

Institution Name

USC Suzanne Dworak-Peck School of Social Work

Primary Contact

Wendy Smith, Associate Dean,
Curriculum Planning and Assessment
213.740.1391, wsmith@usc.edu

Level

Master of Social Work (MSW)

Date Submitted

April 1, 2017



**REAFFIRMATION
SELF-STUDY
VOLUME I**

USC SUZANNE DWORAK-PECK SCHOOL OF SOCIAL WORK CSWE REAFFIRMATION SELF-STUDY REPORT 2017

VOLUME I – Accreditation Standards

TABLE OF CONTENTS

TABLE OF CONTENTS	1
INTRODUCTION TO SELF-STUDY	7
<u>SECTION 1.0 – PROGRAM MISSION AND GOALS</u>	11
Standard 1.0.1 – Mission Statement	11
Standard 1.0.2 – Institutional Mission and Program Context	12
Standard 1.0.3 – Program Goals	15
<u>EXPLICIT CURRICULUM</u>	
INTRODUCTION TO EXPLICIT CURRICULUM	17
<u>SECTION 2.0 – GENERALIST PRACTICE</u>	21
Standard M 2.0.1 – Program Goals and Generalist Practice	21
Standard M 2.0.2 – Rationale for Curriculum Design	23
Standard M 2.0.3 – Curriculum Matrix	34
Addendum – Part-time Study in Generalist Practice	42
INTRODUCTION TO SPECIALIZED PRACTICE	45
<u>SECTION 2.1 – SPECIALIZED PRACTICE</u>	47
Department of Adults and Healthy Aging	
Standard M 2.1.1 – Area of Specialized Practice	47

Standard M 2.1.2 – Curriculum Design	53
Standard M 2.1.3 – Enhancement of Social Work Competencies	56
Standard M 2.1.4 – Curriculum Matrix	61
Addendum – Part-time Course Progression	65

Department of Children, Youth and Families

Standard M 2.1.1 – Area of Specialized Practice	69
Standard M 2.1.2 – Curriculum Design	77
Standard M 2.1.3 – Enhancement of Social Work Competencies	80
Standard M 2.1.4 – Curriculum Matrix	85
Addendum – Part-time Course Progression	91

Department of Community, Organization and Business Innovation

Standard M 2.1.1 – Area of Specialized Practice	95
Standard M 2.1.2 – Curriculum Design	101
Standard M 2.1.3 – Enhancement of Social Work Competencies	103
Standard M 2.1.4 – Curriculum Matrix	109
Addendum – Part-time Course Progression	114

SECTION 2.2 – FIELD EDUCATION **117**

Standard 2.2.1 – Linkage of Classroom and Field	117
Standard M 2.2.2 – Field and Generalist Practice	121
Standard M 2.2.3 – Field and Specialized Practice	128
Standard M 2.2.4 – In-Person Contact	137
Standard 2.2.5 – Field Hours	140
Standard 2.2.6 – Criteria for Admission	140
Standard 2.2.7 – Selection of Settings, Placement, Safety and Student Evaluation	141
Standard 2.2.8 – Contact with Field Settings	147
Standard M 2.2.9 – Field Instructor Credentials	150

Standard 2.2.10 – Training and Ongoing Dialogue	151
Standard 2.2.11 – Place of Employment as Field Setting	152

IMPLICIT CURRICULUM

INTRODUCTION TO IMPLICIT CURRICULUM 155

SECTION 3.0 – DIVERSITY 157

Standard 3.0.1 – Diversity in the Learning Environment	157
Standard 3.0.2 – Supportive and Inclusive Learning Environment	171
Standard 3.0.3 – Continual Improvement of Learning Environment	172
Addenda – Diversity Related Materials	174

SECTION 3.1 – STUDENT DEVELOPMENT 183

Standard M 3.1.1 – Admissions Criteria	183
Standard 3.1.2 – Admissions Policies and Procedures	184
Standard M 3.1.3 – Advanced Standing	184
Standard 3.1.4 – Transfer of Credits	185
Standard 3.1.5 – Life Experience Policy	185
Standard 3.1.6 – Advising Policies and Procedures	186
Standard 3.1.7 – Student Evaluation and Grievance Policies and Procedures	187
Standard 3.1.8 – Termination Policies and Procedures	190
Standard 3.1.9 – Student Participation Policies and Procedures	191
Standard 3.1.10 – Student Organization Opportunities	191

SECTION 3.2 – FACULTY 195

Standard 3.2.1 – Identification and Qualifications of Faculty	195
Faculty Data Summary Form – Part I	196
Faculty Data Summary Form – Part II	219
Faculty Data Forms – Explanatory Note	243
Standard 3.2.2 – Identification and Qualifications of Faculty Teaching Practice	243

Standard 3.2.3 – Faculty to Student Ratio	249
Standard M 3.2.4 – Program Faculty Assignment and MSW Credential	250
Standard 3.2.5 – Faculty Workload Policy	250
Standard 3.2.6 – Professional Development	253
Standard 3.2.7 – Professional Behavior and Values	258

SECTION 3.3 – ADMINISTRATIVE AND GOVERNANCE STRUCTURE **261**

Standard 3.3.1 – Administrative Structure	261
Standard 3.3.2 – Faculty Responsibility for Curriculum	264
Standard 3.3.3 – Faculty Related Policy Formulation and Implementation	266
Standard M 3.3.4 – Social Work Program Director	268
Standard M 3.3.4(A) – Social Work Program Director Experience and Credentials	268
Standard M 3.3.4(B) – Social Work Program Director Full-time Appointment	269
Standard M 3.3.4(C) – Social Work Program Director Assigned Time	269
Standard 3.3.5 – Field Education Director	269
Standard M 3.3.5(A) – Field Education Director Experience	269
Standard M 3.3.5(B) – Field Education Director Credentials	270
Standard M 3.3.5(C) – Field Education Director Assigned Time	270
Standard M 3.3.6 – Field Education Administrative Structure	271

ASSESSMENT OF STUDENT LEARNING OUTCOMES

INTRODUCTION TO ASSESSMENT **297**

SECTION 4.0 – ASSESSMENT OF STUDENT LEARNING OUTCOMES **299**

Standard 4.0.1 – Assessment Plan	299
Standard 4.0.2 – Summary Data	320
Generalist Reports (Report #1 through Report #3)	321
Specialized Practice Reports (Report #4 through Report #24)	337
Standard 4.0.3 – Posting Assessment Outcomes	450

Standard 4.0.4 – Evaluation of Outcomes and Program Renewal	450
Standard 4.0.5 – Implicit Curriculum Assessment	461

Introduction to the Self-Study

We are providing this short introduction to our self-study, because we have an unusually large and complex program to describe and hope this will offer a helpful overall perspective.

The USC Suzanne Dworak-Peck School of Social Work has 293 FTE faculty in our MSW program, who instruct over 3,200 graduate students across almost every state in the union. With an annual budget exceeding \$141,000,000, we are currently implementing two different MSW curricula across three program options. This unusual situation has occurred, because we are phasing out a curriculum structure we followed for many years (our “traditional” curriculum) and introducing a fundamentally revised curriculum (our “new” curriculum.) The reaffirmation process is taking place while we are midstream in this transition.

Founded in 1920, the USC Suzanne Dworak-Peck School of Social Work is the oldest private graduate program in the West. The school was first accredited in 1922 by the Association of Training Schools for Professional Social Workers (later the American Association of Schools of Social Work), a precursor of the Council on Social Work Education (CSWE). Since that time, the school has been continuously reaffirmed for accreditation with the exception of one period of conditional status from November, 1993 to November, 1994.

The school currently offers three graduate degrees: the Master in Social Work (MSW), the Doctor of Philosophy (Ph.D), and the Doctor of Social Work (DSW). This self-study constitutes part of the school’s application for reaffirmation of accreditation for its MSW degree. The autonomy of the school is guaranteed in perpetuity through a gift in 2016 that both endowed and named the school with the provision that it remain independent. The dean of the school reports to the directly to the university provost, and also interacts with the USC president and board of trustees.

The MSW program described in this document is complex, large, and geographically extensive in scope. Students may choose among three program options: one on the USC campus; a second, on our academic campus in Orange County, sixty miles from Los Angeles; or a third option, the Virtual Academic Center (a national online program). All offer full and part-time options for completion of the MSW degree. Students in every option divide their time between academic classroom courses and field placement at community-based agencies. (Virtual Academic Center classes are live, face-to-face on line, and are supplemented by other online materials and experiences.)

Students in the Virtual Academic Center are placed in the virtual field placement (described in **AS 2.0.2, AS 2.2.2 and AS 2.2.4**) for the first semester, and in community-based field settings for specialized practice. Brief descriptions of the three program options may help to orient the reader to the self-study document.

Brief overview of program options.

University Park Campus (UPC).

Students enrolled in the UPC campus program option take all of their classes, face to face, on the USC campus, including its modern City Center building, located downtown and only a quick shuttle ride away from the main campus. Enrollment at the USC campus in AY 2015-2016 was 867. This program option

was served by 144 full time and 77 part-time teaching and field faculty in fall 2015, and 172 full time and 67 part-time faculty in spring 2016.

Orange County Academic Center (OCAC).

The Orange County Academic Center, opened in 1984, offers the first and still one of the only accredited full-time MSW programs in Orange County. This program option serves the needs of a diverse student body from Orange, Los Angeles, San Bernardino, Riverside and San Diego counties. Students take all of their classes, face to face, at the center, located in the city of Irvine. Technology enhanced classrooms enable sharing of meetings, events, and other learning opportunities between OCAC and UPC. Student enrollment in AY 2015-2016 was 161; 6 full time and 20 part-time field and teaching faculty served the OCAC in that year.

Virtual Academic Center (VAC).

The VAC is innovative in its approach to social work education and was the first nationwide virtual program of its kind, with a national student body and faculty who teach from many locations throughout the United States. The virtual classroom brings students and faculty into face-to-face interaction on screen from different locations, time zones, and cultures. Each course includes a weekly “synchronous” class session, in which ten students are simultaneously present with their instructor in a live meeting. The advanced learning management system permits students to meet in small groups, complete team assignments, role play, and conduct private conversations with the instructor. It also allows polling of opinions by the instructor, accepts split screen displays of notes and other displays, and supports all of the typical interactions of any traditional classroom that a faculty member might require. Students also access a weekly “asynchronous” portion of the class, consisting of lecture, guest speakers, video clips, and exercises. (For illustration of both synchronous and asynchronous aspects of the VAC, we have provided a 10-minute series of video clips on a USB drive that accompanies the self-study, **Appendix 1 in Volume III.**) Syllabi, readings, and course content for each course are identical to those offered in our campus-based program options, as is the semester structure.

In AY 2015-2016, the Virtual Academic Center had 2726 full and part-time students enrolled, employed 44 full time and 175 part time teaching and field faculty, and awarded 915 MSW degrees. It has the largest enrollment of active military and veterans among the three program options. VAC faculty, students, and staff are an integral part of the school community, sharing the same mission and goals and curriculum, attending faculty and student organization meetings and other events in real time via our electronic platform, and participating in faculty governance and curriculum design. As one example of the degree of integration of our three program options, a VAC faculty member in Austin, Texas serves as Vice Chair of the Department of Children, Youth and Families and in 2016-17, was elected Vice Chair of Faculty Council by the entire faculty.

Leadership of the three academic centers, or program options, operates within the umbrella of the school administration, under the leadership of the chair of the MSW program and the dean of the school. The academic centers, though physically separate, are linked by shared mission, shared administration and faculty governance, and shared curriculum. The three “members” of the school community have distinctive characteristics, but are equally and inextricably constitutive of the school’s learning environment.

Curriculum transition.

It is important to note at the outset that at the start of the year of study, AY 2015-2016, the school was launching a complete curriculum revision in on ground programs, moving from a two-semester

generalist practice and two-semester specialized practice model to a one-semester generalist and three-semester specialized practice model. Simultaneous launch of the new curriculum was not possible, as all new courses had to be converted for delivery on the learning management system of the Virtual Academic Center. Launch of the new curriculum in the virtual program followed one year later. At the same time, the school implemented a departmental structure. These changes impact the self study in the following ways (and will be explained in greater detail in **AS 2.0, 2.1, and 4.0**):

1. Both new and pre-existing curricula were offered in AY 2015-2016. The new curriculum (now offered across all program options) is presented in **Volume I**. The pre-existing curriculum is presented in **Appendix 2 in Volume III**.
2. Assessment data includes pre-existing curriculum outcomes data for the virtual program and new curriculum outcome data for the on ground program options.

Necessity for multi-part Volumes II and III.

Volume II provides syllabi for both old and new curricula, totaling 82 in all. These occupy over 1600 pages and could not be presented in a single volume. Volume II is therefore provided in 4 parts.

Volume III (appendices) includes the Faculty Data Forms, which were too lengthy (at over pages) to include in their more normal place in **AS 3.2 – Faculty**; we therefore provide them in **Appendix 13**, which itself occupies 3 volumes.

PLEASE NOTE: For electronic version, Volume I and Volume II both have continuous pagination throughout, as in the hard copy. However, for reasons related to electronic formatting, files could not be merged.

Educational Policy 1.0– Program Mission and Goals

The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values, and are informed by program context.

Values

Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.

Accreditation Standard 1.0 – 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.

The **mission** of the USC Suzanne Dworak-Peck School of Social Work is to promote social justice and well-being at every social level through advanced education, community engagement, interdisciplinary scientific activity, advocacy, and professional leadership.

The school advances its mission through its three academic centers, each of which reflects all of the components of the school’s rich learning environment, with opportunities for value-driven education, student and faculty scholarship, and opportunities for alumni to engage in lifelong learning. Faculty engage in empirical research, innovation and community service, engage our students in scholarly projects, and produce publications, conferences and presentations that focus on needs of vulnerable individuals and communities facing complex challenges in diverse environments.

The school’s mission supports the purposes of the social work profession in the following ways:

- Our mission emphasizes social justice as one of the most highly desired outcomes of professional practice and graduate training;
- Given our focus on individual, group and community well-being, we understand that problem prevention and early intervention is essential in securing human rights and meeting community needs;
- The elimination of poverty rests in part on the effective use of the science of social work, using an interdisciplinary lens – a primary orientation of our program

- Improvement in the quality of life for all requires the combination of institutional leadership, advocacy, and scientific activity envisioned in our mission statement.

The values of the profession are supported by our mission statement in the following ways:

- Advocacy in our mission statement constitutes an expression of our value for individual human dignity and worth, and one of our most important methods for protecting that value.
- Our mission addresses the value of service by attention to community engagement, which we interpret as meaning the co-design, collaboration and innovative implementation of human service programs.
- We acknowledge the centrality of human relationships throughout societal systems, beginning with the individual and moving to community and beyond.
- The science of social work and advanced professional competence are critical elements in our programs of graduate professional preparation

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

The central **mission of the University of Southern California** is “the development of human beings and society as a whole through the cultivation and enrichment of the human mind and spirit,” by means of teaching, research, artistic creation, professional practice and selected forms of public service. In addition, “the integration of liberal and professional learning is one of USC’s special strengths.”

The mission of the USC Suzanne Dworak-Peck School of Social Work acts in concert with the institutional mission, as both share the intention of enhancing the quality of human lives through teaching, research, professional practice and public service. These emphases of the university’s mission are actualized through the school’s MSW program. Our program exists in the contextual surround of a highly ranked global research university that strongly values national and international recognition. As one consequence, we have built a truly national educational program through our online MSW degree, with students enrolled from every state and three foreign countries. The university and the school place great emphasis on innovation, and it has become a hallmark of the school, reflected in our mission statement and in our curriculum across campus-based and virtual program options.

The **program context of the school** is complex, given our local, regional, and national (virtual) program options. As the first private graduate school in the West and nearing a 100-year anniversary, the school’s **history** is an important influence on our programs. The university was established in 1882 to meet the professional needs of the southern California region, then numbering about 50,000 inhabitants. The college of liberal arts was relatively late in development, with the consequence that professional schools at USC gained preeminence first and today still contain some of the most prestigious scholars on their faculties. Our school reflects this tradition. We have been highly ranked for more than 25 years. Our faculty is interdisciplinary, ranging from scholars trained in pediatrics and engineering to sociologists and psychologists, together with core social work scholars. Our mission calls upon us to advance well-being and social justice through, among other means, professional leadership and interdisciplinary scientific activity. The school enjoys great respect in the institution; for example, by request of the USC president, our school is leading the university-wide initiative on ending homelessness.

The school has been profoundly affected by the university's adoption of revenue centered management in 1982. Along with another private institution, the University of Pennsylvania, USC decentralized the flow of all funds, leaving the deans full discretion in allocation and subject to a "tax" by the provost. Despite modifications over the past decade, this model promotes a spirit of risk-taking and innovation among the deans that is recognized and rewarded by university administration and accounts, in large part, for the willingness of faculty and the dean to value creativity, to experiment, and to approach scale with confidence.

The school's three program options exist within a complex network of contexts, beginning with the university context described above, expanding into Los Angeles and the southern California region for UPC and OCAC (and some VAC students), and cities, regions, and states throughout the nation and some international locations for the virtual program. The virtual program was established in 2010 in furtherance of the school's mission, and in particular, of its goals #2, 3, and 4 (below in **AS 1.0.3**). These goals are: (1) to extend specialized, culturally responsive graduate social work education locally and globally; (2) to promote equity and eliminate disparities for all vulnerable populations; and (3) to build innovative social work practice and leadership capacity based on new uses of technology, cross-disciplinary perspectives, and expanded community partnerships.

The president and the provost of the University of Southern California strongly encourage schools and departments to offer instruction in large virtual environments in collaboration with private partnerships. The success of our school's virtual academic center has become a best practice model for other departments and professional schools across the university.

Major External Contextual Influences

Our mission is responsive to the complex contexts in which we provide our programs, beginning with the local context of Los Angeles, and radiating outward to the southern California region, and, in our virtual program, the nation and beyond. We describe some of these influences and constituencies to illustrate the relevance of our mission (promote social justice and well-being through advanced education, community engagement, interdisciplinary scientific activity, advocacy, and professional leadership) to our program contexts.

The **demographic composition** of Los Angeles exercises significant effects on our program and **practice community**. Until 1848, California belonged to Mexico, and southern California reflects this heritage. Waves of immigration from central America, particularly from Salvador and Honduras in the 1980's, have reinforced the prevalence of Spanish speakers, Latino culture, and uneven social disparities. At the present time, nearly 40% of the State's residents identify as Latino, with the higher proportions living in the southern and eastern regions. It is estimated that about 7% are undocumented. The school's faculty and student enrollment reflect this important demographic influence, with approximately 35% of our graduates holding Latino heritage. We have intentionally recruited a great number of highly published, internationally recognized Latino scholars as faculty, some of whom are acknowledged as among the best in their respective fields.

Los Angeles has also been home to waves of Asian immigrants fleeing wars, repression, and poverty. As a result, the county contains the largest population of Koreans outside of Seoul, together with many Chinese and Chinese American elderly, Thais, and others.

These demographic forces have shaped the school's interest in development of social work programs in the People's Republic of China, South Korea, Taiwan, and Singapore. They also account for our interest in border communities shared with Mexico.

Our **geographic location** as a megacity in one of the world's great urban centers also affects the design and implementation of our program. With a population exceeding 10,000,000 persons, Los Angeles is the second largest county in the United States, and the largest government center outside Washington, DC. If Los Angeles County were a state, it would rank 7th in the nation; if it were a country, it would be ranked 21st globally. Our programs of necessity must consider scale as a factor in practice.

In addition to population size and density, the geographic spread of the five-county region in which we are located has substantial impact on the organization and delivery of school programs. Los Angeles County alone has a radius of 60 miles, the largest in the nation, and is home to some of the most heavily traveled roads in the country. Students commuting to the university or internships face increasingly burdensome drains on their time and resources.

Perhaps the most striking aspect of our geographic location is that Los Angeles County is the first "majority minority" urban area in the United States. Nearly half the population speaks a language other than English at home, and there is no single predominant racial or ethnic group. The dialogue on diversity and inclusion at USC includes such movements as "Black Lives Matter," and is more complicated and challenging in terms of training and perspective than it might be in contexts where populations are less varied.

The **physical environment** of Southern California has offered both benefits and challenges to the school. Population growth has been stimulated by a benign climate, sunshine, and outdoor beauty. These environmental characteristics have also contributed to massive homelessness, as demand for affordable housing and permanent shelter has greatly outdistanced supply. Approximately 47,000 individuals and families are currently unhoused, with a worrisome recent increase in the proportion of those aged 50 or over.

Major industries and employers in Los Angeles and Southern California have a pronounced influence on the expertise the school has developed. This region is home to the largest child welfare department in the United States, the largest department of mental health, the largest population of retired and active military service members, the largest public school system, and the one of the largest systems of care under the Affordable Care Act. We have developed robust internships, employment possibilities, research opportunities, and partnerships with these major employers, in both traditional and nontraditional ways.

Finally, though unrecognized by the public for the most part, Los Angeles has the **greatest number of retired military service members in the nation**. This is principally due to the presence of Camp Pendleton, a large naval base near San Diego, Air Force and Army Reserves throughout California, and two major Veterans Administration campuses in Los Angeles itself.

