL
- Start date (month/year) — January 2016
- End date (month/year) — May 2016

- Employing academic institution — Aurora University
- Title — Adjunct Professor
- City and state — Aurora, IL
- Start date (month/year) — August 2012
- End date (month/year) — August 2014

- Employing academic institution — Dominican University, Graduate School SW
- Title — Adjunct Professor
- City and state — River Forest, IL
- Start date (month/year) — May 2013
- End date (month/year) — August 2013

- Employing academic institution — North Park University, North Park

	Theological Seminary
• Title	Adjunct Professor
• City and state	Chicago, IL
• Start date (month/year)	January 2012
• End date (month/year)	May 2013
• Employing academic institution	Chicago Theological Seminary
• Title	Graduate Teaching Assistant
• City and state	Chicago, IL
• Start date (month/year)	August 2005
• End date (month/year)	February 2009

4. Professional post–baccalaureate and post–master's social work experience

• Employer	Trinity Community Church, United Church of Christ
• Position	Co-Pastor
• City and state	Berwyn, IL
• Start date (month/year)	September 2003
• End date (month/year)	Present
• Employer	The Penny and Bill Company
• Position	Clinical Pastoral Social Worker/LCSW
• City and state	Brookfield, IL
• Start date (month/year)	June 2004
• End date (month/year)	Present
• Employer	Institute for Psychoanalysis, Culture, and Spirituality
• Position	Research Assistant
• City and state	Chicago, IL
• Start date (month/year)	January 2003
• End date (month/year)	June 2006
• Employer	Family Service & Mental Health Center of Oak Park and River Forest / Thrive Counseling Center
• Position	Therapist
• City and state	Oak Park, IL
• Start date (month/year)	August 2003
• End date (month/year)	May 2004
• Employer	Southwest Center on Aging/ Aging Care Connections
• Position	Care Specialist
• City and state	La Grange, IL
• Start date (month/year)	August 2002
• End date (month/year)	May 2003

- Employer — The British Home / Cantata Adult Life Services
- Position — Home Companion, Activities Assistant, Handy Mender
- City and state — Brookfield, IL
- Start date (month/year) — April 2000
- End date (month/year) — January 2003

- Employer — Lyonsville United Church of Christ
- Position — Sabbatical Interim
- City and state — Indian Head Park, IL
- Start date (month/year) — July 2002
- End date (month/year) — September 2002

- Employer — Saint Barbara Roman Catholic Parish
- Position — Youth Minister
- City and state — Brookfield, IL
- Start date (month/year) — July 1996
- End date (month/year) — March 1997

5. List your current professional, academic, community-related, and scientific memberships.

Professional: National Association of Social Workers (NASW), 2004 to present
Academic: North American Paul Tillich Society, 2006 to present
Academic: The Society for Pastoral Theology, 2009 to present
Academic: American Academy of Religion, 2008 to 2017
Community-related: CSA Fraternal Life, 1963 to present
Community-related: Trinity Community Church, UCC, Berwyn, IL, 2003 to present
Community-related: Mankind Project, MKP Chicago, NWTA, 2005 to 2006

6. List your community service responsibilities and activities for the last 3 years.

Theological Dimensions of the Family Study Group, Society for Pastoral Theology, Co-Convener, 2013 to present

Pastoral Theology & Social Work (Dual MDiv/MSW) Global Forum on LinkedIn, Co-Founder, 2013 to present

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

2019: 5 year full-time employment recognition at Aurora University.

8. List your professional presentations presented during the last 5 years.
"Mapping Sacred Space as Dual MDiv/MSW Degree Professional" at the Theological Dimensions of Family Study Group of the Society for Pastoral Theology Annual Meeting in Dallas, TX, June 16, 2017.

"On Giant Shoulders: Teaching Through a Minority Strain Interpretation of Paul Tillich's Thought and Work as a Theologian Doing Social Work" at the North American Paul Tillich Society Annual Meeting at the American Academy of Religion in Atlanta, Georgia, November 20, 2015.

"Ritual-Making: The Rituals of Life and Their Impact on the Therapeutic Relationship" at National Association of Social Workers (NASW) IL 2015 Statewide Conference, Wheeling, Illinois, October 21, 2015, co-led with the Rev. Dr. Penny Taylor, Adjunct Professor of Social Work at Aurora University.

"Cultural Competency Beyond Race and Ethnicity: Towards Awareness of Spirit-filled Rituals and LGBTQ Communities" at the Aurora University Field Office CEU Event in Aurora, Illinois, September 11, 2015, co-led with Dr. Henry W. Kronner, LCSW, Assistant Professor of Social Work at Aurora University and the Rev. Dr. Penny Taylor, Adjunct Professor of Social Work at Aurora University.

"Opening Hearts and Minds: A Reflective Frame for the Pastoral Theologian Doing Social Work" at the Theological Dimensions of Family Study Group of the Society for Pastoral Theology Annual Meeting, Denver, Colorado, June 19, 2015.

"The Digital Footprint: Creating Your Own Holistic Online and Offline Brand Image" at the Eight Annual Faculty Teaching & Research Symposium at Aurora University, February 18, 2015, co-led with Alison Arendt, MSW (Social Work), Anthony Mann, MBA (Business), and Leila Samii, PhD (Business).

9. List your professional publications for the last 5 years

In process: "A World in Need: Brokenness and Reconciliation Explored through Paul Tillich's Doing of Social Work" in *Tillich Jahrbuch/Yearbook.* Berlin, Germany: Walter de Gruyter.

In press : "Tillich's Influence on Pastoral Social Work" in W*hy Tillich? Why Now?* Macon, GA: Mercer University Press.

"On Giant Shoulders: Teaching Through Paul Tillich's Legacy of Being a Theologian Doing Social Work" in The North American Paul Tillich Society Bulletin, The North American Paul Tillich Society, Santa Clara, CA, Volume XLII, Number 2, Spring 2016.

Ressl, W. and Taylor, P. Forging the Nonsectarian Approach to Faith-Based Social Work: "So How's Your Spirit Doing?" Aurora University AU Pulse Blog, Posted Monday, October 19, 2015 at http://news.aurora.edu/aupulse/2015/10/19/nonsectarian-approach-to-faith-based-social-work/

Ressl, W. Doing Liberative Pastoral Social Work: Towards an Integrative Paradigm Grounded in Tillichian Theology and Bowen Systems Theory, Dissertation. Chicago, IL: Chicago Theological Seminary, 2013.

10. Include any other relevant information below or as a separate attachment.

Licensed Clinical Social Worker (LCSW), Illinois.
Ordained Minister in good standing with the United Church of Christ, Chicago Metropolitan Association of the Illinois Conference of the United Church of Christ (UCC).

1. Name of faculty member Dr. Maureen Rubin

2. Degree information

Degree	Ph.D.
Institution Granting Degree	University of South Carolina
Major	Social Work
Date Awarded (month/year)	May/2004

Degree	MSW
Institution Granting Degree	University of Illinois, Urbana-Champaign
Major	Social Work
Date Awarded (month/year)	May/1996

Degree	MA
Institution Granting Degree	Stella Maris College, India
Major	Social Work
Date Awarded (month/year)	May/1989

Degree	BA
Institution Granting Degree	Stella Maris College, India
Major	Sociology
Date Awarded (month/year)	May/1987

3. Academic appointments

Employing academic institution	Aurora University
Title	Director of Graduate Studies in the SSW
City and state	Aurora, IL
Start date (month/year)	07/2019
End date (month/year)	Present

Employing academic institution	Aurora University
Title	Associate Professor
City and state	Aurora, IL
Start date (month/year)	08/2019
End date (month/year)	Present

Employing academic institution	University of Nevada, Reno
Title	Assistant Professor
City and state	Reno, NV
Start date (month/year)	07/2013
End date (month/year)	06/2019

Employing academic institution	University of Texas at San Antonio
Title	Assistant Professor

City and state	San Antonio, TX
Start date (month/year)	09/2007 (Visiting Assistant Professor 09/06 to 08/07)
End date (month/year)	05/2013

4. Professional post–baccalaureate and post–master's social work experience

Employer	University of Nevada, School of Medicine/School of Social Work
Position	Field Instructor, Family Medicine Center
City and state	Reno, NV
Start date (month/year)	08/2015
End date (month/year)	05/2017

Employer	Program Development & Evaluation Associates, LLC
Position	Director
City and state	Columbia, SC
Start date (month/year)	09/2006
End date (month/year)	02/2008

Employer	Department of Mental Health, State of South Carolina/USC
Position	Research Assistant
City and state	Columbia, SC
Start date (month/year)	08/1999
End date (month/year)	05/2004

Employer	Department of Mental Health, State of South Carolina/
Position	Program Evaluator Consultant
City and state	Columbia, SC
Start date (month/year)	05/2001
End date (month/year)	12/2003

Employer	Trilogy, Inc
Position	Program Manager, Community Integrated Living Arrangement (CILA)
City and state	Chicago, IL
Start date (month/year)	03/1996
End date (month/year)	07/1996

Employer	Schizophrenia Research Foundation (India)
Position	Rehabilitation Officer
City and state	Chennai, India
Start date (month/year)	06/1989
End date (month/year)	12/1993

5. List your current professional, academic, community-related, and scientific memberships.

Council on Social Work Education
Society for Social Work and Research

6. List your community service responsibilities and activities for the last 3 years.

2019 to present	Manuscript Reviewer, Journal of Interprofessional Care
2019 to present	Manuscript Reviewer, Criminal Justice and Behavior
2018	Abstract reviewer, Nexus Summit: Creating Results interprofessional Vision to Action
2017	Abstract Reviewer, ICSD, Conference paper abstracts
2017 to Present	Editorial Review Board Member, Multidisciplinary Journal - Stella Maris College, India.
2013 to present	*Editorial Board, Andhra Pradesh Journal of Psychological Medicine, India*
2015 to 2019	*Member, State Management Team, State of Nevada*
2013 - 2019	*Member, Behavioral Health Pipeline Mapping, State of Nevada*

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Awarded the 2019 Field Educator prize for Excellence in field Education Scholarship, Engaging Field Instructors as Standardized Patients in Social Work Education published in the Spring 2019 Issue of the Field Educator. October 2019

Nominated for the Best Article award of 2018-2019, Social Work Education: the international journal "Social work and interprofessional education: integration, intersectionality and institutional leadership" February, 2019

2017 – 2018	Statewide Workforce Development to serve Children, Adolescents and Transitional Age Youth with Behavioral Health needs, grant funded by SAMHSA/ System of Care, NV Department of Child and Family Services. $92,517.85. Principal Investigator
2017	Workshops to Build Behavioral Health Workforce in Nevada through the State Youth Treatment grant funded by SAMHSA/DPBH. $13,900. Principal Investigator
2015 – 2017	*Nevada's Train, Educate, adopt and Collaborate for Healthcare with Screening, Brief intervention and Referral to Treatment (teachSBIRT) Health Resources Services Administration. Rubin, Maureen (Supporting – infuse material in course), Roget, Nancy A (Principal), Menon, Goutham M (Co-principal), Hartje, Joyce A (Co-Principal), Anngela-Cole, Linda (Supporting).*
2014 – 2018	*Enhancing Behavioral Health Training for Social Workers in Nevada (BHTNV). Health Resources Services Administration. $1,328,407 Rubin, Maureen (Co-Principal), Menon, Goutham M (Principal), Manit, Jill (Co-Principal), Montcalm, Denise. (Co-Principal).*

8. List your professional presentations presented during the last 5 years.

Rubin, M., Thomas, J., Rowley, C., Thomas, S. *Interprofessional Education Competency*

Mastery: Blending Teaching Modalities. Presentation accepted for presentation at the Society for Social Work Research to be held in Washington DC in January, 2020.

Rubin, M. *Portfolio development: External Funding* at the Doctoral Scholars Institute (DSI) held in Chicago, IL. June 2019.

Rubin, M., Soska, T., Rich, T., Anderson, J., & Sage, M. *Interprofessional faculty development to address social justice issues* at the Interprofessional Education Summit, Annual Program Meeting, held in Orlando, Fl. November 2018

Rubin, M. & Thomas, S. *Impact of Environmental Pollutants on Mental Health Crisis in Children.* Paper presented at the Annual Public Health Association's annual conference held in San Diego, November 2018.

Austin, M., Rubin, M., Bunger, A., Chernack, P. *Student Research* at the Doctoral Scholars Institute (DSI) held in San Diego, CA. June 2018.

Zippay, A., Chernack, P., Austin, M., Soska, T., Bunger, A., Rubin, M. Portfolio development: external funding; post-docs; *professional associations; job search* at the Doctoral Scholars Institute (DSI) held in San Diego, CA. June 2018

Rubin, M. *Online Interprofessional Education as a mode to address the Behavioral Health Gap.* Paper presented at All Together Better Health IX Conference held in Auckland, New Zealand, September 3-6, 2018.

Rubin, M. *Engaging Standardized Patients to Measure Competencies*. Roundtable presented at the BPD Annual Conference held in New Orleans, LA. 2017

Rubin, M. *Addressing Social Justice Issues related to Health through Interprofessional Education*. Paper presented at the 20th Biennial ICSD Symposium held in Zagreb, Croatia. July 2017.

Rubin, M & Menon, G. *Reaching Out to Social Workers in Rural Communities for Unique Educational Opportunities.* Paper presented at the Annual Program Meeting held in Atlanta, GA. November 2016.

Rubin, M. & Rogers, P. *Interprofessional Education for Integrated Healthcare*. Enhancing Behavioral Health Training for Social Workers in NV (BHTNV) through the Behavioral Health Workforce Education and Training: Grants for Professionals, funded by the Health Resources and Services Administration (HRSA). April, 2016. Reno, NV

Rubin, M. *Long and Short Term Impact of Trauma and Grief*. Enhancing Behavioral Health Training for Social Workers in NV (BHTNV) through the Behavioral Health Workforce Education and Training: Grants for Professionals, funded by the Health Resources and Services Administration (HRSA). April 2016. Reno, NV

Rubin, M. *Evaluating a New Teaching Method: Engaging Social Workers as Standardized Patients.* Roundtable accepted for presentation at the 20th Annual Conference Anniversary Celebration of the Society for Social Work and Research Conference held in Washington, DC. January, 2016. (Could not present due to medical condition)

Svare, G., McClendon, J., Albers, E. & Rubin, M. *Simulation Across the Curriculum: Issues and*
Lessons Learned Panel discussion held at the Annual Program Meeting held in Denver, CO. October 2015.

Rubin, M., Konrad, S., Nimmagadda, J. & Gushwa, M. *Behavioral Health Workforce Development Through University—Community Collaboration.* Round Table

discussion held at the Annual Program Meeting held in Denver, CO. October 2015.

Rubin, M., Hale, L., Baughman, K. & Durante, T. *University-Community-State Collaboration to strengthen workforce pipeline in Nevada.* NASW NV Conference, Reno NV. September, 2015

Rubin, M. *Behavioral Health Integration*. Enhancing Behavioral Health Training for Social Workers in NV (BHTNV) through the Behavioral Health Workforce Education and Training: Grants for Professionals, funded by the Health Resources and Services Administration (HRSA). May, 2015. Reno, NV

Rubin, M. *Enhancing Interprofessional Education and Collaborative Practice to Transform Communities* at the 19th International Consortium of Social Development held in Singapore, July 2015.

Rubin, M. *DSM 5 Changes: Implications for Cross-Cultural Research*. Paper presented at the American Association of Behavioral and Social Sciences, Las Vegas, NV in February 2015.

Menon, G.M., & Rubin, M. *DSM 5: Implications for Curriculum Development and Implementation.* Curriculum or Administrative Workshop held at the Annual Program Meeting held in Tampa, FL October, 2014.

Rubin, M. *Categorical to Dimensional Assessment in DSM-5 and its Impact on Social Work Practice.* Workshop presented at the National Association of Social Workers National Conference held in Washington, DC in July 2014.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Rubin, M., de Saxe Zerden, L. & McGuire (editors). *Leveraging the Power of Social Work through Interprofessional Education*, special issue in the Advances in Social Work (In progress).

Rubin, M. & Kilgore, R. (2019). Integrated care workforce development: University-community collaboration. *Social Work Education: An International Journal. https://doi.org/10.1080/02615479.2019.1661987*

Rubin, M. & Francis, G. (2019). Engaging Field Instructors as Standardized Patients in Social Work Education. http://fieldeducator.simmons.edu/article/engaging-field-instructors-as-standardized-patients-in-social-work-education/. *Field Educator,* Vol 9.1.

Rubin, M., Konrad, S. C., Nimmagadda, J., Scheyett, A., Dunn, K. (2018) Social Work and Interprofessional Education: Integration, Intersectionality, and Institutional Leadership. http://www.tandfonline.com/doi/full/10.1080/02615479.2017.1363174 *Social Work Education: An International Journal*

Alarid, L. F. & Rubin, M. (2016) Misdemeanor arrestees with mental health needs: Diversion and outpatient services as a recidivism reduction strategy. *International Journal of Offender Therapy and Comparative Criminology* DOI: 10.1177/0306624X16652892

Velligan, D.I., Fredrick, M., Mintz, J., Lil, X., Rubin, M., Dube, S., Deshpande, S.N., Trivedi, J.K., Gautam, S., Avasthi, A., Kern, R., Marder, S.R. (2014). The reliability and validitiy of the MATRICS functional assessment battery. Schizophrenia bulletin, 40(5), 1047-1052.

Rubin, M. Alarid, L., Rodriguez, M. (2014). A partnership to develop a utilization-focused

evaluation plan for a criminal justice diversion program. Psychiatric services, 65(1).

10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Allison Schuck, LSW

2. Degree information
Master of Social Work
Aurora University
Social Work
May 2013

Bachelor of Social Work
Evangel University
Social Work
May 2007

3. Academic appointments
Aurora University
Field Director
Aurora, IL
August 2018-Present

Aurora University
Adjunct Faculty
Aurora, IL
August 2016-January 2017

4. Professional post–baccalaureate and post–master's social work experience
Private Practice
Therapist
Yorkville, IL
April 2016-present

Illinois Children's Mental Health Partnership
Managing Director
Chicago, IL
October 2016-December 2018

Illinois Childhood Trauma Coalition
Program Associate
Chicago, IL
December 2015-October 2016

Illinois Children's Mental Health Partnership Program and Administrative Associate
Chicago, IL

December 2014-October 2016

Dupage County Probation
Adult High Risk Probation Officer/Redeploy Officer
Wheaton, IL
July 2013-December 2014

Teen Parent Connection
Parent Group Facilitator
Glen Ellyn, IL
October 2008-May 2014

Teen Parent Connection
Family Support Specialist
Glen Ellyn, IL
October 2008-July 2013

Dupage County Senior Services
Nursing Home Ombudsman/Information and Assistance Specialist
Wheaton, IL
August 2007-October 2008

5. List your current professional, academic, community-related, and scientific memberships.
National Association of Social Workers, Illinois Chapter, Member at Large
Illinois Association of Infant Mental Health, Member at Large
Illinois Childhood Trauma Coalition, Member at Large
Illinois Childhood Trauma Coalition, Workforce Development Member
School District 308 Diversity, Equity and Inclusion, Member at Large
School District 308 Social Emotional Learning Committee, Parent Engagement Subcommittee Member
School District 308 School Community Resource Collaborative, Leadership Team Member

6. List your community service responsibilities and activities for the last 3 years.
Lifetime Bonds, Safe Humane Chicago
Group Facilitator

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None

8. List your professional presentations presented during the last 5 years.
Collaboration in Action: Improving Children's Mental Health in Illinois
Policy to Practice: The Role of Policy in Every Day Social Work
Mental Health Consultation Model Consultant Scan: Report and Recommendations
Trauma Informed Instruction in Social Work Higher Education

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. None

10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Dr. Todd Tedrow

2. Degree information

DSW
Aurora University
Clinical Social Work
August 2016

MSW
University of Chicago
Social Work-Combined Clinical/Policy Track
June 1997

BA
University of Iowa
Sociology / Human Relations
June 1991

3. Academic appointments

Aurora University
Assistant Professor of Social Work-George Williams College
Williams Bay, WI
8/2013-Current

4. Professional post–baccalaureate and post–master's social work experience

Family Alliance, Inc., Woodstock and Huntley, Illinois
Field Placement Coordinator
September 2015-Current

Quality Improvement Fundamentals, Batavia, IL
Improvement Advisor
May 2015-May 2017

Fox Point, McHenry, Il
Executive Director
June 2014-June 2015

Geneva Lake Manor, Lake Geneva, WI
Clinical Preceptorship
Summer 2013-Summer 2014

Symphony Post-Acute Network, Lincolnwood, Il
June 2012-June 2014
Administrator-Claremont of Buffalo Grove, Buffalo Grove Illinois

Quality Assurance and Performance Improvement Field Liaison-Illinois and Arizona

Lexington Health Network, Lombard, Il
Administrator-Lexington of Lake Zurich
January 2010-January 2012

Extended Care, LLC., Evanston, IL (1991-2009)

Administrator-Wheaton Care Center (2004-2005)

Administrator-Sheridan Shores Nursing and Rehabilitation (1999-2004)

Clinical Director-Somerset House (1997-1999)

Specialized Services Coordinator/Unit Director-Somerset House (1991-1997)

5. List your current professional, academic, community-related, and scientific memberships.
   National Association of Social Workers
   Wisconsin Association of Social Workers
   International Association of Social Work with Groups
   Council on Social Work Education
   Wisconsin Council on Social Work Education
   Wisconsin Marriage and Family Therapy, Licensed Professional Counselor and Social Work
      Examining Board (committee elections as follows)
         Credentialing Liaison
         Exams, Education, and ASWB Liaison
         Screening Panel

6. List your community service responsibilities and activities for the last 3 years.
   Identified a community need for social engagement with those suffering from dementia and successfully supervised a qualitative research study to secure grant funding for a community agency.
   Provide regular pro-bono training for the VA and other organization in topics such as Ethics in Social Work Practice.
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
   Governor's Appointment to the Wisconsin Marriage and Family Therapy, Licensed Professional Counselor, and Social Work Examining Board
   Narrative Therapy Support Group Grant from the McHenry County Mental Health Board. This support group grant is an on-going fully funded
8. List your professional presentations presented during the last 5 years.
   Presentations:
   Tedrow, T. (2019, June 28). Narrative Therapy: Advanced Clinical Application Workshop. Presented for the McHenry County Mental Health Board, Crystal Lake, IL

Tedrow, T. (2019, June 5-8). Using Narrative Groups to Eradicate Social Isolation-A Toolkit for Social Engagement. Presented for the International Association of Social Work with Groups-2019 Symposium, New York University, New York.

Tedrow, T. (2019, May 22). Social Work Values and Ethical Decision Making. Presented for the Captain James A. Lovell Federal Health Care Center, North Chicago, IL.

Tedrow, T. (2019, February). Narrative Therapy in Groups: A Toolkit for Developing Social Support. Presented for the McHenry County Mental Health Board, Crystal Lake, IL

Tedrow, T. (2018, October). Narrative Therapy in Groups: A Toolkit for Developing Social Support. Presented at the NASW Wisconsin Conference-2018 Annual Conference, Milwaukee, WI

Tedrow, T. (2018, June). Narrative group therapy-bridging the divide with the elderly. Presented at the International Association of Social Work with Groups-2018 South Africa International Symposium, Kruger National Park, South Africa.

Tedrow, T. (2018, April). Core Social Work Values & Ethical Decision Making in the Practice Setting. Presented for Rock County Human Services, Janesville, WI.

George Williams College, Williams Bay, WI

- In July of 2017, I represented George Williams College at the International Association of Social Work with Groups-Group Camp where I led a very well attended interactive workshop presentation titled, "Using Story to Achieve Desired Group Outcomes-A Narrative Group Therapy Toolkit" for a national audience. This workshop involved an overview of Narrative Therapy with multiple integrated experiential exercises that involved personal reflection as well as using family history exercises designed to build narratives.
- In June of 2017, I presented at the Social Work Summer Symposium at George Williams College for an afternoon session on "Narrative Therapy".

Community Presentations

Family Alliance, Woodstock and Huntley, IL

"Family Dynamics" Dec. 2016/Feb. 2017
"Your Story Matters" April 2016
"Finding Meaning Through Grief" June/Sept. 2016
"Telling Your Story" October 2016
"Telling Your Story-Part II" Community Care Resources, Inc., Madison, WI
"Core Social Work Values and the Impact on Ethical Decision Making in the Practice Setting"
"Cultural Competence in Social Work Practice" November 2016

Harvard Community Radio, Harvard, IL

"Get a Grip" with Gale Harris, L.C.S.W February 2016
Narrative Therapy

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. None

10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Alexis L. Trocki

2. Master of Arts
University of Chicago
Clinical Social Work
May 2010

Bachelor of Arts, Cum Laude
Mount Holyoke College
Sociology
May 2005

3. Aurora University
Field Affiliation Coordinator
Aurora, IL
July 2019
Present

4. TPSN Parent/Child Group Facilitator
UCAN
May 2019
Present

Year Up Chicago
Student Services Manager
Chicago, IL
May 2016 - July 2019

Association House of Chicago
Partners Achieving Student Success Supervisor
Chicago, IL
September 2014 - May 2016

UCAN
TPSN Education/Vocation Liaison III
Chicago, IL
January 2011 - September 2014

Community and Outreach Services Coordinator
Family Planning Associates
Chicago, IL
September 2010 - January 2011

Patient Services Representative/Outreach Specialist
Family Planning Associates
Chicago, IL
February 2008 - September 2010

Volunteer Manager/Board Liaison
Respiratory Health Association of Metropolitan Chicago formerly American Lung Association of Metropolitan Chicago
Chicago, IL
July 2006 - February 2008

Reproductive Health Assistant II/Back-Up Manager
Planned Parenthood of Illinois
Chicago, IL
July 2005 - July 2006

5. National Association of Social Workers Member
   Girl Scouts of Greater Chicago and Northwest Indiana Member

6. Troop 25759 Leader, Girl Scouts of Greater Chicago and Northwest Indiana

7. Natalie Haimowitz Postgraduate Fellowship, July 2019 – Present
   National Functional Excellence Award – Student Services, Year Up, June 2019
   American Express Leadership Academy Grantee, November 2018

8. Not Applicable.

9. Not Applicable.

10. Illinois Licensed Clinical Social Worker, 2014 – Present
    Illinois Certified Domestic Violence 40-Hour Training Graduate, 2011

1. Name of faculty member Laura Vargas, LCSW, CWEL

2. Degree information

Master of Social Work
University of Illinois Urbana Champaign
Social Work
May 1996

Bachelor of Social Work
Illinois State University
Social Work
August 1993

Postgraduate
Aurora University

Type 73 School of Social Work

3. Academic appointments

• Employing academic institution	Aurora University
• Title	Assistant Professor-Graduate Social Work Coordinator of Child Welfare Track
• City and state	Aurora, IL
• Start date (month/year)	July 2019
• End date (month/year)	Present

• Employing academic institution	Aurora University
• Title	Adjunct Professor
• City and state	Aurora, IL
• Start date (month/year)	August 2014
• End date (month/year)	July 2019

• Employing academic institution	Aurora University
• Title	Field Liaison
• City and state	Aurora, IL
• Start date (month/year)	August 2016
• End date (month/year)	Current

4. Professional post–baccalaureate and post–master's social work experience

• Employer	Lutheran Social Services
• Position	Program Director
• City and state	Aurora, IL
• Start date (month/year)	March 2011
• End date (month/year)	August 2019

• Employer	Breaking Free
• Position	Clinical Director for outpatient treatment
• City and state	Aurora, IL
• Start date (month/year)	January 2010
• End date (month/year)	March 2011

• Employer	Catholic Charities, Diocese of Joliet
• Position	Counseling Supervisor, Community Mental Health July 2006 – January 2010 Quality Assurance Supervisor May 2002 – July 2006 Foster Care Supervisor January 2000 – May 2002
• City and state	Joliet Illinois
• Start date (month/year)	January 2000
• End date (month/year)	January 2010

• Employer	Catholic Charities, Diocese of Chicago
• Position	Child Welfare Social Work Supervisor September 1998 – December 2000 Child Welfare Program Assistant August 1996 – September 1998 Child Welfare Specialist Case Manager September 1993 – August 1996
• City and state	Chicago Illinois
• Start date (month/year)	September 1993
• End date (month/year)	December 2000

5. List your current professional, academic, community-related, and scientific memberships.
Academic Affairs Committee, Aurora University – Member
National Association of Social Workers
Child Welfare League of America

6. List your community service responsibilities and activities for the last 3 years.
Alleluia Lutheran Church, Naperville – Sponsor Compassion International
Christmas Adopt a Child Liaison with LSSI
Lutheran Social Services – Developed Field Internship program with Aurora University.
Lutheran Social Services – Foster Parent recruitment activities
Oswego High School – Volunteer
Aurora University – Panel presenter on Child Welfare Careers

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
Field Instructor of the Year, nominee, Aurora University

8. List your professional presentations presented during the last 5 years.
Vargas, L. (2018). *Trauma Informed Work with Children*, Springfield Urban League Head Start.

9. List your professional publications for the last 5 years. None

ONLINE FACULTY ADJUNCT CVs

1. Name of faculty member Denise Anderson

2. Degree Information
Ph.D. in Social Work University of Maryland, Baltimore, Maryland
July 1995

Masters in Social Work Temple University, Philadelphia, Pennsylvania
May 1989

Bachelor of Arts in Social Work Shippensburg University, Shippensburg, Pennsylvania May 1988

3. Academic Appointments

Adjunct (online) Instructor School of Social Work (MSW), Aurora University, Aurora, IL August, 2017 to present.

Professor of Social Work, Olivet Nazarene University, Bourbonnais, IL August 2016 to present.

Assistant Professor and Admissions Specialist, Department of Community Care and Counseling, Liberty University, Virginia
July 2015 to July 2017.

Adjunct Online Instructor Department of Community Care and Counseling, Liberty University, Virginia
March 2013 to July 2015.

Full Professor, Tenured, Shippensburg University, Shippensburg, Pennsylvania.
August 2005 – August 2006.

Department Chair, Shippensburg University, Shippensburg, Pennsylvania.
June 2004 to August 2006.
August 2002 to July 2003.

Associate Professor, Tenured, Shippensburg University, Shippensburg, Pennsylvania.
August 2000- August 2005.

International Teaching and Research

Conducted research and taught English in Northern Thailand.
Taught Grades K-12th grades at rural public school during one year sabbatical from Shippensburg University.
July 2003 to June 2004.

Interim Field Practicum Coordinator, Shippensburg University, Shippensburg, Pennsylvania. Spring 2002.

Assistant Professor, Tenure-Track, Shippensburg University, Shippensburg, Pennsylvania August 1995 to August 2000.

Instructor, Full Time, Temporary, Shippensburg University, Shippensburg, Pennsylvania August 1993 to August 1995.

Adjunct Professor - Developed and taught Doctoral level Qualitative Research course for Duquesne University in Ed.D. Interdisciplinary Program in Educational Leadership May 2000 to May 2006.

Instructor - Adjunct Professor in MSW Program- Temple University, Harrisburg, Pennsylvania
January 1995 to December 1998.

4. Professional Social Work Experience

Clinical Social Worker, Pennsylvania Psychological Services,
Mechanicsburg, Pennsylvania
July 1991 to December 1995.

Assistant Clinical Director, Pennsylvania Psychological Services, Carlisle, Pennsylvania
July 1993 to July 1994.

Clinical Social Worker - Part Time - Dauphin County Mental Health Services, Harrisburg, Pennsylvania
August 1990 to June 1992.

Psychiatric Social Worker, Edgewater Psychiatric Center, Harrisburg, Pennsylvania
August 1989 to November 1991.

Psychiatric Technician, Edgewater Psychiatric Center, Harrisburg, Pennsylvania
December 1987 to August 1989.

5. Professional Memberships

IL State Social Work License
2017- present
PA State Social Work License SW 006389L
1989-1997; 2015-2017

NACSW Member
2016- present

6. Community Service Responsibilities

Kankakee Child Welfare Action Team Member, Kankakee, IL 2016-present
Community Cup Member, Kankakee, IL 2017-present
Mission in Action Team Leader, Olivet Nazarene University, 2017- present

7. Awards

8. Professional Presentations

Anderson, D. (2019, November). Increasing Cultural Intelligence in a Faith-based University Classroom, North America Association of Christians in Social Work,

Indianapolis, IN.

Anderson, D. & Guimond, R. (2019). SES: Cultural Competence with the Taboo Element of Diversity. Social Work CEU event. Olivet Nazarene University, Bourbonnais, IL

Anderson, D. & Williams, B. (2017, November). Training social work students as mentors for advocacy with children at risk. North America Association of Christians in Social Work. Charlotte, NC.

Anderson, D. (2016, November). Mama Dorah: Uplifting Grassroots Efforts to Combat Human Trafficking. North America Association of Christians in Social Work. Cincinnati, OH

9. Professional Publications

Anderson, D. (2018). Mama Dorah: Uplifting Grassroots Efforts to Combat Human Trafficking. *Journal of Social Work and Christianity*, 45(2).

1. Name of faculty member Geraldine Atkins, Ed.D., MSW

2. Degree information

- Degree 1: Doctor of Education
- Institution granting degree: Northcentral University
- Major: Education (Organizational Leadership)
- Date Awarded: 8/2019

- Degree 2: Masters of Social Work
- Institution granting degree: Rutgers University
- Major: Social Work
- Date Awarded: 5/2011

- Degree 3: Bachelor of Arts
- Institution granting degree: Rutgers University
- Major: Urban Studies
- Date awarded: 5/2009

3. Academic appointments

- Employing academic institution: Delaware State University
- Title: Field Liaison
- City and state:DE
- Start date: 9/2019
- End date: Current

- Employing academic institution: Aurora University
- Title: Part-Time Lecturer
- City and state: Aurora, IL
- Start date: 3/2019
- End date: Current

- Employing academic institution: Rutgers
- Title: Part-Time Lecturer
- City and state: New Brunswick, NJ
- Start date: 9/2015
- End date: Current

- Employing academic institution: Camden County College
- Title: Adjunct Professor
- City and state: Blackwood, NJ
- Start date: 9/2013
- End date: Current

4. Professional post–baccalaureate and post–master's social work experience
   - Employer 1: Center for Family Services
     - Position: Individual and Family Counselor 3
     - City and state: Voorhees, NJ
     - Start date: 10/2016
     - End date: 7/2017
   - Employer 2: GSC Education Group
     - Position: Director: Sojourner Center of Excellence in Social Work
     - City and state: Marlton, NJ
     - Start date: 09/2011
     - End date: 08/2016
   - Employer 3: Rutgers University: TRIO Student Support Services
     - Position: Acting Developmental Specialist
     - City and state: Camden, NJ
     - Start date: 09/2011
     - End date: 06/2012
   - Employer 4: Center for Nonprofit Management and Governance: Transition for Youth
     - Position: Program Assistant
     - City and state: Camden, NJ
     - Start date: 05/2011
     - End date: 09/2011
   - Employer 5: Rutgers University: Urban Studies
     - Position: Service-Learning Coordinator
     - City and state: Camden, NJ
     - Start date: 09/2009
     - End date: 05/2011

5. List your current professional, academic, community-related, and scientific memberships:
   - NASW- National Association of Social Workers

6. List your community service responsibilities and activities for the last 3 years:
   - Journey's Resource Center, President/CEO

- Organize annual food drive and prepare meals for homeless
- Assist aging out foster children with numerous resources for college and housing
- Organize annual youth college tours

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years:
   - I-Female Publications: I am a survivor recognition dinner

8. List your professional presentations presented during the last 5 years.
   - PHENND: 2014 NextSteps Americorp Conference. University of Pennsylvania: Philadelphia Higher Education Network for Neighborhood Development
   - Rowan@Gloucester County: 2015 Goal Setting Workshop
   - 29th Annual Muslim Convention: 2018 Building Community & Family: Healing Families in these Peculiar Times
   - NASW Speaker Series: 2019 Social Work Month: Diversity, Social Justice & Role of Social Workers

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
   - Examining Strategies Used to Address At-Risk Students by High School Leaders: A Multiple Case Study. Manuscript

10. Include any other relevant information below or as a separate attachment. None

1. Name of faculty member Tami Broskow

2. Degree Information

**Bachelor of Arts and Bachelor of Social Work*
**University of Wisconsin-Madison*
**Psychology and Social Work*
**May 1991*

**Master of Social Work*
**University of Illinoi-Chicago*
**MSW*
**May 1994*

**Post MSW-Type 73 Certificate*
**Aurora University*
**Type 73 Certificate*
**May 2005*

3. Academic Appointments

**Aurora University*
**Adjunct Faculty School of Social Work*
**Aurora and Woodstock, Illinois*

**September 2011*
**Current*

4. Professional Experience
   **Shelter Inc*
   **Group Home Worker*
   **Schaumburg, Illinois*
   **August 1991*
   **October 1992*

   **Community Youth Network*
   **Outreach Counselor*
   **Grayslake, Illinois*
   **October 1992*
   **May 1994*

   **The Advantage Group*
   **Counselor*
   **Cary, Illinois*
   **October 1994*
   **November 1997*

   **Huntley School District 158*
   **School Social Worker*
   **August 2015*
   **Current*

5. Memberships
   **IASSW*
   **NASW*

6. Community Service Responsibilities
   **Volunteer Member Mchenry County Suicide Prevention Task Force*
   **Volunteer Trainer QPR (Question, Persuade, Refer)*

7. Awards
   **ISBE Those Who Excel-Individual and Team Award 2015*
   **ISBE Those Who Excel-Individual 2017*

8. Presentations
   **It Takes a Village; Fostering Resilience in High School Students and Emerging Adults; Suicide Prevention and Recovery Conference*
   **The "S" Word-Parent University Presentation; Huntley High School*
   **Anxiety 101-Staff Presentation; Huntley High School*
   **Anxiety 101-Parent University Presentation; Huntley High School*

9. Publications

**N/A*

1. Name of faculty member Karen Y. Brown Watkins

2. Degree information

Degree	PhD
Institution Granting Degree	*University of Georgia*
Major	Social Work
Date Awarded (month/year)	*May/2009*

Degree	MSW
Institution Granting Degree	*New York University*
Major	Social Work
Date Awarded (month/year)	May/1994

Degree	BS
Institution Granting Degree	Florida State University
Major	Psychology
Date Awarded (month/year)	May/1991

3. Academic appointments

Employing academic institution	Aurora University
Title	Adjunct Professor
City and state	Aurora, IL
Start date (month/year)	May 2019
End date (month/year)	Present

Employing academic institution	Georgia State University
Title	Clinical Assistant Professor
City and state	Atlanta Georgia
Start date (month/year)	August 2011
End date (month/year)	Present

Employing academic institution	Simmons University
Title	Adjunct Professor
City and state	Atlanta Georgia
Start date (month/year)	*August 2014*
End date (month/year)	*December 2016*

Employing academic institution	Shorter University
Title	Assistant Professor/Field Director
City and state	Rome, Georgia
Start date (month/year)	*May 2010*
End date (month/year)	*July 2011*

Employing academic institution	North Carolina State University
Title	Teaching Assistant Professor
City and state	Raleigh North Carolina
Start date (month/year)	*August 2008*
End date (month/year)	*July 2010*

Employing academic institution	University of Georgia
Title	Clinical Assistant Professor
City and state	Athens Georgia
Start date (month/year)	*August 2003*
End date (month/year)	*July 2008*

Employing academic institution	Kennesaw State University
Title	Adjunct Professor
City and state	Kennesaw, Georgia
Start date (month/year)	*August 2007*
End date (month/year)	*July 2008*

Employing academic institution	New York University
Title	Field Instructor
City and state	New York, New York
Start date (month/year)	*August 1995*
End date (month/year)	*July 1999*

Employing academic institution	Columbia University
Title	Clinical Field Instructor
City and state	New York, New York
Start date (month/year)	*August 1997*
End date (month/year)	*July 1999*

4. Professional post–baccalaureate and post–master's social work experience

Employer	Emory University Medical Center
Position	Medical Social Worker/ Case Manager/Transplant Chart Auditor
City and state	Atlanta, Georgia
Start date (month/year)	November 2011
End date (month/year)	December 2017

Employer	Duke University - Raleigh Hospital
Position	Medical Social Worker
City and state	Raleigh, North Carolina
Start date (month/year)	October 2008
End date (month/year)	July 2010

Employer	Piedmont Hospital
Position	Medical Social Worker
City and state	Atlanta, Georgia

Start date (month/year)	January 2007
End date (month/year)	December 2008
Employer	Athens Regional Medical Center
Position	Medical Social Worker
City and state	Atlanta, Georgia
Start date (month/year)	June 2003
End date (month/year)	August 2005
Employer	Carolinas Medical Center
Position	Clinical Social Work Supervisor
City and state	Charlotte, North Carolina
Start date (month/year)	January 2002
End date (month/year)	January 2003
Employer	Home Health Professionals
Position	Social Work Supervisor
City and state	Charlotte, North Carolina
Start date (month/year)	May 2000
End date (month/year)	May 2003
Employer	A Child's Hope Adoption Agency
Position	Foster Care/Adoption Supervisor
City and state	Raleigh, North Carolina
Start date (month/year)	May 2002
End date (month/year)	May 2003
Employer	Total Care Inc. (Home Health)
Position	Clinical Social Worker
City and state	Charlotte, North Carolina
Start date (month/year)	May 2002
End date (month/year)	May 2003
Employer	Christian Adoption Services Inc.
Position	Foster Care Adoption Supervisor
City and state	Charlotte, North Carolina
Start date (month/year)	May 2000
End date (month/year)	May 2002
Employer	Presbyterian Hospital (Hospice)
Position	Clinical Social Worker
City and state	Charlotte, North Carolina
Start date (month/year)	March 2000
End date (month/year)	May 2001
Employer	Our Lady of Mercy Certified Home Health Agency (Hospice and Home Health)

Position	Home Social Work Coordinator
City and state	Bronx, New York
Start date (month/year)	September 1996
End date (month/year)	May 2000

Employer	Jacobi Medical Center
Position	Director of Social Work
City and state	Bronx, New York
Start date (month/year)	October 1997
End date (month/year)	May 2000

Employer	Visiting Nurse Services (Home Health)
Position	Clinical Social Worker
City and state	White Plains, New York
Start date (month/year)	April 1998
End date (month/year)	May 2000

Employer	St. Mary's Children's Hospital (Hospice)
Position	Clinical Social Worker
City and state	Queens, New York
Start date (month/year)	April 1998
End date (month/year)	May 2000

Employer	St. Luke's Roosevelt Hospital (Home Health and Hospice)
Position	Senior Social Worker
City and state	New York, New York
Start date (month/year)	April 1997
End date (month/year)	May 1998

Employer	Post Graduate Center for Mental Health
Position	Director of Weekend Programs
City and state	New York, New York
Start date (month/year)	April 1995
End date (month/year)	May 1998

Employer	St. Barnabas Hospital
Position	Nephrology Social Worker
City and state	Bronx, New York
Start date (month/year)	July/1994
End date (month/year)	September/1996

5. List your current professional, academic, community-related, and scientific memberships.

Faculty Affiliate, Atlanta Region Geriatric Education Center 2012-present
Member, The Association of Baccalaureate Program Directors 2012-present
Faculty Scholar, SREB, Institute of Teaching and Mentoring, 2008-present
Member, Gerontology Society of America 2003-present

Member, Council of Social Work Education (CSWE) 2003-present
Member, National Association of Social Workers 1991-present

6. List your community service responsibilities and activities for the last 3 years.
Member, Emory University Hospital, Social Work Practice Council 2012-present

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None

8. List your professional presentations presented during the last 5 years.

Watkins, K., Quarles, V., Collard, C., Goodridge,-Purnell, K., Huggins,C., (2018) *Women on Fire: Transcending the Historical Effects of Trauma: Historical Trauma,Gender, and Criminality.* Caribbean Studies Association (CSA), 43rd Annual Caribbean Studies Association Conference, Havana, Cuba.

Hall, J.C., Watkins, K., & Collard, C. (2018) *It's tough being a woman: The psychosocial impact of intergenerational stress and coping.* Society for Social Work Research, 22nd Annual Conference, Washington, DC.

Watkins, K., & McCutcheon, K. (2016) *Yes We Can ! Building a collaborative community in an online diversity course.* Council on Social Work Education, 62nd Annual Program Meeting, Atlanta, GA.

Forge, N., Watkins, K., Lewinson, T., (2016) *Exploring student challenges with collaborative team learning in Undergraduate Social Work Education*. Council on Social Work Education, 62nd Annual Program Meeting, Atlanta, GA.