National and international context. We are responsive to the local practice community in Los Angeles, and contextual features of Southern California have clearly been influential in our program's history and development, but the advent of our online program has expanded our contextual horizons such that the program is also deeply influenced by conditions in every state of the union. The Virtual Academic Center extended our context to one that is both **national and global**, because the online MSW draws 2100 graduate students from across the nation and three foreign countries, including Afghanistan. This expanded reach allows the school to advance its mission of promoting social justice and well-being through advanced education and professional leadership well beyond the local region. The VAC brings the larger institution ("the Trojan family," as the USC community is known) and its mission of "enrichment of the mind and spirit through teaching and professional practice" into communities throughout the United States and beyond. These communities may be urban, rural, industrial, culturally

complex or homogenous, dense in population, or isolated. In turn, the diverse experiences of students and faculty in the VAC enrich the teaching and research endeavor of the school and the university and contribute to fulfillment of the university and school missions.

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

Our mission of promoting social justice and well-being through advanced education, community engagement, scientific activity, advocacy, and professional leadership requires operationalization through goals that allow us to translate it effectively into actions and achievements in the real world. The USC Suzanne Dworak-Peck School of Social Work has adopted the following program goals to implement our mission:

Goal One: *To bring research to practice for interventions with populations across the life span.*

Relevance to mission. Interdisciplinary scientific activity and the science of social work are essential elements of the mission statement, and are consistent with social work competencies. Application of this concept to program outcomes involves providing a knowledge and methods base that is then translated into application of advanced social work practice skills. The program extends this training to work with all populations throughout the life course.

Goal Two: *To extend specialized, culturally responsive graduate social work education locally and globally.*

Relevance to mission. Our mission statement stresses our desire to extend innovative, science-informed graduate education at the broadest level. As we implement this concept, we have at the same time the aim of recognizing and building upon regional variations in population where we are preparing a new generation of social workers. Our wide reach makes it possible to address unmet needs of special groups such as veterans and active service members, for example, a group whose members are concentrated primarily in only five states.

Goal Three: *To promote equity and eliminate disparities for all vulnerable populations.*

Relevance to mission. Social justice lies at the heart of the social work profession, our school, and our mission statement. The quest for social justice is expressed in our program through our focus on equity and disparities at a systems level.

Goal Four: *To build innovative social work practice and leadership capacity based on new uses of technology, cross-disciplinary perspectives, and expanded community partnerships.*

Relevance to mission. The school is highly invested in innovation with the belief that results of research must be brought to practice much more rapidly and to the benefit of a greater number of people. We understand that innovation occurs through the introduction of new ideas, creative community partnerships, and leading-edge applications of technology.

Integration of program goals across program options. The four program goals are integral to social work education at the USC Suzanne Dworak-Peck School of Social Work. They are woven into program design, in the field and in the classroom, including the virtual classroom. Curriculum design, in both generalist and specialized practice, employs program goals along with social work competencies, and

the relationship between these, as guiding principles and ideas. Because our on ground and online program options share the same curriculum and course syllabi, the weaving in of program goals and their influence on course objectives is common to all.

Explicit Curriculum

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Preamble to explicit curriculum.

In June, 2014, the faculty of the USC Suzanne Dworak-Peck School of Social Work began a comprehensive re-evaluation of the curriculum, leading to a revision of both generalist and specialized practice that is described in detail in **Standards 2.0.1 and 2.1.1**. The logistics of preparing new curriculum for launch in the virtual program precluded a simultaneous launch in all program options. The new curriculum is described in this volume; the pre-existing or old curriculum, parts of which are still being studied by VAC students who enrolled prior to 2016, is detailed in **Appendix 2 in Volume III**.

Program options. The USC Suzanne Dworak-Peck School of Social Work offers the MSW degree in three program options, or academic centers: University Park Campus (UPC), Orange County Academic Center (OCAC), and the Virtual Academic Center (VAC). The curriculum is replicated in full across program options, however, as shown in **Table 1** below, the launch of our newly redesigned curriculum occurred in on ground options in AY 2015-2016, and launched one year later (AY 2016-2017) in the virtual program option.

Advanced Standing. Currently, students admitted with advanced standing enter directly into specialized practice in one of the three departments. Previously, and during AY 2015-2016, the school offered three 'bridge' courses (listed here) to advanced standing students, and these were therefore included in our curriculum assessment.

- Assessment in Social Work Practice (SOWK 600).
- The Role of Evidence-Based Practice in Social Work (SOWK 604)
- Neuropsychological Development (SOWK 606)

Generalist practice.

Redesigned generalist practice curriculum was launched in campus-based program options in AY 2015-2016, and in the Virtual Academic Center in AY 2016-2017. (Curriculum assessment data reported in **Standard 4.0** covers AY 2015-2016, and therefore includes students studying both the old and the new curricula.) In the new curriculum, generalist practice is restructured and offered in one semester, with three semesters in specialized practice. The pre-existing (old) generalist practice curriculum is presented in **Volume III**.

Specialized practice.

Concurrently with curriculum revision, the faculty of the school, whose numbers had increased rapidly in response to the growth in our student body, voted to departmentalize, resulting in four departments,

three dedicated to social work (Adults and Healthy Aging, Children, Youth and Families, and Community, Organizations, Business and Innovation) and the fourth, a department of nursing. Students in the virtual option of the MSW program are completing their work in the pre-existing (old) specialized practice curriculum, organized in *concentrations*, and presented in **Volume III**. For on ground options, specialized practice, organized in *departments*, is presented in this volume.

Table 1 provides a quick snapshot of the curriculum as offered in all program options during AY 2015-2016.

Table 1
AY 2015-2016 Curriculum Distribution

Curriculum	University Park Campus (UPC)	Orange County Campus (OCAC)	Virtual Academic Center (VAC)
New generalist	X	X	
New specialized – in departments	X	X	
Old generalist			X
Old specialized – in concentrations	X	X	X

Dual degree programs. The Suzanne Dworak-Peck School of Social Work, in collaboration with partner schools at the university, offers eight dual degree programs for students enrolled in our campus-based program options. There are no dual degree programs currently available to students in online program. The goal of these programs is to enable MSW students to gain competence in other disciplines with relevance to professional social work roles. Dual degree programs are built on the understanding that some topics taught in the MSW curriculum are also addressed in the curricula of other departments, so that some credit toward the MSW degree may be given for specific courses in the paired department. These departments also award some credit toward their corresponding degree for work completed in the USC Dworak-Peck School of Social Work. Students enrolled in dual degree programs are able to obtain both degrees with a reduced number of total units. Students wishing to enroll in dual degree programs must apply for and be admitted to both schools. In all cases, students pursuing dual degrees complete generalist practice coursework at the school of social work. The specific, prescribed course of study and requirements for each dual degree are provided in **Appendix 3 in Volume III**.

The following dual degrees are offered:

I. Master of Social Work/Juris Doctor, Law (JD/MSW), a four year course of study; **Master of Social Work/Master of Arts, Jewish Nonprofit Management (MSW/MA)**, a 24-month course of study; **Master of Social Work/Master of Business Administration (MSW/MBA)** (how long?); **Master of Social**

Work/Master of Planning (MSW/MPI), a 28-month course of study; **Master of Social Work/Master of Public Administration (MSW/MPA)**, a 24-month course of study; **Master of Social Work/Master of Public Health, Medicine (MSW/MPH)**, a 3-year course of study for most students; **Master of Social Work/Master of Science, Gerontology (MSW/MS)**, a 24-month course of study; and **Social Work (MSW/PhD)**, a 4-year course of study.

Educational Policy 2.0—Generalist Practice

Generalist practice is grounded in the liberal arts and 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 professions 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.

Accreditation Standard M2.0 – Generalist Practice

Introduction

The newly redesigned generalist practice curriculum was launched in campus-based program options in AY 2015-2016, the year of study, and in the Virtual Academic Center in AY 2016-2017. In the new curriculum, both generalist and specialized practice were reconceived and restructured to provide one semester of generalist practice, followed by three semesters in the area of specialized practice. The one-semester generalist practice curriculum now provided to students in all program options is presented here. (Pre-existing two-semester generalist practice curriculum offered in the virtual program during the year of study is presented in **Volume III**.)

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

The mission of the USC Suzanne Dworak-Peck School of Social Work is to promote social justice and well-being at every social level through advanced education, community engagement, interdisciplinary scientific activity, advocacy, and professional leadership. The school's mission is closely aligned with the description of generalist practice provided in EP 2.0, which highlights the ultimate goal of promoting human and social well-being, through advocacy, engagement of diversity, and use of a range of practice methods grounded in research and ethical principles.

EP 2.0 states that generalist practice is grounded in the liberal arts and the person-in-environment perspective. The school's mission is founded on an appreciation that the achievement of social justice and well-being for all people centers on the person (or family, or community) situated within specific environments which must be understood and engaged.

The school's four program goals, discussed below, integrate the multi-dimensional vision of EP 2.0.

Goal One: To bring research to practice for interventions with populations across the life span.

EP 2.0: "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."

"Generalist practitioners ...engage in research-informed practice..."

The importance of scientific activity is a prominent element of the mission statement, and is consistent with social work competencies. Implementation of this goal in the MSW program entails providing a research-informed knowledge and methods base that is then translated into application, beginning in generalist practice and continuing through the program. The school's goal explicitly includes populations across the life span, and implicitly includes not only individuals, but also families, groups, organizations and communities.

Goal Two: To extend specialized culturally responsive graduate social work education locally and globally.

EP 2.0: *“Generalist practitioners engage diversity in their practice...They recognize, support, and build on the strengths and resiliency of all human beings. They... are proactive in responding to the impact of context on professional practice.”*

The school seeks to educate social workers for innovative practice that takes into account diversity and regional variations in populations and culture. The wide reach afforded our students by our on-ground and virtual program options enables us to address unmet needs of special populations such as veterans and active service members, for example, a group whose members are concentrated primarily in only five states. Generalist practice in our program exposes students to clients in a very broad array of contexts, locally, regionally, and nationally.

Goal Two includes the word ‘specialized’ to indicate the contextually responsive advanced skills that are developed by the conclusion of the MSW program.

Goal Three: To promote equity and eliminate disparities for all vulnerable populations.

EP 2.0: *“Generalist practitioners... advocate for human rights and social and economic justice.”*

Social justice lies at the heart of the social work profession, the USC Suzanne Dworak-Peck School of Social Work, our mission statement, and our curriculum across all program options. The quest for social justice is expressed in our program through our focus on equity and disparities at the local, national and global level.

Goal Four: To build innovative social work practice and leadership capacity based on new uses of technology, cross-disciplinary perspectives, and expanded community partnerships.

EP 2.0: *“To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods...The generalist practitioner identifies with the social work professions and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels.”*

The school is highly invested in innovation with the belief that results of research must be brought to practice much more rapidly and to the benefit of a greater number of people. We understand that innovation occurs through the introduction of new ideas, creative community partnerships, and leading-edge applications of technology, along with the incorporation of the ethical principles and values of the profession. Our school engages with other disciplines in the university, as well as large social service systems, to teach collaboration and innovation; at the

same time, our students carry the social work professional and ethical identification learned in generalist practice to their collaborative engagement with other disciplines and systems.

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

Curriculum redesign.

In June, 2014 the faculty of the Suzanne Dworak-Peck School of Social Work began a comprehensive re-evaluation of its curriculum, leading to a revision of both generalist and specialized practice. The revised curriculum reflects feedback from faculty, employers, and alumni, who cite a need for additional training in analyzing results, thinking critically about complex problems, embracing and managing increasing demands for accountability and data-informed decision-making, budgeting, effectively collaborating with colleagues across settings and institutions and with professionals trained in other disciplines. The school's revised curriculum places a stronger emphasis on the science of social work and professional leadership. Content incorporates evidence-based and evidence-informed interventions, implications of advances in neuroscience, new directions in prevention and early intervention, and current best practices used by social workers in a variety of fields. Concurrently with curriculum revision, the faculty of the school, whose numbers had increased rapidly in response to the growth in our student body, voted to departmentalize, resulting in four departments, three dedicated to social work (Adults and Healthy Aging, Children, Youth and Families, and Community, Organizations, Business and Innovation) and the fourth, to nursing.

The re-evaluation of the curriculum, combined with the move to departments, led to the creation of a one semester generalist, three semester specialized full-time course of study. This configuration allows for more intensive preparation within the student's chosen department and provides greater opportunities to deepen student competencies in an area of specialized practice. Additionally, it provides maximum flexibility to a large and diverse student population in the fashioning of their individual educational and career trajectories. The revised curriculum configuration began in the campus-based program options (UPC and OCAC) in Fall 2015, and was launched in the Virtual Academic Center in Fall 2016. Prior to the Fall 2016 launch in the Virtual Academic Center, VAC students in generalist practice (during AY 2015-2016) studied the pre-existing curriculum, a two-semester course of generalist practice study detailed in **Appendix 2 in Volume III**.

Rationale for curriculum design and educational objectives.

The generalist practice curriculum is designed to provide all incoming master's students with a common core of values, knowledge, and skills that undergird social work competencies for social work practice with individuals, families, groups, communities and systems. The goal is to provide all students with a sound, broad base for further study in an area of specialized practice.

The one-semester curriculum is organized around four objectives: 1) Demonstrate practice guided by values and ethics of the social work profession, built on social work history, and grounded in theoretical and empirical knowledge; 2) Demonstrate understanding and respect for diversity and the ability to work with and across diverse populations and systems; 3) Utilize critical thinking and an informed and scientific approach in all aspects and phases of social work practice and evaluation while beginning a

course of lifelong learning; and 4) Analyze and apply strategies of policy advocacy and social change that advance social and economic justice.

The educational objectives of the generalist practice curriculum form a logical progression which supports both the educational goals of the MSW program and the mission of the school and the university. The generalist practice curriculum is organized into five major areas—human behavior and the social environment, policy, practice, research, and field education—and introduces students to the nine core social work competencies reflecting the values and mission of the profession. Social justice, the dignity and worth of the person, respect and appreciation for difference and diversity, the importance of human relationships, integrity, competence, human rights and scientific inquiry are among the core values that guide generalist practice learning and contribute to the initiation of development of a professional identity. Students develop a basic understanding and knowledge of the social work profession, become acquainted with populations served within the social work profession, become actively engaged in social issues in the community, are introduced to leadership concepts, form an understanding of the connections between research and practice, and are introduced to our school's traditional strengths in clinical practice.

The school's requirement that applicants for admission must have completed a bachelor's degree (or equivalent) from an accredited college or university, with an interdisciplinary liberal arts background spanning both social and biological sciences, ensures that MSW students enter the program with liberal arts knowledge and perspective. Generalist practice courses are grounded in this knowledge, as well as in the person-in-environment perspective. **Social Work Practice with Individuals, Families, and Groups (SOWK 544)** and **Human Behavior and the Social Environment (SOWK 506)** utilize a bio-psychosocial framework that draws upon liberal arts content on the cultural, social, psychological, and biological aspects of human behavior. **The Science of Social Work (SOWK 546)** advances students' capacities to critically evaluate their practice and research from an interdisciplinary perspective, drawing from multiple bodies of knowledge, including quantitative and qualitative research methodologies, as well as epistemology. **Policy and Advocacy in Professional Social Work (SOWK 536)** expands upon the liberal arts foundation through the analysis of political, social, and economic histories that have shaped the delivery and financing of major social welfare policies, and teaches students to assess the differing impacts (positive, neutral or negative) that these histories and delivery- and financing-regimes have on vulnerable populations in American society

Curriculum design.

1. Overview of Generalist Practice Content: Students develop an understanding of organizations, including their internal and external environments, and an understanding of communities as environments for agencies, population groups, and clients. Ethics and values are incorporated into their understanding as students adopt the NASW Code of Ethics as the foundation of social work practice and they become aware of organizational ethics, professional ethics, and personal ethics, and of the interplay and tension among multiple levels of ethics and values. Students develop the ability to define a professional mission and to identify their position and roles within an organization and community. They develop an understanding of and ability to engage in meaningful activism for social justice and special areas of interest. Students also develop an understanding of major U.S. social policies, themes and trends which animate policy, the impact of these trends on our profession, and the dynamic tension between vision and response to trends.

The generalist practice curriculum provides opportunities to develop the ability to engage in a range of relationships, from clients to legislators, crossing boundaries of race, ethnicity, gender, sexual orientation, age, socio-economic status, and discipline. They are able to conduct assessments at various levels: clients, groups, families, communities, organizations, and in the wider political and economic landscape. They are able to establish goals and to plan, intervene, and evaluate progress with individuals, families, groups, communities, and organizations. They learn to understand the basic methodology of a study and to analyze and evaluate their practice at different levels (individual, family, group, organization, and community). They are able to track developing trends and to respond to them with ideas for new policies, programs, or models of services. They acquire knowledge of theories of human behavior and personality.

2. Generalist practice courses. Five core courses make up the generalist practice curriculum: human behavior in the social environment (HBSE), policy/macro practice, micro practice, research, and field. The generalist practice courses are identified in **Figure 1** and described below. Full time students take these five courses in their first semester. The course progression for part-time students is presented in **Tables 1 and 2**, as an addendum at the conclusion of the section, following the generalist practice matrix.

Figure 1 – Generalist Practice Courses

Course Title	Course Number
Human Behavior & the Social Environment	506
Policy & Advocacy in Social Work	536
Social Work Practice with Individuals, Families, & Groups	544
The Science of Social Work	546
Applied Learning in Field Education	589a

Human Behavior and the Social Environment (SOWK 506) prepares students with a critical working knowledge of core theories of human behavior and development as foundational preparation for the social work field. The course introduces students to the values and ethics of social work and to the profession’s person-in-environment orientation for understanding human behavior. Important linkages are made between theory, practice, and research, specifically in evaluating biopsychosocial factors that impinge on person-in-environment functioning across micro, mezzo, and macro contexts. The course incorporates empirical work on human development from conception to death, focusing on four major theoretical areas: neurobiology, psychodynamic theory, cognitive behavioral theory and social network theory. SOWK 506 prepares students for generalist social work practice with vulnerable and at-risk populations, with a multidimensional view of human development across the life span, and knowledge of the dynamic and reciprocally influencing relationships between human behavior and social environments. Students learn to critically analyze how people develop and function across a spectrum of micro to macro social systems (e.g., individual, family, social group/network, organizational/institutional, community, cultural, and temporal), and how these systems promote or impede health, well-being, and resiliency .

Policy and Advocacy in Professional Social Work (SOWK 536) provides a substantive understanding of the values, purpose and roles of the social work profession within the contexts of policy systems and program administration at multiple levels of governmental (national, state, local), as well as the ways in which social workers intervene and engage in micro, mezzo and macro advocacy in these milieus. The course includes a Community Immersion lab (described below) that includes exploration of a community through walk-about and agency visits. These lab experiences are further enhanced by six hours of classroom teaching and assignments addressing community diversity, structure, economics, demographics, and the role of professional social work therein. The course prepares students to effectively advocate for services, rights, social justice, and equal protection for and with individuals, groups, and/or communities. In preparation for their advocacy work, students proactively identify common, repetitive and predictable problems across multiple practice settings and substantive issue areas that could trigger potential advocacy interventions.

Three modules in SOWK 536 focus on programs seeking to alleviate poverty, the national uses of social insurance programs to create and reinforce family and community-level security, and the nation's uses of education, progressive taxation, and other programs or systems to create opportunity. The course introduces policy analysis frameworks based on four concepts that enable students to practice with a broad range of special populations: 1) structural disadvantage; 2) oppression in American social policy; 3) sociological out-groups and vulnerable populations; 4) empowerment. Students learn to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo, and macro levels.

Social Work Practice with Individuals, Families, and Groups (SOWK 544) introduces generalist social work practice principles, emphasizing a systems perspective, the continuum of service delivery levels and modalities, and a commitment to underserved and vulnerable populations. The course is designed to educate and prepare social workers with the generalist practice knowledge and skills needed to assess the person-in-environment (PIE) configuration and decide which system(s)—individuals, families, groups, communities, and/or organizations—are most appropriate for the focus of work and service provision. The course focuses on the complex nature and scope of generalist social work practice, including the varied tasks and roles that social workers undertake as effective change agents. The syllabus covers the essential competencies for social work practice, building a foundation for specialized practice. The course covers core principles of social work practice: assessment, engagement, intervention, termination, evaluation. In addition, the course instills knowledge of professional identity, the profession's ethical standards, and ethical dilemmas that occur as social work values and professional ethics are operationalized in practice. The importance of research to social work practice is introduced as it applies to the understanding of client problems and the selection and effectiveness of interventions.

The Science of Social Work (SOWK 546) introduces students to a range of research activities: conceptualizing practice-based research questions, reviewing the literature, evaluating a research design, sampling, measurement and scaling, data collection, and analysis procedures in existing studies, as well as ethical considerations in the conduct of research on human subjects. Students develop an appreciation for and come to value both the historical and the contemporary role of scientific thinking and research in advancing the goals of the social work profession. Students develop a strong

understanding of how research informs social work practice and how practice informs research. The course provides students with inspiration for harnessing their own scientific thinking and for thinking about how different kinds of data and research evidence can contribute to efforts to improve social wellbeing and reduce inequities. The importance of thinking about how social work practice problems can be informed by data and science is emphasized.