Forge, N., Watkins, K., Lewinson, T., (2015) *Collaborative Empowerment Teams-Advancing Student Intrinsic Motivation in Social Work Education*. Council on Social Work Education, 61st Annual Program Meeting, Denver, CO.

Woodiwiss, J., & Watkins, K., (2015) An Exploration of the "Border Crisis" and the Adoption of Children from Latin American Countries. Georgia State University Undergraduate 9th Annual Research Conference (GSURC).

DeLoach-McCutcheon, K., Watkins, K., (2014) *"Say Cheese": Social Work and photography students collaborate through cultural digital storytelling (Skills Workshop).* Council on Social Work Education, 60th Annual Program Meeting, Tampa, FL.

Kropf, N. P. & Watkins, K. (2014). *Interprofessional education in aging: An analysis of exchanges in student discussions.* 7th International Conference on Interprofessional Practice & Education. University of Pittsburgh.

Watkins, K., Forge, N., & Lewinson, T. (2014). *Using team-based learning and ePortfolios: Preparing students for collaborative interdisciplinary work.* Paper Presenter, Council on Social Work Education, 60th Annual Program Meeting, Tampa, FL.

Lewinson, T. & Watkins, K. (2014). *eSocial Work: Transitioning "lackluster" research paper assignments into "extraordinary" collaborative eportfolio experiences.* Paper Presenter, Council on Social Work Education, 60th Annual Program Meeting, Tampa, FL.

Kropf, N. P. & Watkins, K. (2014). *Interprofessional Education in Aging: An Analysis of Exchanges in Student Discussions.* All Together Better Health VII. University of Pittsburgh. Poster Presentation.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
   Watkins, K., Forge, N., Lewinson, T., Garner, B., Carter, L., & Greenwald, L. (2018) Undergraduate social work students' perceptions of a team-based learning approach to exploring adult development. *Journal of Teaching Social Work, 38(2)*.
   Collard, C., Lewinson, T. and Watkins, K. (2014). Supportive housing: An evidence-based intervention for reducing relapse among low-income adults in addiction recovery. *Journal of Evidence-Based Social Work.*

10. Include any other relevant information below or as a separate attachment.
    None

1. Name of faculty member Samantha Lynn Buss-Yingling

2. Degree information
   - Masters in Social Work
   - Aurora University
   - Social Work
   - May/2011
3. Academic appointments
   - Aurora University
   - Adjunct Professor
   - Aurora, Illinois
   - August/2017
   - Current
4. Professional post–baccalaureate and post–master's social work experience
   - OCEC – Ogle County Educational Cooperative
   - Social Worker
   - Byron, Illinois
   - August/2011
   - Current
5. List your current professional, academic, community-related, and scientific memberships: IASSW, NASW, IAODAPCA, IAASE
6. List your community service responsibilities and activities for the last 3 years: Work with substance abuse prevention programs through local affiliation as well as sitting on the Juvenile Justice Board
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years: none
8. List your professional presentations presented during the last 5 years: Impact of Trauma on Adolescents, Building Relationships through Connection, Autism 101, SEL Learning: The Basics, ACES Impact: Theory to Real Life Practices, Mindfulness, How To Use Effective Communication When Dealing with Parents, Behavior Basics, Using Behavior Student Assistance Teams in Your Schools
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher: none

10. Include any other relevant information below or as a separate attachment: none

1. Name of faculty member Wendy Byrne, MSW, LCSW

2. Degree Information
Masters in Social Work
University of Illinois at Chicago
School Social Work
May 1992

3. Academic Appointment
Aurora University
Adjunct Faculty
Aurora, Illinois
January, 2009
Present

Waubonsee Community College
Adjunct Faculty
Sugar Grove, Illinois
August, 2008
January, 2013

4. College of DuPage
Literacy Coordinator
Glen Ellyn, Illinois
June, 2000
February, 2009

Catholic Charities Diocese of Joliet
Supervisor, Foster Care Services
Joliet, Illinois
January, 1995
May, 2000

Catholic Charities Diocese of Joliet
Case Manager, Foster Care Services
Lombard, Illinois
August, 1989
January, 1995

5-10. N/A

1. Name of faculty member Laura J. Campbell

2. Degree information
- Degree: MSW, M.Ed / M.A

- Institution granting degree: Loyola University and Concordia University
- Majors: Social Work and Education and Administration
- Date awarded (month/year): May 2001 & May 2012

3. Academic appointments
   - Employing academic institution: School District 64
   - Title: School Social Worker
   - City and state: Park Ridge, IL, 60068
   - Start date (month/year) July 2001
   - End date (month/year) still there
4. Professional post–baccalaureate and post–master's social work experience
   - Employer: Park Ridge Police Department
   - Position: Social Worker
   - City and state: Park Ridge and Niles, IL
   - Start date (month/year) July 2003
   - End date (month/year) July 2017
5. List your current professional, academic, community-related, and scientific memberships. Licensed in School SW, social work, education (K-12) and k-12 Administration, certifications in Special Education and Mental Health for school related programs.
6. List your community service responsibilities and activities for the last 3 years: Several sessions on parenting and school related topics. Open practice for relationships in school setting. Trainings on navigating the IEP process and mental health related diagnosis, training on Biofeedback
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years: Awards include Employee of the years, licensed in Restorative Practice and training, CPI, Crisis Preventative trainer for first responders.
8. List your professional presentations presented during the last 5 years PBIS training, CPI training,
   IEP trainings, Mental Health Law Training.
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
10. Include any other relevant information below or as a separate attachment.
    Work experience beyond the past 20 years includes:
    Private Practice and working abroad in Canada as a social worker.

1. Name of faculty member Dr. Laurie Cox

2. Degree information
   - Degree: Doctorate in Philosophy
   - Institution granting degree: Walden University
   - Major: Health Psychology
   - Date awarded (month/year): 11/2016

   - Degree: Masters of Science
   - Institution: Illinois State University
   - Major: General Psychology

- Date awarded (month/year): 08/2000

- Degree: Masters of Science
- Institution: Illinois State University
- Major: Art Therapy
- Date awarded (month/year): 12/1998

- Degree: Bachelors of Science
- Institution: Illinois State University
- Major: Psychology with minors in Criminal Justice and Sociology
- Date awarded (month/year): 12/1992

3. Academic appointments
   - Employing academic institution: Aurora University
   - Title: Adjunct Faculty
   - City and state: Aurora, Illinois
   - Start date (month/year): 01/2018
   - End date (month/year): Present

   - Employing academic institution: Harper College
   - Title: Adjunct Faculty
   - City and state: Palatine, Illinois
   - Start date (month/year): 08/2017
   - End date (month/year): Present

   - Employing academic institution: Elgin Community College
   - Title: Psychology Department Instructional Coordinator
   - City and state: Elgin, Illinois
   - Start date (month/year): 07/2017
   - End date (month/year): Present

   - Employing academic institution: Elgin Community College
   - Title: Adjunct Faculty
   - City and state: Elgin, Illinois
   - Start date (month/year): 01/2008
   - End date (month/year): Present

   - Employing academic institution: Heartland Community College
   - Title: Adjunct Faculty
   - City and state: Normal, Illinois
   - Start date (month/year): 01/2001
   - End date (month/year): 08/2008

- Employing academic institution: Richland Community College/Illinois Department of Corrections
- Title: Adjunct Faculty
- City and state: Decatur, Illinois
- Start date (month/year): 01/2001
- End date (month/year): 12/2001

- Employing academic institution: Macmurray College/Illinois Department of Corrections
- Title: Adjunct Faculty
- City and state: Lincoln, Illinois
- Start date (month/year): 01/2001
- End date (month/year): 12/2001

- Employing academic institution: Illinois State University
- Title: Adjunct Faculty
- City and state: Normal, Illinois
- Start date (month/year): 08/2003
- End date (month/year): 12/2003

- Employing academic institution: Illinois State University
- Title: Teaching Intern
- City and state: Normal, Illinois
- Start date (month/year): 01/97
- End date (month/year): 05/97

- Employing academic institution: Illinois State University
- Title: Graduate Teacher
- City and state: Normal, Illinois
- Start date (month/year): 08/1996
- End date (month/year): 12/1998

- Employing academic institution: Illinois State University
- Title: Graduate Teaching Assistant
- City and state: Normal, Illinois
- Start date (month/year): 09/1995
- End date (month/year): 05/1996

4. Professional post–baccalaureate and post–master's social work experience
   - Employer: Centennial Counseling
   - Position: Associate Staff II/Licensed Clinical Professional Counselor
   - City and state: Yorkville, Illinois
   - Start date (month/year): 09/2017
   - End date (month/year): Present

- Employer: AMITA Saint Joseph Hospital
- Position: Oncology Counselor/Art Therapist/Licensed Clinical Professional Counselor
- City and state: Elgin, Illinois
- Start date (month/year): 10/2007
- End date (month/year): Present

Employer: Private Practice
- Position: Licensed Clinical Professional Counselor
- City and state: Elgin, Illinois & Normal, Illinois
- Start date (month/year): 01/2002
- End date (month/year): Present

- Employer: ABC Counseling and Family Services
- Position: Sexual Abuse Counselor/SACY Coordinator
- City and state: Normal, Illinois
- Start date (month/year): 08/1997
- End date (month/year): 02/2005

- Employer: Illinois Addiction Recovery
- Position: Addictions Psychotherapist
- City and state: Peoria, Illinois
- Start date (month/year): 03/1994
- End date (month/year): 09/1995

- Employer: Community Hospital of Ottawa
- Position: Mental Health Counselor
- City and state: Ottawa, Illinois
- Start date (month/year): 10/1992
- End date (month/year): 11/1993

5. List your current professional, academic, community-related, and scientific memberships:
   - American Psychological Association-Society for the Teaching of Psychology
   - American Massage Therapy Association

6. List your community service responsibilities and activities for the last 3 years: None

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years: None

8. List your professional presentations presented during the last 5 years.
   Distress Assessment and Management in Oncology Patients presented at several trainings for oncology professionals and patients

9. List your professional publications for the last 5 years. Include the title of the publication or

journal, the month and year it was published and the city and state of the publisher. None

10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Adana Annette Cranfield

2. Degree information
Master of Social Work
Aurora University
Social Work
Date awarded (August/2009)

Bachelor of Science
University of Illinois
Psychology
Date awarded (May/2003)

3. Academic appointments
- Aurora University
- Adjunct Faculty
- Aurora, Illinois
- Start date (June/2017)
- End date (N/A)

4. Professional post–baccalaureate and post–master's social work experience
- Joliet Public Schools District 86
- Social Worker
- Joliet, Illinois
- Start date (August/2010)
- End date (August/2019)

- Southwest Suburban Center on Aging
- Case Manager
- LaGrange, Illinois
- Start date (August/2007)
- End date (October/2008)

- Carole Robertson Center for Learning
- Resource Development Specialist
- Chicago, Illinois
- Start date (October/2004)
- End date (August/2007)

- Lutheran Social Services of Illinois
- Child Welfare Specialist
- Chicago, Illinois

- Start date (November/2003)
- End date (October/2004)

5. List your current professional, academic, community-related, and scientific memberships.
   Illinois Association of School Social Workers
6. List your community service responsibilities and activities for the last 3 years.
   Feed My Starving Children, Gift Mart, *His Kids* Special Needs Children's Ministry
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
   Chicago Community Trust *Acting Up* Grant
8. List your professional presentations presented during the last 5 years.
   Universal Screeners for Behavior Disorders, Stabilizing Classrooms, Mental Health First Aid
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. None
10. Include any other relevant information below or as a separate attachment. None

1. Name of faculty member Tamara Curry

2. Degree information
   - Master's in social work
   - Aurora University
   - Social Work
   - 08/2012
3. Academic appointments
   - Aurora University
   - Adjunct Instructor
   - Aurora, IL
   - 08/2016
   - Current
4. Professional post–baccalaureate and post–master's social work experience
   - Naper Clinical Behavioral Services
   - Therapist
   - Naperville, IL
   - 10/2019
   - Current

   - Plainfield North High School
   - Catalyst Social Worker
   - Plainfield, IL
   - 08/2015
   - 05/2019

   - Kendall County Special Education Cooperative
   - Oswego/Yorkville, IL
   - 01/2013
   - 05/2015

5. List your current professional, academic, community-related, and scientific memberships.
   - NCSW
6. List your community service responsibilities and activities for the last 3 years.
   - Volunteer work with Cross Lutheran Church
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
   - Railroad safety award – DUI teen awareness program
8. List your professional presentations presented during the last 5 years.
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Heather Dancy Morgan

2. Degree information
   - Degree BS- Psychology;MSW;Doctorof Behavioral Health (DBH)
   - Institution granting degree:BS-High Point University;MSW-UNC Charlotte;DBH-Arizona State University
   - Major Psychology (BS) Social Work (MSW) Behavioral Health (Clinical) (DBH)
   - Date awarded (month/year) BS 6/1996;MSW 5/2002; DBH 5/2016
3. Academic appointments
   - Employing academic institution Aurora University
   - Title Part-Time Faculty (MSW) School of Social Work
   - City and state Aurora,IL
   - Start date (month/year) 1112018
   - End date (month/year) N/A
4. Professional post-baccalaureate and post-master's social work experience
   - Employer Davidson Behavioral Health & Psychotherapy, PLLC
   - Position Behavioral Health Doctor/Owner
   - City and state Lexington,NC
   - Start date (month/year) 10-2016
   - End date (month/year) N/A
5. List your current professional, academic, community-related, and scientific memberships. NASW, PhiKappa Phi, Psi Chi
6. List your community service responsibilities and activities for the last 3 years. Campaign Volunteer, National Night Out Volunteer
7. List special awards, fellowships ,grants, or any other recognition you have received during the last 3 years. Phi Kappa Phi, National Honors Society
8. List your professional presentations presented during the last 5 years. None
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. None
10. Include any other relevant information below or as a separate attachment. N/A

1. Name of Faculty Member Dr. Aaliyah A. Dent MSW, LSW, ACSW

2. Degree information

- Doctor of Social Work
- Capella University
- Social Work
- August, 2015

3. Academic appointments
    - Aurora University
    - Adjunct Instructor
    - Aurora, Illinois
    - January, 2018
    - present

4. Professional post–master's social work experience
    - New Jersey Commission for the Blind / Visually Impaired
    - Supervising Community Program Specialist (Northern Regional Office Manager)
    - Newark, New Jersey
    - November, 2018
    - present

Professional post–master's social work experience
    - New Jersey Commission for the Blind/Visually Impaired
    - Social Work Field Supervisor for Social Work Interns
    - Newark, New Jersey
    - Sept, 2019
    - present

Professional post–master's social work experience
    - Greystone Park Psychiatric Hospital
    - Program Development Specialist
    - Morris Plains, New Jersey
    - September, 2013
    - November, 2018

Professional post–master's social work experience
    - Greystone Park Psychiatric Hospital
    - Social Work Supervisor 3
    - Morris Plains, New Jersey
    - June, 2008
    - September, 2013

Professional post–master's social work experience
    - Greystone Park Psychiatric Hospital
    - Social Work Field Supervisor for Social Work Interns
    - Morris Plains, New Jersey
    - June, 2008
    - September, 2013

Professional post–master's social work experience

- Greystone Park Psychiatric Hospital
- Social Worker 1
- Morris Plains, New Jersey
- May, 2005
- June, 2008

Professional post–baccalaureate experience

- Greystone Park Psychiatric Hospital
- Social Worker 2
- Morris Plains, New Jersey
- November, 2005
- May, 2008

Professional post–baccalaureate experience

- Essex County Probation Department
- Drug Court Probation Officer
- East Orange, New Jersey
- June, 2000
- February, 2002

Professional post–baccalaureate experience

- The Kintock Group
- Employment Counselor
- Newark, New Jersey
- May, 1999
- June, 2000

Professional post–baccalaureate experience

- Community Access Unlimited
- Supported Living Apartment Program Counselor
- Elizabeth, New Jersey
- June, 1998
- May, 1999

5. List your current professional, academic, community-related, and scientific memberships.
   - National Association for the Advancement of Colored People (NAACP)
   - National Association of Social Workers (NASW)
   - National Action Network (NAN) 15.

6. List your community service responsibilities and activities for the last 3 years.
   - A). New Jersey Board of Social Work Examiners (Board Member
   - September, 2019
   - present

- B). Past Vice President for Girls, Live, Love, Laugh - Board of Directors, Mentoring Program - Newark, NJ.
- C. Past Social Media Manager for Girls, Live Love, Laugh, Inc. - Youth Mentoring Program - Newark, NJ.

7. List special awards, fellowships, grants, or any other recognition you have receive during the last 3 years.

- Thurgood Marshall / ASFCME Labor Activist Award Recipient November, 2018 17. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

9. Publications

Dent, A. A. (2015). Social Workers' Perspectives of the Olmsted Law: An Action Research Study. Retrieved from ProQuest Dissertations and Thesis. (3712253).

10. Licenses / Certifications

- Licensed Social Worker (LSW)
- Academy of Certified Social Workers (ACSW)
- Ascending Leadership Certificates | Farleigh Dickinson University
- Supervisor Success Series 3,
- Seminar in Field Education (SIFI) Certificate | Rutgers University
- New Jersey School Social Worker Certification
- Online Teaching Development Certificate | University of Utah

1. <u>Name of Faculty Member Denise Duval Tsioles, PhD, LCSW</u>

2. Degree Information

Degree: Doctorate of Clinical Social Work - PhD
Institution Granting Degree: Institute for Clinical Social Work
Major: Clinical Social Work
Date Awarded: June 2007

Degree: Masters of Social Work - MSW
Institution Granting Degree: University of Illinois at Chicago
Major: Social Work
Date Awarded: May 1997

Degree: Bachelor of Arts - BA
Institution Granting Degree: The Ohio State University
Major: Psychology & Slavic Languages and Literatures
Date Awarded: June 1992 & June 1994

3. Academic Appointments

Employing Academic Institution: Aurora University
Title: Adjunct Professor
City and State: Aurora, IL

Start Date (month/year): September 2008 // September 2017
End Date (month/year): May 2009 // Currently teaching

Employing Academic Institution: Institute for Clinical Social Work
Title: Professor
City and State: Chicago, IL
Start Date (month/year): June 2007
End Date (month/year): Currently teaching

4. Professional Post-Baccalaureate and Post-Master's Social Work Experience
   Employer: Child Therapy Chicago & Naperville
   Position: Founder & Clinical Director
   City and State: Chicago, IL
   Start Date: 2002
   End Date: n/a - currently still Founder & Clinical Directo

   Employer: Institute for Clinical Social Work
   Position: Associate Director of Doctoral Studies & Director of Master's Studies
   City and State: Chicago, IL
   Start Date: June 2007
   End Date: December 2012

   Employer: Erikson Institute
   Position: Early Childhood Clinical Supervisor & Research Specialist
   City and State: Chicago, IL
   Start Date: 2004
   End Date: 2009

   Employer: University of Illinois
   Position: Research Data Analyst
   City and State: Chicago, IL
   Start Date: 1999
   End Date: 2004

5. Current Professional, Academic, Community-Related, and Scientific Memberships
   National Association of Social Workers
   American Association for Psychoanalysis in Clinical Social Work
   American Psychoanalytic Association - Research Association
   Chicago Psychoanalytic Society
   Infant Mental Health Association

6. Community Service Responsibilities and Activities for the Last 3 Years
   Porchlight Counseling Services - Reduced Fee Service Provider
   Home and School Association - Highlands Elementary School
   New Family Ambassador
   Highlands Family Connections
   One School, One Book

7. Special Awards, Fellowships, Grants, or Any Other Recognition You Have Received During the Last 3 Years
   Chicago Psychoanalytic Institute Research Grant

8. Professional Publications for the Last 5 Years (Include the Title of the Publication or Journal, the Month and Year It Was Published and the City and State of the Publisher)
   Schneider, J., Wilkerson, D., Solomon, B., Perlman, C., Duval Tsioles, D., Shelby, D., & Witten, M. (2017). Psychoanalytic Training Experience and Post-Graduate Professional Development: Part II. International Journal of Psychoanalysis. April 2017. Taylor & Francis: International.
   Schneider, J., Wilkerson, D., Solomon, B., Perlman, C., Duval Tsioles, D., Shelby, D., Witten, M. & Sadow, L. (2014). Psychoanalytic Training Experience and Post-Graduate Professional Development: A Survey of Six Decades of Graduate Analysts. International Journal of Psychoanalysis, Volume 95, Issue 6, pages 1211-1233. Taylor & Francis: International.
   Martin-Uzzi, M. & Duval Tsioles, D. (2013). The Experience of Remarried Couples in Blended Families. Journal of Divorce and Remarriage, Volume 54, Issue 1, pages 43-55 Hawthorn Press: England.

9. Professional Presentations Presented During the Last 5 Years
   American Psychoanalytic Association: Poster presentation related to Analysts' Achievement of Psychoanalytic Identity accepted for both the National and International Annual Meetings

10. Include Any Other Relevant Information Below or as a Separate Attachment

1. <u>Name of faculty member Dr. Michelle Evans, DSW, LCSW, LSOTP, CADC</u>

2. Degree Information
   - Degree: Doctor of Social Work (DSW).
   - Institution: Aurora University, Aurora, IL.
   - Major: Social Work
   - Date Awarded: 03/2016

   - Degree: Master of Social Work (MSW).
   - Institution: Aurora University, Aurora, IL.
   - Major: Social Work
   - Date Awarded: 06/2004

   - Degree: Bachelor of Arts
   - Institution: North Central College, Naperville, IL.
   - Major: Psychology, Political Science, Spanish
   - Date Awarded: 06/2001

3. Academic Appointments
   - University of Chicago

- Lecturer
- Chicago, Illinois
- Start date: January 2019
- Presently employed

- Indiana Wesleyan University
- Adjunct Faculty
- Marian, Indiana
- Start date: January 2018
- Presently employed

- Aurora University
- Research Associate
- Aurora, Illinois
- Start date: April 2015
- End date: August 2017

- Waubonsee Community College
- Assistant Dean for Health Professions and Public Service
- Sugar Grove, Illinois
- Start date: February 2014
- End date: October 2019

- Aurora University
- Adjunct Faculty
- Aurora, Illinois
- Start date: September 2010
- Presently employed

- Waubonsee Community College
- Adjunct Faculty
- Sugar Grove, Illinois
- Start date: September 2014
- End date: May 2018

4. Professional post–baccalaureate and post–master's social work experience
   - Illinois Department of Human Services, Elgin Mental Health Center
   - Hospital Administrator
   - Elgin, Illinois
   - Start Date: October 2019
   - End date: Presently Employed

   - Nickerson and Associates, P.C.
   - Bilingual Therapist

- Winfield, IL
- Start Date: May 2012
- End date: Presently Employed

- National Hispanic and Latino Mental Health Technology Trainer
- Consultant
- Puerto Rico
- Start Date: August 2019
- End date: Presently Employed

- Illinois Department of Human Services, Elgin Mental Health Center
- Social Worker II
- Elgin, Illinois
- Start Date: July 2008
- End date: January 2014

- Linden Oaks Hospital at Edward
- Resource and Referral Counselor
- Naperville, Illinois
- Start date: December 2009
- End date: April 2012

- Illinois Department of Children and Family Services
- Child Welfare Advance Specialist
- Elgin, Illinois
- Start Date: November 2004
- End date: July 2008

5. List your current professional, academic, community-related and scientific memberships.
   - Editorial Board Member, Journal of Child Sexual Abuse 2019 – Present
   - Member, Association for Contextual Behavioral Science. 2017 – Present
   - Founding Member, Association of Fire and Emergency Services Educators. 2015 – 2018.
     - Executive Board Member and Treasurer, 2015 - 2017
   - Member, National Association of Social Workers (NASW) 2006 – Present.
   - Board Member, Illinois Association for the Treatment of Sexual Abusers (ILATSA) 2014 – Present.
     - Vice-President/President-Elect, 2019-2021
     - Secretary, 2016 – 2018
   - Member, Association for the Treatment of Sexual Abusers (ATSA) 2014 – Present.
   - Member, National Association of Social Workers (NASW) 2006 – Present.

6. List your community service responsibilities and activities for the last three years
   - Volunteer. Public Action to Deliver Shelter Kendall County. 2013 – Present.
   - Commissioner, City of Aurora Human Relations Commission. 2017 – 2019.
   - Board Member, Fox Valley United Way. 2018 – 2019

  - Grants Allocations Committee 2018 - 2019
- Board Member, Kendall County, Illinois 708 Mental Health Board. 2016 – 2019
  - President, 2019
  - Vice President, 2017 – 2018
- Volunteer. American Red Cross of Greater Chicago. Disaster Mental Health Team. October 2007 – December 2015.
- Licensed Foster Parent. Catholic Charities. January 2007 – 2011.

7. List special awards, fellowships, grants or any other recognition you have received during the last three years.

8. List your professional presentations presented during the last 5 years.

Evans, M. (2019, November.) Professional Exploitation: When the Therapist Becomes the Offender. 38th Annual Research and Treatment Conference of the Association for the Treatment of Sexual Abusers. Atlanta, Georgia.

Evans, M. (2019, November.) Understanding Sexual Addiction. Illinois National Association of Social Workers. Itasca, Illinois.

Gorman, N. (Producer). (2018, July 24). An Interview with Michelle Evans DSW, LCSW, CADC [Audio podcast]. Retrieved from http://dissertating.org/episode-003-an-interview-with-michelle-evans-dsw-lcsw-cadc

Evans, M. (2018, March). Offending within the Professional Relationship: How Professional Relationships become Exploitative. Illinois Association for the Treatment of Sexual Abusers. Sugar Grove, Illinois.

Evans, M. (2017, November). Creating Pathways to Increase Minority Retention in the Fire Science Industry. Convening of Minority-Serving Community Colleges. Washington, DC.

Evans, M. (2017, October). Blurred Boundaries: Love and the Therapeutic Relationship. Illinois National Association of Social Workers. Itasca, Illinois.

Evans, M. (2017, October). Cross Cultural Supervision. Elgin Mental Health Center. Grand Rounds. Elgin, IL.

Evans, M. (2017, August). Hispanic Serving Institutions. Waubonsee Community College. Orientation Workshop. Sugar Grove, IL.

Evans, M. (2017, August). Patient Engagement Workshop: Building a Healthy Aurora Community. Panelist. Center for Healthcare Innovation, Aurora, IL.

Evans, M. (2017, June). *Clinical Application of Cultural Elements for Hispanic and Latino Populations Train the Trainer*. National Hispanic and Latino Addiction Technology Transfer Center. Train the Trainer Event. San Juan, Puerto Rico.

Evans, M. (2017, March). *Integrating a Cultural Awareness into Sex Offender Treatment.* Illinois Association for the Treatment of Sexual Abusers. Sugar Grove, Illinois.

Evans, M. (2016, July). *High School, to College, to Industry: Educating Throughout the Life Span.* Presentation at the College Changes Everything Conference. Tinley Park, Illinois.

Evans, M. (2016, May). *Developing Culturally Centered Interventions for Hispanic and Latino Populations*. Webinar for the National Hispanic and Latino

Addiction Technology Transfer Center.

Evans, M. (2015, November). *Integrating a Culture Centered Perspective in K-12 Environments.* Proviso Area-Exceptional Child Educational Center. Maywood, Illinois.

Evans, M. (2015, September). *Integrating Cultural Assessments into Substance Use Treatment with Hispanic and Latino Populations.* Featured Presentation at the National Hispanic and Latino Addiction Technology Transfer Center Behavioral Health and Primary Care Integration for Latinos: Assessment, Treatment and Recovery Symposium. Salt Lake City, Utah.

Evans, M. (2015, May). *Working with Sex Offenders: Juvenile Risk Assessment and Treatment*. Presentation for the Administrative Office of the Illinois Courts, Probation Services Division. Yorkville, Illinois.

Evans, M. (2015, March). *Dual Credit, Career Center and Community College Partnerships to Increase Opportunities for Success*. Presentation at the 2015 Connections Conference. St. Charles, Illinois.

Evans, M. (2014, October). *Developing a DSM 5 Cultural Formulation of the Latino Client*. Presentation at the National Conference of the National Hispanic and Latino Addiction Technology Transfer Center. Austin, Texas.

Evans, M. (2014, November). Cross Cultural Supervision. Presentation at the Field Supervisor Appreciation Event. Aurora University, Aurora Illinois.

Evans, M. (2014, January). *Developing an Awareness of Metacommunication and Ethnocultural Countertransference*. Presentation at the Indian Prairie School District 204 Social Worker Appreciation Event.

Evans, M. (2014, October). *Pathways to Success through Early High School, Career Center, and Community College Partnerships*. Presentation at the National Center for Workforce Education National Conference. Pittsburgh, Pennsylvania.

9. List your professional publications for the last 5 years.

Evans, M., & Peterson Dealey, R. (Eds.). (In Preparation). Discovering theory in clinical practice: A casebook for clinical counseling and social work practice. New York, NY: Springer Publishing.

Evans, M. (2018). Professional Exploitation. In Merrill D. Smith (Eds.) Encyclopedia of Rape. (pp.153- 174). Santa Barbara, CA: ABC-CLIO.

Evans, M. (2017). Clinical application of cultural elements for Hispanic and Latino populations curriculum. [Training Manual] National Hispanic and Latino Addiction Technology Transfer Center. Puerto Rico.

Evans, M. (2017). *Clinical application of cultural elements for Hispanic and Latino populations.* [Brochure] National Hispanic and Latino Addiction Technology Transfer Center. Puerto Rico.

Evans, M. (2016). The impact of ethnocultural empathy on the culturally competent social worker. ProQuest Dissertations & Theses Global.

10. Include any other relevant information.

2014 – Present IL Licensed Sex Offender Treatment Provider 272000013

2011 – Present	Certified Alcohol and Drug Counselor	30080
2006 - Present	IL Licensed Clinical Social Worker	149.012204
2004 - 2008	IL Licensed Direct Child Welfare Services Employee	

1. Name of faculty member Dr. Thomas B. Fields

2. Degree information
   - Degree Doctorate of Philosophy
   - Institution granting degree Walden University
   - Major Industrial and Organizational Psychology
   - Date awarded (month/year) 08/2018

   - Degree Master's of Science
   - Institution granting degree Walden University
   - Major Organizational Psychology
   - Date awarded (month/year) 11/2013

   - Degree Master's of Social Work
   - Institution granting degree Salisbury University
   - Major Social Work
   - Date awarded (month/year) 05/2009

   - Degree Bachelor of Arts
   - Institution granting degree Salisbury University
   - Major Conflict Analysis and Dispute Resolution / Sociology
   - Date awarded (month/year) 05/2005

3. Academic appointments
   - Employing academic institution Capella University
   - Title Part-Time Social Work Professor
   - City and state Minneapolis, Minnesota
   - Start date (month/year) 07/2018
   - End date (month/year) Present

   - Employing academic institution Purdue University Global
   - Title Adjunct Industrial and Organizational Psychology Professor
   - City and state Chicago, Illinois
   - Start date (month/year) 07/2018
   - End date (month/year) Present

   - Employing academic institution Aurora University
   - Title Adjunct Social Work Professor

- City and state Aurora, Illinois
- Start date (month/year) 11/2018
- End date (month/year) Present

- Employing academic institution Walden University
- Title Post Doctoral Fellow – Industrial and Organizational Psychology
- City and state Minneapolis, Minnesota
- Start date (month/year) 11/2018
- End date (month/year) Present

4. Professional post–baccalaureate and post–master's social work experience
   - Employer Coatesville VA Medical Center
   - Position Organization Development Program Coordinator
   - City and state Coatesville, Pennsylvania
   - Start date (month/year) 08/2019
   - End date (month/year) Present

   - Employer Impact Services Corporation
   - Position Director of Case Management, Program Coordinator, Intensive Case Manager
   - City and state Philadelphia, Pennsylvania
   - Start date (month/year) 07/2013
   - End date (month/year) 08/2019

   - Employer Community Council Health System
   - Position School Based Therapist
   - City and state Philadelphia, Pennsylvania
   - Start date (month/year) 04/2010
   - End date (month/year) 07/2013

   - Employer Children's Choice Inc.
   - Position Program Coordinator, Treatment Level Foster Care Caseworker, Respite Care Case Worker
   - City and state Philadelphia, Pennsylvania
   - Start date (month/year) 03/2006
   - End date (month/year) 04/2010

5. List your current professional, academic, community-related, and scientific memberships.
   - Inducted Member of The National Society for Leadership and Success – October, 2018
   - Member of PSI CHI – The International Honor Society in Psychology – June, 2017

6. List your community service responsibilities and activities for the last 3 years. None

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None

8. List your professional presentations presented during the last 5 years.
"Civility Matters," four-hour presentation and workshop, Coatesville VA Medical Center, Coatesville VA Medical Center, September 10 and 17, 2019

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Fields, T. B. (2018). *How servant leadership impacts interpersonal conflict between employees and their supervisors* (Order No. 10828111). Available from Dissertations & Theses @ Walden University. (2058081737).

10. Include any other relevant information below or as a separate attachment.
Licensed Social Worker (LSW) in Pennsylvania
Licensed Graduate Social Worker (LGSW) in Minnesota

1. Name of faculty member Patricia Fitzwater

2. Degree information
- Degree Master of Science in Social Administration
- Institution granting degree Case Western Reserve University The Jack, Joseph & Morton Mandell School of Applied Sciences
- Major Social Work
- Date awarded (month/year) 05/2016

3. Academic appointments
- Employing academic institution Aurora University
- Title Adjunct Faculty
- City and state Aurora, Illinois
- Start date (month/year) 10/21/19
- End date (month/year)12/15/19

4. Professional post–baccalaureate and post–master's social work experience
- Employer State of North Carolina
- Position Vocational Rehabilitation Counselor
- City and state Whiteville, NC
- Start date (month/year) 10/2016
- End date (month/year) Current

5. List your current professional, academic, community-related, and scientific memberships.
National Association of Social Workers (NASW) 2015
National Alliance of Mental Illness (NAMI) 2012
Honorary Social Work Member of ALPHA, ALPHA, ALPHA

6. List your community service responsibilities and activities for the last 3 years.
NAMI Family-to- Family Educator/Group Leader

NAMI Basics
Wellness Recovery Action Plan Facilitator/Group Leader
Depression Bipolar Support Alliance Advisor
Peer Support Trainer
QPI Suicide and Intervention Trainer
NAMI Crisis Intervention Training (CIT)

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
2016 Ginger Handwerk Service Award from NAMI of Wayne and Holmes Counties

8. List your professional presentations presented during the last 5 years.
Mental Health Recovery Board of Wayne and Holmes Counties
Heartland Behavioral Healthcare Hospital

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
N/A

10. Include any other relevant information below or as a separate attachment.
Certificate in Mental Health Social Services

1. Name of Faculty member: Jeanne Flynn

2. Degree information

Master of Social Work
University of Illinois; Chicago
Social Work
May 1982

Bachelor of Social Work
University of Illinois; Urbana
Social Work
May 1975

3. Academic appointments

- Employing academic institution — Aurora University
- Title — Adjunct Professor
- City and state — Aurora, IL
- Start date (month/year) — August 2007
- End date (month/year) — Present

- Employing academic institution — Aurora University
- Title — Asst. Coordinator of Field
- City and state — Aurora, IL
- State date (month/year) — January 2015

- End date (month/year) July 2019

- Employing academic institution Aurora University
- Title Field Liaison
- City and state Aurora, IL
- Start date (month/year) August 2008
- End date (month/year) December 2014

- Employing academic institution Aurora University
- Title Interim Director of Field
- City and state Aurora, IL
- Start date (month/year) April 2008 and again July 2010
- End date (month/year) July 2008 and again October 2010

4. Professional post-baccalaureate and post-master's social work experience

- Employer Illinois Department of Children and Family Services
- Position Social Worker I, II, III, Supervisor & Manager
- City and State Chicago, Elgin and Aurora, Illinois
- Start date (month/year) 10/1976
- End date(month/year) 5//2007

5. List your current professional, academic, community-related, and scientific memberships.
   CWEL Board Membership, 2012 to present

6. List your community service responsibilities and activities for the last 3 years.
   State of Illinois CWEL Board, Member, 2012 to present
   State of Illinois TOT, 2014 to 2019
   State of Illinois Training Division – Fundamentals rewrite, 2018-2019
   CASA Fall Volunteer Training Event - presented and provided student support 2016-2018
   Provided local ELCA churches with an updated Safe Child Handbook that includes social media

7. List special awards, fellowships, grants, or any other recognition you have received during the last three years.
   Was recognized at the 2019 TOT for contributions to the development of the partnership program and for the guidance provided to other universities in the develop individualized curriculum.

8. List your professional presentations presented during the last 5 years.
   Keynote speaker at CASA Kane County 25th Volunteer Appreciation Dinner
   Keynote speaker at Aurora Women's Club - Basic mandated reporter presentation

9. List your professional publications for the last 5 years. None

10. Include any other relevant information below or as a separate attachment. N/A

1. Name of faculty member Rebecca Frank, MSW, LCSW, CSAC,

2. Degree information
   - Degree Master's in Clinical Social Work, Concentration: Mental Health
   - Institution granting degree Loyola University
   - Major Social Work
   - Date awarded (month/year) 08/ 2013

   - Degree Bachelor of Arts
   - Institution granting degree University of Wisconsin Whitewater
   - Major Social Work
   - Date awarded (month/year) 05/2009

   - Degree Certified Substance Abuse Counselor
   - Institution granting degree Madison Area Technical College
   - Major Health and Human Services
   - Date awarded (month/year) 12/2014

3. Academic appointments
   - Employing academic institution Aurora University (Online)
   - Title Adjunct Lecturer
   - City and state Aurora, IL
   - Start date (month/year) 01/2018
   - End date (month/year) Current

   - Employing academic institution Aurora University George Williams College
   - Title Adjunct Lecturer
   - City and state Williams Bay, WI
   - Start date (month/year) 08/2015
   - End date (month/year) Current

4. Professional post–baccalaureate and post–master's social work experience
   - Employer Froedtert and the Medical College of Wisconsin
   - Position Behavioral Health Liaison
   - City and state Menomonee Falls, WI
   - Start date (month/year) 06/2017
   - End date (month/year) Present

   - Employer Ascension St. Francis Hospital
   - Position Behavioral Health Liaison
   - City and state St. Francis, WI
   - Start date (month/year) 10/2016
   - End date (month/year) 06/2017

- Employer Bell Therapy, Inc
- Position Director of Community Services
- City and state Milwaukee, WI
- Start date (month/year) 01/2015
- End date (month/year) 10/2016

- Employer Outreach Community Health Centers
- Position Clinical Coordinator/Psychotherapist
  Behavioral Health intern Psychotherapist
- City and state Milwaukee, WI
- Start date (month/year) 09/2012
- End date (month/year) 01/2015 Employer
-
- Employer Guest House of Milwaukee
- Position Manager- Case Management, Clinical Case Manager, Re-housing Coordinator
- City and state Milwaukee, WI
- Start date (month/year) 09/2019
- End date (month/year) 09/2013

5. List your current professional, academic, community-related, and scientific memberships. N/A
6. List your community service responsibilities and activities for the last 3 years. N/A
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. N/A
8. List your professional presentations presented during the last 5 years. N/A
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. N/A
10. Include any other relevant information below or as a separate attachment. N/A

1. Name of faculty member Lisa M. Gleich

2. Degree information
   - Degree Master of Arts
   - Institution granting degree Roosevelt University
   - Major Clinical Professional Psychology
   - Date awarded (month/year) 01/2002

   Degree information
   - Degree Type 73 School Counseling Certification
   - Institution granting degree Northern Illinois University
   - Major School Counseling Only Program
   - Date awarded (month/year) 05/2006

   Degree information

- Degree Bachelor of Arts
- Institution granting degree Northern Illinois University
- Major Psychology
- Date awarded (month/year) 08/1998

3. Academic appointments
   - Employing academic institution Aurora University
   - Title Adjunct Faculty
   - City and state Aurora, IL
   - Start date (month/year) 08/2012
   - End date (month/year) Present

4. Professional post–baccalaureate and post–master's social work experience
   - Employer Mobile Therapy Centers
   - Position Behavioral Therapy Supervisor
   - City and state Libertyville, IL
   - Start date (month/year) 09/2014
   - End date (month/year) Present

   - Employer Lisa Gleich and Mike Scheid Counseling Services
   - Position Therapist
   - City and state Geneva, IL
   - Start date (month/year) 04/2007
   - End date (month/year) 04/2012

   - Employer Spectrum Youth and Family Services
   - Position Assistant Director of Youth Development, Youth Work Supervisor
   - City and state Hoffman Estates, IL
   - Start date (month/year) 09/1999
   - End date (month/year) 03/2012

5. List your current professional, academic, community-related, and scientific memberships.
   Illinois Counseling Association

6. List your community service responsibilities and activities for the last 3 years.
   Girl Scout Leader
   Facilitate Created by God Program at Alleluia Church
   Ready Set Ride Therapeutic Horseback Riding
   Patterson Elementary School Library Volunteer
   PTA Vice-President District 204 Prairie Children Preschool

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None

8. List your professional presentations presented during the last 5 years.

Kids in a Divorcing Society
Kane County Court House
Presented 4-hour mandatory psycho-educational program for divorcing parents with minor children in Kane County. Goals of the KIDS Program include identify the emotional stages of divorce, develop a post decree parenting plan, promote positive communication in the co-parenting relationship, and discuss the best interest of children during divorce.