The ways in which issues of diversity and difference impact the research process is another focus of the course, along with the importance of professionalism in research and consideration of social work values and ethics. Students learn to identify ethical issues in social work research, such as informed consent and consideration of physical or mental distress for human subjects, especially among at-risk populations, the use and abuse of confidential and/or sensitive information, the ethics of withholding treatment from control groups, and ethical imperatives of sponsored research. The importance of honest disclosure of findings, scientific advocacy, and protection of vulnerable clients is addressed.

Applied Learning in Field Education (SOWK 589a) is a field practicum that includes a practice lab for both online and on ground program options. The practicum lays the foundation for generalist social work practice, equipping students with beginning knowledge and application of core social work competencies. The course provides opportunities to practice social work skills under the supervision of professional social workers and apply evidence-informed interventions in work with individuals and/or families, groups, organizations, and communities. In order to provide in-depth training on evidence-based interventions and support learning related to engagement, assessment, intervention, and evaluation, the course includes training in evidence-based interventions, including Motivational Interviewing (supporting learning and skills related to engagement and assessment), Problem Solving Therapy, and/or Concepts in Cognitive Behavioral Therapy (supporting in-class learning and skills related to intervention). The generalist practice field education curriculum addresses concepts of social justice and at-risk populations, and of intersectionality and privilege in the field practicum, the practice lab and, later, in the seminar course. Students in on ground program options are placed in a wide range of practice settings, most of which serve at risk and marginalized communities. Students in the Virtual Academic Center are placed in the Virtual Field Practicum for generalist practice field placement, where they work with diverse simulated clients and vignette-based cases and outreach assignments in their home communities.

Students receive supervision from an assigned field-based instructor around the core social work competencies and through the use of Reflective Learning Tools and the Learning Agreement/end-of-semester evaluation (described in **AS 2.1**, and provided in **Appendix 4** and **Appendix 5 in Volume III**). In the practice lab, field faculty provide information, reading, and experiential exercises pertaining to generalist practice competencies, especially relating to professional ethics and values, difference and diversity, assessment, engagement, and evaluation. These lectures/exercises are further supported by discussions that take place during the professional development and consultation portion of each class session.

3. Integration of field and classroom. Field education is an independent and integrated sequence in the generalist practice curriculum. By means of selected and organized opportunities guided by educational objectives, the field courses seek to examine, apply, and integrate knowledge, theories, concepts, and skills relating to social work practice in agency practice. In this process, students are engaged in applied learning which requires them to bring together and integrate professional values and ethics, and cognitive learning, and knowledge of self and personal values in their application and evaluation of practice with clients. The field curriculum provides the content and experience from which students

examine, apply and integrate knowledge, theories, concepts, and skills relating to social work practice with individuals, families, groups, organizations, and communities.

Field education support to generalist practice courses: Field supports and contributes to generalist practice courses by: (1) supporting student ability to analyze and understand organizations and communities within which they are placed; (2) providing the content from which students examine, apply, and integrate knowledge, theories, concepts, and skills relating to social work practice with individuals, families, groups, and organizations into the real world of agency social work practice; and (3) supporting critical evaluation and application frameworks and theories of individual growth and development within the complex, urban environments in which students are placed.

Integration of curriculum: educational objectives and competencies.

The generalist practice curriculum at USC Suzanne Dworak-Peck School of Social Work is organized around four objectives that incorporate and integrate the nine core social work competencies. All generalist practice courses are linked through these objectives and the competencies, so that theory, micro practice, policy/macro practice, research, and field placement build on and influence one another as the student progresses through generalist practice. The objectives are integrative, woven through coursework and field placement. While each implements aspects of all nine competencies, the discussion below highlights important ways in which the educational objectives correspond with specific social work competencies. In the discussion that follows, the relationship of objectives to competencies, and of courses to objectives is detailed.

Objective #1: Demonstrate practice guided by values and ethics of the social work profession, built on social work history, and grounded in theoretical and empirical knowledge.

Values and ethics are infused into all areas of the generalist curriculum as students adopt the NASW Code of Ethics as the foundation of their practice, become aware of organizational ethics, professional ethics, and personal ethics, and the interplay and tension between the multiple levels of ethics and values. This objective aligns with Competency 1 (Ethical and Professional Behavior).

Incoming students receive copies of the NASW Code of Ethics during orientation and are required to read it in advance of class discussion in the first sessions of both **Social Work Practice with Individuals, Families, and Groups** (SOWK 544) and **Human Behavior and the Social Environment** (SOWK 506). Content in **Social Work Practice with Individuals, Families, and Groups** (SOWK 544) focuses on development of social work practitioners who are aware of their own personal values and who practice ethically and in accordance with the NASW Code of Ethics. **Human Behavior and the Social Environment** (SOWK 506) addresses the reciprocal interplay among individual development, systems, and cultural values in order to convey the primacy of individual worth and dignity and the importance of social-institutional responses to human needs. Throughout both courses, students are taught to critically evaluate the value conflicts and ethical dilemmas presented by personal, professional, and societal values and their application to social work practice in real world situations and settings.

Policy and Advocacy in Professional Social Work (SOWK 536) draws on the NASW Code of Ethics to support course activities dealing with organizational development, community organizing, and social work advocacy. Ethical dilemmas are presented in class exercises through which students are challenged to develop and refine critical thinking skills to better understand the values and ethics of the profession.

The Science of Social Work (SOWK 546) emphasizes the importance of professionalism in research, along with consideration of social work values and ethics as they relate to identification of ethical issues involved in social work research. Last, **Applied Learning in Field Education** (SOWK 589A) emphasizes the understanding of the ethical and value bases of the profession and utilizes the NASW Code of Ethics as a tool for learning; students explore value conflicts and ethical dilemmas presented in their field work experiences.

Objective #2: Demonstrate understanding and respect for diversity and the ability to work with and across diverse populations and systems.

Faculty of the USC Suzanne Dworak-Peck School of Social Work have historically affirmed a preference for integrating diversity content throughout the curriculum rather than in a single course. (In January, 2017, a decision was made to develop a course more exclusively focused on issues of diversity and equity; for brief discussion of this plan, please see **AS 4.0.4**). Generalist practice courses address concerns for marginalized, vulnerable and at-risk populations as a central commitment of the social work profession. Curriculum content emphasizes the complexity of culture and personal identity, reinforces the need for social services to be culturally relevant and meet the needs of groups served, and educates students to recognize diversity within and between groups. Content teaches and encourages students to define, design, and implement strategies for effective practice with persons from diverse backgrounds. This objective corresponds particularly with Competency 2 (Engage Diversity and Difference in Practice) and Competency 3 (Advance Human Rights and Social, Economic, and Environmental Justice).

In our on ground options, in Los Angeles and Orange County, unique contextual features of the southern California region have specific impacts on students' experiences related to diversity, in the classroom and in field settings. The demographic composition of Los Angeles exercises significant effects on our program and on our curriculum. At the present time, nearly 40% of California's residents identify as Latino, with the higher proportions living in the southern and eastern regions. It is estimated that about 7% are undocumented. In addition to the Latino presence, Los Angeles has also been home to waves of Asian immigrants fleeing wars, repression, and poverty. As a result, for example, the county contains the largest population of Koreans outside of Seoul, together with many Chinese and Chinese American elderly, Thais, and others. Los Angeles County is the first "majority minority" urban area in the United States, with nearly half the population speaking a language other than English at home. There is no single predominant racial or ethnic group.

The online program option extends the scope of student experience and field settings to communities across the nation and beyond, bringing diversity not only of populations and cultures, but also of geography and population density. Our program is responsive to the local practice community in Los Angeles and Southern California, and it is also deeply influenced by conditions in every state of the union. Students in the virtual program are located in urban, rural, and suburban locations throughout the country, providing a breadth of exposure for all of the students who attend classes with them. They learn how social work is practiced in all corners of the country and, at times, in international settings. As students share their experiences in field placements in these diverse settings, their fellow students are exposed to the variety of settings, thereby increasing their capacity for diverse practice as well. Whether students have been in rural Alaska learning about traditional cultures or in Flint, Michigan, providing services to victims of the water contamination crisis, students in the virtual program are

influencing environments across the nation while also being influenced by the scope of social work services being delivered by 2,000 MSW students.

In **Human Behavior and the Social Environment** (SOWK 506), students address the influence of diversity in age, gender, class, race, ethnicity, culture, sexual orientation, disability, and religion. “Diversity spotlights” in the syllabus highlight readings with a special emphasis on diversity issues. Within each major area of theoretical focus—neurobiology, psychodynamic theory, social networks and systems theory and cognitive behavioral theories—are readings that address how theory and the testing of theory incorporate (or fail to incorporate) issues of diversity. Students learn that every person, regardless of position in society, has fundamental needs and human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.

Social Work Practice with Individuals, Families, and Groups (SOWK 544) focuses on social work practice with diverse populations, promoting the development of expertise in a wide range of areas so that students will be able to effectively handle problems faced by various groups within society. Engagement, assessment, and intervention with individuals, families, and groups are stressed, including work with people from underrepresented groups, women, gay and lesbian persons, and populations at risk, which include the developmentally and physically disabled, elderly people, and children. Students learn to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level.

Diversity is identified as a central organizing theme in **Policy and Advocacy in Professional Social Work** (SOWK 536). The course is designed to motivate and empower students to engage in policy practice that advances human rights and social, economic, and environmental justice for their clients. Students develop a case-level, program-level and macro-level policy advocacy orientation, providing graduates with motivation and capacity to redress social and economic injustice and empower less advantaged groups, whatever their area of specialization or field of practice.

The Science of Social Work (SOWK 546) promotes the need to create and expand research agendas that seek intervention data to improve services and to protect at-risk clients from invasive and potentially harmful research strategies. The impact of racial, ethnic, gender, and lifestyle issues during each stage of the research process, including issues regarding representation (overrepresentation, underrepresentation) of specific populations in the literature, is addressed throughout the course. A primary goal of **Applied Learning in Field Education** (SOWK 589a) is to help students understand their own and others’ cultural experiences, to challenge their preconceptions and stereotypes, and to develop an attitude of openness and flexibility in cross-cultural interactions. Experiential learning encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their values and work with clients. Students are helped to integrate knowledge related to diversity from their coursework, translating it to field experiences, and transferring experiential knowledge about difference and diversity gained in the field to their coursework.

Objective #3: Utilize critical thinking and an informed and scientific approach in all aspects and phases of social work practice and evaluation while beginning a course of lifelong learning.

In a seminal paper given at the annual meeting of the Society for Social Work and Research in January 2011, Professor John Brekke, of the USC Suzanne Dworak-Peck School of Social Work, challenged the

profession to define and shape a “science of social work”. Generalist practice courses are designed to stimulate students’ thinking about the nature of data, and how different kinds of data and research evidence can contribute to efforts to improve social wellbeing and reduce inequities.

This objective bears directly on several of the social work competencies: Competency 4 (Engage in Practice-informed Research and Research-informed Practice), Competency 5 (Engage in Policy Practice), and Competencies 6, 7, 8, (Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities), and 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities).

Human Behavior and the Social Environment (SOWK 506) places emphasis on the role of research in generating, supporting, and revising the knowledge base and gaps in evidence across theories and populations. Students learn to critically assess and apply theories of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks.

In **Policy and Advocacy in Professional Social Work** (SOWK 536), two assignments highlight an informed and scientific approach to macro practice. The first of these begins one week prior to the start of classes with “Community Immersion,” described below, and is a research paper focused on assessment of the health, poverty, resources, and security of the community visited. A second assignment builds student skills in the use of evidence to support assertions and in effective presentation of verbal arguments by requiring students to lobby or otherwise influence decision makers via the media (e.g. by writing op-eds) on important social welfare issues.

Social Work Practice with Individuals, Families, and Groups (SOWK 544) emphasizes the importance of research to social work practice as it applies to engaging and assessing clients, and the selection and effectiveness of interventions. The principles of evidence-based practice are presented and students are asked to apply the principles to clinical case studies. The necessity for evaluation of practice is emphasized.

Content in **Science of Social Work** (SOWK 546) is based upon the principle that graduate social work education must be grounded in a scientific and evidence-based approach. This requires that students have the capacity to distinguish between untested assumptions and assumptions that have an empirical basis, a focus of the course. An understanding of the philosophy, values, and canons of scientific inquiry is another organizing principle for the course.

Applied Learning in Field Education (SOWK 589a) is a natural setting for translational science, “taking research from the experimental to the community.” The complex process of transferring interventions into local settings that are very different from the ones in which the intervention was developed and tested are discussed. Throughout the course, students learn to balance practice wisdom and convention with findings from relevant research.

Objective #4. Analyze and apply strategies of policy advocacy and social change that advance social and economic justice.

The mission of the USC Suzanne Dworak-Peck School of Social Work is “to promote social justice and well-being at every social level through advanced education, community engagement, interdisciplinary scientific activity, advocacy, and professional leadership.” Objective #4 flows from this mission and corresponds directly with Competency 3: (Advance Human Rights, and Social, Economic and Environmental Justice). Courses in the generalist practice curriculum are designed to help students

develop awareness of social and economic justice issues, and to bring this awareness to their social work practice. All generalist practice courses contain at least one course objective related to populations at risk and social and economic justice.

In **Human Behavior and the Social Environment** (SOWK 506) students analyze the dynamics of social privilege, social disadvantage, and social inequality, and learn to critically examine the extent to which mainstream theories of behavior and development consider these issues. Students explore how understanding of behavior theories assist social workers in becoming effective change agents in micro, mezzo, and macro contexts.

Policy and Advocacy in Professional Social Work (SOWK 536) promotes the role of policy in the provision of services and the allocation of resources and opportunities to vulnerable populations. It presents the history of social welfare policy in the United States, introducing oppression and discrimination as forces that perpetuate inequality, and examining their historical roots and continuing presence in United States social policy. Students learn to interpret institutionalized disadvantage and inequality in the United States and to understand the influence of these inequities in shaping social policy at every level. Students analyze the impact of policy on organizations and on the delivery of services in communities, including how policy can result in discrimination, oppression and economic deprivation.

Content on social and economic justice and human and civil rights is included throughout **Social Work Practice with Individuals, Families, and Groups** (SOWK 544) through interactive lectures, class exercises, and student discussion groups. The varied tasks and roles that social workers undertake as effective change agents in order to advance social and economic justice is included as students learn about the complex nature and scope of generalist social work practice

The Science of Social Work (SOWK 546) prepares students to think about how data and research evidence can contribute to efforts to improve social wellbeing and reduce inequities. Students develop the ability to conceptualize questions in the areas of practice and policy and to use data, scientific thinking, and research to inform those questions. They learn to incorporate existing empirical evidence into the strategies for addressing well-formed practice and policy questions. **Applied Learning in Field Education** (SOWK 589a) offers students the opportunity to assess how social welfare and/or agency policy in their placement affect the access to and delivery of social services. They learn to apply principles of social, economic, and environmental justice to advocate for human rights within the scope of the organization's mission.

Community Immersion, a unique feature of the generalist practice curriculum.

Since the initiation of Community Immersion in 2004, all incoming MSW students begin their professional education in a four-day local community immersion organized by their policy class instructors in neighborhoods adjacent to our academic centers. In the Virtual Academic Center, students develop individual multi-day immersions in their home communities, first submitting their plans to their policy instructors for review.

The rationale for a “community immersion” dimension of professional social work education is founded on three principles: (1) social work should be grounded in the practical understanding of the complexity of daily life, including aspects of social, geographic, political, economic, and institutional assets, needs, and challenges; (2) appreciation of the community context for delivery of social services informs student understanding of systems, ecological, and boundary theories, and the participation of all incoming

students ensures a common experience base for discussion of key concepts; and (3) the experience sets the stage for a holistic approach to the MSW curriculum, reducing the seeming boundaries between micro and macro, policy and practice, civic and professional roles, cultural and ethnic groups, and the many different kinds of human service institutions.

Students debrief and analyze their in-community experiences in on ground or live video-streamed multi-hour workshops, increasing their understanding of communities from the inside out, rather than from the top down. Students are able to practice a client-centered perspective within the community context, a perspective that is essential to empowerment and strength-based models of social work.

The community immersion, while mandatory, is not graded. However, the first graded assignment in **Policy and Advocacy in Professional Social Work** (SOWK 536) is based on each student's immersion experience, and counts for 20% of that course's grade.

M2.0.3 – The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies

The program’s generalist practice curriculum incorporates the nine Social Work Competencies as described in the 2015 CSWE Educational Policy and Accreditation Standards (EPAS) for social work education. Each of the curriculum objectives includes content linked to two or more of the social work competencies, and all nine competencies are addressed by curriculum objectives of the generalist practice courses. The nine competencies are addressed more times in the curriculum than are captured in the matrix; here we point to areas of content or assignments where competencies are highlighted. For each competency, we identify either a specific assignment in a course, or the unit(s) in a course in which the competency is addressed. Competencies may be taught and demonstrated through structured or unstructured class discussion, in small groups or in the class as a whole, through readings assigned for that unit, through assignments, or through class exercises or activities related to the competency. The matrix breaks out the domains for competencies 6 through 9, so that implementation as it applies to individuals, families, groups, organizations, and communities can be seen.

Table 1 indicates the courses in which the nine competencies are implemented, showing the units and/or assignments where the content is located, and identifying the related dimensions.

**Table 1
Generalist Practice Curriculum Matrix**

Competency	Course(s)	Course Unit(s)	Course Content	Dimension	Page Number in Volume 2	
Competency 1: Demonstrate Ethical and Professional Behavior	SOWK 544: Social Work Practice with Individuals, Families and Groups	Unit 1	Readings	Knowledge	221	
		Unit 1	Classroom discussion	Cognitive/affective reaction		
	SOWK 506: HBSE	Units 1 and 15	Readings	Cognitive/affective reaction	78, 94	
		Units 1 and 15	Classroom discussion	Knowledge		
	SOWK 536: Policy and Advocacy			Assignment 3: Reconfiguration of a Budget	Skills, Values	159
		Units 3, 6, 9, 12 and 13	Readings	Knowledge	166, 167, 169, 171	
		Units 3, 6, 9, 12 and 13	Classroom discussion	Cognitive/affective reaction		
		Units 1-4	Readings	Knowledge	282-284	

	SOWK 546: Science of Social Work	Units 1-4	Classroom discussion	Cognitive/affective reaction	
	SOWK 589A: Applied Learning in Field Education	Module 1	<ul style="list-style-type: none"> Professionalism Ethics Defining the Social Work Profession 	Values	527-528
		Module 2	<ul style="list-style-type: none"> Managing Ethical Dilemmas using the NASW Code of Ethics 	Values, Skills	528-530
Competency 2: Engage Diversity and Difference in Practice	SOWK 544: Social Work Practice with Individuals, Families and Groups		Assignment 1: Engagement	Knowledge	229
		Units 2,3,7 and 13	Readings	Knowledge	221, 222, 224, 228
		Units 2, 3, 7 and 13	Classroom discussions and exercises	Cognitive/affective process, Skills	
	SOWK 506: HBSE	Units 12, 13 and 14	Readings	Knowledge	91, 92, 93
		Units 12, 13 and 14	Classroom discussions and exercises	Cognitive/affective process, Skills	
	SOWK 546: Science of Social Work	Unit 4	Readings	Knowledge	284
		Unit 4	Classroom discussions and exercises	Cognitive/affective process, Skills	
	SOWK 589A: Applied Learning in Field Education	Module 4	<ul style="list-style-type: none"> Concept of Intersectionality Exploring Culture Examining Privilege 	Values	532-533
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	SOWK 544: Social Work Practice with Individuals, Families and Groups	Unit 1	Readings	Knowledge	221
		Unit 1	Classroom discussions and exercises	Cognitive/affective process, Skills	
	SOWK 536 Policy and Advocacy in Professional Social Work		Assignment 2: Experiential Activity to Support the Safety Net	Cognitive/affective process, Values	158

		Units 1-14	Readings	Knowledge	165-172
		Units 1-14	Classroom discussions and exercises	Cognitive/affective process, Skills	
	SOWK 589A: Applied Learning in Field Education	Module 4	<ul style="list-style-type: none"> Exploring Topics of Culture, Social Justice and Intersectionality Examining Privilege 	Values	532-533
Competency 4: Engage In Practice-informed Research and Research-informed Practice	SOWK 544: Social Work Practice with Individuals, Families and Groups		Assignment 3: Understanding and Applying Evidence-Based Interventions	Knowledge, Skills	234
		Units 8 and 15	Readings	Knowledge	
		Units 8 and 15	Classroom discussions and exercises	Cognitive/affective process, Skills	225, 229
	SOWK 546: Science of Social Work		Assignment 3: Evidence-based Practice/Policy Problem: Use of Data and Science for a Purpose	Knowledge, Skills	277
		Units 7-12	Readings	Knowledge	287-291
		Units 7-12	Classroom discussions and exercises	Cognitive/affective process, Skills	
	SOWK 589A: Applied Learning in Field Education	Module 1	<ul style="list-style-type: none"> Evidence Based Instruction/Practice 	Skills, values	527-528
		Module 2	<ul style="list-style-type: none"> Evidence Based Instruction/Practice 	Skills, values	528-530
		Module 3	<ul style="list-style-type: none"> Evidence Based Instruction/Practice 	Skills, values	531
	Competency 5: Engage in Policy Practice	SOWK 536: Policy and Advocacy in Professional Social Work		Assignment 2: Experiential Activity to Support the Safety Net: activity section	Knowledge, Skills