Social- Emotional Development in Preschoolers
Provide psychoeducation to teachers and parents about how to help facilitate social-emotional development with the preschool population.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. None

10. Include any other relevant information below or as a separate attachment.
Licensed Clinical Professional Counselor (LCPC) Licensure (180005398)

Illinois Type 73 School Guidance Counselor Certification (2224670)
Certified Alcohol and Drug Counselor (CADC): Certification: 30571

1. Name of faculty member Lisa Gregait

2. Degree information
- · *Master of Arts*
- · DePaul University
- · Elementary Education with Type 03 Elementary Education certification
- · March 2009
- · *Bachelor of Arts*
- · Columbia College Chicago
- · Liberal Arts
- · January 2003

3. Academic appointments
- · Aurora University
- · Adjunct Professor
- · Aurora, Illinois
- · January 2016
- · N/A

4. Professional post–baccalaureate and post–master's social work experience

Center for Family Services
- · Intensive Placement Stabilization Service Coordinator, ARC trained therapist, Community Rehabilitation Specialist
- · North Aurora, Illinois
- · June 2013
- · Present
- · Lutheran Social Services
- · Certified Child Welfare Specialist, CWEL
- · Aurora, Illinois

· July 2012
· June 2013
Center for Family Services
· Systems of Care Service Coordinator
· North Aurora, Illinois
· December 2010
· December 2012

5. List your current professional, academic, community-related, and scientific memberships.
- Member of International Reading Association
- Member of Council for Elementary Science International
- Member of National Art Education Association

6. List your community service responsibilities and activities for the last 3 years. None
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None
8. List your professional presentations presented during the last 5 years. None
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. N/A
10. Include any other relevant information below or as a separate attachment
TARGET certified therapist February 2014 -January 2018

1. Name of faculty member Brenda Gullickson

2. Degree information
· Degree Masters of Social Work
· Institution granting degree Aurora University
· Major Social Work
· Date awarded (month/year) 5/1990
3. Academic appointments
· Employing academic institution Aurora University
· Title Adjunct Professor
· City and state Aurora, IL
· Start date (month/year) 6/2011
· End date (month/year) Currently teaching
4. Professional post–baccalaureate and post–master's social work experience
· Employer Oswego School District 308
· Position School Social Worker
· City and state Oswego, IL
· Start date (month/year) 08/1985
· End date (month/year) Present
5. List your current professional, academic, community-related, and scientific memberships.
6. List your community service responsibilities and activities for the last 3 years. Oswego School District, New Covenant Bible Church, Lazarath House
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. n/a
8. List your professional presentations presented during the last 5 years. n/a

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. n/a
10. Include any other relevant information below or as a separate attachment

1. Name of faculty member Jessica Gupta

2. Degree information
   - Degree Masters Social Science Administration
   - Institution granting degree Case Western Reserve University
   - Major Social Science Administration
   - Date awarded (month/year) 5/2007

   Degree information
   - Degree Bachelor of Arts
   - Institution granting degree Cleveland State University
   - Major International Relations
   - Date awarded (month/year) 5/2005

3. Academic appointments
   - Employing academic institution Aurora University
   - Title Adjunct Online Instructor
   - City and state Aurora, IL (online)
   - Start date (month/year) 12/2017
   - End date (month/year) Present

   Academic appointments
   - Employing academic institution Cleveland State University
   - Title Adjunct Online Instructor
   - City and state Cleveland, OH (online)
   - Start date (month/year) 9/2010
   - End date (month/year) Present

4. Professional post–baccalaureate and post–master's social work experience
   - Employer Evolve Counseling Center (Private Practice-Self-Employed)
   - Position Child and Adolescent Therapist
   - City and state Rochester Hills, MI
   - Start date (month/year) 06/2011
   - End date (month/year) Present

   - Employer Hospice of the Western Reserve
   - Position School Liaison
   - City and state Cleveland, OH
   - Start date (month/year) 06-2010
   - End date (month/year) 06/2011

   - Employer AIDS Taskforce of Greater Cleveland
   - Position Director of Public Policy/David Feldt Institute
   - City and state Cleveland, OH
   - Start date (month/year) 09/2008
   - End date (month/year) 06/2010

5. List your current professional, academic, community-related, and scientific memberships.
   National Association of Social Workers (NASW), 2007-Present
   American Association of University Women (AAUW), 2010-Present
   American Civil Liberties Union (ACLU), 2006-Present
   FIRST Robotics (MI), 2016-Present
   Rochester Community Schools PTSA, 2012-Present
6. List your community service responsibilities and activities for the last 3 years.
   - Rochester Community Schools, Health Curriculum Advisory Council; advocate for LGBTQ inclusive comprehensive sexuality education, 2015-2017
   - Rochester High School, FIRST Robotics team, Mentor, 2016-Present
   - Member of Parent Teacher Student Association, Rochester Community Schools, 2013-Present
   - Co-Chair, STEAM Committee, Rochester High School, 2018-Present
   - Co-Founder, PEERS (Parents for Educational Equity in Rochester Schools), 2017-Present
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None
8. List your professional presentations presented during the last 5 years.
   - Understanding the Developing Brain: The First Step to Mindfulness, 2017-2018, Community Workshops
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Allison James Henry, LCSW

2. Degree information
   - Degree: Master's Degree in Social Work
   - Institution granting degree: University of Houston
   - Major: Social work with concentration in health care.
   - Date awarded (month/year): 05/2004

   - Degree: Bachelor's Degree in Social Work
   - Institution granting degree: Stephen F. Austin State University
   - Major: 1st Major: Social Work
     2nd Major: Communications with an emphasis in Public Relations
     Minor: Sociology
   - Date awarded (month/year): 12/2002

   - Degree: Associate Degree in Science
   - Institution granting degree: Angelina College
   - Major: Associate Degree in Science
   - Date awarded (month/year): 05/2000

3. Academic appointments

- Employing academic institution Campbellsville University
- Title Adjunct Social Work Professor
- City and state Campbellsville, Kentucky
- Start date (month/year) 10/2016
- End date (month/year) Present (Float Pool)

- Employing academic institution The University of Texas Rio Grande Valley
- Title Adjunct Social Work Professor
- City and state Edinburg, Texas
- Start date (month/year) 02/2018
- End date (month/year) Present (Float Pool)

- Employing academic institution Fordham University
- Title Adjunct Social Work Professor
- City and state The Bronx, New York
- Start date (month/year) 03/2018
- End date (month/year) Present (Float Pool)

- Employing academic institution Aurora University
- Title Adjunct Social Work Professor
- City and state Aurora, Illinois
- Start date (month/year) 01/2019
- End date (month/year) Present (Float Pool)

- Employing academic institution Brandman University
- Title Adjunct Social Work Professor
- City and state Irvine, California
- Start date (month/year) 05/2019
- End date (month/year) Present (Float Pool)

4. Professional post–baccalaureate and post–master's social work experience
   - Employer Michael E. DeBakey VA Medical Center
   - Position Senior Primary Care and VA Faculty Social Worker
   - City and state Houston, Texas
   - Start date (month/year) 12/2018
   - End date (month/year) present

   - Employer Michael E. DeBakey VA Medical Center
   - Position Field Instructor for Graduate Students
   - City and state Houston, Texas
   - Start date (month/year) 12/2018
   - End date (month/year) present

   - Employer Michael E. DeBakey VA Medical Center

- Position Goals of Care Conversations Trainer
- City and state Houston, Texas
- Start date (month/year) 12/2017
- End date (month/year) 06/2019

- Employer Michael E. DeBakey VA Medical Center
- Position LCSW Supervisor
- City and state Houston, Texas
- Start date (month/year) 01/2017
- End date (month/year) 05/2019

- Employer Michael E. DeBakey VA Medical Center
- Position Acting Medicine Care Line Chief Social Work Supervisor
- City and state Houston, Texas
- Start date (month/year) 06/2017
- End date (month/year) 09/2017

- Employer Michael E. DeBakey VA Medical Center
- Position Lead Senior Medical Care Line Social Worker
- City and state Houston, Texas
- Start date (month/year) 08/2013
- End date (month/year) 11/2018

- Employer Charles Wilson VA Outpatient Clinic
- Position Home Based Primary Care and Contract Nursing Home Social Worker
- City and state Lufkin, Texas
- Start date (month/year) 05/2012
- End date (month/year) 08/2013

- Employer Carousel Clinical Services
- Position Part Time Psychotherapist Social Worker
- City and state Ore, Texas
- Start date (month/year) 2012
- End date (month/year) 2013

- Employer Argosy Mental Health Services
- Position Part Time Psychotherapist Social Worker
- City and state Lufkin, Texas
- Start date (month/year) 2011
- End date (month/year) 2012

- Employer Memorial Health Systems of East Texas
- Position ER, Cancer Center and Home Health Social Worker

- City and state Lufkin, Texas
- Start date (month/year) 2009
- End date (month/year) 2012

- Employer Henderson Kidney Disease Center
- Position Nephrology Social Worker
- City and state Lufkin, Texas
- Start date (month/year) 2009
- End date (month/year) 2012

- Employer St. Joseph Regional Health Center
- Position Surgical and Rehab Social Worker
- City and state Bryan, Texas
- Start date (month/year) 2007
- End date (month/year) 2009

- Employer Vista Care Hospice
- Position Social Worker
- City and state Houston, Texas
- Start date (month/year) 2004
- End date (month/year) 2006

5. List your current professional, academic, community-related, and scientific memberships.
   - Affiliated with Baylor and University of Houston's Graduate Social Work Intern Programs
   - Member of the Life Sustaining Treatment Decision Initiative (LSTDI) Advisory Board established by the Medical Director.
   - Member of the Inpatient LSTDI Process Subcommittee
   - Designated by the United States Government as a Federal Emergency Response Official
   - Fully qualified and active, Social Work Board-approved LCSW Supervisor that provides supervision for LCSW candidates.
   - Charter Member of Clinical Supervision Consultation Group
   - Member of the Audit Committee
   - Member of the National Pilot High Risk Readmission Committee
   - Volunteer with Veterans Administration's Caregiver Support Team
   - Nationally Certified IV/Admixture Technician
   - Nationally Certified Pharmacy Technician
   - Texas Licensed Clinical Social Worker
   - Texas State Board Approved Clinical Supervisor
   - Texas State Registered Pharmacy Technician
6. List your community service responsibilities and activities for the last 3 years.
   - Certified CanCare Volunteer
   - Houston Livestock Show and Rodeo Volunteer
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. N/A
8. List your professional presentations presented during the last 5 years.

- Present Goals of Care Training
- Present Training for new VA Social Work Employees
- Present In-service and training events for Social Work Colleagues
- Present at New Employee Orientation presenting Abuse & Neglect Training

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. None
10. Include any other relevant information below or as a separate attachment.
Possess excellent communication skills with extensive experience dealing with sensitive and complex subject matter. Competent with all standard office equipment and fluent in Microsoft Office Suite, CPRS & VISTA. Experience with online meeting software including but not limited to: Skype, Adobe Connect, Zoom, Webex Meet. Basic Life Support/Cardiopulmonary Resuscitation (BLS/CPR) Certified.

1. <u>Name of faculty member Tanya Imam</u>

2. Degree information
   - Degree MSW, BSW
   - Institution granting degree Aurora University, Aurora University
   - Major Social Work
   - Date awarded (month/year) 05,14; 05,12
3. Academic appointments
   - Employing academic institution Aurora University
   - Title Adjunct professor
   - City and state Aurora IL
   - Start date (month/year) 05/16
   - End date (month/year) current
4. Professional post–baccalaureate and post–master's social work experience
   - Employer Live Oak
   - Position Psychotherapist, Clinical Supervisor
   - City and state Chicago, IL
   - Start date (month/year) 08/16
   - End date (month/year) Current
5. List your current professional, academic, community-related, and scientific memberships. None
6. List your community service responsibilities and activities for the last 3 years. none
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None
8. List your professional presentations presented during the last 5 years. Using a Trauma Informed Lens; Gender 101; Power and Privilege Dynamics: Personal Identity; Power and Privilege Dynamics: Clinical Identity; BPDBS: Why Borderline Personality Disorder Does not Exist; Using the Body in Psychotherapy
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. None
10. Include any other relevant information below or as a separate attachment.

1. **Name of faculty member Willie W Jackson Jr., MSW**
2. Degree Information

Degree Associates of Arts
Institution granting degree Waubonsee Community College
Major Philosophy
Date awarded (month/year) 05/1999

Degree Bachelor of Arts
Institution granting degree Aurora University
Major Elementary Education (K-8)
Date awarded (month/year) 05/2002

Degree Master of Social Work
Institution granting degree Aurora University
Major Social Work
Date awarded (month/year) 05/2007

Degree Doctor of Philosophy in Social Work
Institution granting degree Loyola University Chicago
Major Social Work
Date awarded (month/year) 05/2020

3. Academic appointments

Employing academic institution Aurora University
Title Adjunct Professor, School of Social Work
City and state Aurora, Illinois
Start date (month/year) 08/2016
End date (month/year) Present

Employing academic institution Loyola University Chicago
Title Adjunct Professor, School of Social Work
City and state Chicago, Illinois
Start date (month/year) 08/2015
End date (month/year) Present

4. Professional post-baccalaureate and post-master's social work experience

Employer PADS DBA, Hesed House Inc.
Position Director of Permanent Supportive Housing
City and state Aurora, IL
Start date (month/year) 07/2014
End date (month/year) 09/2016

Employer PADS DBA, Hesed House Inc.
Position Program Director of Case Management
City and state Aurora, IL
Start date (month/year) 05/2007
End date (month/year) 07/2014

Employer PADS DBA, Hesed House Inc.
Position Assistant Director of Transitional Living Center
City and state Aurora, IL
Start date (month/year) 02/2006
End date (month/year) 05/2007

5. List your current professional, academic, community-related, and scientific memberships.
   - Council on Social Work Education, 2018.
   - Society of Social Work Research, 2017.

6. List your community service responsibilities and activities for the last 3 years. None

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None

8. List your professional presentations presented during the last 5 years.
   Kelly, B., Grossman, S, Jackson, W. Group-Based arts and cultural exposure and engagement for adults experiencing housing instability. Council on Social Work Education, Orlando, FL., November 11, 2018
   Kelly, M., Moore, A., Jackson, W. *How "Grand" Are the Grand Challenges? A Critical Review of the Evidence for Social Work's Grand Challenges.* Society for Social Work and Research, New Orleans, LA., January 15, 2017
   Jackson, W. *Excellence in Social Work Practice for Ministries: Micro, Mezzo, & Macro level strategies for leveraging resources.* Holy Cross Catholic Church, Batavia, IL., May 15, 2017

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published, and the city and state of the publisher.
   Kelly, B., Grossman, S., Jackson W. Investigating arts and culture exposure and engagement for adults experiencing housing vulnerability [Abstract]. *Qualitative Inquiry in Social Work: Global Perspective* 2(1), 9., August 2019

1. Name of faculty member Kathryn Johns, LCSW, CADC, CODP I

2. Degree information
   - Bachelor's of Science, Human Development
   - Illinois State University
   - Human Development
   - 5/2006
   - Master of Social Work
   - Aurora University
   - Social Work
   - 8/2009
3. Academic appointments
   - Aurora University

- Adjunct Professor
- Aurora, IL
- 1/2012 – Current Date

4. Professional post–baccalaureate and post–master's social work experience
    - District 58
    - Behavioral Specialist/Lead Social Worker
    - Downers Grove, IL
    - 8/2018 – Current Date
    - Private Practice
    - Clinician
    - Yorkville, IL
    - 1/2011 – Current Date
5. NASW, IASSW
6. List your community services responsibilities and activities for the last 3 years: N/A
7. List special rewards, fellowships, grants, or any recognition you have received during the last 3 year. None
8. List your professional presentations presented during the last 5 years.

    Illinois Association of School Social Workers Conference, Springfield, IL
    - *Rethink, Redesign, Restore: How to Implement Restorative Practices in Your School*

    Illinois Certification Board, Spring Conference, Itasca, IL
    - *This is Your Brain: This is Your Brain During Recovery*, March 2019

    Illinois Association of School Social Workers Conference, Tinley Park, IL
    - *Understanding the Neurobiology of Trauma in the Classroom*, October 2018

    LEASE Cooperative, Ottawa, IL
    - *Ins and Outs, Ups and Downs of Behavior*, January 2018
    - *Ethics & Cultural Competency*, September 2017

    Midwest PBIS Network Fall Institute, Springfield, IL
    - *Wraparound Training*, October 2016

    Illinois Association of School Social Workers Conference, Normal, IL
    - *Aligning K-8 Interventions with Illinois SEL Standards*, October 2015
9. List your professional publications for the last 5 years. None
10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Emily Kath

2. Degree information
    - Degree MSW
    - Institution granting degree Southern Illinois University - Edwardsville
    - Major Social Work
    - Date awarded (month/year) May 2007
3. Academic appointments
    - Employing academic institution Aurora University
    - Title Adjunct Faculty
    - City and state Aurora, IL
    - Start date (month/year) August 2019
    - End date (month/year) Present

4. Professional post–baccalaureate and post–master's social work experience
   - Employer Channahon School District #17; Ottawa Elementary School District #141
   - Position School Social Worker
   - City and state Channahon, IL; Ottawa, IL
   - Start date (month/year) CSD (8/07) OES (8/10) CSD (8/16)
   - End date (month/year) CSD (5/10) OES (5/16) CSD (Present)
5. List your current professional, academic, community-related, and scientific memberships.
   Board Member of Illinois Association of School Social Workers 1/18-Present
   Regional Representative for Region 18; Newsletter Co-Editor
   Member of Illinois Association of School Social Workers 8/06-Present
6. List your community service responsibilities and activities for the last 3 years.
   Catechist for religious education at Holy Family Parish, Shorewood, IL 8/16-Present
   Secretary for Parent Teacher Organization, Channahon SD #17, 8/19-Present
   Member of Parent Teacher Organization, Channahon SD #17, 8/15-Present
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
   Illinois Association of School Social Workers Mini-Grant Recipient, October 2018
8. List your professional presentations presented during the last 5 years.
   Zones of Regulation, Channahon SD Institute Day, March 2018
   Hidden Rules of Poverty, Channahon SD Institute Day, March 2017
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
   Assisted a small team in rewriting the Illinois State Board of Education School Social Work Manual during the summer of 2019; The updated manual should be up for publication in early 2020 by ISBE in Springfield, IL.
10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Dr. Dan Knapp

2. Degree information
   - Ph.D.
     - Capella University
     - Public Health
     - 08/2016
   - MSW
     - Aurora University
     - Social Work
     - May 2010
   - B.S.
     - Loyola University
     - Psychology
     - 8/2006
3. Academic appointments
   - University of St. Francis
     - Visiting Faculty

- Joliet, IL
- 08/2019
- Current

- Aurora University
  - Field Director, Visiting Faculty, Adjunct
  - Aurora, IL
  - 08/2015 - present

4. Professional post–baccalaureate and post–master's social work experience
   - Linden Oaks @ Edward Hospital
     - Social Worker
     - Naperville, IL
     - March 2012 to present
   - Central DuPage Hospital
     - Social Worker
     - Winfield, IL
     - 8/2002 – 6/2012
5. List your current professional, academic, community-related, and scientific memberships.
   * NASW
6. List your community service responsibilities and activities for the last 3 years.
   * Open Educational Resource committee: *Aurora University, 8/2018 to May 2019*
   Participated in creation of surveys investigating the impact of open educational resources in the classroom.
   * Salvation Army Donation Drive 08/2019 – 12/2019
7. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
   * *The relationship of mindfulness in the morning on employee wellness using the five factor model of wellness.* August 2016. ProQuest.
   * Peer review: Hutchison, E. D. (2014). *Dimensions of Human Behavior*.5th ed. SAGE Publications.
8. Professional Presentation: "Understanding Depression," a presentation for North Central College faculty and students, 2012, 2013
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. None

1. Name of faculty member Julie C Kull, MSW, LCSW

2 .Degree Information

Master of Social Work
University of St. Thomas/College of St. Kates
Social Work
May 2007

Bachelor of Arts
UW-Madison
Social Welfare
December 2004

3. Academic Appointments

Aurora Univeristy
Adjunct Faculty
Aurora, IL
May 2019
Still employed

4. Professional post–baccalaureate and post–master's social work experience

Kull Counseling, LLC
Psychotherapist/Owner
Madison, WI
October 2015 Still employed

Terry Hefter and Associates, LLC
Psychotherapist
Chicago, IL
01/2011 06/2013

Fresenius Medical Care
Social Worker
Chicago, IL
01/2008 08/2013

5. List your current professional, academic, community-related, and scientific memberships.
ASRM, Madison Postpartum Collective

6. List your community service responsibilities and activities for the last 3 years.
Volunteer at community events at Mikayla's Grace, Social Media Volunteer with Bereaved Parents of Madison, Board Member New Morning Nursery School

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None

8. Presentations List your professional presentations presented during the last 5 years.
How to help a client after a miscarriage presented to the Madison Postpartum Collective
The Grief of Pregnancy and Infant loss and Infertility presented as a guest lecturer to the part time MSW program at UW Madison Grief and Loss Class, *Coping with Pregnancy after a loss* presented to parents and professionals at Madison Postpartum Collective

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. None

10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Elizabeth Madden-Klicker

2. Degree information
    - Degree Masters of Special Education
    - Institution granting degree University of Kansas
    - Major Secondary Special Education and Transition
    - Date awarded (month/year) 12/2017

    - Degree Masters of Arts
    - Institution granting degree The University of Chicago
    - Major Social Work
    - Date awarded (month/year) 6/1995

    - Degree Bachelor of Arts
    - Institution granting degree Purdue University
    - Major Social Work
    - Date awarded (month/year) 5/1992

    - Degree Associate of Arts
    - Institution granting degree William Rainey Harper College
    - Major Liberal Arts
    - Date awarded (month/year) 5/1990
3. Academic appointments
    - Employing academic institution Aurora University
    - Title Adjunct Instructor
    - City and state Aurora, IL
    - Start date (month/year) 9/2017
    - End date (month/year) Current
4. Professional post–baccalaureate and post–master's social work experience
    - Employer Township School District 214
    - Position School Social Worker
    - City and state Arlington Heights, IL
    - Start date (month/year) 2/2015
    - End date (month/year) Current

    - Employer Alexian Brothers Behavioral Health
    - Position School Social Worker
    - City and state Schaumburg, IL
    - Start date (month/year) 9/2014
    - End date (month/year) 2/2015

    - Employer NSSEO
    - Position Substitute
    - City and state Arlington Heights, IL
    - Start date (month/year) 11/2012
    - End date (month/year) 9/2014

- Employer Research Support Services
- Position Field Researcher
- City and state Evanston, IL
- Start date (month/year) 7/2007
- End date (month/year) 6/2012

- Employer Grantseekers
- Position Grant Writer/Prospect Researcher
- City and state Mokena, IL
- Start date (month/year) 3/2004
- End date (month/year) 5/2005

- Employer CEDA Northwest
- Position Program Services Manager
- City and state Mount Prospect, IL
- Start date (month/year) 7/2000
- End date (month/year) 5/2004

- Employer The Village of Elk Grove Village
- Position Community Services Coordinator
- City and state Elk Grove Village, IL
- Start date (month/year) 4/1996
- End date (month/year) 7/2000

5. List your current professional, academic, community-related, and scientific memberships. N/A
6. List your community service responsibilities and activities for the last 3 years.
   Girl Scout Leader
   8/2010 – Current
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. N/A
8. List your professional presentations presented during the last 5 years. N/A
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. N/A
10. Include any other relevant information below or as a separate attachment. N/A

1. Name of faculty member Dr. Aileen McCabe-Maucher, RN, LCSW

2. Degree information
   - Degree: Doctorate in Clinical Social Work
   - Institution granting degree: University of Pennsylvania
   - Major Social Work
   - Date awarded (month/year) August 2015

- Degree: Masters Degree in Clinical Social Work
- Institution granting degree: Widener University
- Major Social Work
- Date awarded (month/year) May 2000

- Degree: 3 Year Post Graduate Certification in Gestalt Psychology
- Institution granting degree: Gestalt Therapy institute at Bryn Mawr College
- Major Gestalt Psychology
- Date awarded (month/year) May 2005

- Degree: Bachelor of Social Work
- Institution granting degree: West Chester University of Pennsylvania
- Major Social Work
- Date awarded (month/year) August 1997

- Degree: Bachelor of Science in Nursing
- Institution granting degree: University of Delaware
- Major Nursing

3. Academic appointments
   - Employing academic institution: Aurora University
   - Title: Adjunct Professor
   - City and state Aurora, Illinois
   - Start date (month/year) October 2018
   - End date (month/year) present
4. Professional post–baccalaureate and post–master's social work experience
   - Employer Dr. Aileen McCabe-Maucher, LLC
   - Position Licensed Clinical Social Worker/Owner
   - City and state Marmora, NJ
   - Start date (month/year) December 2008
   - End date (month/year) Present

   - Employer: Children and Families First
   - Position Licensed Clinical Social Worker
   - City and state Wilmington, DE
   - Start date (month/year) June 2000
   - End date (month/year) September 2009

   - Employer Madison Adoption Associates
   - Position Licensed Clinical Social Worker/Owner
   - City and state Wilmington, DE
   - Start date (month/year) April 2004
   - End date (month/year) September 2016

- Employer: Delaware Technical and Community College
- Position Adjunct Instructor
- City and state Wilmington Delaware
- Start date (month/year) January 2002
- End date (month/year) Present

- Employer Veterans Affairs Medical center
- Position Licensed Clinical Social Worker
- City and state: Coatesville, PA
- Start date (month/year) November 2002
- End date (month/year) November 2005

- Employer: The Salvation Army
- Position Social Worker' Program Coordinator /Supervisor
- City and state: Wilmington , DE
- Start date (month/year) January 1996
- End date (month/year) June 1999

5. List your current professional, academic, community-related, and scientific memberships.
   Member NASW
   Member Yoga Alliance
   Former Item writer and Examination Committee Member for ASWB
6. List your community service responsibilities and activities for the last 3 years.
   Christiana Counseling Pro –bono trauma informed yoga
   Delaware Department of Justice: Self-care and Mindfulness training pro-bono
   Volunteer Proposal Reviewer for CSWE
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. N/A
8. List your professional presentations presented during the last 5 years.
   "Self-Care for Social Workers ": University of Pennsylvania May 14, 2017
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
   McCabe-Maucher (2020) *Complete Self-Care: Transformation through yoga and beyond.* Cognella Academic Press: San Diego,CA)
   McCabe-Maucher A. J. & Maucher H.M. (2008*). The Inner Peace Diet* New York, NY: Penguin. (Currently pdating new edition for anticipated 2021 edition)
   McCabe-Maucher, A.J. (2015) A Chair- Based yoga workshop for self-care and stress Management for social workers and mental health professionals (Doctoral Dissertation, University of Pennsylvania).