		Units 4, 10 and 14	Readings	Knowledge	166, 169, 171
		Units 4, 10 and 14	Classroom discussions and exercises	Cognitive/affective process, Skills	
	SOWK 546: Science of Social Work		Assignment 3: Evidence-based Practice/Policy Problem: Use of Data and Science for a Purpose	Skills, Values	277
Competency 6: Engage with					
Individuals	SOWK 544: Social Work Practice with Individuals, Families and Groups		Assignment 1: Engagement	Skills, Values	229
		Unit 3	Readings	Knowledge	222
		Unit 3	Classroom discussions and exercises	Cognitive/affective process, Skills	
	SOWK 589A: Applied Learning in Field Education	Module 1	<ul style="list-style-type: none"> Tools for Engagement and Assessment Empathic Communication 	Cognitive/affective process, Skills	527-528
Families	SOWK 544: Social Work Practice with Individuals, Families and Groups	Unit 3	Readings	Knowledge	222
		Unit 3	Classroom discussion and exercises	Cognitive/affective process, Skills	
Groups	SOWK 544: Social Work Practice with Individuals, Families and Groups	Unit 12	Readings	Knowledge	227
		Unit 12	Classroom discussion and exercises	Cognitive/affective process, Skills	
Organizations	SOWK 589A: Applied Learning in Field Education	Module 2	<ul style="list-style-type: none"> Case management and community resources 	Cognitive/affective process, Skills	528-530

Communities	SOWK 536: Policy and Advocacy in Professional Social Work		Assignment 1: Community Assessment	Cognitive/affective process, Skills	158
Competency 7: Assess:					
Individuals	SOWK 506: HBSE		Assignment 2: Person in Environment Paper	Cognitive/affective process, Skills	71
			Assignment 3: Take home quizzes	Knowledge	71
			Assignment 4: Life History Interview	Cognitive/affective process, values	72
		Units 2- 11	Readings	Knowledge	79-90
		Units 2- 11	Classroom discussion and exercises	Cognitive/affective process, Skills	
	SOWK 544: Social Work Practice with Individuals, Families and Groups	Units 5 and 6	Readings	Knowledge	223, 224
		Units 5 and 6	Classroom discussion and exercises	Cognitive/affective process, Skills	
	SOWK 589A: Applied Learning in Field Education	Module 1	Tools for Client Engagement and Assessment Using Critical Thinking Skills to Assess Risk Factors	Knowledge, Skills	527-528
		Module 2	Conducting Assessments and Selecting Interventions Introduction to DSM-5 / MSE	Knowledge, Skills	528-530
	Families	SOWK 544: Social Work Practice with Individuals, Families and Groups		Assignment 2: Family of Origin Paper	Cognitive/affective process, Knowledge
Unit 7			Readings	Knowledge	224
Unit 7			Classroom discussion and exercises	Cognitive/affective process, Skills	

Groups	SOWK 544: Social Work Practice with Individuals, Families and Groups	Unit 11	Readings	Knowledge	227
		Unit 11	Classroom discussion and exercises	Cognitive/affective process, Skills	
Organizations	SOWK 589A: Applied Learning in Field Education	Module 2	<ul style="list-style-type: none"> Case management and community resources 	Cognitive/affective process, Skills	528-530
Communities	SOWK 536: Policy and Advocacy in Professional Social Work		Assignment 1: Community Assessment	Cognitive/affective process, Knowledge	158
	SOWK 506: HBSE	Unit 12	Readings	Knowledge	91
		Unit 12	Classroom discussion and exercises	Cognitive/affective process, Skills	
Competency 8: Intervene with:					
Individuals	SOWK 544: Social Work Practice with Individuals, Families and Groups	Unit 9 and 10	Readings	Knowledge	226, 227
		Unit 9 and 10	Classroom discussion and exercises	Cognitive/affective process, Skills	
	SOWK 589A: Applied Learning in Field Education		Assignment 1: Evidence-Based Intervention Trainings	Skills	522
			Assignment 4: Evidence-Based Practice Lab	Skills	523
		Module 1	EBI Instruction/Practice (e.g. Motivational Interviewing/Screening, Brief Intervention, and Referral to Treatment)	Knowledge, Skills	527-528

		Module 2	Client Intervention Case Management & Community Resources	Skills	528-530
		Module 3	<ul style="list-style-type: none"> Change-Oriented Work with Clients 	Skills, Values	531
Families	SOWK 544: Social Work Practice with Individuals, Families and Groups	Unit 9	Readings	Knowledge	226
		Unit 9	Classroom discussion and exercises	Cognitive/affective process, Skills	
Groups	SOWK 544: Social Work Practice with Individuals, Families and Groups	Units 13 and 14	Readings	Knowledge	228
		Units 13 and 14	Classroom discussion and exercises	Cognitive/affective process, Skills	
Organizations	SOWK 589A: Applied Learning in Field Education	Module 2	<ul style="list-style-type: none"> Case management and community resources 	Cognitive/affective process, Skills	528-530
Communities	SOWK 506: HBSE	Unit 12	Readings	Knowledge	91
		Unit 12	Classroom discussion and exercises	Cognitive/affective process, Skills	
Competency 9: Evaluate Practice with:					
Individuals	SOWK 589A: Applied Learning in Field Education	Module 3	Managing Termination with Clients Termination: Self- Reflection	Skills, Values, Cognitive/affective processes	531
	SOWK 544: Social Work Practice with Individuals, Families and Groups	Unit 15	Readings	Knowledge	229
		Unit 15	Classroom discussion and exercises	Cognitive/affective process, Skills	
Families	SOWK 544: Social Work Practice with Individuals,	Unit 15	Readings	Knowledge	229
		Unit 15	Classroom discussion and exercises	Cognitive/affective process, Skills	

	Families and Groups				
Groups	SOWK 544: Social Work Practice with Individuals, Families and Groups	Unit 15	Readings	Knowledge	229
		Unit 15	Classroom discussion and exercises	Cognitive/affective process, Skills	
Organizations	SOWK 546: Science of Social Work	Units 5-13	Readings	Knowledge	285-291
		Units 5-13	Classroom discussion and exercises	Cognitive/affective process, Skills	
Communities	SOWK 546: Science of Social Work	Units 5-13	Readings	Knowledge	285-291

Addendum
Part-time study in Generalist Practice

The USC Suzanne Dworak-Peck School of Social Work offers 6-semester and 8-semester structured part-time programs in both on ground and online program options to enable students who are unable to pursue full-time study to obtain the MSW. These programs are sought after by working adults who cannot carry a full-time course load due to work, family or other personal commitments.

Table 1 illustrates course progression in generalist practice for students who enroll in the 6-semester part-time plan. Generalist practice is completed in the first 3 semesters. The final three semesters of specialized practice in the 6-semester part-time program are identical to those in the full-time program.

Table 1
Course progression for 6-semester part-time study

Generalist Curriculum		
Semester	Course	Units
1	SOWK 506: Human Behavior and the Social Environment	3
	SOWK 536: Policy and Advocacy in Professional Social Work	3
	Total Units	6
2	SOWK 546: Science of Social Work	3
	Elective	3
	Total Units	6
3	SOWK 544: Social Work Practice with Individuals, Families and Groups	3
	SOWK 589a: Applied Learning in Field Education	3
	Total Units	6
	Total Units	18

Table 2 illustrates course progression in generalist practice for students who enroll in the 8-semester part-time plan. Generalist practice is completed in the first 3 semesters. Specialized practice is completed in the final 5 semesters of the program.

Table 2
Course progression for 8-semester part-time study

Generalist Curriculum		
Semester	Course	Units
1	SOWK 506: Human Behavior and the Social Environment	3
	SOWK 536: Policy and Advocacy in Professional Social Work	3
	Total Units	6
2	SOWK 546: Science of Social Work	3
	Elective	3
	Total Units	6
3	SOWK 544: Social Work Practice with Individuals, Families and Groups	3
	SOWK 589a: Applied Learning in Field Education	3
	Total Units	8
	Total Units	18

Introduction to Specialized Practice

Educational Policy M2.1 – Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Students entering the on MSW program at the USC Suzanne Dworak-Peck School of Social Work from fall 2015 forward were enrolled in the newly designed curriculum. For students in all program options, specialized practice is offered across three semesters in one of three departments:¹

- Adults and Healthy Aging (AHA)
- Children, Youth, and Families (CYF)
- Community, Organization, and Business Innovation (COBI)

The specialized practice curriculum presented here is organized by department, each of which is provided separately. For each department, **Standards 2.1.1** (area of specialization), **2.1.2** (rationale for curriculum design), **2.1.3** (discussion of how the area of specialization extends and enhances the nine social work competencies), and **2.1.4** (a matrix illustrating how the curriculum content implements the nine social work competencies) are individually presented. (Students who enrolled in the virtual program prior to September 2016 may be completing their program in the pre-existing (old) curriculum, in which specialized practice is delivered in concentrations. This curriculum is presented in **Appendix 2 in Volume III.**)

¹ Effective June 2017, Department of Adults and Health Aging (AHA) is changed to Adult Mental Health and Wellness (AMHW), and Department of Community, Organization, and Business Innovation (COBI) is changed to Social Change and Innovation (SCI).

Department of Adults and Healthy Aging¹

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.

The Department of Adults and Healthy Aging (AHA) prepares students for social work practice that focuses on the mental and physical health and well-being of adults and older adults and their families in health, behavioral health and integrated care settings. Students learn how to use evidence-based research to inform clinical practices and interventions that enhance wellness and promote recovery. Upon completion of the AHA courses and fieldwork, students will be trained to provide direct practice and leadership across a variety of health, mental health and integrated behavioral health care settings. The AHA curriculum is offered as described below in on ground and online program options.

The curriculum focuses on adapting and extending the knowledge, values and skills necessary to engage, assess, intervene and evaluate practice as first mastered in the generalist curriculum. The influences of ethnicity, culture, gender, sexual orientation, and SES are examined with attention to how they affect help-seeking behavior and access to health, behavioral health and integrated care services. Assessment knowledge and skills are advanced through the inclusion of the role of neuroscience in the interacting systems of mind, brain and body with larger social systems of family, culture and community. Students become skilled at evidence-informed practices for wellness of mind, brain, and body, the natural helping network of families and peer support, and culturally informed models of care. At the culmination of studies, students are expected to demonstrate a comprehensive understanding of and ability to apply recovery-focused, evidence-supported, neurobiologically-informed interventions, with a specialized focus in the treatment of trauma.

Knowledge and skills in the evaluation of practice are enhanced and focused through learning systematic assessment and critical evaluation of data from published empirical research; identification and analysis of administrative and large data sets; identification and utilization of research based practical assessments; and evidence informed decision making for effective practice in health, behavioral health and integrated care settings.

Generalist competencies in policy knowledge, values and skills are applied to health and behavioral health public policy in the United States, with particular attention to the Affordable Care Act. Students' abilities to navigate different sources of public aid and assess how these systems match up to client's needs across health and behavioral health settings are refined. In recognition of the movement in the United States towards comprehensive and integrated care, students learn to work collaboratively as members of interdisciplinary teams, while holding and promoting core social work values.

The AHA curriculum is summarized in **Table 1**, followed by listing of elective courses, and detailed discussion of how AHA required courses build on generalist practice courses. (Course progression in AHA for part-time students is presented in **Tables 3** and **4** in an addendum at the conclusion of this section, following the curriculum matrix.)

¹ Effective June 2017, AHA department name will be changed to Adult Mental Health and Wellness (AMHW).

**Table 1 – Course Progression for Full-time Study
for students in all program options
Department of Adults and Health Aging**

Generalist Curriculum		
Semester	Course	Units
1	SOWK 506: Human Behavior in the Social Environment	3
	SOWK 536: Policy and Advocacy in Professional Social Work	3
	SOWK 544: Social Work Practice with Individuals, Families, and Groups	3
	SOWK 546: Science of Social Work	3
	SOWK 589A: Applied Learning in Field Education	3
	Total Units	15
Department of Adults and Health Aging (AHA)		
Semester	Course	Units
2	SOWK 638 Policy in Integrated Care	3
	SOWK 635 Research and Evaluation for Social Workers with Adults and Older Adults	3
	SOWK 637 Wellness, Recovery and Integrated Care	3
	SOWK 588: Integrative Learning for Social Work Practice	2
	SOWK 589B: Applied Learning in Field Education	3
	Elective	3
	Total Units	17
3	SOWK 644 Explanatory Theories of Health and Mental Health	3
	SOWK 643 Social Work Practice in Integrated Care	3
	SOWK 698A: Integrative Learning for Advanced Social Work Practice	4
	SOWK 699A: Advanced Applied Learning in Field Education	1
	Elective	3
	Total Units	14
4	SOWK 647 Advanced Practice with Complex Social Work Cases	3
	SOWK 611 Leadership and Management in Social Work	3
	SOWK 698B: Integrative Learning for Advanced Social Work Practice	4
	SOWK 699B: Advanced Applied Learning in Field Education	1
	Elective	3
	Total Units	14
	TOTAL	60

Sample Electives

SOWK 606 Neuropsychological Development
SOWK 612 Assessment and Diagnosis of Mental Disorders
SOWK 615 Brief Therapy and Crisis Intervention
SOWK 616 Clinical Practice with Older Adults
SOWK 617 Substance Related and Behavioral Addictive Disorders and Recovery
SOWK 618 Systems of Recovery from Mental Illness in Adults
SOWK 628 Practice with Latino Populations
SOWK 631 Advanced Theories and Clinical Interventions in Health Care
SOWK 645 Clinical Interventions: Evidence Based Practice in Health and Mental Health Settings
SOWK 653 Social Work with Older Adults
SOWK 663 Clinical Practice with Couples
SOWK 682 Spirituality, Religion and Faith in Clinical Practice
SOWK 692 Loss, Grief and Bereavement
SOWK 694 Group Psychotherapy in Mental Health Settings

AHA Curriculum

Six core courses, a leadership course, and field education courses provide the framework, substance, and practice skills for students engaged in social work practice in with adults of all ages in health, behavioral health, and integrated care settings.

- **Research and Evaluation for Social Work with Adults and Older Adults (SOWK 635)** builds on introductory knowledge and skills gained in generalist practice in *The Science of Social Work* (SOWK 546) to implement research- informed practice and practice-informed research in social work practice in health and integrated care settings. The course extends those beginning skills and provides students with advanced skills necessary to critically analyze and apply research evidence to inform, enhance and strengthen social work practice with adults and aging populations in health and mental health settings. Specifically, students cultivate skills in 1) systematic assessment and critical evaluation of data from published empirical research; 2) identification and analysis of administrative and large data sets; 3) identification and utilization of research based practical assessments; and 4) the development of evidence informed decision making for effective clinical practice.
- **Wellness, Recovery and Integrated Care (SOWK 637)**. This course builds on *Social Work Practice with Individuals, Families and Groups* (SOWK 544) and *Human Behavior in the Social Environment* (SOWK 506) by exposing social work students to current knowledge in evidence-informed practices for wellness of mind, brain, and body, the natural helping network of families and peer support, and culturally informed models of care being advanced in a time of healthcare reform. Using a person-centered framework, this course emphasizes how social workers in health, behavioral health and integrated care settings can support wellness and recovery using a strengths perspective. Protective factors, resilience, a balanced lifestyle, social support, and the cultural milieu in which people reside are addressed as factors impacting the effects of stress on body, mind, and brain. **Wellness, Recovery and Integrated Care** addresses practice challenges associated with multiple and complex health and mental health conditions that require a focus on wellness, disease self-management, and holistic, culturally responsive care coordination.
- **Policy in Integrated Care (SOWK 638)** builds on policy knowledge and advocacy skills learned in *Policy and Advocacy in Professional Social Work* (SOWK 536) by focusing on policies and practices specifically related to health, behavioral health and integrated care. The evolution of health and behavioral health public policy in the US is explored, with particular attention paid to the Affordable

Care Act. The myriad of factors that support and hinder clients' access to effective health, behavioral health and integrated care services are reviewed. The course emphasizes the development of students' abilities to navigate the different sources of public aid and to understand how these systems match up to client's needs across health, behavioral health settings. Additionally, opportunities to provide leadership in policy practice, through advocacy and through participation in the policy-making process in organizational, community, and legislative settings, are examined.

- **Practice in Integrated Care (SOWK 643)** builds on *Social Work Practice with Individuals, Families and Groups (SOWK 544)* and *Human Behavior in the Social Environment (SOWK 506)* by continuing and enhancing the recognition that emotional and physical well-being are inextricably connected. The course focuses on teaching short-term evidence-based intervention skills in working with individuals and their support systems in medical, behavioral health and integrated care settings. The influences of ethnicity, culture, gender, sexual orientation, and SES are examined and integrated throughout the course with attention to how they affect help-seeking behavior and access to services. Additionally, the potential need for cultural adaptation of interventions is discussed.
- **Explanatory Theories of Health and Mental Health (SOWK 644)** builds on content from *Human Behavior in the Social Environment (SOWK 506)* by integrating health and mental health issues, extending and enhancing generalist competencies. This integration reflects the recognition that emotional and physical well-being are inextricably connected, that one affects, and is affected by, the other. Mental health disorders, as well as issues of sexual health and aging, are covered. Bio-psycho-social and person-in-environment paradigms, first introduced in generalist practice, provide a conceptual framework for this course, emphasizing neurobiology as an important component. Diversity and cultural variance are examined and integrated throughout the course with attention to how ethnicity, gender, sexual orientation, and SES become a part of human beings' experience of stress and resiliency.
- **Advanced Practice with Complex Social Work Cases (SOWK 647)** is a capstone course that consolidates knowledge and skills obtained in generalist practice (SOWK 544) and behavior (SOWK 506), and the first year of specialized practice (SOWK 637 and SOWK 643). The course focuses on supporting students to advance their knowledge and abilities in assessment, as well as selection, application, and evaluation of interventions for adults and older adults with complex health and mental health diagnoses. The course provides students with opportunities to demonstrate comprehensive understanding of recovery-focused, evidence-supported, neurobiologically-informed interventions, with a specialized focus in the treatment of trauma.

Additional Specialized Practice Learning in the Classroom.

In addition to the core courses described above, students in all program options are required to take a leadership course in their area of specialized practice. In the 4th semester, AHA students enroll in departmentally identified sections of Leadership and Management in Social Work (SOWK 611), in which class discussion and assignment topics are keyed to issues of particular concern in health, behavioral health, and integrated care settings.

- **Leadership and Management in Social Work (SOWK 611)** In this course, students learn leadership and management theories and evidence based models to enhance specialized practice in health, behavioral health, and integrated care settings. The leadership course builds on generalist social work practice competencies by exposing students to: (1) self-

analysis and development of students' individual leadership and management skills, focusing on positive and effective social change, (2) understanding of how leadership works at different levels in organizations through exposure to leadership theory and its application to health and behavioral health practice settings, and (3) knowledge of roles, functions, and responsibilities of human service managers, including supervisors, community organizers and project planners working in health, behavioral health, and integrated care settings. Topics include: the role of empathy in leadership, evidence-based mezzo and macro practices; management and organization practice; gender, cultural, and ethnic issues in resource development; and managing and working in complex health, behavioral health, and integrated care settings.

Individualized study in an area of interest.

In addition to required coursework, students are able to customize their education by selecting two related electives in particular areas of interest, if they choose to do so.

Older Adults

Social Work with Older Adults (SOWK 653) Integrates foundation and advanced knowledge and skills for practice with and in behalf of older adults.

Clinical Practice with Older Adults (SOWK 616). Developmental tasks of adulthood and later life, as well as assessment and intervention for problems and disorders associated with aging.

Systems of Recovery from Mental Illness (SRMI)

Systems of Recovery from Mental Illness in Adults (SOWK 618). Focus on the multi-level impact of mental illness on adults and families. Evidence-based interventions promoting increased quality of life and stability are emphasized.

Substance Related and Behavioral Addictive Disorders and Recovery (SOWK 617). Causal exploration of substance related and behavioral addictive disorders. Evidence-based and practice informed treatment models for vulnerable individuals, groups and families.

Military Social Work

Practice with the Military Family (SOWK 640). Theoretical and practical approaches to clinical practice with military families. Overview of common social issues in the military system and demands on the family dynamic.

Treating Trauma and Post Traumatic Stress (SOWK 641). Theoretical and practical approaches to trauma for use in treatment of PTSD. Advances students' knowledge of best practices and current evidence-based models on PTSD.