1. Name of faculty member Lori A. Melhart, LCSW

2. Degree Information
Professional Certificate in Online Education: Instruction and Instructional Design PCOE University of Wisconsin-Madison, Awarded 4/13

Master of Social Work: Social Work
Aurora University-Aurora IL Graduated 05/98

Bachelor of Arts: Sociology and Spanish,
Elmhurst College-Elmhurst IL Graduated 05/95

Associate of Arts: Criminal Justice and Spanish,
College of DuPage-Glen Ellyn IL Graduated 12/93

3. Academic Appointments
Adjunct Faculty Instructor, Graduate Courses, Undergraduate Courses, 3/17-present
Aurora University, Aurora IL (Online courses)
- 3/17-5/17-HBSE 1: Theories of Human Development Infancy to Adolescence
- 7/17-9/17 Social Work Practice with Diverse and Vulnerable Populations
- 7/17-9/17 Social Work Perspectives and Practice on Psychopathology
- 10/17-12/17-HBSE 1: Theories of Human Development Infancy to Adolescence
- 7/18-9/18 Social Work Perspectives and Practice on Psychopathology
- 10/18-12/18 Social Work Perspectives and Practice on Psychopathology
- 3/19-5/19 Social Work with Communities and Organizations
- 7/19-9/19 Social Work with Communities and Organizations
- 8/19-10/19 Social Work Perspectives and Practice on Psychopathology
- 10/19-12/19 Interdisciplinary Studies Global Justice

Adjunct Faculty Instructor-Graduate Courses, 01/12 to 04/13
Aurora University-Aurora IL (In person courses)
- Taught Cultural Competence twice and Human Behavior in the Social Environment: Infancy to Adolescence.
- Utilized technology for flexible learning.
- Fostered students' commitment to lifelong learning by connecting course materials to broader themes and current events.
- Wrote, administered and graded midterm and final examinations.

4. Professional Post–baccalaureate and Post–master's social work experience
Licensed and Certified Online Counselor 10/15 to Current
Better Help-Online
- Specialization in International clients.
- Counsel online clients to help them understand and overcome personal, social and behavioral problems.
- Utilize Cognitive Behavior Therapy, Solution Focused Brief Therapy, and Talk Therapy.
- Work with clients who have issues in areas of depression, anxiety, stress, eating disorders, insomnia, career difficulties, headaches, weight problems, personality issues, relationship problems, family problems, parenting issues and grief.

District School Social Worker, 10/99 to Current
Western Springs School District 101-Western Springs, IL
- Connect clients with community service and resource agencies.
- Provide comprehensive case management services, including creating treatment plans and

connecting clients and families to appropriate resources.
- Guide clients in effective therapeutic exercises integrated from Cognitive Behavior Therapy and Dialectical Behavior Therapy (DBT).
- Develop goal-oriented psycho-educational and activity therapy groups to improve clients' level of functioning.
- Keep abreast of new and developing information in mental heath field by regularly attending online and in-person professional conferences and workshops.
- Present case history material to review and discuss with other staff members.

LCSW Supervisor, 11/12 to 10/17
Private Practice-Naperville IL
- Create online advertisements for services.
- Supervise in groups and individually.
- Discuss ethical dilemmas.
- Problem solve client cases.
- Procure legal advice when needed.
- Research answers to questions as needed.
- Assist study for Illinois State Clinical Social Worker Exam.

5. Current Professional Memberships
National Association of Social Workers

6. Community Service Responsibilities and Activities
Unitarian Universalist Church member
Co led support group for caregivers of those with special needs

7. Special awards
20 years of service award-School District 101, 5/19

8. Professional Presentations
Stress Reduction 10/19
Executive Functioning 2/15

9. Professional Publications None

1. <u>Name of faculty member Helen M. Nichols, PhD, MSW</u>
2. Degree Information
    - Doctor of Philosophy (PhD)
        - University of Maryland, Baltimore
        - Social Work
        - Degree awarded: 05/2018
    - Master of Social Work (MSW)
        - Salisbury University
        - Social Work
        - Degree awarded: 05/2013
    - Bachelor of Arts

        - Pennsylvania State University
        - Crime, Law, & Justice
        - Degree awarded: 05/2004
3. Academic Appointments
    - Aurora University
        - Adjunct Faculty
        - Aurora, IL
        - Start and end dates (10/2019 to current)
    - Boise State University
        - Adjunct Faculty
        - Boise, ID
        - Start and end dates (01/2018 to current)
    - Widener University
        - Adjunct Faculty
        - Chester, PA
        - Start and end dates (01/2017 to current)
    - University of Maryland, Baltimore
        - Graduate Research Assistant
        - Baltimore, MD
        - Start and end dates (08/2014 to 05/2018)
4. Professional post-master's social work experience
    - Sheppard Pratt Health System
        - Mental Health Worker
        - Towson, MD
        - Start and end dates (08/2014 to 10/2015)
    - Washington County Detention Center
        - Mental Health Professional
        - Hagerstown, MD
        - Start and end dates (10/2013 to 06/2014)
    - Catholic Charities of Baltimore
        - Therapist
        - Frederick, MD
        - Start and end dates (05/2013 to 10/2014)
5. Current professional, academic, community-related, and scientific memberships
    - American Public Health Association
6. Community/professional service
    - Invited Panelist, Professional Development Series Seminar: Non-Academic Careers, PhD Program, University of Maryland School of Social Work (2018)
    - Invited Panelist, Professional Development Series Seminar: The Nuts & Bolts of Publishing, PhD Program, University of Maryland School of Social Work (2018)
    - Orientation Speaker – PhD Program, University of Maryland School of Social Work (2015-2017)
7. Special awards, fellowships, grants, or other recognition
   Policy Research Fellow, Cancer Support Community, Washington , D.C. (11/2017 rto current)
   Graduate Research Assistant (2016-2017). (J. Swanberg, PI, University of Maryland).
   Understanding the Influence of Employment Conditions on Working Poor and Working

Non-Poor Cancer Survivors' Job Productivity. (University of Maryland Research Incentive Award: ($19,754)

8. Professional presentations
   - Refereed Conference Presentations
   - Nichols, H. M., & Swanberg, J. E. (June 2016). Working on the Frontlines in U.S. Hospitals: Scheduling Challenges and Turnover Intent among Housekeepers and Dietary Service Workers. In Haley-Lock, A. (Chair), *Happy workers and productive organizations.* Symposium conducted at the 2016 Annual Work and Family Researchers Network Conference. Washington, D. C.
   - Vanderpool, R. C., Nichols, H. M., & Swanberg, J. E. (June 2016). How Do Women in Low-Wage Jobs Manage a Cancer Diagnosis? Examining Workplace Supports, Employee Benefits, Receipt of Cancer Care, and Mental Health and Employment Outcomes. In Yerkes, M. A. (Chair), *Work and family in relation to health and wellbeing.* Symposium conducted at the 2016 Annual Work and Family Researchers Network Conference. Washington, D. C.
   - Swanberg, J. E., Nichols, H. M. (January 2016). Is It Time to Pull the Plug on Poor Scheduling Practices in the U.S. Hospitals? Healthcare Support Workers, Scheduling Challenges & Intent to Leave. Paper presented at the 2016 Annual Society for Social for Social Work and Research Conference. Washington, D. C.
   - Swanberg, J. E., Nichols, H. M., Perry-Jenkins, M., & Newkirk, K. (May 2015). Wait, was I supposed to work today? The impact of supervisor support and scheduling challenges on low-wage worker turnover in the outsourcing industry. Paper presented at the 2015 International Community Work and Family Conference. Malmö, Sweden.
   - Refereed Poster Presentations
   - Nichols, H. M., Dababnah, S., Troen, B., Vezzoli, J., Mahajan, R., & Mazefsky, C. (January 2019). Racial differences in a sample of inpatient youth with Autism Spectrum Disorder. Poster presented at the 2019 Annual Society for Social for Social Work and Research Conference. San Francisco, CA.
   - Nichols, H. M., Shaia, W. E., Dababnah, S., & Campion, K. (November 2018). Involvement of African American Families in Autism Research. Poster presented at the 2018 American Public Health Association Conference. San Diego, CA.
   - Mahajan, R., Nichols, H. M., Troen, B., & Mazefsky, C. A. (May 2018). Parent-rated anxiety symptoms in youth with ASD and their association with problem behaviors in an inpatient setting. Poster presented at the International Society for Autism Research (INSAR) Annual Meeting. Rotterdam, The Netherlands.
   - Nichols, H. M., Dababnah, S., Troen, B., Mahajan, R., Vezzoli, J., Golt, J., Mazefsky, C. A. (May 2018). Racial disparities in an inpatient sample of youth with ASD: Problem behaviors, communication, and social functioning. Poster presented at the International Society for Autism Research (INSAR) Annual Meeting. Rotterdam, The Netherlands.
   - Scheele, C., Seymour, W., Levy, L., Nichols, H., Swanberg, J. E., & Tracy, J. K. (November 2017). Association between income and disordered gambling in an urban environment. Poster presented at the 2017 American Public Health Association. Conference. Atlanta, GA.
   - Seymour, W. Scheele, C., Monaghan, A., Nichols, H., Levy, L., Swanberg, J. E., & Tracy, J. K. (November 2017). Factors related to disordered gambling behavior and employment status in the Baltimore, MD area. Poster presented at the 2017 American Public Health Association Conference. Atlanta, GA.

- Monaghan, A., Scheele, C., Seymour, W., Nichols, H., Levy, L., Swanberg, J. E., & Tracy, J. K. (November 2017). Depression as a predictor of disordered gambling behavior. Poster presented at the 2017 American Public Health Association Conference. Atlanta, GA.

9. Professional publications

Peer-reviewed publications

Gryczynski, J., Nichols, H. M., Schwartz, R., & Mitchell, S. G., Hill, P, & Wireman, K. (2019). Fentanyl exposure and preferences among individuals starting treatment for opioid use disorder. *Drug and Alcohol Dependence, 204*.

Shaia, W. E., Nichols, H. M., Dababnah, S., Campion, K., & Garbarino, N. (2019). Brief Report: Participation of Black and African American families in autism research. *Journal of Autism and Developmental Disorders*. (Epub ahead of print).

Franklin, E. F. & Nichols, H. M., Charap, E., Buzzaglo, J. S., Zaleta, A. K., & House, L. (2019). Perspectives of patients with cancer on the Quality-Adjusted Life Year as a measure of value in healthcare. *Value in Health, 22*(4), 474-481.

Nichols, H. M., Swanberg, J. E., & Vanderpool, R. C. (2019). Patient-provider communication: Experiences of low-wage earning breast cancer survivors in managing cancer and work. *Journal of Cancer Education, 34*(3), 542-549.

Franklin, E. F. & Nichols, H. M., Charap, E., Buzzaglo, J. S., McManus, S., & House, L. (2018). Cancer patient perspectives on the use of clinical pathways and shared decision-making in cancer care. *Journal of Clinical Pathways, 4*(9), 46-50

Dababnah, S. Olson, E. M., & Nichols, H. M. (2019). Feasibility trial of *The Incredible Years Parent Program for Preschool Children on the Autism Spectrum* in two U.S. sites. *Research in Autism Spectrum Disorders, 57*, 120-131.

Swanberg, J. S., Nichols, H. M., Vanderpool, R. C., Rosenblatt, P., & Tracy, J. K. (2018). Working poor and working nonpoor cancer survivors: Work-related and employment disparities. *Cancer Reports.* e1134.

Nichols, H. M., & Swanberg, J. E. (2018). Measuring work-life conflict among low-wage workers. *Journal of the Society for Social Work and Research, 9*(3), 473-497.

Swanberg, J. E., Nichols, H. M., Clouser, J. M., Check, P., Edwards, L., Bush, A. M., Padilla, Y., & Betz, G. (2018). A systematic review of community health workers' role in occupational safety and health research. *Journal of Immigrant and Minority Health, 20*(6), 1516-1531.

Dababnah, S., Rizo, C. F., Campion, K., Nichols, H. M., & Downton, K. (2018). The relationship between children's exposure to intimate partner violence and intellectual and developmental disabilities: A systematic review of the literature. *American Journal of Intellectual and Developmental Disabilities, 123*(6), 529-544.

Bires, J., Franklin, E. F., Nichols, H. M., & Cagle, J. G. (2017). Advance care planning communication: Oncology patients and providers voice their perspectives. *Journal of Cancer Education, 33*(5), 1140-1147.

Vanderpool, R. C., Nichols, H., Hoffler, E. F., & Swanberg, J. E. (2017). Cancer and employment issues: Perspectives from cancer patient navigators. *Journal of Cancer Education, 32*(3), 460-466.

Swanberg, J. E., Nichols, H. M., Ko, J., Tracy, J. K., & Vanderpool, R. C. (2017). Managing cancer and employment: Decisions and strategies used by breast cancer survivors employed in low-wage jobs. *Journal of Psychosocial Oncology, 35*(2), 180-201.

Edwards, L., Olsen, J., Fancher, H., & Nichols, H. M. (2016). Facilitating student safety in communities: Applying an international model in an urban U. S. city. *Annals of Global*

Health, 82(6), 1064-1069.

Nichols, H. M., Swanberg, J. E., & Bright, C. L. (2016). How does supervisor support influence turnover intent among frontline hospital workers? The mediating role of affective commitment. *Health Care Manager, 35*(3), 266-279.

Swanberg, J. E., Nichols, H. M., & Perry-Jenkins, M. (2016). Working on the frontlines in U. S. hospitals: Scheduling challenges and turnover intent among housekeepers and dietary service workers. *Journal of Hospital Administration, 5*(4), 76-86.\

10. Clinical License

Licensed Master Social Worker (LMSW), #18935, Maryland Board of Social Work Examiners (05/2013 to current)

1. Name of faculty member Catherine Obordo

2. Degree information

- Master of Social Work
- Aurora University
- Social Work
- May 2014

- Master of Business Administration
- Keller Graduate School of Management
- Finance
- May 2000

- Bachelor of Science
- Northern Illinois University
- Marketing
- June 1993

3. Academic appointments

- Aurora University
- Adjunct Professor
- Aurora, IL
- August 2015
- Present

4. Professional post–baccalaureate and post–master's social work experience

- Private Practice
- Licensed Clinical Social Worker
- Yorkville, IL
- January 2016
- Present

- Experience Triathlon
- Certified Triathlon Coach

- Naperville, IL
- May 2012
- Present

- Gateway Foundation
- Social Work Intern
- Aurora, IL
- January 2017
- August 2017

5. List your current professional, academic, community-related, and scientific memberships.
National Association of Social Workers, 2014 to present
Ladies Auxiliary VFW, Batavia Overseas Post 1197, 2014 to present
USA Triathlon Member, 2012 to present

6. List your community service responsibilities and activities for the last 3 years.
Blood donations to Heartland Blood Center in Aurora, IL
Homeless Stand Down in Chicago, IL

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
"All But Dissertation" (ABD) in July 2017

8. List your professional presentations presented during the last 5 years.
DSW oral exam on Structural Family Theory, 2017
Aurora University Graduate Student Symposium, 2014

9. List your professional publications for the last 5 years. None

10. Include any other relevant information below or as a separate attachment. None

1. <u>Name of faculty member Erin Pearlman</u>

2. Degree information
· Masters of Social Work
· Aurora University
· Social Work
· August, 2006

3. Academic appointments
· Aurora University
· Social Work Field Liaison
· Aurora, IL
· January, 2019
· Currently in this position.

4. Professional post–baccalaureate and post–master's social work experience
· New Lenox School District
· School Social Worker
· New Lenox, IL
· August, 2007
· May, 2008
Oswego School District
· School Social Worker
Oswego, IL
· August, 2008
· May, 2018
Sandwich School District
· School Social Worker
Sandwich, IL
· August, 2018
· Present
Private Practice
· Licensed Clinical Social Worker
· Yorkville, IL
· April, 2016
· Present
5. Illinois Association of School Social Workers

6. List your community service responsibilities and activities for the last 3 years. None

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None

8. List your professional presentations presented during the last 5 years. None

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. None

10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Stefanie Polacheck

2. Degree information

- Degree Master of Public Policy
- Institution granting degree DePaul University
- Major Public Policy
- Date awarded (month/year) June 2016

- Degree Master of Social Work
- Institution granting degree University of Cincinnati
- Major Social Work Administration

- Date awarded (month/year) June 2006

- Degree Bachelor of Science
- Institution granting degree Wright State University
- Major Psychology
- Date awarded (month/year) December 2004

3. Academic appointments
   - Employing academic institution Aurora University
   - Title Adjunct Instructor
   - City and state Aurora, IL
   - Start date (month/year) September 2017
   - End date (month/year) Present

4. Professional post–baccalaureate and post–master's social work experience
   - Employer Illinois Department of Children and Family Services
   - Position Associate Deputy Director of External Communications and Advisory Groups
   - City and state Chicago, IL
   - Start date (month/year) July 2019
   - End date (month/year) Present

   - Employer Children's Home & Aid
   - Position Public Policy Manager
   - City and state Chicago, IL
   - Start date (month/year) July 2016
   - End date (month/year) July 2019

   - Employer Children's Home & Aid
   - Position Clinical Supervisor, Family Centered Services
   - City and state Chicago, IL
   - Start date (month/year) January 2015
   - End date (month/year) July 2016

   - Employer Children's Home & Aid
   - Position Program Supervisor, Family Centered Services
   - City and state Chicago, IL
   - Start date (month/year) September 2013
   - End date (month/year) January 2015

   - Employer Presence Saints Mary and Elizabeth Medical Center
   - Position Crisis Intervention Specialist II
   - City and state Chicago, IL
   - Start date (month/year) December 2012

- End date (month/year) January 2018

- Employer The Infant-Parent Institute
- Position Consultant
- City and state Champaign, IL
- Start date (month/year) October 2010
- End date (month/year) March 2013

- Employer Children's Home & Aid
- Position Quality Improvement Associate
- City and state Chicago, IL
- Start date (month/year) December 2006
- End date (month/year) October 2010

- Employer Sonia Shankman Orthogenic School
- Position Dormitory Supervisor
- City and state Chicago, IL
- Start date (month/year) September 2006
- End date (month/year) December 2006

- Employer Hamilton County Job and Family Services
- Position Supervisor, 241-KIDS After Hours Unit (Temporary Position)
- City and state Cincinnati, OH
- Start date (month/year) May 2006
- End date (month/year) July 2006

- Employer Hamilton County Job and Family Services
- Position Quality Review Analyst
- City and state Cincinnati, OH
- Start date (month/year) March 2005
- End date (month/year) May 2006

- Employer Hamilton County Job and Family Services
- Position Intake/Assessments Children's Services Worker
- City and state Cincinnati, OH
- Start date (month/year) January 2002
- End date (month/year) March 2005

5. List your current professional, academic, community-related, and scientific memberships.
None

6. List your community service responsibilities and activities for the last 3 years.
Appointee – Illinois Advisory Council on At-Risk Students

7. List special awards, fellowships, grants, or any other recognition you have received during

the last 3 years.
None

8. List your professional presentations presented during the last 5 years.
"Supporting State-level Systems Alignment – The Role of External Partners", co-presentation, Ready by 21 National Meeting in Austin, Texas; March 31, 2017.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
None

10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Sarah Rechner LCSW

2. Degree Information

University of North Dakota, Grand Forks, ND Master of Social Work (MSW) August 2008 University of North Dakota, Grand Forks, ND Bachelor of Science in Social Work, May 2007

University of Minnesota, Minneapolis, MN Bachelor of Science in Psychology, 2003

3. Academic Appointment

Aurora University, Aurora, IL Adjunct Online Instructor 1/2019 –Present

4. Professional post–baccalaureate and post–master's social work experience

Lower Bucks Hospital Bristol, PA
Psychiatric Social Worker/Utilization Review 11/2016-5/2019

Liberty Dialysis Hawaii Honolulu, HI
Nephrology Social Worker/Medical Case Manager 07/2011-1/2013

Altru Health System Grand Forks, ND
Behavioral Health Case Manager 09/2008-02/2011

University of North Dakota Center for Rural Health Grand Forks, ND
Research Assistant-Suicide Prevention Grant 08/2008-06/2010

Richard P Statder Center Psychiatric Center Grand Forks, ND
Admissions Coordinator/Mental Health Technician 12/2005-12/2007

5. List your current professional, academic, community-related, and scientific memberships.
Pennsylvania LCSW-CW019367

6. List your community service responsibilities and activities for the last 3 years. None

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None

8. List your professional presentations presented during the last 5 years. None

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. None

10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Dr. Stephanie J. Schmitz-Bechteler

2. Degree information
   - Degree Doctor of Philosophy
   - Institution granting degree University of Illinois at Chicago
   - Major Social Work
   - Date awarded (month/year) 05/2015

   - Degree Master of Arts
   - Institution granting degree University of Chicago
   - Major Social Work and Social Welfare
   - Date awarded (month/year) 06/2006

   - Degree Bachelor of Professional Studies
   - Institution granting degree Roosevelt University
   - Major Professional Administration
   - Date awarded (month/year) 06/2004

3. Academic appointments
   - Employing academic institution Aurora University
   - Title Adjunct Professor
   - City and state Aurora, IL
   - Start date (month/year) 08/2019
   - End date (month/year) Present

4. Professional post–baccalaureate and post–master's social work experience
   - Employer Chicago Urban League
   - Position Executive Director, Research & Policy Center
   - City and state Chicago, IL
   - Start date (month/year) 07/2016
   - End date (month/year) Present

   - Employer Chicago Urban League
   - Position Director of Research and Evaluation
   - City and state Chicago, IL
   - Start date (month/year) 10/2013
   - End date (month/year) 06/2016

- Employer Roosevelt University
- Position Associate Director of Policy/Research Project Manager
- City and state Chicago, IL
- Start date (month/year) 11/2008
- End date (month/year) 10/2013

- Employer Roosevelt University
- Position Research Associate
- City and state Chicago, IL
- Start date (month/year) 09/2003
- End date (month/year) 08/2005

5. List your current professional, academic, community-related, and scientific memberships.
American Evaluation Association (Member)
Association for Public Policy Analysis and Management (Member)
Society for Social Work Research (Member)

6. List your community service responsibilities and activities for the last 3 years.
Congregational United Church of Christ (Arlington Heights, IL)
- Outreach Deacon
- ONA (Open and Affirming) Co-Chair

Fairview Elementary School PTA Board Membership (SD54, Hoffman Estates, IL)
- Vice President (2016-18)
- Corresponding Secretary (2018-Present)

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
None.

8. List your professional presentations presented during the last 5 years (2015-2019).
"Disparate Impacts of Marijuana Drug Policies on African Americans," Panelist, Roosevelt University, April 17, 2015.
"Educational Equity and Policies for African American Students," Panelist, Young Women's Leadership Charter School, November 5, 2015.
"Selecting a CPD Superintendent with the Chicago Police Board," Presenter, Chicago Urban League, January 12, 2016.
"Understanding Opportunity and Equity for African Americans," Presenter, United Way of Metro Chicago, February 19, 2016.
"Youth Outcomes: Key African American Statistics," Presenter, Community Health Improvement Committee, March 10, 2016.
"100 Years and Counting" The Impact of Longstanding Segregation on Residence, Housing and Transportation," Presenter, Chicago Urban League, April 19, 2016.
"100 Years and Counting" The Impact of Longstanding Segregation on Residence, Housing and Transportation," Presenter, Chicago Public Library, May 10, 2016.
"100 Years and Counting" The Impact of Longstanding Segregation on Residence, Housing

and Transportation," Presenter, KOCO Annual Convention, May 14, 2016.
"100 Years and Counting" The Impact of Longstanding Segregation on Residence, Housing and Transportation," Presenter, Skadden Thought Leadership Breakfast, August 24, 2016.
"100 Years and Counting" The Impact of Longstanding Segregation on Residence, Housing and Transportation," Presenter, University of Chicago Booth School of Business, October 14, 2016.
"Mental Health and Wellness of African American Youth," Panelist, Kennedy Forum Chicago, December 6, 2016.
"100 Years and Counting" The Impact of Longstanding Segregation on Education," Presenter, Skadden Thought Leadership Breakfast, February 28, 2017.
"100 Years and Counting" The Impact of Longstanding Segregation on Residence and Education," Presenter, UIC College of Urban Planning and Policy, April 5, 2017.
"100 Years and Counting" The Impact of Longstanding Segregation on Residence and Education," Presenter, NEIU College of Social Work, June 12, 2017.
"100 Years and Counting" The Impact of Longstanding Segregation on Residence and Education," Presenter, CAFHA Annual Meeting, August 2, 2017.
"The Stories We Tell: A Forum on African American Narratives," Host, Emcee and Presenter, UIC Forum, June 28, 2018.
"100 Years and Counting" The Impact of Longstanding Segregation on Education," Plenary Panelist, EARN Conference Chicago, October 3, 2018.
"Understanding Educational Equity Under Illinois's New Funding Model and ESSA Guidelines," Host, Emcee and Presenter, Springfield Urban League, November 7, 2018.
"Understanding Educational Equity Under Illinois's New Funding Model and ESSA Guidelines," Host, Emcee and Presenter, Chicago Urban League, November 8, 2018.
"Building a Diverse Workforce Pipeline in Clinical Trials," Host, Emcee and Presenter, Chicago Urban League, December 10, 2018.
"100 Years and Counting" The Impact of Longstanding Segregation on Residence, Housing and Transportation," Presenter, University of Chicago Booth School of Business, December 14, 2018.
"100 Years and Counting" The Impact of Longstanding Segregation on Education," Panelist and Presenter, CIVITAS Chicago, February 1, 2019.
"100 Years and Counting" The Impact of Longstanding Segregation on Education," Webinar Presenter, NPEA Pre-Conference Training, March 29, 2019.
"Education Policy: Career Preparation for People in the Humanities," Panelist, Humanities Without Walls Chicago, August 1, 2019.
"Community Research with Lay Researchers Training," Presenter, Chicago Urban League, September 24, 2019.
"Messaging for Census 2020 Participation among African Americans," Host, Emcee and Presenter, Chicago Urban League, September 26, 2019.
"The Opioid Crisis among African Americans," Presenter, UTexas Austin, October 1, 2019.
"Nontraditional/Alt Careers Following a PhD," Presenter,Jane Addams College of Social Work Chicago, October 17, 2019.

9. List your professional publications for the last 5 years. Include the title of the publication or

journal, the month and year it was published and the city and state of the publisher.

Schmitz-Bechteler, S., Kane-Willis, K., Metzger, S., Butler, K. *The State of Black Chicago*, Chicago Urban League, 2019.

Kane-Willis, K., Schmitz-Bechteler, S., Metzger, S., Butler, K. *Money and Power: The Economic and Political Impact of the 2020 Census on Illinois*, Chicago Urban League, 2019.

Schmitz-Bechteler, S., Kane-Willis, K., Metzger, S. *Whitewashed: The African American Opioid Epidemic*, Chicago Urban League, 2017.

Schmitz-Bechteler, S., Kane-Willis, K., Metzger, S. *100 Years and Counting: The Impact of Segregation on Education in a "No Excuses" Environment*, Chicago Urban League, 2017.

Schmitz-Bechteler, S. *100 Years and Counting: The Impact of Segregation on Residence, Housing and Transportation*, Chicago Urban League, 2016.

10. Include any other relevant information below or as a separate attachment. None.

1. Name of faculty member John Schweitzer

2. Degree information
   - Degree: MSW
   - Institution granting degree: University of Illinois at Chicago
   - Major: Social Work (Concentration in Policy and Administration)
   - Date awarded (month/year): 5/1996
3. Academic appointments
   - Employing academic institution: Aurora University
   - Title: Adjunct Professor
   - City and state: Aurora, IL
   - Start date (month/year): January 2016
   - End date (month/year): none
4. Professional post–baccalaureate and post–master's social work experience
   - Employer: State of Illinois, Department of Children and Family Services
   - Position: Several. Current position is Child Death Review Manager
   - City and state: Glen Ellyn, IL
   - Start date (month/year): 1/1990
   - End date (month/year): still employed with this agency
5. List your current professional, academic, community-related, and scientific memberships.
   - Peer Reviewer with the Council on Accreditation
   - Lead Peer Reviewer with the Council on Accrediation
   - Social Service Committee/Advisory Board Member with ECFA
6. List your community service responsibilities and activities for the last 3 years.
   - Church volunteer (various areas)
   - Literacy volunteer
   - Food Pantry volunteer
   - Homeless shelter volunteer
7. List special awards, fellowships, grants, or any other recognition you have received during

the last 3 years. None.

8. List your professional presentations presented during the last 5 years.
   Several on topics related to Trends in Child Welfare, Location of missing children, Child Death topics.
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Maria Sinkule, LCSW

2. Degree information
   - Degree All But Dissertation
   - Institution granting degree Aurora University
   - Major Doctor of Social Work
   - Date awarded (month/year) 05/2020

   - Degree Master's in School Social Work
   - Institution granting degree University of Illinois Champaign-Urbana
   - Major Master's in School Social Work
   - Date awarded (month/year) 05/2008

   - Degree Bachelor of Arts
   - Institution granting degree University of Illinois Champaign-Urbana
   - Major Psychology/Sociology
   - Date awarded (month/year) 05/2006

3. Academic appointments
   - Employing academic institution Aurora University
   - Title Adjunct Instructor
   - City and state Aurora, Illinois
   - Start date (month/year) 01/2017
   - End date (month/year) Present

4. Professional post–baccalaureate and post–master's social work experience
   - Employer Addison School District #4
   - Position School Social Worker
   - City and state Addison, Illinois
   - Start date (month/year) 08/2008
   - End date (month/year) Present

   - Employer Early Intervention- Right Start Pediatric Therapies
   - Position Social Worker
   - City and state DuPage County, IL
   - Start date (month/year) 12/2016

- End date (month/year) Present

- Employer Addison Public Library
- Position Social Service Coordinator
- City and state Addison, Illinois
- Start date (month/year) 08/2016
- End date (month/year) 05/2015

- Employer Addison Public Library
- Position Children's Associate
- City and state Addison, Illinois
- Start date (month/year) 05/2015
- End date (month/year) 06/2009

- Employer Easter Seals DuPage and the Fox Valley Region
- Position Social Service Coordinator
- City and state Elgin, Illinois
- Start date (month/year) 08/2010
- End date (month/year) 08/2011

5. List your current professional, academic, community-related, and scientific memberships.
Illinois Education Association- NEA, 2008 to present.
Illinois Association of School Social Workers, 2015 to present.
School Social Work Association of America, 2015 to present.
Illinois

6. List your community service responsibilities and activities for the last 3 years.
President of IASSW, 2019-present.
Make SAFE Taskforce, 2019-present.
President-Elect of IASSW, 2018-2019
President of the Addison Public Library, 2019-present.
Library Board Trustee, 2017-present.

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
HACU/Cafe Bustelo Scholarship, 2018.
Dee Yeck Scholarship Award, 2017.

8. List your professional presentations presented during the last 5 years.
"Hacia al Futuro," hour co-presentation, Addison Public Library, October 8, 2019.
"Supporting Social Emotional Learning," one hour Keynote Presentation, Kindergarten Symposium: Building Social-Emotional Competencies, Addison Early Learning Collaborative, April 5, 2017.
"Kindergarten Readiness" one-hour panel, Kindergarten Symposium: Addison Early Learning Collaborative, April 2015.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
None

10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Monica Smiley, MSW, LCSW, BCBA

2. Degree information
   - Master of Applied Behavior Analysis, Aurora University, Major-N/A, May 2016
   - Type 73 Post-MSW Certification, Loyola University, Major-N/A, May 2009
   - Master of Social Work, University of Illinois Urbana-Champaign, Healthcare focus, December 2006
   - Bachelor of Science, University of Illinois Urbana-Champaign, Psychology Major, May 2003
3. Academic appointments
   - Aurora University
   - Adjunct Professor
   - Auroral, IL
   - Start date-January 2018
   - End date-Present
4. Professional post–baccalaureate and post–master's social work experience
   - Hope Institute, BCBA, Hillside, IL, February 2018-Present
   - Private Practice, LCSW, Yorkville, IL , January 2018-Present
   - BY YOUR SIDE AC BCBA, Burr Ridge, IL, July 2016-August 2018
   - SPEED District 802, Behavior Interventionist/School Social Worker, Chicago Heights, IL August 2009-June 2016
   - PACT, Inc., Service Coordinator, Lombard, IL, January 2016-August 2019
   - Early Intervention, LCSW/Developmental Therapist, May 2009-Present
5. National Association of Social Workers
6. N/A
7. N/A
8. Aurora University Graduate Symposium (April 18, 2016): Poster Presentation: Teaching Olfactory Stimulus Relations via Stimulus Equivalence with Children Diagnosed with Autism; Illinois Applied Behavior Analysis Conference April 2016: Teaching Olfactory Stimulus Relations via Stimulus Equivalence with Children Diagnosed with Autism; Association for Behavior Analysis International 2016 Symposium Presentation (May 30, 2016): Utilizing PEAK Relational Training System: Equivalence to Demonstrate Equivalence Based Learning in Children With Low Verbal Language Skills
9. N/A
10. N/A

1. Name of faculty member Brianna Sorensen

2. Degree information
   - Degree: MSW

- Institution granting degree: University of Illinois at Chicago
- Major: Social Work
- Date awarded (month/year) May / 2012

3. Academic appointments
   - Employing academic institution: Aurora University
   - Title: Adjunct Professor
   - City and state: Aurora, IL
   - Start date (month/year) August / 2014
   - End date (month/year) Present
4. Professional post–baccalaureate and post–master's social work experience
   - Employer: Brianna Sorensen, LCSW
   - Position: Psychotherapist and Owner
   - City and state: Chicago, IL
   - Start date (month/year) October 2014
   - End date (month/year) Present
5. List your current professional, academic, community-related, and scientific memberships.: None
6. List your community service responsibilities and activities for the last 3 years.
   February 2019 Youth Outlook Naperville, IL
   February 2018 Elgin Community College- Organized a student led silent protest. Elgin, IL March 2017 Girls in STEM- facilitated a discussion group with teachers around the county discussing ways to address micro – aggressions in the classroom regarding girls in math and science. Aurora, IL
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
   Awarded 18,000 stipend as a PhD. Student at Loyola University.
8. List your professional presentations presented during the last 5 years.
   Fisher, M., Fetzner, C., Sorensen, B. (October 2019) "Somewhere Over the Rainbow: Counseling transgender adolescents". Presented at McHenry County Mental Health Board. Crystal Lake, IL.

   Sorensen, B. (April 2018) "Mental Health Awareness in the LGBTQ Community". Presented at PFLAG, Grays Lake chapter, Grays Lake, IL.

   Sorensen, B. (February 2018) "LGBTQ Awareness Faculty Training". Presented at Aurora University in Aurora, IL

   Sorensen, B. (September 2017) Young Queer Professionals Discussion Panel. Presented at Elgin Community College in Elgin, IL.

   Fetzner, C., Graham, K., Sorensen, B. (September 2017) LGBT Mental Health Panel. Presented at PFLAG, McHenry Chapter, in McHenry, IL.

   Bill, C., Sorensen, B. (January 2016) "LGBTQ Awareness: Implications for Clinical Practice". Presented at Rosecrance Health Network in Rockford, IL

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Andrea S. Tack

2. Degree information
   - Degree: Masters of Social Work
   - Institution granting degree: Aurora University
   - Major: Masters of Social Work
   - Date awarded (month/year): 08/2014

   - Degree: Masters of Public Administration
   - Institution granting degree: Northern Illinois University
   - Major: Public Administration
   - Date awarded: 12/2008

3. Academic appointments
   - Employing academic institution: Aurora University
   - Title: Adjunct Faculty
   - City and state: Aurora, IL
   - Start date (month/year): 10/2019
   - End date (month/year): 12/2019

4. Professional post–baccalaureate and post–master's social work experience
   - Employer: Illinois Department of Corrections
   - Position: Warden
   - City and state: Joliet, IL
   - Start date (month/year): 07/2017
   - End date (month/year): Present

   - Employer: Mercy Health
   - Position: Behavioral Health Assessor/Psychiatric SW
   - City and state: Rockford, IL
   - Start date: 05/2015
   - End date: 07/2017

   - Employer: Veteran's Administration
   - Position: Medical / Mental Health Social Worker
   - City and state: Freeport, IL
   - Start date: 07/2016
   - End date: 07/2017

5. List your current professional, academic, community-related, and scientific memberships.
   National Association of Social Workers

National Institute of Corrections

6. List your community service responsibilities and activities for the last 3 years. None
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None
8. List your professional presentations presented during the last 5 years. None
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. None
10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Rebecca Vacco-Giudice

2. Degree information

Master of Social Work
Loyola University- Chicago
Social Work
May 2007

Bachelor of Social Work
Loyola University- Chicago
Social Work
May 2006

3. Academic appointments

- Employing academic institution: Aurora University
- Title: Adjunct Professor
- City and state: Aurora, IL
- Start date (month/year): January 2015
- End date (month/year): Present

4. Professional post–baccalaureate and post–master's social work experience

- Employer: Fraser Vaselakos and Associates/Great Changes Counseling Services
- Position: Child and Family Psychotherapist
- City and state: Homer Glen, IL
- Start date (month/year): December 2011
- End date (month/year): Present

- Employer: The Cure It Foundation
- Position: Director of Marketing and Public Relations
- City and state: Chicago, IL
- Start date (month/year): July 2011
- End date (month/year): September 2014

- Employer: Advocate Children's Hospital
- Position: Pediatric Oncology LCSW
- City and state: Oak Lawn, IL

- Start date (month/year) July 2011
- End date (month/year) December 2012

- Employer Shriners Hospital for Children
- Position Spinal Cord Injury Social Work Care Coordinator
- City and state Chicago, IL
- Start date (month/year) September 2006
- End date (month/year) July 2011

5. List your current professional, academic, community-related, and scientific memberships.
National Association of Social Workers, 2007- present

6. List your community service responsibilities and activities for the last 3 years.
Southside Fraternal Order of Leatherheads; Mental health awareness for firefighters

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None

8. List your professional presentations presented during the last 5 years.
The Other Survivor: Exploring the Sibling Dynamic of Childhood Cancer (2015) Platform Presentation: Finding Your Family's New Normal: Helping Siblings Adjust to a Pediatric Cancer Diagnosis. Oak Lawn, Illinois.
Brain Injury Association of Illinois Conference (2014) Platform Presentation: Life After a Traumatic Brain Injury. Oak Lawn, Illinois.
Chicago Catholic High Schools Guidance Counselor Conference (2013) Keynote Address: ADHD in the Classroom: Strategies for Academic and Social Success. Chicago, Illinois.
Gilda's Club Cancer in the Classroom (2012) Keynote Address: Psychosocial Support for Teenagers Touched by Cancer. Chicago, Illinois.
Academy of Spinal Cord Injury Professionals, Inc. Annual Conference (2011) Platform Presentation: Defining Family Centered Care and its Impact on SCI Rehabilitation. Las Vegas, Nevada.
Illinois Statewide Transition Conference (2010) Platform Presentation: Keys to Transitioning with Special Medical Needs. Effingham, Illinois.
Howard H. Steel: Injuries and Dysfunction of the Spinal Cord in Children (2009) Poster: Improving Communication between Spinal Cord Injury Patients and the Rehabilitation Team. Orlando, Florida.
Howard H. Steel: Injuries and Dysfunction of the Spinal Cord in Children (2009) Poster: Transitioning to Adulthood with a Spinal Cord Injury: An Intensive Educational Experience. Orlando, Florida.
Illinois Statewide Transition Conference (2009) Platform Presentation: Mission Creativity: Unique Approaches to Transitioning. Schaumburg, Illinois.
Congress on Spinal Cord Medicine and Rehabilitation (2009) Poster: Improving Communication between Spinal Cord Injury Patients and the Rehabilitation Team. Dallas, Texas.
Congress on Spinal Cord Medicine and Rehabilitation (2009) Poster: Transitioning to

Adulthood with a Spinal Cord Injury: An Intensive Educational Experience. Dallas, Texas.

9. List your professional publications for the last 5 years. None

10. Include any other relevant information below or as a separate attachment. N/A

1. Name of faculty member Giulia Visconti

2. Degree information
   - Degree Doctor of Social Work
   - Institution granting degree Aurora University
   - Major Doctor of Social Work
   - Date awarded (month/year) Anticipated date: 05/2022

   - Degree Master's of Social Work
   - Institution granting degree Aurora University
   - Major Master's of Social Work
   - Date awarded (month/year) 12/2014

   - Degree Bachelor's of Arts in Psychology
   - Institution granting degree Benedictine University
   - Major Psychology
   - Date awarded (month/year) 05/2010

3. Academic appointments
   - Employing academic institution Aurora University
   - Title School of Social Work Adjunct Professor
   - City and state Aurora, Illinois
   - Start date (month/year) 02/2018
   - End date (month/year) Present

   - Employing academic institution Benedictine University
   - Title Social Science Department Teaching Assistant
   - City and state Lisle, Illinois
   - Start date (month/year) 05/2007
   - End date (month/year) 05/2010

4. Professional post–baccalaureate and post–master's social work experience
   - Employer Aurora University
   - Position School of Social Work Adjunct Professor
   - City and state Aurora, Illinois
   - Start date (month/year) 08/2018
   - End date (month/year) Present

   - Employer Northeast DuPage Family and Youth Services

- Position Crisis Counselor/Counselor II
- City and state Addison, Illinois
- Start date (month/year) 12/2014
- End date (month/year) 10/2019

- Employer Alexian Brothers Behavioral Health Hospital
- Position Resource Therapist
- City and state Hoffman Estate, Illinois
- Start date (month/year) 02/2015
- End date (month/year) 05/2015

5. List your current professional, academic, community-related, and scientific memberships.
Psi Chi Membership - International Honor Society of Psychology
Pi Gamma Mu Membership - International Honor Society of Social Sciences

6. List your community services responsibilities and activities for the last 3 years. None

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None

8. List your professional presentations presented during the last 5 years. None

9. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. None

10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Jessica Voigts

2. Degree information
- Degree Master's of Social Work
- Institution granting degree University of Illinois Urbana Champaign
- Major Social Work
- Date awarded (month/year) 12/2008

3. Academic appointments
- Employing academic institution Aurora University
- Title Adjunct Instructor
- City and state Aurora University
- Start date (month/year) 08/2017
- End date (month/year) Present

4. Professional post–baccalaureate and post–master's social work experience
- Employer UI Health
- Position Licensed Clinical Social Worker, Oncology

- City and state Chicago, IL
- Start date (month/year) 07/2017
- End date (month/year) Present

- Employer Northwestern Medicine
- Position Licensed Clinical Social Worker, Oncology
- City and state Chicago, IL
- Start date (month/year) 02/2012
- End date (month/year) 07/2017

5. List your current professional, academic, community-related, and scientific memberships.
   Association of Oncology Social Work
6. List your community service responsibilities and activities for the last 3 years. None
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None
8. List your professional presentations presented during the last 5 years.
   "Help at Home: Understanding and Navigating Your Options"; Brain Tumor Patient and Caregiver Conference; October 2016
   "Seamless Care Transitions Through the End of Life with a Socially Complex Patient"; Schwartz Rounds; March 2016
   "Psychological and Behavioral Responses of Patients"; Guest Lecturer; June 2015- July 2017
   "Psychosocial Oncology and Communication"; Guest Lecturer; June 2015- July 2017
   "Death and Dying"; Guest Lecturer; June 2015- July 2017
   "Addressing the Needs of the Oncology Patient"; Social Work Grand Rounds – October 2013
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. None
10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member Shashanah Ward

2. Degree information
   - Degree: Master of Social Work
   - Institution granting degree: North Carolina Central University
   - Major: Social Work
   - Date awarded (month/year) 05/2011

   - Degree: Bachelor of Science
   - Institution granting degree: East Carolina University
   - Major: Criminal Justice
   - Date awarded (month/year) 05/2005

3. Academic appointments
   - Employing academic institution
     Aurora University, Adjunct Professor

Aurora, IL- March 2019 – Present
North Carolina State University, Adjunct Professor
Raleigh, NC- August 2015- December 2017
Simmons College, Adjunct Professor
Boston, MA- March 2018 – September 2018

4. Professional post–baccalaureate and post–master's social work experience:
UNC Physicians Network
Raleigh, NC
Care Manager
01/18 to Present

Turning Point Family Care
Raleigh, NC
Clinical Supervisor/Outpatient Therapist
07/15 to 03/17

Hope First, LLC.
Emporia, VA
Clinical Supervisor
01/16 to 12/16

Upward Change Health Service
Durham, NC
Open Access Clinician
04/14 to 07/15

Reaching Your Goals, Inc.
Raleigh, NC
Clinical Director
09/12 to 04/14

Holly Hill Hospital
Raleigh, NC
Therapist
06/11 to 09/13

Cottage Health Care Services
Raleigh, NC
Outpatient Therapist
06/11 to 06/12

5. List your current professional, academic, community-related, and scientific memberships. None
6. List your community service responsibilities and activities for the last 3 years. None
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None
8. List your professional presentations presented during the last 5 years. None

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. None
10. Include any other relevant information below or as a separate attachment.