Field Education: Integrative Seminars and Field Practicum

- **Integrative Learning for Social Work Practice (SOWK 588)** extends and enhances students' core practice skills underlying social work practice with individuals, families, groups, communities, and organizations in health, behavioral health and integrated care settings. It builds on generalist practice content acquired in the first semester, particularly in the SOWK 589a course where students begin their field placement and participate in weekly practice labs. It draws on material first presented in *Human Behavior in the Social Environment (SOWK 506)*, *Social Work Practice with Individuals, Families and Groups (SOWK 544)* and *Policy and Advocacy in Professional Social Work (SOWK 536)*. The emphasis is on the integration of the core social work concepts of the systems paradigm and person-in-environment framework. Students remain with their SOWK 589a instructor and field placement while taking this integrative learning course which is organized as a small group educational experience incorporating field knowledge and case vignettes that unfold weekly. Problem based learning, the primary instructional approach, optimizes the students' focus on critical thinking, dialogue, exploration of theory, examination of practice, and policy analysis utilizing specific field experiences in the AHA area of specialized practice. The course provides a forum for learning and building practice skills through interaction, self-reflection, role-play, case discussion, and other experiential exercises designed to encourage student creativity. Students also have the opportunity to engage in activities that enhance professional communication. Skills include collaboration, critical thinking, communication and creativity.
- **Applied Learning in Field Education (SOWK 589b)**. This course builds on generalist practice content acquired in the first semester, particularly in the SOWK 589a course where students begin their field placement and participate in weekly practice labs. Students remain with their SOWK 589a instructor – in this case as field liaison – and the first semester field placement in on ground program options. In the online program option, students' first semester field placement was the virtual field placement; they begin agency-based field placement in 589b their home community. This is a direct practice course in which students learn to apply coursework concepts while practicing in health, behavioral health, and integrated care settings. The focus is on application of theories of behavior first covered in *Human Behavior in the Social Environment (SOWK 506)* and interventions covered in *Social Work Practice with Individuals, Families and Groups (SOWK 544)* to adults and older adults. Additionally, students begin to apply and assess the effectiveness of interventions learned in *Applied Learning in Field Education (SOWK 589a)*: Motivational Interviewing (MI), Cognitive Behavioral Therapy (CBT) and Problem Solving Therapy (PST), as used in health, behavioral health and integrated care. Students extend and enhance critical thinking and creativity by tailoring evidence-based interventions learned in the generalist practice semester to individuals, families, groups, organizations, and communities in their area of specialized practice at the micro, mezzo and macro levels. Students utilize effective collaboration and communication techniques in working with other professionals, groups, organizations, and USC faculty to enhance their development as professional social workers.
- **Integrative Learning for Advanced Social Work Practice (SOWK 698a/b)**. These two sequential courses build on SOWK 588 and content from generalist practice courses, providing opportunities for students to develop and expand effective communication skills, critical thinking and creativity for intra/interdisciplinary collaboration, service delivery, and oral presentation and written documentation within health, behavioral health, and integrated care settings. The courses are offered in a small group approach based on problem based learning that incorporates knowledge and case vignettes focusing on organizations, businesses and communities. Students are able to discuss and critically analyze the professional values that underlie social work practice and the

ethical standards of professional social work, building on their understanding of material first presented in *Social Work Practice with Individuals, Families and Groups* (SOWK 544) and *Policy and Advocacy in Professional Social Work* (SOWK 536), first semester departmental courses such as *Wellness, Recovery, & Integrated Care* (SOWK 637), *Policy in Integrated Care* (SOWK 638), and second semester departmental courses, such as *Practice in Integrated Care* (SOWK 643), and *Explanatory Theories of Health and Mental Health* (SOWK 644). During the fourth semester, students in 698b incorporate and deepen their knowledge and skills across the spectrum of culturally appropriate social work services, including mezzo practice skills such as case management, resource/referral, family work, and support system engagement; and macro practice skills such as community organizing, fund development and grant writing, policy analysis, and program development, implementation, and evaluation.

- **Advanced Applied Learning in Field Education (SOWK 699a/b)** These two sequential advanced field courses provide opportunities for students to apply and further enhance practice skills by building on generalist and specialized practice content from the first year of study, including skills from *Applied Learning in Field Education* (SOWK 589b). Recognizing the interdisciplinary nature of health, behavioral health and integrated care settings, this course moves from a focus on the application of behavior theories and skills to a focus on professional presentation and communication skills, building on generalist practice and competencies developed in the first semester of specialized practice in health, behavioral health and integrated care settings. In order to enhance their performance as interdisciplinary team members, students have opportunities for discussion and critical analysis of the professional values and ethics that underlie social work practice as they are applied in the field experiences with clients, agency staff, and various other stakeholders. The final semester is intended to give students the opportunity to demonstrate mastery of the nine competencies as measured by identified advanced behaviors. Skills learned include: advanced assessment and diagnosis, use of electronic medical records, understanding of medications, and evidenced based interventions utilized in providing health and behavioral health social services. In addition, students recognize that agencies are embedded in larger systems and learn how to negotiate these systems to access resources for their clients. During the fourth semester they will demonstrate the ability to provide client care with minimal direct instruction, utilizing supervision with their field instructor to deepen their understanding of themselves, their work with clients, and the cultural factors that impact their clients. Students further demonstrate the ability to move from student to professional. These courses comprise 550 hours of specialized field placement experience accrued during the third and fourth semesters of advanced practice.

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

The AHA curriculum is identical for students in all program options. The curriculum was designed by department faculty to reflect the nationwide movement towards integrated health and behavioral health services for adults and older adults. This integration reflects a broader conceptualization of health, recognizing that emotional and physical well-being are inextricably connected, that one affects, and is affected by, the other. Students are prepared to meet the needs of adults and older adults with health and behavioral health challenges through the selection and application of evidence-based, neurobiologically-informed approaches to assessment, engagement, intervention, and evaluation.

In both coursework and field placements, the curriculum begins with a focus on wellness and recovery, rather than a more traditional pathology focus. In keeping with a focus on strengths and restoring wellness as quickly as possible, students then learn brief interventions with individuals, families, and groups. Finally, students learn to work with individuals with more complex, often co-occurring challenges. Throughout the curriculum, the influences of ethnicity, culture, gender, sexual orientation, and SES are examined and integrated, with particular attention paid to their effects on help-seeking behavior and access to services.

In recognition that social workers in integrated care settings frequently work as members of interdisciplinary teams, students are aided in developing proficiency in professional presentation and communication skills. In order to help them distinguish the roles of social workers on interdisciplinary teams, several courses feature critical analyses of the professional values that underlie social work practice and the ethical standards of professional social work in the context of health, behavioral health and integrated care settings. The curriculum emphasizes understanding benefit systems, the continuum of care, team-based care, and the ability to work across different systems in health, mental health, and social policy. Students learn to use automated large data systems in the context of health, mental health, and integrated care.

A discussion of how courses and field are organized into a coherent, integrated curriculum is provided along both horizontal and vertical dimensions.

Horizontal integration and linkage of courses and field in specialized practice.

Semester 1. The emphasis of the first semester in specialized practice (second semester in the program) is on introducing students to ways in which social workers in health, behavioral health and integrated care settings can support wellness and recovery using a strengths perspective. The courses in this semester interact in several ways. For example, material covered in **Research and Evaluation for Social Work with Adults and Older Adults** (SOWK 635) is used to guide the assessment of interventions addressed in **Wellness, Recovery and Integrated Care** (SOWK 637) and **Integrative Learning for Social Work Practice** (SOWK 588). **Policy in Integrated Care** (SOWK 638) allows students to analyze how policies, care delivery systems, payment models and benefit programs impact the wellness and recovery interventions covered in **Wellness, Recovery and Integrated Care** and **Integrative Learning for Social Work Practice**. Information on the identification and analysis of administrative and large data sets in **Research and Evaluation for Social Work with Adults and Older Adults** helps students meet the aim of **Policy in Integrated Care** to provide leadership in policy advocacy and participate in the policy-making process in organizational, community, and legislative settings. Finally, students are guided in the application of classroom material to their field practice in the practicum **Applied Learning in Field Education** (SOWK 589b).

Semester 2. In the second semester of specialized practice (third semester in the program), four required courses are closely linked by a focus on integrating health and mental health theories and interventions. This integration reflects the recognition that emotional and physical well-being are inextricably connected, that one affects, and is affected by, the other. Students are guided in the application of integrated interventions learned in **Practice in Integrated Care** (SOWK 643) in the field through **Integrative Learning for Advanced Social Work Practice** (SOWK 698a) and **Advanced Applied Learning in Field Education** (SOWK 699a). The final paper is a crossover assignment that integrates **Explanatory Theories of Health and Mental Health** (SOWK 644) and **Practice in Integrated Care**, emphasizing the association between theories of behavior and interventions. A second aim of this semester is the emphasis on interdisciplinary communication and collaboration, two essential elements

of integrated care.

Semester 3. The thematic through-line of the final semester of specialized practice (and 4th semester of the program) in AHA is integration and consolidation of the skills and knowledge acquired by the students in order to prepare them for independent social work practice at the micro, mezzo and macro levels of service. Micro practice is at the core of **Advanced Practice with Complex Social Work Cases** (SOWK 647), while **Leadership and Management in Social Work** (SOWK 611) and **Advanced Applied Learning in Field Education** (SOWK 699b) focus on mezzo and macro practice. **Integrative Learning for Advanced Social Work Practice** (SOWK 698b) incorporates material from across the full spectrum of social work services.

Vertical Integration and linkage of sequenced courses and field.

Practice. The sequence of practice courses begins with **Wellness, Recovery and Integrated Care** (SOWK 637), which focuses on health rather than pathology. Initial topics include wellness, resilience and protective factors such as a balanced lifestyle and social support. The second course, **Practice in Integrated Care** (SOWK 643), builds in a wellness focus and moves to short-term interventions with the goal of quickly restoring individuals, families and groups to their previous levels of functioning. In the third course, **Advanced Practice with Complex Social Work Cases** (SOWK 647), students learn that many individuals come to social workers with complex issues that require multi-faceted intervention techniques in order to restore wellness. Themes that run through all three courses include a focus on recovery-based, evidence-supported and neurologically-informed interventions, the recognition that emotional and physical well-being are inextricably connected, and the necessity for interventions that can be used in medical, behavioral health and integrated care settings.

Integrative Learning Seminars. Taken together, the **Integrative Seminar** courses move through micro, mezzo and macro levels of practice in health, behavioral health and integrated care settings. The sequence begins in SOWK 588 with a focus on the direct practice skills of engagement, assessment, goal-setting, intervention, evaluation, and termination. SOWK 698a builds on this foundation by employing a greater focus on mezzo practice skills such as case management, resource/referral, family work, and support system engagement. In the final semester, students in 698b deepen macro practice skills such as community organizing, fund development and grant writing, policy analysis, and program development, implementation, and evaluation.

Field. Mirroring the Integrative Seminar sequence, the field practicums, **Advanced Applied Learning in field Education** (589b, 699a/b), move through micro, mezzo and macro levels of practice in health, behavioral health, and integrated care settings. Students are introduced to the application of behavioral theories and interventions intended for individuals and their support systems in 589b. In SOWK 699a, students adopt a mezzo-level focus by learning and applying skills needed to succeed in interdisciplinary settings of services for adults and older adults through the learning and application of communication skills and social work values. In the fourth semester in the field, students explore and learn macro practice skills such as community organizing, fund development and grant writing, policy analysis, and program development, implementation, and evaluation in health, behavioral health and integrated care agencies.

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 nine specialized practice competencies in the AHA curriculum further develop and advance the generalist social work practice competencies in three important ways. First, they deepen the focus on adults and older adults. Second, they elaborate on the unique needs of individuals with health and/or behavioral health challenges. Finally, the competencies recognize the complexity of health, behavioral health and integrated care settings.

Below, we present the text of each specialized competency and associated behaviors, preceded by a brief summary of how it builds on generalist competencies.

Competency 1: Demonstrate Ethical and Professional Behavior

Summary: This specialized competency further develops the generalist competency through the expectation that students will obtain the knowledge, judgement, values and skills necessary to apply ethical principles to decisions on behalf of all clients with special attention to those who have limited decisional capacity, as is the case for some individuals with health and/or behavioral health challenges.

Text: Social workers practicing in health, behavioral health and integrated care settings understand the value base of the profession and its ethical standards, as well as relevant laws and regulations and shifting societal mores that may affect the therapeutic relationship. Social workers understand frameworks of ethical decision-making and routinely apply strategies of ethical reasoning to arrive at principled decisions. Social workers are able to tolerate ambiguity in resolving ethical conflict. Social workers who work with adults and older adults apply ethical principles to decisions on behalf of all clients with special attention to those who have limited decisional capacity. Social workers recognize and manage personal values and biases as they affect the therapeutic relationship in the service of the client's well-being. They identify and use knowledge of relationship dynamics, including power differentials. Social workers who work with adults and older adults understand the profession's history, its mission, and the roles and responsibilities and readily identify as social workers. They also understand the role of other professionals when engaged in inter-professional teams. Social workers working with adults and older adults recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers incorporate ethical approaches to the use of technology in meeting the needs of their clients in health, behavioral health, integrated care, and other settings serving adults and older adults.

Social workers:

- in health, behavioral health and integrated care settings understand the value base of the profession and its ethical standards, as well as relevant laws and regulations and shifting societal mores that may affect the therapeutic relationship.
- recognize and manage personal values and biases as they affect the therapeutic relationship in the service of the client's well-being.

Competency 2: Engage Diversity and Difference in Practice

Summary: In order to enhance the focus of this competency to older adults, students who complete the AHA specialization are expected, through self-reflection, to continuously assess and address their ageist values and to build knowledge to dispel myths regarding aging and stereotyping of older persons.

Text: Using research, social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity and are able to apply this knowledge to work empathically and effectively with diverse populations. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent which a culture's structures and values, including social, economic, political and cultural exclusions may oppress, marginalize, and/or alienate adults and older adults or create privilege and power. Social workers through self-reflection, continue to assess and address their ageist values, building knowledge to dispel myths regarding aging and stereotyping of older persons. Social workers are able to consistently identify and use practitioner/client differences from a strengths perspective. Social workers view themselves as learners and engage those with whom they work as informants.

Social workers:

- recognize and communicate understanding of how diversity and difference characterize and shape the human experience and identity.
- evaluate the strengths and weaknesses of multiple theoretical perspectives through an intersectionality framework.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Summary: Students are expected to master knowledge of the stigma and shame associated with disorders, diagnoses, and help-seeking behaviors across diverse populations with health and/or behavioral health challenges. Further, students in the AHA specialization will become proficient in advocacy and policy analysis skills to inform advocacy efforts at multiple levels for mental and physical healthcare parity and reduction of disparities for diverse populations.

Text: Social workers understand that every individual, regardless of position in society, has fundamental rights such as freedom, safety, privacy, an adequate standard of living, healthcare and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need, social justice and strategies to promote social and economic justice and human rights. Social workers practicing in health, behavioral health and integrated care settings understand the potentially challenging effects of economic, social and cultural factors in the lives of clients and client systems. They also understand stigma and shame on an individual, community and society-wide basis. Social workers use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention; and advocate at multiple levels for mental and physical healthcare parity and reduction of disparities for diverse populations.

Social workers:

- understand how to integrate theory, research, and economic, social and cultural factors when engaging in advocacy strategies to promote social justice, economic justice and human rights.
- use advocacy and policy analysis skills to inform advocacy efforts at multiple levels for mental and physical healthcare parity and reduction of parity and disparities for diverse populations.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Summary: In order to meet this specialized competency, AHA students obtain the skills and knowledge necessary to critically assess the quality and clinical utility of empirically based studies to inform health and mental health practice with adults and older adults.

Text: Social workers practicing in health, behavioral health, and integrated care settings understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. Social workers use the evidence-based practice process in clinical assessment and intervention with clients. Social workers use research methodology to evaluate practice effectiveness and/or outcomes. They also understand the processes for translating research findings into effective practice and participate in the generation of new clinical knowledge through research and practice.

Social workers:

- critically assess the range of information based on research for the development of evidence informed decision-making for effective clinical practice.
- gather, translate and utilize existing research evidence to bridge the gap between research and practice.

Competency 5: Engage in Policy Practice

Summary: Students in AHA build upon generalist competency in policy practice as they learn to advocate for policies that support individuals throughout the lifespan, incorporating knowledge of effects of policy in the health and behavioral health sphere. They learn to integrate aspects of prevention and well-being into their critical analyses of social policies.

Text: Social workers practicing in health, behavioral health and integrated care settings recognize the connection between clients, practice, and both public and organizational policy. They understand 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. Social workers have knowledge of advocacy methods that contribute to the development, implementation and improvement of social policies that support persons throughout the lifespan. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy as well as have knowledge about factors that influence the development of legislation, policies, program services, and funding at all system levels.

Social workers:

- use their understanding of how policy informs practice and how practice informs policy at organizational, community and legislative levels to engage in advocacy when developing, implementing and improving social policies that support persons throughout the lifespan.

- use policy advocacy strategies and actions to engage in policy analysis and policy proposal writing in health, behavioral health, and integrated care contexts.

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

Summary: This competency emphasizes the primacy, influence, and potential benefits of the relationships between social worker and client(s), among family, group, and community members, and between clients and health, behavioral health, and integrated health care settings.

Text: Social workers in health, behavioral health and integrated care settings value and understand the primacy of relationships in the engagement process. Social workers practicing with adults and older adults understand that engagement involves the dynamic, interactive, and reciprocal processes. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge along with knowledge of practice theories (models, strategies, techniques, and approaches) to facilitate engagement with individuals, families and groups. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.

Social Workers:

- recognize the primacy of the relationship when engaging with others in integrated care settings.
- use empathy and other interpersonal skills to engage and intervene with others using brief evidence based interventions in multi-disciplinary settings.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Summary: This competency builds on the generalist competency by teaching students to understand how critical application of theoretical knowledge and awareness of personal experiences and reactions contribute to assessment processes and decision-making. It requires students to recognize the need for and to use supervision and consultation regarding the impingement of personal affective responses as they make assessments.

Text: Social workers in health, behavioral health and integrated care settings understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, and groups. Social workers understand theories of human behavior and the social environment, person in environment, and other multi-disciplinary frameworks, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, and groups. Social workers collect, organize, and interpret client data with a primary focus of assessing client's strengths. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social Workers:

- understand theories of human behavior and the social environment, person in environment, and other multi-disciplinary frameworks, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, and groups.
- understand how their personal experiences and affective reactions may affect their assessment and decision-making and seek reflection through supervision and consultation.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Summary: This competency adds complexity to the generalist competency by expecting students to value the importance of inter- professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Text: Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families and groups in health, behavioral health and integrated care settings. Social workers working with adults and older adults identify issues related to losses, changes, and transitions over their life cycle in designing intervention. Social workers understand methods of identifying, analyzing, modifying and implementing evidence-informed interventions to achieve client goals, taking into account influences such as cultural preferences, strengths and desires. Social workers in working with adults and older adults value and readily negotiate, mediate, and advocate for clients. Social workers value the importance of inter- professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Social Workers:

- skillfully choose and implement culturally competent interventions to achieve practice goals and enhance capacities of clients.
- are self-reflective in understanding transference and countertransference in client interactions as well as practice self-care in the face of disturbing personal reactions.

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

Summary: This competency extends generalist competency by incorporating an emphasis on the use of prevention skills and knowledge in evaluation of intervention and outcomes. Students learn to evaluate the appropriateness of their selection of targets and interventions that include prevention as well as treatment as they work with clients in health, behavioral health, and integrated care settings. **Text:** Social workers practicing in health, behavioral health and integrated care settings understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, and groups. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers continually use clinical evaluation of their processes and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions. Social workers working with adults and older adults strive to contribute to the theoretical knowledge base of the social work profession through practice-based research.

Social Workers:

- choose appropriate prevention targets for their clients and provide education on how clients can integrate prevention into their lifestyles.
- use clinical evaluation in monitoring outcomes of intervention.

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.

The curriculum matrix for the Department of Adults and Healthy Aging illustrates the implementation of the nine required social work competencies across required courses. The nine competencies are addressed more times in the curriculum than are captured in the matrix; here we point to areas of content or assignments where competencies are highlighted. For each competency, we identify either a specific assignment in a course, or the unit(s) in a course in which the competency is addressed. Competencies may be taught through structured or unstructured class discussion, in small groups or in the class as a whole, through readings assigned for that unit, through assignments, or through class exercises or activities related to the competency. The matrix breaks out the domains for competencies 6 through 9, so that implementation as it applies to individuals, families, groups, organizations, and communities can be seen.

Department of Adults and Health Aging Curriculum Matrix

Competency	Course(s)	Course Unit(s)	Course Content	Dimension	Page Number in Volume 2
Competency 1 Demonstrate Ethical and Professional Behavior	SOWK 644 Explanatory Theories of Health and Mental Health	1	Readings	Knowledge	1396
		1	Class Discussion	Cognitive/affective reaction, Values	
	SOWK 643 Social Work Practice in Integrated Care Settings	1, 2	Readings	Knowledge	1362-1363
		1, 2	Class Discussion	Cognitive/affective reaction, Values	
	SOWK 588 Integrative Learning for Social Work Practice Adults and Healthy Aging		Assignment 1: Evidence Based Practices – Feedback-Informed Treatment	Cognitive/affective reaction, Skills	453
Competency 2 Engage Diversity and Difference in Practice	SOWK 644 Explanatory Theories of Health and Mental Health	2	Readings	Knowledge	1396
		2	Class Discussion	Cognitive/affective reaction, Values	

Competency 3 Advance Human Rights and Social, Economic, and Environmental Justice	SOWK 638 Policy in Integrated Care	6, 11	Readings	Knowledge	1310, 1317
		6, 11	Class Discussion	Cognitive/affective reaction	
	SOWK 611 Leadership and Management in the Social Work Profession	13	Readings	Knowledge	933
		13	Class discussion	Cognitive/affective reaction	
Competency 4 Engage In Practice- informed Research and Research- informed Practice	SOWK 635 Research and Evaluation for Social Work with Adults and Older Adults		Assignment 3	Skills, Values	1205
	SOWK 643 Social Work Practice in Integrated Care Settings	5, 6	Readings	Knowledge	1366
		5, 6	Class Discussion	Cognitive/affective reaction	
	Competency 5 Engage in Policy Practice	SOWK 638 Policy in Integrated Care		Assignment 3	Skills, Values
SOWK 637 Wellness, Recovery and Integrated Care		1	Readings	Knowledge	1275
		1	Class Discussion	Cognitive/affective reaction	
Competency 6: Engage with					
Individuals	SOWK 647 Advanced Practice with Complex Clinical Cases	1	Readings	Knowledge	1467
		1	Class Discussion	Cognitive/affective reaction, Values	
Families	SOWK 643 Social Work Practice in Integrated Care Settings	2	Readings	Knowledge	1362
		2	Class Discussion	Cognitive/affective reaction	
Groups	SOWK 647 Advanced Practice with Complex Clinical Cases	10, 11	Readings	Knowledge	1474
		10, 11	Class Discussion	Cognitive/affective reaction	
Organizations	SOWK 638 Policy in Integrated Care	7, 11, 14	Readings	Knowledge	1311, 1317, 1321
		7, 11, 14	Class Discussion	Cognitive/affective reaction	
Communities	SOWK 611 Leadership and Management in the Social Work Profession		Assignment 1 Followership Survey	Skills, Values	917
Competency 7: Assess:					

Individuals	SOWK 647 Advanced Practice with Complex Clinical Cases	2	Readings	Knowledge	1467
		2	Class Discussion	Cognitive/affective reaction	
Families	SOWK 647 Advanced Practice with Complex Clinical Cases	10, 11	Readings	Knowledge	1474
		10, 11	Class Discussion	Cognitive/affective reaction	
Groups	SOWK 647 Advanced Practice with Complex Clinical Cases	12, 13, 14	Readings	Knowledge	1475- 1476
		12, 13, 14	Class Discussion	Cognitive/affective reaction	
Organizations	SOWK 638 Policy in Integrated Care	5	Readings	Knowledge	1310
		5	Class Discussion	Cognitive/affective reaction	
Communities	SOWK 635 Research and Evaluation for Social Work with Adults and Older Adults	7	Class Discussion	Skills, Values	1213
Competency 8: Intervene with:					
Individuals	SOWK 643 Social Work Practice in Integrated Care Settings	2,3, 7 - 15	Readings	Knowledge	1362- 1363, 1367- 1376
		2,3, 7 - 15	Class Discussion	Cognitive/affective reaction, Values	
Families	SOWK 644 Explanatory Theories of Health and Mental Health		Assignment 2 Application of Theory	Cognitive/affective reaction	1392
Groups	SOWK 637 Wellness, Recovery and Integrated Care	9, 10	Readings	Knowledge	1279- 1280
		9, 10	Class Discussion	Cognitive/affective reaction, Values	
Organizations	SOWK 638 Policy in Integrated Care	11	Readings	Knowledge	1317
		11	Class Discussion	Cognitive/affective reaction, Values	
Communities	SOWK 638 Policy in Integrated Care	9, 12	Readings	Knowledge	1279, 1281
		9, 12	Class Discussion	Cognitive/affective reaction, Values	
Competency 9: Evaluate Practice with:					
Individuals	SOWK 637 Wellness, Recovery and Integrated Care	15	Readings	Knowledge	1283
		15	Class Discussion	Cognitive/affective reaction, Values	
Families	SOWK 637	15	Readings	Knowledge	

	Wellness, Recovery and Integrated Care	15	Class Discussion	Cognitive/affective reaction, Values	1283
Groups	SOWK 611 Leadership and Management in the Social Work Profession		Assignment 3 Authentic Leadership	Skills, Values	917
Organizations	SOWK 589b Applied Learning in Field Education- AHA	Units 12-14	Class Discussion	Knowledge, Skills	587
Communities	SOWK 635 Research and Evaluation for Social Work with Adults and Older Adults	6	Class Discussion	Knowledge, Values	1212

Addendum

Part-time study in the Department of Adults and Health Aging (AHA)

The USC Suzanne Dworak-Peck School of Social Work offers 6-semester and 8-semester structured part-time programs in both on ground and online program options to enable students who are unable to pursue full-time study to obtain the MSW. These programs are sought after by working adults who cannot carry a full-time course load due to work, family or other personal commitments.

Table 2 illustrates the 6-semester specialized practice curriculum of the Adult and Health Aging concentration. Generalist practice is completed in the first 3 semesters. The final three semesters of specialized practice in the part-time program are identical to those in the full-time program.

**Table 2
Course progression for 6-semester curriculum
in the Department of Adults and Health Aging (AHA)**

Generalist Curriculum		
Semester	Course	Units
1	SOWK 506: Human Behavior and the Social Environment	3
	SOWK 536: Policy and Advocacy in Professional Social Work	3
	Total Units	6
2	SOWK 546: Science of Social Work	3
	Elective	3
	Total Units	6
3	SOWK 544: Social Work Practice with Individuals, Families and Groups	3
	SOWK 589a: Applied Learning in Field Education	3
	Total Units	6
Department of Adults and Healthy Aging		
Semester	Course	Units
4	SOWK 635: Research and Evaluation and Policy for Social Work with Adults and Older Adults	3
	SOWK 637: Wellness, Recovery and Integrated Care	3
	SOWK 638: Policy in Integrated Care	3
	SOWK 589b: Applied Learning in Field Education	3
	SOWK 588: Integrative Learning for Social Work Practice	2
	Total Units	14
5	SOWK 643: Social Work Practice in Integrated Care	3
	SOWK 644: Explanatory Theories of Health and Mental Health	3
	SOWK 699a: Advanced Applied Learning in Field Education	4
	SOWK 698a: Integrative Learning for Advanced Social Work Practice	1

	Elective	3
	Total Units	14
6	SOWK 611: Leadership and Management in Social Work	3
	SOWK 647: Advanced Practice with Complex Social Work Cases	3
	SOWK 699b: Advanced Applied Learning in Field Education	4
	SOWK 698b: Integrative Learning for Advanced Social Work Practice	1
	Elective	3
	Total Units	14
TOTAL UNITS		60

Table 3 illustrates the 8-semester part-time curriculum for students in Adult and Health Aging concentration. Generalist practice is completed in the first 3 semesters. The specialized practice curriculum is completed in the final 5 semesters.

Table 3
Course progression for 8-semester curriculum in
the Department of Adults and Health Aging

COURSE PROGRESSION FOR 8-SEMESTER PART-TIME STUDY		
Generalist Curriculum		
Semester	Course	Units
1	SOWK 506: Human Behavior and the Social Environment	3
	SOWK 536: Policy and Advocacy in Professional Social Work	3
	Total Units	6
2	SOWK 546: Science of Social Work	3
	Elective	3
	Total Units	6
3	SOWK 544: Social Work Practice with Individuals, Families and Groups	3
	SOWK 589a: Applied Learning in Field Education	3
	Total Units	8
Department of Adults and Health Aging		
Semester	Course	Units
4	SOWK 635: Research and Evaluation and Policy for Social Work with Adults and Older Adults	3
	SOWK 588: Integrative Learning for Social Work Practice	2

	SOWK 589a: Applied Learning in Field Education	3
	Total Units	8
5	SOWK 637: Wellness, Recovery and Integrated Care	3
	SOWK 638: Policy in Integrated Care	3
	SOWK 699a: Advanced Applied Learning in Field Education	4
	SOWK 698a: Integrative Learning for Advanced Social Work Practice	1
	Total Units	11
6	SOWK 644: Explanatory Theories of Health and Mental Health (644)	3
	SOWK 699b: Advanced Applied Learning in Field Education	4
	SOWK 698b: Integrative Learning for Advanced Social Work Practice	1
	Total Units	6
7	SOWK 643: Social Work Practice in Integrated Care	3
	SOWK 611: Leadership and Management in Social Work	3
	Elective	3
	Total Units	9
8	SOWK 647: Advanced Practice with Complex Social Work Cases	3
	Elective	3
	Total Units	6
TOTAL UNITS		60

Specialized Practice Social Work Practice with Children, Youth and Families

Accreditation Standard M2.1

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

The Department of Children, Youth and Families (CYF) aims to be a visionary and global leader in preparing students for social work practices that addresses the needs of vulnerable children, youth, and families, and is dedicated to the task of promoting and sustaining healthy children, youth and families in diverse communities in which they live. The department's curriculum emphasizes high impact prevention, early and sustained intervention across the developmental life spans, cross-disciplinary collaboration, the translation of research into practice, and the development of a new generation of creative leaders in social work practice, management and policy. The CYF curriculum is offered as described below in on ground and on line program options.

Building on generalist practice knowledge in human behavior theory, clinical practice, the science of social work, and social policy and advocacy, students begin advanced training in the Children, Youth, and Families department to deepen their knowledge and skill in micro, mezzo, and macro practice in order to promote wellness and prevent trauma. Many of the enhancements in this curriculum are based on feedback from employers and school alumni who identified key skills and competencies needed by a fully-prepared 21st century social work practitioner. Students learn to conduct developmentally appropriate bio-psycho-social assessments of the child-in-environment, informed by research-based theories, neuroscience, and the influence of diversity-related factors; plan evidence-informed, culturally and developmentally appropriate interventions; effectively use data to inform decision-making; think critically about complex problems; manage increasing demands for accountability; work comfortably across settings and systems; and communicate effectively with a wide range of family, community, government, and professional partners. Students learn the unique needs and strengths of children and families at specific periods of development, and which kinds of interventions and service programs demonstrate the best results for diverse families in diverse service sectors. The department also offers students further opportunities to individualize their learning through in-depth training in child welfare, juvenile justice, school social work, and military social work. Graduates are prepared to work in government and non-profit agencies, be effective in cross-disciplinary and community-based teams, use data to inform practice, and help translate research into practice.

Specialized social work practice with children, youth and families for students enrolled in the department of Children, Youth and Families (CYF) is designed to build on generalist social work competencies gained in the first semester of the program, reflecting the values and mission of the profession. Social justice, the dignity and worth of the person, respect and appreciation for difference and diversity, the importance of human relationships, integrity, competence, human rights and scientific inquiry are among the core values that guide specialized practice in this area. The curriculum builds on generalist practice through courses, assignments and field experiences that address macro, mezzo and micro dimensions of social work practice with children, youth, and families.

The CYF curriculum is summarized in **Table 1**, followed by listing of elective courses, and detailed discussion of how these courses build on generalist practice. (Course progression for part-time students

in the CYF department is provided in **Tables 2 and 3** at the conclusion of this section, following the curriculum matrix.)

**Table 1 – Course Progression for Full-time Study
in all program options**

Department of Children, Youth, and Families

Generalist Curriculum		
Semester	Course	Units
1	SOWK 506: Human Behavior in the Social Environment	3
	SOWK 536: Policy and Advocacy in Professional Social Work	3
	SOWK 544: Social Work Practice with Individuals, Families, and Groups	3
	SOWK 546: Science of Social Work	3
	SOWK 589A: Applied Learning in Field Education	3
	Total Units	15
Department of Children, Youth and Families Curriculum		
Semester	Course	Units
2	SOWK 608: Research, Evaluation, & Policy for Social Work with Children, Youth & Families	3
	SOWK 609: Introduction to Social Work Practice with Children, Youth, & Families	3
	SOWK 610: Social Work Practice with Children and Families Across Settings	3
	SOWK 588: Integrative Learning for Social Work Practice	2
	SOWK 589B: Applied Learning in Field Education	3
	Elective	3
	Total Units	17
3	SOWK 613: Social Work Practice with Children & Families in Early & Middle Childhood	3
	SOWK 621: Social Work Practice with Adolescents, Transition Aged Youth & their Families	3
	SOWK 698A: Integrative Learning for Advanced Social Work Practice	4
	SOWK 699A: Advanced Applied Learning in Field Education	1
	Elective	3
	Total Units	14
4	SOWK 611: Leadership and Management in Social Work	3
	SOWK 627: Policy and Macro-Practice in Children, Youth, and Family Services	3
	SOWK 698B: Integrative Learning for Advanced Social Work Practice	4
	SOWK 699B: Advanced Applied Learning in Field Education	1
	Elective	3

	Total Units	14
	TOTAL	60

Sample Electives

- SOWK 606** Neuropsychological Development
- SOWK 612** Assessment and Diagnosis of Mental Disorders
- SOWK 615** Brief Therapy and Crisis Intervention
- SOWK 619** Controversial Issues in Public Child Welfare
- SOWK 620** Social Work Practice with Transition Age Youth
- SOWK 624** Social Work in Juvenile Justice Settings
- SOWK 628** Practice with Latino Populations
- SOWK 677** Mental Health Practice with Children and Adolescents with Serious Mental Disturbance
- SOWK 682** Spirituality, Religion and Faith in Clinical Practice
- SOWK 692** Loss, Grief and Bereavement
- SOWK 694** Group Psychotherapy in Mental Health Settings

CYF Curriculum

Six core courses, a leadership course, and field education courses provide the framework, substance and practice skills for students engaged in social work practice with children, youth and families:

- **Research and Critical Analysis for Social Work with Children and Families** (SOWK 608) builds on *The Science of Social Work* (SOWK 546) and provides opportunities to further integrate utilization of data, research, critical thinking and analysis as an aspect of professional identities by developing knowledge and skills in the critical analysis and application of types of data, information and evidence in work with children, youth, and families. Data sources explored in this course include: 1) agency data (case records, administrative databases, annual reports), 2) public data (e.g., vital statistics: Centers for Disease Control’s National Center for Health Statistics, city/county/federal data (e.g., data.gov, KidsCount, Peristats, California Healthy Kids Survey, Children’s Bureau’s child welfare outcomes database), and 3) empirical data (research studies, program evaluations, technical reports).
- **Introduction to Social Work Practice with Children, Youth and Families** (SOWK 609) builds on *Social Work Practice with Individuals, Families, and Groups* (SOWK 544) and *Human Behavior in the Social Environment* (SOWK 506). As the introductory practice course for specialized practice with children, youth and families, the course introduces students to understanding development of the child within the family and the role that the larger social environment has on that development. Course content also ties to generalist content in *The Science of Social Work* (SOWK 546), highlighting current research that informs theory. It highlights risk and protective factors as well as common problems that can occur during different stages of child and family development. The course extends and enhances student knowledge of developments in epigenetics and neuroscience as they relate to practice with children, youth, and families. It is designed to present ways to engage with children and families in a developmentally appropriate manner through use of evidence supported interventions at the micro, macro, and mezzo levels.
- **Social Work Practice with Children, Youth, and Families Across Settings** (SOWK 610) builds on *Social Work Practice with Individuals, Families, and Groups* (SOWK 544), *Human Behavior in the*

Social Environment (SOWK 506), *Policy and Advocacy in Professional Social Work* (SOWK 536) and *The Science of Social Work* (SOWK 546) by focusing on the specific needs of children and families who touch multiple health, social and human service systems. In some settings, social work is the primary focus of the agency (e.g. child welfare, mental health, youth empowerment programs). In other settings, social workers operate in a “host setting” where social work is not the primary function or profession; in these settings, administrators may not be familiar with social work values and ethical standards (e.g. correctional facilities, the military, hospitals, and schools). Spanning service sectors presents unique challenges for social workers and the families they serve. Often children and families do not know how to achieve their goals within the confines of various service sectors or they “fall through the cracks” when trying to move between service sectors. Collaboration skills and multi-sector knowledge are essential when serving families across sectors. This course provides opportunities for students to explore organizational and service delivery concepts in terms of the various settings where children and families commonly seek and receive services.

- **Social Work Practice with Children and Families in Early and Middle Childhood** (SOWK 613) builds on skills developed in *Social Work Practice with Individuals, Families, and Groups* (SOWK 544) and *Introduction to Social Work Practice with Children, Youth, and Families* (SOWK 609) to help students understand causal factors in the development of problems with children and families in early childhood. Specific skills include how to do a thorough assessment, develop a treatment plan, choose an appropriate intervention, deliver that intervention and evaluate effectiveness within an ecological perspective. Students are introduced to a number of evidence based interventions for specific problems, modularized interventions, and develop skills in choosing the appropriate intervention given child factors and the family context, as well as worker and agency constraints. Skills for cultural adaptation and encouraging family choice are highlighted.
- **Social Work Practice with Adolescents, Young Adults and Their Families** (SOWK 621) builds on *Social Work Practice with Individuals, Families, and Groups* (SOWK 544), *Human Behavior in the Social Environment* (SOWK 506) and *Introduction to Social Work Practice with Children, Youth, and Families* (SOWK 609) to advance theoretical knowledge and practice skills in working with adolescents, young adults, and their families. The course uses bio-psycho-social and systems/ecological perspectives in viewing adolescents and young adults in the context of their families and social environment. It focuses on understanding risk factors, developmental disruptions, and derailments in adolescence, young adulthood and family situations. The role of schools, other social institutions, the community, and the larger social environment, including state and national policies and their impact on adolescents, young adults and their families are explored. Current research that informs theory and practice with these age groups, in the areas of neuroscience, the role of adverse childhood experiences, resilience, and protective factors is considered. Students develop knowledge and skills in applying evidence based practices and interventions, including engagement, assessment, and diagnosis, as well as intervention and evaluation with adolescents, young adults and their families.
- **Policy and Macro Practice in Child, Youth and Family Services** (SOWK 627) builds on generalist practice content in *Policy and Advocacy in Professional Social Work* (SOWK 536) and prepares practitioners for innovative specialized macro practice in community and organizational settings serving children, youth and families. Students learn about policy processes and policy analysis, as well as the role of data, expertise and influence in decision-making. They are exposed to key

aspects of social innovation that are driving change in public and private agency services for children, youth, families and communities. Issues underlying recent changes in policy and macro practice discussed in the course include: collective impact, pay for success models, data driven decision-making, disruptive innovation, constructive disruption, return on investment, and governing by network.

Additional Specialized Practice Learning in the Classroom

In addition to the core courses described above, students in all program options are required to take a leadership course in their specialized area of practice. DCYF students enroll in identified sections of this course during the final semester of their studies where class discussion and assignment topics are keyed to issues of particular concern in family, youth and child serving agencies.

- **Leadership and Management in Social Work (SOWK 611).** In this course, students learn about leadership and management theories and evidence based models to enhance specialized practice with children, youth, and families. The course has three primary goals: (1) to self-discover and improve leadership and management skills focusing on positive and effective social change, (2) to examine how leadership works at different levels in organizations by exposing social work students to theory and application to real-world practice settings, and (3) to examine the roles, functions, and responsibilities of human service managers, including supervisors, community organizers and project planners working with systems touching children and families. Topics include: self- leadership analysis, the role of empathy in leadership, evidence-based mezzo and macro practices; management and organization practice; gender, cultural, and ethnic issues in resource development; and managing and working in complex settings. Increase in self-awareness of leadership and management competencies through self-rating questionnaires, exercises, assignments, instruments and case studies are integral aspects of learning.

Individualized study in an area of interest

In addition to required coursework, students are able to customize their education by selecting two related electives in particular areas of interest, if they choose to do so.

Military Social Work with Children and Families.

Clinical Practice with Military Families and Children (SOWK 640)

Theoretical and practical approaches to clinical practice with military affiliated families. Overview of common social issues in the military and veteran systems and demands on their family dynamic.

Clinical Practice with Service Members and Veterans (SOWK 641)

This course addresses the needs of service members and veterans at different developmental phases of the military life cycles, both holistically and within the context of their families and communities. In addition, theoretical and practical approaches to treatment of chronic stress, acute stress and trauma-related stress disorders are examined with the goal of advancing students' knowledge of best practices and current evidence-based models.

Military and Veterans Policy and Program Management (SOWK 650)

This course addresses how military and veteran policy and programs within the Departments of Defense and Veterans Affairs are developed and implemented to improve the health and wellbeing of service members, veterans and their families. Specific attention is given to policy and programs on the prevention and treatment of domestic violence, family maltreatment, sexual assault, suicide and substance abuse and other issues related to the military members, veterans, and their families. The roles of non-profits and veteran's advocacy groups in the formation of policy and programs are also highlighted.

School Social Work

Social Work Practice in School Settings (SOWK 614)

This course examines policies, theories and principles of social work practice in schools. Students will become familiar with roles and practices of social workers in schools, as well as with larger systemic trends, such as school-linked services and education reform. Students will learn prevention and intervention methods for school failure, as well as other behavioral and mental health problems. Students also will develop skills in critically analyzing educational programs and policies for preschool, elementary, and secondary schools functioning under public and private auspices.

Social Work in Early Care and Education Settings (SOWK 623)

This advanced elective is designed to enhance micro, mezzo and macro knowledge and skills for social work practice in early care and education settings, including programs providing early education, child development and family strengthening services in child care, school, and not-for-profit agency settings.

School Violence (SOWK 688)

Examines theoretical, empirical and practice-based literature on school violence including effects of violence on students' physical well-being, academic functioning, social relations, and emotional and cognitive development.