1. Name of faculty member TaMia L West

2. Degree information
· Degree: Master of Arts in Education
· Institution granting degree: Olivet Nazarene University
· Major: Educational Leadership
· Date awarded (month/year): May, 2014

· Degree: Master of Social Work
· Institution granting degree: University of Illinois at Chicago
· Major: Master of Social Work, Schools Concentration
· Date awarded (month/year): May, 2009

· Degree: Bachelor of Social Work
· Institution granting degree: Illinois State University
· Major: Social Work
· Date awarded (month/year): May, 2008

3. Academic appointments
· Employing academic institution: Aurora University
· Title: Adjunct Professor, School of Social Work
· City and state: Aurora, IL
· Start date (month/year): October, 2019
· End date (month/year): Present

4. Professional post–baccalaureate and post–master's social work experience
· Employer: Chicago Public Schools
· Position: Pupil Personnel Services Coordinator
· City and state: Chicago, IL
· Start date (month/year): August, 2014
· End date (month/year): Present

· Employer: Flossmoor School District 161
· Position: School Social Worker / MTSS Tier II Coach
· City and state: Flossmoor, IL
· Start date (month/year): August, 2013
· End date (month/year): June, 2014

· Employer: Prairie Hills Elementary School District 144
· Position: School Social Worker / PBIS Internal Coach
· City and state: Markham, IL
· Start date (month/year): August, 2010
· End date (month/year): June, 2013

· Employer: Marillac Social Center
· Position: Community Counselor
· City and state: Chicago, IL
· Start date (month/year): November, 2009
· End date (month/year): August, 2010

5. List your current professional, academic, community-related, and scientific memberships.
Alpha Kappa Alpha Sorority, Incorporated, 2019
Young Women Professionals League – September, 2019 to present
Illinois Association of School Social Workers, October, 2017 to present
National Education Association, August, 2010 to June, 2013
Illinois Education Association, August, 2010 to June, 2014
Chicago Association of Black Social Workers, August, 2008 to November 2010

6. List your community service responsibilities and activities for the last 3 years.
Phi Kappa Omega Annual Toy Drive – Volunteer and Donor, December, 2017 and 2018
Marillac Social Center, Project Hope – Volunteer, October 2017
Pacific Garden Mission – Volunteer and Donor, 2016 and 2018

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

- Young Women Professionals League 2019 40 Under 40 Award Recipient

8. List your professional presentations presented during the last 5 years.
"Writing Quality Assessments and Goals for School Social Workers", two and half hour presentation, Office of Diverse Learner Supports and Services, Chicago Public Schools, March 12, 2019
"REACH for Related Service Providers", two hour presentation, Chicago Public Schools Summer Leadership Institute, July 12, 2018
"Guiding Administrators through REACH for Related Service Providers", Chicago Public Schools Summer Leadership Institute, July 11, 2017
"Putting it into Practice: Maximizing student outcomes through MTSS, Consultation and Collaboration", two and half hour presentation, Office of Diverse Learner Supports and Services, Chicago Public Schools, January 29, 2016
"Utilizing Data to Support Evidence-based Decision Making", two and half hour presentation, Office of Diverse Learner Supports and Service, Chicago Public Schools, October 26, 2015

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. None

10. Include any other relevant information below or as a separate attachment.

1. <u>Name of faculty member Lora Windsor</u>
2. Degree information

Master of Social Work
Indiana University
Social Work
May 1994

Bachelor of Arts
Purdue University
German
June 1969

3. Academic appointments
Employing academic institution Aurora University
Title Adjunct Professor
City and state Aurora, IL
Start date August 2005
End date Present

4. Professional post-baccalaureate and post-master's social work experience
Employer self-employed (Lora Windsor, LCSW, CADC, Ltd.; mental health counseling)
Position Therapist
City and state Geneva, IL
Start date June 2005
End date Present

Employer Breaking Free
Position Program Director, Adolescent Services
City and state Aurora, IL
Start date March 1995
End date May 2005

5. Current professional, academic, community-related, and scientific memberships.
National Association of Social Workers, 1994 to present

6. Community service responsibilities and activities for the last 3 years:
Pro Bono Presentation, November 2019, West Towns Networking, "Grief and Trauma"
Pro Bono Presentation, June 2019, Fox Valley Hands of Hope, "Assessment for Grief Counseling"
Pro Bono Presentation, June 2018, World Relief, "Helping Refugees Addicted to Alcohol/Drugs"
Pro Bono Presentation, April 2018, World Relief, "Case Formulation"
Pro Bono Presentation, October 2017, Kane County Senior Resource Team, "How to Help Caregivers Manage Stress"
Pro Bono Presentation, October 2016, Kane County Senior Resource Team," How to Help Seniors with Grief"

7. Special awards, fellowships, grants, or any other recognition during the last 3 years: None

8. Professional presentations presented during the last 5 years.
   Paid Presentation, September 2018, Family Counseling Service, "Interventions for Grieving Adolescents, Adults, and Elderly"

9. Professional publications for the last 5 years. None

10. Other relevant information: Certifications and Licensing
    Licensed Clinical Social Worker, 2004 to present
    Certified Alcohol and Other Drug Abuse Counselor, 2003 to present
    Certified in Thanatology, 2007 to present

Appendix B

MSW Director's Appointment Letter

1893
Aurora University

April 30, 2019

Dr. Maureen Rubin
9885 Kerrydale Court
Reno, NV 89521

Dear Maureen,

I am inviting you to serve as Graduate Director ~~of the MSW program~~ in the School of Social Work for the 2019-2020 year. This twelve month appointment would take effect on 1 July 2019 and will continue through 30 June 2020, and is subject to renewal pending the outcome of an evaluation. Note that this is a supplemental contract in which you will receive a stipend of $[redacted].

You will be granted two course releases per semester.

After you have reviewed your contract, please indicate your willingness to serve in this position by returning one of the enclosed letters to the Office of Academic Affairs by May 15, 2019. Thank you so much for considering this invitation.

Sincerely,

Frank M. Buscher

Frank M. Buscher, PhD
Vice President for Academic Affairs

Maureen Rubin

Date May 8, 2019

Account Number: 10-1-23103-7117-1

Appendix C

Field Director's Appointment Letter

1893
Aurora University
Office of the President

3 August 2018

Allison Schuck
2292 Rosemary Court
Montgomery, IL 60538

Dear Allison,

I am pleased that you will be joining Aurora University as its Field Director for the School of Social Work, effective 20 August 2018. Our singular purpose at Aurora University (AU) is to help our students realize their educational goals. In your position as Field Director for the School of Social Work, you join us in this important effort.

Your rate for this full-time position is $[redacted] per year. The Human Resources Department will contact you to schedule an appointment to review your benefits and answer any questions you may have as a new member of the AU community.

Please acknowledge your receipt of this letter and acceptance of your new role by signing and dating the enclosed copy and returning it to Human Resources within fifteen days. Please note that this letter does not constitute an employment contract.

Allison, thank you for assuming this important role with Aurora University. When all of us work together in this singular purpose, only then do we succeed in serving our students and fulfilling the mission of Aurora University. I look forward to working with you in this important goal.

Sincerely,

Rebecca L. Sherrick, Ph.D.
President

Accepted:

Allison Schuck

Date 8/8/18

Appendix D

BSW Chair's Appointment Letter

MAY 2 1 2019

1893
Aurora University

May 13, 2019

Ms. Alison Arendt
Assistant Professor of Social Work
School of Social Work
Aurora University

Dear Alison,

I am inviting you to serve as chair of Undergraduate Social Work for the 2019-2020 year. This appointment would take effect on 1 July 2019 and will continue through 30 June 2020, and is subject to renewal pending the outcome of an evaluation. Note that your faculty salary will remain the same. You will receive a stipend of $[redacted]. In addition, you will be granted two (2) course releases during the academic year.

After you have reviewed your contract, please indicate your willingness to serve in this position by returning one of the enclosed letters to the Office of Academic Affairs by May 28, 2018. Thank you so much for considering this invitation.

Sincerely,

Frank M. Buscher

Frank M. Buscher, PhD
Vice President for Academic Affairs

Alison Arendt

Date 5-15-19

Account Number: 10-1-23102-7117-1

Appendix E

Generalist Rubrics for Key Assignments

Competency 1

Item	Advanced	Established	Developing	Not Demonstrated
Ia. The student demonstrates understanding of the value base of the profession, ethical standards, laws and regulations	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
Ib. The student demonstrates understanding of frameworks for ethical decision-making	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
Ic. The student can apply critical thinking to frameworks for ethical decision-making	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
Ib. The student can recognize personal values and the distinction between personal and professional values and how personal experiences and affective reactions influence professional judgment	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
Id. The student demonstrates understanding of the profession's history, mission, and roles and responsibilities as well as the roles of others when engaged in inter-professional teams	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Ie. The student recognizes the importance of lifelong learning	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
If. The student demonstrates understanding of emerging forms of technology and ethical use of technology	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 2

Item	Advanced	Established	Developing	Not Demonstrated
IIa. The student demonstrates understanding of the ways in which diversity and difference characterize and shape the human experience and are critical to the formation of identity	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IIb. The student demonstrates understanding of the fact 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	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IIc. The student demonstrates understanding of the forms and mechanisms of oppression and discrimination and recognizes the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, and alienate, or create privilege and power	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 3

Item	Advanced	Established	Developing	Not Demonstrated
IIIa. The student demonstrates understanding that every person, regardless of position in society, has fundamental human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IIIb. The student demonstrates understanding of the global interconnections of oppression and human rights violations and is knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IIIc. The student demonstrates understanding of strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 4

Item	Advanced	Established	Developing	Not Demonstrated
IVa. The student demonstrates understanding of quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IVb. The student demonstrates knowledge of principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IVc. The student demonstrates understanding that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IVd. The student demonstrates understanding of the processes for translating research findings into effective practice	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 5

Item	Advanced	Established	Developing	Not Demonstrated
Va. The student demonstrates understanding that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
Vb. The student is knowledgeable about policy formulation, analysis, implementation, and evaluation	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
Vc. The student recognizes and demonstrates understanding of the historical, social, cultural, economic, organizational, environmental, and global influences that affect policy	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
Vd. The student demonstrates understanding of their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels, and they actively engage in policy practice to effect change within those settings	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 6: Individuals and Families

Item	Advanced	Established	Developing	Not Demonstrated
VIa. The student demonstrates understanding that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals and families	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIb. The student values the importance of human relationships	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIc. The student demonstrates understanding of theories of human behavior and the social environment and critically evaluates and applies this knowledge to facilitate engagement with clients and constituencies, including individuals and families	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VId. The student demonstrates understanding of strategies to engage diverse clients and constituencies to advance practice effectiveness	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIe. The student demonstrates understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

VIf. The student values principles of relationship building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 6: Groups

Item	Advanced	Established	Developing	Not Demonstrated
VIa. The student demonstrates understanding that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, groups	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIb. The student values the importance of human relationships	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIc. The student demonstrates understanding of theories of human behavior and the social environment and critically evaluates and applies this knowledge to facilitate engagement with clients and constituencies, including groups	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VId. The student demonstrates understanding of strategies to engage diverse clients and constituencies to advance practice effectiveness	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIe. The student demonstrates understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

VIf. The student values principles of relationship building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 6: Organizations and Communities

Item	Advanced	Established	Developing	Not Demonstrated
VIa. The student demonstrates understanding that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, organizations and communities	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIb. The student values the importance of human relationships	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIc. The student demonstrates understanding of theories of human behavior and the social environment and critically evaluates and applies this knowledge to facilitate engagement with clients and constituencies, including organizations and communities	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VId. The student demonstrates understanding of strategies to engage diverse clients and constituencies to advance practice effectiveness	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIe. The student demonstrates understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

diverse clients and constituencies				
VIf. The student values principles of relationship building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 7: Individuals and Families

Item	Advanced	Established	Developing	Not Demonstrated
VIIa. The student demonstrates understanding that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals and families	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIb. The student demonstrates understanding of theories of human behavior and the social environment and critically evaluates and applies this knowledge in the assessment of diverse clients and constituencies, including individuals and families	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIc. The student demonstrates understanding of methods of assessment with diverse clients and constituencies to advance practice effectiveness	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIId. The student recognizes the implications of the larger practice context in the assessment process and values the importance of inter-professional collaboration in the process	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIe. The student understands how their personal experiences and affective reactions may affect their assessment and decision-making	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 7: Groups

Item	Advanced	Established	Developing	Not Demonstrated
VIIa. The student demonstrates understanding that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, groups	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIb. The student demonstrates understanding of theories of human behavior and the social environment and critically evaluates and applies this knowledge in the assessment of diverse clients and constituencies, including groups	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIc. The student demonstrates understanding of methods of assessment with diverse clients and constituencies to advance practice effectiveness	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIId. The student recognizes the implications of the larger practice context in the assessment process and values the importance of inter-professional collaboration in the process	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIe. The student demonstrates understanding of how their personal experiences and affective reactions may affect their assessment and decision-making	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 7: Organizations and Communities

Item	Advanced	Established	Developing	Not Demonstrated
VIIa. The student demonstrates understanding that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, organizations and communities	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIb. The student demonstrates understanding of theories of human behavior and the social environment and critically evaluates and applies this knowledge in the assessment of diverse clients and constituencies, including organizations and communities	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIc. The student demonstrates understanding of methods of assessment with diverse clients and constituencies to advance practice effectiveness	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIId. The student recognizes the implications of the larger practice context in the assessment process and values the importance of inter-professional collaboration in the process	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIe. The student understands how their personal experiences and affective reactions may affect their assessment and decision-making	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 8: Individuals and Families

Item	Advanced	Established	Developing	Not Demonstrated
VIIIa. The student demonstrates understanding that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals and families	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIIb. The student is knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals and families	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIIc. The student demonstrates understanding of theories of human behavior and the social environment and critically evaluates and applies this knowledge to effectively intervene with clients and constituencies	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIId. The student demonstrates understanding of methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIIe. The student values the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 8: Groups

Item	Advanced	Established	Developing	Not Demonstrated
VIIIa. The student demonstrates understanding that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse groups	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIIb. The student is knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including groups	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIIc. The student demonstrates understanding of theories of human behavior and the social environment and critically evaluates and applies this knowledge to effectively intervene with clients and constituencies	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIId. The student demonstrates understanding of methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIIe. The student values the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 8: Organizations and Communities

Item	Advanced	Established	Developing	Not Demonstrated
VIIIa. The student demonstrates understanding that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse organizations and communities	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIIb. The student is knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including organizations and communities	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIIc. The student demonstrates understanding of theories of human behavior and the social environment and critically evaluates and applies this knowledge to effectively intervene with clients and constituencies	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIId. The student demonstrates understanding of methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIIe. The student values the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 9: Individuals and Families

Item	Advanced	Established	Developing	Not Demonstrated
IXa. The student demonstrates understanding that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals and families	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IXb. The student recognizes the importance of evaluating processes and outcomes to advance practice, policy, and services delivery effectiveness	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IXc. The student demonstrates understanding of theories of human behavior and the social environment and critically evaluates and applies this knowledge in evaluating outcomes	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IXd. The student demonstrates understanding of qualitative and quantitative methods for evaluating outcomes and practice effectiveness	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 9: Groups

Item	Advanced	Established	Developing	Not Demonstrated
IXa. The student demonstrates understanding that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse groups	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IXb. The student recognizes the importance of evaluating processes and outcomes to advance practice, policy, and services delivery effectiveness	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IXc. The student demonstrates understanding of theories of human behavior and the social environment and critically evaluates and applies this knowledge in evaluating outcomes	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IXd. The student demonstrates understanding of qualitative and quantitative methods for evaluating outcomes and practice effectiveness	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 9: Organizations and Communities

Item	Advanced	Established	Developing	Not Demonstrated
IXa. The student demonstrates understanding that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse organizations and communities	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IXb. The student recognizes the importance of evaluating processes and outcomes to advance practice, policy, and services delivery effectiveness	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IXc. The student demonstrates understanding of theories of human behavior and the social environment and critically evaluates and applies this knowledge in evaluating outcomes	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IXd. The student demonstrates understanding of qualitative and quantitative methods for evaluating outcomes and practice effectiveness	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Specialization Rubrics for Key Assignments

Competency 1

Item	Advanced	Established	Developing	Not Demonstrated
Ia. The student behaves in alignment with the value base of the profession, ethical standards, and laws and regulations as they pertain to clinical practice	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
Ib. The student demonstrates appropriate, professional-level ethical decision-making in clinical situations	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
Ic. The student assessed personal biases in relation to clinical practice	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
Id. The student summarizes the profession's history, mission, and responsibilities in relation to clinical social work	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
Ie. The student explains the importance of continuing education	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
If. The students employs informed, ethical use of technology	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 2

Item	Advanced	Established	Developing	Not Demonstrated
IIa. The student explores the ways in which clients' contexts impact diversity and difference in identity formation	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IIb. The student explores the power and privilege they have as a clinician	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IIc. The student connects understandings of how oppression, discrimination, poverty, marginalization, and alienation impact clinical social work	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IId. The student explains how social work values impact clinical practice with diverse populations	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 3

Item	Advanced	Established	Developing	Not Demonstrated
IIIa. The student expresses recognition of human rights through knowledge of and adherence to the NASW Code of Ethics in clinical practice	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IIIb. The student evaluates the global interconnections of oppression and human rights violations	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IIIc. The student demonstrates knowledge of how theories of human need and desire inform understanding of the impact of human rights violations	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IIId. The student articulates strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably to advance the well-beign of clients	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 4

Item	Advanced	Established	Developing	Not Demonstrated
IVa. The student determines quantitative and qualitative research methods in the evaluation of clinical practice and program outcomes	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IVb. The student incorporates principles of logic, scientific inquiry, and culturally informed and ethical approaches to evaluating clinical practice and program outcomes	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IVc. The student discerns quality and evidence-based research to application to the process of decision-making in practice and program contexts	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IVd. The student translates research findings into effective decision-making in practice and program contexts	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 5

Item	Advanced	Established	Developing	Not Demonstrated
Va. The student articulates how social welfare and services are mediated by policy and its implementation at multiple levels, including the agency level	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
Vb. The student explains that policy impacts human rights and social justice and therefore impact the well-being of clients	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
Vc. The student demonstrate knowledge of how to actively engage in advocacy to effect change in policy development, analysis, implementation, and evaluation within their practice settings	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
Vd. The student collaborates with clients to advocate for and with them and to incorporate client voices into advocacy at the organizational, local, state, and federal levels				
Ve. The student assesses the policies affecting social work practice to which they are accountable at local, state, and national levels				

Competency 6: Individuals, Families, and Groups

Item	Advanced	Established	Developing	Not Demonstrated
VIa. The student values engagement as an ongoing component of the relationship in clinical contexts	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIb. The student explains the importance of human relationships within the clinical context	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIc. The student analyzes theories of human behavior and the social environment in the clinical contexts	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VId. The student explains roles and responsibilities as part of an interprofessional teams	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIe. The student uses self-reflection and supervision in their clinical work	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 7: Individuals, Families, and Groups

Item	Advanced	Established	Developing	Not Demonstrated
VIIa. The student values assessment as an ongoing and dynamic process in clinical social work	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIb. The student analyzes theories of human behavior and the social environment and applies this knowledge during ongoing clinical assessment	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIc. The student evaluates methods of understanding of methods of assessment with diverse clients and their context to advance practice effectiveness	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIId. The student formulates an interprofessional process and utilizes collaboration in assessment	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIe. The student recognizes and manages how their personal experiences may affect their assessment and decision-making in a clinical context	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 8: Individuals, Families, and Groups

Item	Advanced	Established	Developing	Not Demonstrated
VIIIa. The student analyzes the ongoing components of clinical interventions	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIIb. The student values the use of evidence-informed interventions to achieve the goals of clients	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIIc. The student analyzes theories of human behavior and the social environment and applies this knowledge to effectively intervene with clients	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
VIIId. The student engages in interprofessional collaboration to strengthen the outcomes of clinical interventions	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

Competency 9: Individuals, Families, and Groups

Item	Advanced	Established	Developing	Not Demonstrated
IXa. The student formulates an ongoing evaluation process with considers the client's contect	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IXb. The student appraises evaluation plans in the micro, mezzo, and macro continuum	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IXc. The student selects clinical theories to inform the process of evaluation	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)
IXd. The student incorporates quantitative and/or qualitative methods for evaluating clinical outcomes	Candidate has demonstrated a thorough understanding of the competency component and its application(s)	Candidate has demonstrated a sufficient understanding of the competency and its application(s)	Candidate has begun to demonstrate an understanding of the competency and its application(s)	Candidate has not demonstrated an understanding of the competency or its application(s)

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