Field Education: Integrative Seminars and Field Practicum

- **Integrative Learning for Social Work Practice (SOWK 588)** extends and enhances core practice skills underlying social work service to individuals, families, groups, communities, and organizations. It builds on generalist practice content acquired in the first semester, particularly in the SOWK 589a course where students begin their field placement and participate in weekly practice labs. It draws on material first presented in *Human Behavior in the Social Environment (SOWK 506)*, *Social Work Practice with Individuals, Families and Groups (SOWK 544)* and *Policy and Advocacy in Professional Social Work (SOWK 536)*. The emphasis is on the integration of the core social work concepts of the systems paradigm and person-in-environment framework. Students remain with their SOWK 589a instructor and field placement while taking this integrative learning course, which is organized as a small group educational experience incorporating field knowledge and case vignettes that unfold weekly and focus on specialized practice with children, youth, and families. Problem based learning, the primary instructional approach, optimizes the students' focus on critical thinking, dialogue, exploration of theory, examination of practice, and policy analysis utilizing specific field experiences that involve children, youth, and families. The course provides a forum for learning and building practice skills through interaction, self-reflection, role-play, case discussion, and other experiential exercises designed to encourage student creativity. Students also have the opportunity to engage in activities that enhance professional communication. Skills include collaboration, critical thinking, communication and creativity.

- **Applied Learning in Field Education (SOWK 589b).** This course builds on generalist practice content acquired in the first semester, particularly in the SOWK 589a course where students begin their field placement and participate in weekly practice labs. Students remain with their SOWK 589a instructor – in this case as field liaison – and the first semester field placement in the campus based program options. In the online program option, students’ first semester placement was the virtual field placement; they begin field placement in 589b in an agency in their home community. This is a direct practice course in which students learn to apply coursework concepts while practicing in a field setting in their area of specialized practice with children, youth, and families. Students extend and enhance critical thinking and creativity by tailoring evidence-based interventions learned in the generalist practice semester to their specialized practice with children, youth, and families at the micro, mezzo and macro levels of practice. Students utilize effective collaboration and communication techniques in working with children, youth, and families, agency employees, other professionals, and USC faculty to enhance their development as professional social workers. The field placement consists of 1000 hours accrued during the first generalist practice semester and the three sequential semesters of specialized practice with children, youth, and families.
- **Integrative Learning for Advanced Social Work Education (SOWK 698a/b).** These two sequential courses build on SOWK 588 and generalist practice content from the first semester, SOWK 698a and b are offered through a small group approach based on problem based learning that incorporates field knowledge and case vignettes focusing on children, youth, and families. Students engage in critical thinking, focused dialogue, exploration of theory, and examination of practice and policy analysis of specialized practice with children, youth, and families. These courses focus on enhancing and extending understanding of evidence-based interventions specific to work with children, youth and families. The signature EBI of this course is Managing and Adapting Practice ([MAP](#)). The courses provide a forum for learning and building practice skills through interaction, self-reflection, role-play, case discussion, and other experiential exercises designed to encourage students’ creativity. Students have opportunities to engage in activities that enhance professional communication such as case presentations, posting of conversational comments on electronic platform, small group exercises, presentation of evidence-based interventions, among others.
- **Advanced Applied Learning in Field Education (SOWK 699a/b).** These two sequential courses provide the opportunity to students to apply and further enhance their practice by building on the generalist and specialized practice content from the first year. This advanced course provides students the opportunity to further develop social work skills and apply evidence-based interventions (EBI) in work with children, youth, and families at their field placement, enhancing and increasing their competencies. The focus deepens with regard to micro interventions in the specialized area of practice, and broadens from application of behavior theories and skills to include focus on professional presentation and communication skills. This course provides students with opportunities for discussion and critical analysis of the professional values and ethics that underlie social work practice as they are applied in the students’ field work experiences with children, youth, families, and the complex systems that serve them. These courses comprise 550 hours of field placement accrued during the third and fourth semesters of specialized practice.

Credential and workforce development and stipend programs

Students in the Children, Youth, and Families Department who reside in California may opt to participate in the Pupil Personnel Service Credential (PPSC) program or in one of four stipend programs.

Pupil Personnel Services Credential. Students in this program earn two credentials that prepare them for work in California school settings, a PPSC in school social work and a PPSC in child welfare attendance. The credential requires a field placement with a minimum of 600 hours in a school during the second year along with a required course: **Social Work Practice in School Settings** (SOWK 614)

USC Tri-County Behavioral Health Training Consortium (Tri-County) Stipend. This one-year stipend is available to students in on ground and virtual program options. It is earned in the second year of the MSW program requires a specific field placement that is part of the consortium and that focuses on serving children and transition age youth (TAY). The focus is to educate and train students in violence awareness and prevention, reducing the effects of trauma and depression, reducing risk factors for substance abuse and suicide, and increasing involvement of children, transition-age youth and their families in prevention and treatment of behavioral health disorders. Students are required to take two related courses. The goal is for graduates to take employment to serve the TAY population but it is not a requirement after the completion of the MSW degree.

University Consortium for Children and Families (UCCF) Stipend. This one-year stipend earned in the second year of the MSW program requires a second year field placement with the LA County Department of Children and Family Services (DCFS) in the Compton Regional Office, a secondary placement at a community agency (SHIELDS for Families), and completion of the course, **Social Work Practice in Public Child Welfare** (SOWK 619). It is possible that a student in the virtual program who resides in or near Los Angeles could receive it. Graduates are required to take employment at DCFS for a one-year payback period after completing the MSW degree.

LA County Department of Mental Health (DMH) Stipend. This one-year stipend earned in the second year of the MSW program requires a second year field placement with DMH or placement at one of its contracted community agencies, and completion of two required courses on social work practice that reflect the values and principles of the Mental Health Services Act. A student in the virtual program who lives near or in Los Angeles could receive it. Graduates are required to take employment at DMH or one of its contract agencies for a one-year payback period after completion of the MSW degree.

California Social Work Education Center (CalSWEC) Mental Health Stipend. This one-year stipend program earned in the second year of the MSW program also requires one year of employment at a mental health department in one of the 58 California counties or one of their contract agencies, and is available to students in on ground or virtual programs. Requirements for MSW students include second year placement at a county mental health agency or a contract agency along with two required courses on social work practice that reflect the values and principles of the Mental Health Services Act.

CalSWEC Public Child Welfare Stipend. This two-year stipend program requires two years of employment at a public child welfare agency in one of the 58 California counties. Requirements for MSW students include a first year placement in a community based agency serving child welfare families, a second year placement in a county public child welfare agency as well as the course, **Social Work Practice in Public Child Welfare** (SOWK 619).

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

Curriculum for DCYF students was designed by department faculty to reflect recent advances in science and research that shed new light on child and adolescent development and the life course of individuals, families and communities. The new time frame adopted by the school allows for three semesters of specialized practice, enabling the addition of substantial new course material and the fine-tuning of student learning opportunities over time and in multiple modalities.

The curriculum design team of the department of Children, Youth, and Families led and provided oversight to redesign of the departmental curriculum. The science behind developing understanding of children and families has been woven into core courses, field education and elective options. In comparison with our previous curriculum, some key topics that receive significantly more attention in the new design include: neuroscience and epigenetics, interactions of bio-psycho-social aspects of development, prevention and early intervention, trauma-informed interventions, social determinants of health, and interactions between communities and different service systems. Recognizing the difficulties that social workers sometimes encounter in communicating and working across service sectors, we added a new course on social work practice across settings.

The school's new one-semester model of generalist practice allowed the department to focus on deepening content on social work practice with children, youth, and families by extending the process of student growth in this specialized practice area over three semesters. After an introduction to the specialized practice area in the second semester, students focus on comparing and contrasting the developmental experiences of young children with those of adolescents and young adults in the third semester. Capstone experiences in the fourth semester are designed to help students enhance their understanding of policy, leadership and macro practice, in order to gain a more holistic understanding of the complex ecologies of family and community life. In this way, students learn to work effectively and ethically with children and families from the earliest years of childhood through adolescence and transition to adulthood, developing advanced knowledge and skills at micro, mezzo, and macro levels related to the specific issues driving 21st century social work practice with children, youth and families.

Integration of the field curriculum into CYF specialized practice curriculum

Students receive valuable hands-on practice experience through the completion of 1,000 field practicum hours at one or two agencies from service settings that align with this department such as health, mental health, early education, schools, child welfare and juvenile justice. In the first semester, students complete 16 hours a week of field practicum that include a two-hour practice lab. After the generalist semester, students are equipped with foundational skills in Motivational Interviewing, Problem-Solving Therapy and Cognitive Behavioral Therapy that are further developed in the three department semesters. In the second semester, students complete all 16 hours a week of field practicum at an agency and participate in a concurrent two-unit seminar. Students increase their field time to 20 hours a week starting in the second year of the program and in some cases, they may be able to remain at their original field site if the organization can facilitate advanced learning experiences. Students also participate in a one-unit field seminar where they learn to apply evidence-based interventions specific to this department. The new field seminar structure provides a consistent platform throughout the length of the program to debrief and learn from the field experiences of students placed at different agencies.

Horizontal integration and linkage of CYF specialized practice courses.

Semester 1. In the first semester (second in the program), specialized course work in children, youth and families begins with an introduction to micro, mezzo, and macro levels of practice in the field. **Introduction to Social Work Practice with Children, Youth and Families** (SOWK 609) deepens students' knowledge of theory and bio-psycho-social aspects of child development, first introduced in *Human Behavior in the Social Environment* (SOWK 506) in generalist practice, and orients students to evidence-informed models of practice for engaging children and families in developmentally and culturally appropriate ways. In **Social Work Practice with Children, Youth, and Families across Settings** (SOWK 610), students develop knowledge and skill in navigating the multiple and complex service settings in which they will be assessing and engaging the children and families they serve. In **Research and Critical Analysis for Social Work with Children and Families** (SOWK 608), students learn to critically analyze and apply different types of data, information and evidence to both inform and evaluate the services they deliver to children, youth, and families. The knowledge and skills gained in the course work are applied in student field settings in **Applied Learning in Field Education** (SOWK 589B), and then, to further solidify their knowledge of core concepts and support their application of practice skills, students complete the integrative field seminar, **Integrative Learning for Social Work Practice** (SOWK 588).

Semester 2. In the second semester of specialized practice (third semester in the program), the micro-mezzo-macro practice focus is on comparing and contrasting the developmental experiences and service needs of young children, adolescents, young adults, and their families. **Social Work Practice with Children and Families in Early and Middle Childhood** (SOWK 613) help students understand bio-psycho-social causes of developmental and functional problems in early childhood. Students develop skill in assessment, treatment planning, and evaluation of practice within the context of the family, its culture, and the service setting. In **Social Work Practice with Adolescents, Young Adults and Their Families** (SOWK 621), the unique developmental challenges and service needs of teens, young adults and their families are the focus. There is special emphasis on adverse child experiences (ACEs), and the ways in which early life upsets can continue to derail development into adolescence and young adulthood. The role of schools and other social institutions (e.g., the child welfare system), the community, and the larger social environment, including state and national policies, also are explored. The knowledge and skills gained in the course work are applied in student field settings in **Advanced Applied Learning in Field Education** (SOWK 699A), and the integration of core knowledge and practice skills is facilitated in **Integrative Learning for Advanced Social Work Practice** (SOWK 698A)

Semester 3. The third semester of specialized practice (fourth semester in the program) emphasizes macro practice, policy, and leadership to ensure students gain a more holistic understanding of the complex ecologies of family and their communities. In **Leadership and Management in Social Work** (SOWK 611), students learn theories of leadership and management and their application in real-world service settings. They engage in self-assessments to identify their own leadership and management styles, strengths, and areas for growth. Students integrate their knowledge of theories of leadership and management with CYF macro practice and the social innovation concepts introduced in **Policy and Macro Practice in Child, Youth and Family Services** (SOWK 627), where the role of data, expertise and influence in decision-making, as well as policy processes that shape the CYF service landscape are highlighted. The knowledge and skills gained in the course work continue to be applied in student field settings in **Integrative Learning for Advanced Social Work Practice** (SOWK 699B), and the integration of core knowledge and practice skills is facilitated in **Integrative Learning for Advanced Social Work Practice** (SOWK 698B)

Vertical integration and linkage of sequenced courses and field.

Micro practice.

In the first semester of specialized course work, **Introduction to Social Work Practice with Children, Youth and Families (SOWK 609)** builds on generalist courses, *Social Work Practice with Individuals, Families, and Groups (SOWK 544)* and *Human Behavior in the Social Environment (SOWK 506)* to highlight theory, research and practice models of particular relevance to practice with children, youth, and families. It introduces risk and protective factors and common problems at different stages of child and family development, and reiterates the role of epigenetics and neuroscience in assessment and practice with children, youth, and families. **Social Work Practice with Children, Youth, and Families across Settings (SOWK 610)** builds on *Human Behavior in the Social Environment (SOWK 506)* and *Science of Social Work (SOWK 544)*, as well as *Policy and Advocacy in Professional Social Work (SOWK 536)* and *The Science of Social Work (SOWK 546)* by focusing on the specific needs of children and families involved with and the unique challenges collaborating across multiple health, social and human service systems.

In the second semester of specialized course work, students deepen their micro, mezzo, and macro knowledge and skills in **Social Work Practice with Children and Families in Early and Middle Childhood (SOWK 613)** and **Social Work Practice with Adolescents, Young Adults and Their Families (SOWK 621)**. These courses continue to build on knowledge and skills developed in SOWK 506, 544, 609, and 610 to help students understand causal factors in the development of problems with children and families in early childhood, adolescence and young adulthood. Students learn to conduct thorough assessments and implement culturally appropriate, evidence-informed interventions consonant with the family, agency, and policy context.

Research, macro practice, and policy.

In the first semester of specialized course work, **Research and critical analysis for social work with children and families (SOWK 608)** builds on *The Science of Social Work (SOWK 546)* and provides further opportunities for students to develop and integrate knowledge and skills related to data, research, critical thinking and analysis to inform the development and evaluation of services for children, youth, and families. In the 3rd semester of specialized course work, **Policy and macro practice in child, youth and family services (SOWK 627)** builds on generalist practice content in *Policy and Advocacy in Professional Social Work (SOWK 536)* and the macro concepts introduced in SOWK 608. Students deepen their understanding of policy processes and analysis, as well as the role of data, expertise and influence in decision-making. They are exposed to key aspects of social innovation that are driving change in public and private agency services for children, youth, families and communities.

Field education.

The CYF curriculum requires student field internships as well as field seminars to help students integrate their classroom learning with their field experiences:

In the first semester of specialized training, **Applied Learning in Field Education (SOWK 589B)** course builds on the generalist curriculum and SOWK 589a, where students learn to apply coursework concepts while practicing in a CYF field setting or, for students in the Virtual Academic Center, in the virtual field practicum. 589B students extend and enhance critical thinking and creativity by tailoring evidence-based interventions to their specialized practice with children, youth, and families at the micro, mezzo and

macro levels of practice. In the 2nd and 3rd semesters of specialized training, **Advanced Applied Learning in Field Education (SOWK 699a/b)** provides the opportunity for students to apply and further enhance their practice by building on the generalist and specialized practice content from the first year. This focus of these advanced courses deepens with regard to micro interventions in the specialized area of practice, and broadens from application of theories and skills to include focus on professional presentation and communication skills.

In the first semester of specialized course work, **Integrative Learning for Social Work Practice (SOWK 588)** builds on SOWK 589A, the generalist course where students begin their field placement and participate in weekly practice labs, as well as SOWK 506, 536, and 544. The emphasis is on the integration of core theory, practice, and policy concepts learned in the classroom with students' field experiences. In the 2nd and 3rd semesters of specialized course work, **Integrative Learning for Advanced Social Work Practice (SOWK 698a/b)** builds on SOWK 588 and the generalist curriculum to deepen understanding of evidence-based interventions specific to work with children, youth and families. Students engage in critical thinking, focused dialogue, exploration of theory, and examination of services and policies in specialized practice with children, youth, and families.

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 Children, Youth and Families concentration builds on generalist competencies by focusing specifically on children, youth and families and the agencies that serve them. The concentration curriculum and field experiences extend and enhance the core social work competencies, adding depth, specificity, and complexity to content related to prevention and early intervention, promoting and sustaining healthy children and youth and the social environments in which they live, as well as on service programs showing the best results for families with diverse racial, ethnic and socioeconomic backgrounds. Students develop the skills and experience needed to help families cope with psychological and social issues at home, school or in the community.

Below, we present the text of each specialized competency and associated behaviors, preceded by a brief summary of how it builds on generalist competencies.

Competency 1. Demonstrate Ethical and Professional Behavior

Summary. This competency extends skills and knowledge learned in the generalist curriculum to enable students to analyze value and ethical dilemmas relating to children and their families.

Text. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact children, youth, and families at the micro, mezzo, and macro levels. Social workers employ ethical decision-making and critical thinking when working with children, youth, and families. Social workers understand the distinctions between personal and professional values and apply rigorous self-reflection to monitor the influence of personal experiences and affective reactions as they make professional judgments and decisions in their work with children, youth, and families. Social workers understand social work roles and the roles of other professionals involved in the lives of children and families, and use collaboration to positively impact the lives of their clients in a variety of contexts. Social workers specializing in work with children, youth, and families recognize the

importance of life-long learning and continual updating of knowledge and skills for effective and responsible practice. Social workers use technology ethically and responsibly in their work with children, youth, and families.

Social workers:

- demonstrate understanding of social work role and interdisciplinary team roles within and across family service sectors.
- consistently employ critical appraisal of the influence of their own personal experiences as part of decision-making in their practice with children, youth, families, groups, organizations, and communities.

Competency 2. Engage Diversity and Difference in Practice

Summary. This competency adds complexity regarding diversity and difference by expecting that students will be able recognize and communicate an understanding of the role of life experiences, religion and spirituality, immigration, poverty, oppression, marginalization or privilege in the formation of family culture and identity.

Text. Social workers seek to further their comprehension as to how diversity and difference characterize and shape the human experience in relation to the critical formation of identity as families develop and children grow physically and emotionally. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers are aware of their own intersectionality of differences and how this may impact their practice with the children, youth and families they serve. Social workers who work with children, youth, and families seek to understand how life experiences arising from oppression, poverty, marginalization, or privilege and power, can affect family culture and identity, as well as individual growth and development. Social workers recognize the extent to which social structures, social service delivery systems, values and cultural systems may oppress, marginalize, alienate, exclude, or create or enhance privilege and power among children youth, and families.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences of children and families when practicing at the micro, mezzo, and macro levels.
- demonstrate understanding of the impact and influence of culture on identity development of children, youth, and families.

Competency 3. Advance Human Rights and Social, Economic and Environmental Justice

Summary. This competency further develops the generalist practice competency by expecting students in the CYF department to be able to use strategies designed to eliminate oppressive structural barriers to

ensure more equitable distribution of social goods and services and to protect the rights of children, youth, and families.

Text. Social workers understand that every child, young person, and family member, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and employ social justice strategies to promote social and economic justice and human rights for children and families and the communities in which they live. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of social goods, rights, services, and responsibilities and to protect the civil, political, environmental, economic, social, and cultural rights of children, youth, and families. Social workers are aware of the historical and current impact of colonization and globalization on children, youth and families, and incorporate social justice practices to bear witness to and actively dismantle oppression and foster liberation.

Social workers:

- incorporate social justice practices in advocating for policies that promote empowerment in vulnerable children, youth and families.
- analyze and consider the human rights and social justice aspects of interventions with children, youth, and families.

Competency 4. Engage in Practice-Informed Research and Research-Informed Practice

Summary. This competency builds on generalist practice by teaching students how to critically analyze and utilize various forms of data such as agency administrative data, public data and empirical data sources, to inform their practice within the field of children, youth and families.

Text. Social workers understand quantitative and qualitative research methods and their respective roles in advancing scientific knowledge related to practice and evaluation of practice with children, youth, and families. Social workers use scientific, ethical, and culturally informed approaches to building knowledge related to practice with children, youth, and families. Social workers utilize various forms of data such as agency administrative data, public data and empirical data sources, to inform their practice within the field of children, youth and families. They understand that evidence that informs practice derives from multiple domains and ways of knowing. They understand the processes for translating research findings into effective practice, and use the knowledge to inform research inquiry through critical analysis. Social workers utilize data to inform and evaluate practice with this population and understand how to measure outcomes as part of the evaluation process evaluations.

Social workers:

- critically appraise research evidence in order to improve service delivery with regards to child, youth and family services.
- apply various forms of data to inform practice with children, youth, and families.

Competency 5. Engage in Policy Practice

Summary. Using generalist practice skills and knowledge, and an enhanced understanding of the history and current structures of social policies and services affect service delivery to children, youth, and families, students develop the capacity to effectively participate in policy development, implementation and evaluation within child and family practice settings at micro, mezzo, and macro levels.

Text. Social workers understand that human rights, social justice and social welfare of children, youth and families are mediated in the larger social environment and particularly by policy and its implementation at the federal, state, and local levels. Social workers understand how the history and current structures of social policies and services affect service delivery to children, youth, and families, specifically focused on vulnerable, oppressed and those living in poverty. They understand their role in policy development, implementation and evaluation within child and family practice settings at micro, mezzo, and macro levels. Social workers understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy, and are knowledgeable about policy formulation, implementation, and evaluation.

Social workers:

- identify policy and resource contexts of child, youth and family services at the local, state, and federal levels.
- evaluate social policies with regard to their impact on the well-being of children, youth, and families at micro, mezzo, and macro levels.

Competency 6. Engage with Individuals, Families, Groups, Organizations and Communities

Summary. This competency extends generalist knowledge and practice skills for engagement to developing an understanding of the complex, dynamic and interactive nature of engagement with, and on behalf of, diverse children, youth, and families.

Text. Child and family social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse children, youth, and families. They understand the importance of significant relationships and development from an ecological perspective with an understanding of risk and protective factors and how these interact within the larger social environment. Social workers utilize theories of human behavior and the social environment to facilitate engagement with their clients and the groups, organizations, institutions, and communities that impact them. Social workers understand and utilize varied engagement strategies to advance practice effectiveness with diverse children, youth, and families and thus advance social, economic and environmental justice within marginalized communities. Social workers understand that their personal experiences and affective reactions may have an impact on their ability to effectively engage with diverse families and children. Social workers understand the role of relationship-building and inter-professional collaboration in facilitating engagement with children, youth, and families.

Social workers:

- apply knowledge of human behavior and the social environment and development to engage with children, youth, and families in a culturally and developmentally appropriate manner.
- utilize empathy, reflection, and interpersonal skills to effectively engage children, youth, and families and build collaborative relationships within and across family service sectors.

Competency 7. Assess Individuals, Families, Groups, Organizations and Communities

Summary. Students in the Children, Youth and Families department extend their assessment skills by being able to use culturally informed and varied assessment methods to capture the diverse strengths, resources, and needs of children, youth and families, and of the groups, organizations, and institutions that play important parts in their lives.

Text. Social workers use their knowledge of theories of human behavior and the social environment to inform ongoing assessment as they work with diverse children, youth, and families, as well as with the groups, organizations, and institutions that play important parts in their lives. Social workers use culturally informed and varied assessment methods to capture the diverse strengths, resources, and needs of children, youth and families, which, in turn, advance the effectiveness of their practice. Social workers work collaboratively with other service providers involved in the family’s life in order to obtain a comprehensive understanding of the family system to enhance the assessment process. Social workers are mindful of the potential influence of their personal experiences and affective reactions on the processes of assessment with children, youth, and families.

Social workers

- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Competency 8. Intervene with Individuals, Families, Groups, Organizations and Communities

Summary. Students in CYF develop the skills necessary to identify, analyze and implement evidence-informed interventions to achieve family and agency goals, including interdisciplinary, inter-professional, and inter-organizational collaboration when appropriate.

Text. Social workers are knowledgeable about the evidence-informed interventions for children, youth, and families that can best help them to achieve the goals of their diverse clients. Social workers are able to critically evaluate and apply theories of human behavior and the social environment to intervene effectively with their clients in child and family practice settings. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve family and agency goals. Social workers understand the importance of inter- professional teamwork and communication in interventions, and employ strategies of interdisciplinary, inter- professional, and inter-organizational collaboration to achieve beneficial outcomes for children, youth, and families.

Social workers:

- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- critically select and apply interventions for their practice with children, youth, and families, based on thoughtful assessment of needs and the quality of available evidence.

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

Summary. Evaluation of practice is extended to focus on the development of knowledge and skills of formal and informal methods of evaluation to advance the effectiveness of practice, policy, and service delivery to children, youth, and families.

Text. Social workers recognize that evaluation must be an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse children, youth, and families, and the groups, organizations and communities that play important parts in their lives. Social workers use their knowledge of qualitative and quantitative methods, and theories of human behavior in their evaluation of practice processes and outcomes of their work with children, youth, and families. Social workers engage in self-reflection to evaluate how their personal and professional experiences may have impacted their work. These formal and informal methods of evaluation advance the effectiveness of practice, policy, and service delivery to children, youth, and families.

Social workers:

- critically analyze, monitor, and evaluate intervention and program processes and outcomes when working with children, youth, families and communities.
- use evaluation of their interventions in child, youth, and family settings to identify gaps in skills or in intervention methods in order to increase future practice effectiveness.

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.

The curriculum matrix for the Department of Children, Youth, and Families illustrates the implementation of the nine required social work competencies across required courses. The nine competencies are addressed more times in the curriculum than are captured in the matrix; here we point to areas of content or assignments where competencies are highlighted. For each competency, we identify either a specific assignment in a course, or the unit(s) in a course in which the competency is addressed. Competencies may be taught through structured or unstructured class discussion, in small groups or in the class as a whole, through readings assigned for that unit, through assignments, or through class exercises or activities related to the competency. The matrix breaks out the domains for competencies 6 through 9, so that implementation as it applies to individuals, families, groups, organizations, and communities can be seen.

Department of Children, Youth & Families Curriculum Matrix

Competency	Course(s)	Course Unit(s)	Course Content	Dimension(s)	Page Number in Volume 2
Competency 1. Demonstrate Ethical and Professional Behavior	SOWK 610 Social Work Practice with Children and Families Across Settings	Units 1, 2, 5, 7, 14	Readings	Knowledge	901,903, 904, 907
		Units 1, 2, 5, 7, 14	Class Discussion	Cognitive/affective reaction, Values	
			Assignment 1: Transferable skills paper	Knowledge, Skills	898
			Assignment 3: Oral presentation: Collaborative plan for two settings	Cognitive/affective reaction, Skills	
	SOWK 699a Applied Learning in Field Education- CYF	Units 7-9	Readings	Knowledge	2128
		Units 7-9	Class Discussion	Cognitive/affective reaction, Values	
Competency 2. Engage Diversity and Difference in Practice	SOWK 613 Social Work Practice with Children & Families in Early & Middle Childhood	Units 2 & 10	Readings	Knowledge	1005, 1012
		Units 2 & 10	Class Discussion	Cognitive/affective reaction, Values	
			Assignment 2: Reflective Journal	Cognitive/affective reaction, Values	1000
	SOWK 611 Leadership and Management in the Social Work Profession	Unit 13	Readings	Knowledge	933
		Units 13	Class Discussion	Cognitive/affective reaction, Values	
Competency 3. Advance Human Rights and Social, Economic, and	SOWK 627 Policy & Macro Practice in Children, Youth & Family Services	Units 1-5, 14, 15	Readings	Knowledge	1096-1097, 1102
		Units 1-5, 14, 15	Class Discussion	Cognitive/affective reaction, Values	

Environmental Justice			Assignment 1: Policy Analysis	Skills	1091
Competency 4. Engage In Practice-informed Research and Research-informed Practice	SOWK 608 Research and Critical Analysis for Social Work with Children and Families.	Units 6-9	Readings	Knowledge	848-849
		Units 6-9	Class Discussion	Cognitive/affective reaction, Values	
			Assignment 1: Critical analysis of research	Cognitive/affective reaction	840
			Assignment 2: Using data to identify problems and service needs	Skills	840
			Assignment 3: Using data to inform and evaluate practice	Knowledge, Skills	840-841
Competency 5. Engage in Policy Practice	SOWK 627 Policy & Macro Practice in Children, Youth & Family Services	Unit 5	Readings	Knowledge	1097
		Unit 5	Class Discussion	Cognitive/affective reaction, Values	
Competency 6: Engage with					
Individuals	SOWK 609 Introduction to Social Work Practice with Children, Youth and Families	Unit 2	Readings	Knowledge	872
		Unit 2	Class Discussion	Cognitive/affective reaction, Values	
Families	SOWK 609 Introduction to Social Work Practice with Children, Youth and Families	Units 2, 3	Readings	Knowledge	872-873
		Units 2, 3	Class Discussion	Cognitive/affective reaction, Values	
	SOWK 621 Social Work Practice with Adolescents, Young Adults and Their Families	Unit 4	Readings	Knowledge	1041
		Unit 4	Class Discussion	Cognitive/affective reaction, Values	
Groups	SOWK 621	Unit 5	Readings	Knowledge	

	Social Work Practice with Adolescents, Young Adults and Their Families	Unit 5	Class Discussion	Cognitive/affective reaction, Values	1042
Organizations	SOWK 610 Social Work Practice with Children and Families Across Settings	Unit 2	Readings	Knowledge	901
		Unit 2	Class Discussion	Cognitive/affective reaction, Values	
			Assignment 3: Collaborative Plan Paper and Presentation	Skills	898
Communities	SOWK 627 Policy & Macro Practice in Children, Youth & Family Services	Unit 3	Readings	Knowledge	1096
		Unit 3	Class Discussion	Cognitive/affective reaction, Values	
Competency 7: Assess:					
Individuals	SOWK 609 Introduction to Social Work Practice with Children, Youth and Families	Units 2, 3	Readings	Knowledge	872-873
		Units 2, 3	Class Discussion	Cognitive/affective reaction, Values	
	SOWK 621 Social Work Practice with Adolescents, Young Adults and Their Families	Units 1, 2	Readings	Knowledge	1038-1039
		Units 1, 2	Class Discussion	Cognitive/affective reaction, Values	
Families	SOWK 609 Introduction to Social Work Practice with Children, Youth and Families	Units 2, 3	Readings	Knowledge	872-873
		Units 2, 3	Class Discussion	Cognitive/affective reaction, Values	
	SOWK 621 Social Work Practice with Adolescents, Young Adults and Their Families	Unit 4	Readings	Knowledge	1041
		Unit 4	Class Discussion	Cognitive/affective reaction, Values	
Groups	SOWK 621	Unit 5	Readings	Knowledge	1042

	Social Work Practice with Adolescents, Young Adults and Their Families	Unit 5	Class Discussion	Cognitive/affective reaction, Values	
Organizations	SOWK 610 Social Work Practice with Children and Families Across Settings		Assignment 1: Organizational Analysis of Host Setting	Skills, Cognitive/Affective reaction	898
Communities	SOWK 627 Policy & Macro Practice in Children, Youth & Family Services	Unit 9	Readings	Knowledge	1099
		Unit 9	Class Discussion	Cognitive/affective reaction, Values	
Competency 8: Intervene with:					
Individuals	SOWK 698a Integrative Learning for Advanced Social Work Practice		Assignment 3: Evidence-Based Interventions-Enhanced Skills	Cognitive/affective reaction Knowledge	1993
Families	SOWK 621 Social Work Practice with Adolescents, Young Adults and Their Families	Unit 4	Readings	Knowledge	1041
		Unit 4	Class Discussion	Cognitive/affective reaction, Values	
Groups	SOWK 621 Social Work Practice with Adolescents, Young Adults and Their Families	Unit 5	Readings	Knowledge	1042
		Unit 5	Class Discussion	Cognitive/affective reaction, Values	
Organizations	SOWK 608 Research and Critical Analysis for Social Work with Children and Families.		Assignment 3: Using Data to Inform and Evaluate Practice	Skills, Cognitive/Affective	898
Communities	SOWK 627 Policy & Macro Practice in Children, Youth & Family Services	Units 3, 13	Readings	Knowledge	1096, 1101
		Units 3, 13	Class Discussion	Cognitive/affective reaction, Values	

Competency 9: Evaluate Practice with:					
Individuals	SOWK 613 Social Work Practice with Children & Families in Early & Middle Childhood		Assignment 1: Research Paper	Knowledge, Cognitive/Affective	1000
Families	SOWK 621 Social Work Practice with Adolescents, Young Adults and Their Families	Unit 4	Readings	Knowledge	1041
		Unit 4	Class Discussion	Cognitive/affective reaction, Values	
Groups	SOWK 621 Social Work Practice with Adolescents, Young Adults and Their Families	Unit 5	Readings	Knowledge	1042
		Unit 5	Class Discussion	Cognitive/affective reaction, Values	
Organizations	SOWK 608 Research and Critical Analysis for Social Work with Children and Families.	Unit 10	Readings	Knowledge	850
		Unit 10	Class Discussion	Cognitive/affective reaction, Values	850
			Assignment 3: Using Data to Inform and Evaluate Practice	Knowledge, Skills	898
Communities	SOWK 627 Policy & Macro Practice in Children, Youth & Family Services	Unit 13	Readings	Knowledge	1101
		Unit 13	Class Discussion	Cognitive/affective reaction, Values	

Addendum

Part-time study in the Department of Children, Youth and Families

The USC Suzanne Dworak-Peck School of Social Work offers 6-semester and 8-semester structured part-time programs in both on ground and online program options to enable students who cannot pursue full-time study to obtain the MSW. These programs are sought after by working adults who cannot carry a full-time course load due to work, family or other personal commitments.

Table 2 illustrates the 6-semester specialized practice curriculum of the Children, Youth and Families concentration. Generalist practice is completed in the first 3 semesters. The final three semesters of specialized practice in the part-time program are identical to those in the full-time program.

Table 2

**Course progression for 6-semester curriculum in
Department of Children, Youth and Families**

Generalist Curriculum		
Semester	Course	Units
1	SOWK 506: Human Behavior and the Social Environment	3
	SOWK 536: Policy and Advocacy in Professional Social Work	3
	Total Units	6
2	SOWK 546: Science of Social Work	3
	Elective	3
	Total Units	6
3	SOWK 544: Social Work Practice with Individuals, Families and Groups	3
	SOWK 589a: Applied Learning in Field Education	3
	Total Units	6
Department of Children, Youth and Families		
Semester	Course	Units
4	SOWK 608: Research and Critical Analysis for Social Work with Children and Families	3
	SOWK 609: Introduction to Social Work Practice with Children, Youth and Families	3
	SOWK 610: Social Work Practice with Children and Families Across Settings	3
	SOWK 589b: Applied Learning in Field Education	3
	SOWK 588: Integrative Learning for Social Work Practice	2
	Total Units	14

5	SOWK 613: Social Work Practice with Children and Families in Early and Middle Childhood	3
	SOWK 621: Social Work Practice with Adolescents, Young Adults and their Families	3
	SOWK 699a: Advanced Applied Learning in Field Education	4
	SOWK 698a: Integrative Learning for Advanced Social Work Practice	1
	Elective	3
	Total Units	14
6	SOWK 611: Leadership and Management in Social Work	3
	SOWK 627: Policy and Macro Practice in Children, Youth and Family Services	3
	SOWK 699b: Advanced Applied Learning in Field Education	4
	SOWK 698b: Integrative Learning for Advanced Social Work Practice	1
	Elective	3
	Total Units	14
TOTAL UNITS		60

Table 3 illustrates the 8-semester part-time curriculum for students in the Children, Youth and Families concentration. Generalist practice is completed in the first 3 semesters. The specialized practice curriculum is completed in the final 5 semesters.

Table 3

**Course progression for 8-semester curriculum in
Department of Children, Youth and Families**

Generalist Curriculum		
Semester	Course	Units
1	SOWK 506: Human Behavior and the Social Environment	3
	SOWK 536: Policy and Advocacy in Professional Social Work	3
	Total Units	6
2	SOWK 546: Science of Social Work	3
	Elective	3
	Total Units	6
3	SOWK 544: Social Work Practice with Individuals, Families and Groups	3
	SOWK 589a: Applied Learning in Field Education	3
	Total Units	8
Department of Children, Youth and Families		

Semester	Course	Units
4	SOWK 608: Research and Critical Analysis for Social Work with Children and Families	3
	SOWK 588: Integrative Learning for Social Work Practice	2
	SOWK 589b: Applied Learning in Field Education	3
	Total Units	8
5	SOWK 609: Introduction to Social Work Practice with Children, Youth and Families	3
	SOWK 610: Social Work Practice with Children and Families Across Settings	3
	SOWK 699a: Advanced Applied Learning in Field Education	4
	SOWK 698a: Integrative Learning for Advanced Social Work Practice	1
	Total Units	11
6	SOWK 627: Policy and Macro Practice in Children, Youth and Family Services	3
	SOWK 699b: Advanced Applied Learning in Field Education	4
	SOWK 698b: Integrative Learning for Advanced Social Work Practice	1
	Total Units	6
7	SOWK 621: Social Work Practice with Adolescents, Young Adults and their Families	3
	SOWK 613: Social Work Practice with Children and Families in Early and Middle Childhood	3
	Elective	3
	Total Units	9
8	SOWK 611: Leadership and Management in Social Work	3
	Elective	3
	Total Units	6
TOTAL UNITS		60

Department of Community, Organization, and Business Innovation (COBI)¹

Accreditation Standard M2.1 – Specialized Practice

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

The Department of Community, Organization, and Business Innovation (COBI) prepares students for social work practice that focuses on communities, organizations, businesses, and government. Specifically, students in the COBI department are trained to drive and lead positive change in communities, organizations, businesses and government. The curriculum emphasizes 1) critical thinking about the need for change, 2) creativity and innovation in formulating solutions, 3) collaborative action with the population and arena in which the problem occurs, and 4) effective communication to and with diverse groups. Upon completion of COBI courses and fieldwork, students will be equipped to become change agents who can further social justice through community, organization, and business interventions; fill management and leadership positions in traditional and non-traditional human service organizations; and join the search for sustainable, innovative, and effective solutions to the grand challenges of social work. The curriculum builds on generalist practice through courses, assignments and field experiences that address macro and mezzo dimensions of social work practice with businesses, organizations, communities, and government. The COBI curriculum is offered as described below in on ground and online program options.

Table 1 summarizes the COBI curriculum, followed by a listing of elective courses and detailed discussion of how COBI courses extend and enhance the competencies learned in generalist practice. (Course progression for part-time students in the COBI department is presented in **Tables 2** and **3** in an addendum at the conclusion of this section, following the curriculum matrix.

¹ Effective June 2017, the COBI department name will be changed to Social Change and Innovation (SCI).

**Table 1 – Course Progression for Full-time Study
for students in the Department of
Community, Organization, and Business Innovation**

Generalist Curriculum		
Semester	Course	Units
1	SOWK 506: Human Behavior in the Social Environment	3
	SOWK 536: Policy and Advocacy in Professional Social Work	3
	SOWK 544: Social Work Practice with Individuals, Families, and Groups	3
	SOWK 546: Science of Social Work	3
	SOWK 589A: Applied Learning in Field Education	3
	Total Units	15
Department of Community, Organization, and Business Innovation (COBI)		
Semester	Course	Units
2	SOWK 672 Social Work in Business Settings	3
	SOWK 648 Management & Organization Development	3
	SOWK 629 Evaluation and Research for Community, Organization, & Business Environments	3
	SOWK 588: Integrative Learning for Social Work Practice	2
	SOWK 589B: Applied Learning in Field Education	3
	Elective	3
	Total Units	17
3	SOWK 679 Organizational Group Behaviors and Interventions	3
	SOWK 639 Policy Advocacy & Social Change	3
	SOWK 698A: Integrative Learning for Advanced Social Work Practice	4
	SOWK 699A: Advanced Applied Learning in Field Education	1
	Elective	3
	Total Units	14
4	SOWK 684 Community Practice for Social Innovation	3
	SOWK 611 Leadership and Management in Social Work	3
	SOWK 698B: Integrative Learning for Advanced Social Work Practice	4
	SOWK 699B: Advanced Applied Learning in Field Education	1
	Elective	3
	Total Units	14
	TOTAL	60

Sample Electives

SOWK 650: Military and Veterans Policy and Program Management

SOWK 664: Consultation, Coaching and Social Entrepreneurship

SOWK 665: Program Development & Grant Writing for Social Workers

SOWK 668: Social Work and Law

SOWK 670: Global Dimensions in Social Policy and Social Work Practice

SOWK 681: Managing Diversity in a Global Context

COBI Curriculum

Six core courses, a leadership course, and field education courses provide the framework, substance, and practice skills for students engaged in social work practice with businesses, organizations, communities, and government across diverse settings.

- **Evaluation and Research for Community, Organization, & Business Environments (SOWK 629)** provides students with the skills necessary to critically analyze and apply research evidence to inform and enhance social work practice within community, organization and business environments. Students further develop skills in locating, interpreting, appraising and integrating available data and research first learned in *Science of Social Work* (SOWK 546). Specifically, students develop skills in collecting data to determine not only whether something worked, but also to understand what works for whom, and under what conditions. They learn to systematically analyze various types of data (e.g., empirical data, databases, technical reports) to conduct rigorous program evaluations, as well as to identify and utilize research based assessments and evidence to inform decision-making and enhance the impact of social work practice.
- **Policy Advocacy & Social Change (SOWK 639)** builds on the advocacy tools, processes, and models introduced in generalist *Policy and Advocacy in Professional Social Work* (SOWK 536) to furnish students with a conceptual framework that helps them to formulate, implement and/or evaluate policies at local, state and federal levels. Throughout the course, ethical dilemmas inherent in achieving equity, efficiency, liberty, and security through social policy and community building processes, including social, economic and distributive justice are examined. The course highlights the ways in which students can utilize policy advocacy in their own social work practice.
- **Management & Organization Development (SOWK 648)** introduces students to methods and principles of management focusing on health and human service organizations, including strategic management, financial analysis, and innovative project development in social work. It builds on the understanding of financing, program implementation and advocacy interventions introduced in generalist *Policy and Advocacy in Professional Social Work* (SOWK 536) to examine in greater depth theories on the roles, functions, and responsibilities of social services managers, including supervisors, community organizers and project planners working in urban social work agencies. It extends knowledge of how systems promote or impede, well-being, and resiliency learned in *Human Behavior in the Social Environment* (SOWK 506) by focusing on practice with a culturally diverse workforce and community groups experiencing severe social problems, so that social services can be provided justly, efficiently, and effectively. Topics covered include: evidence-based social work practices, management and organizational

practice, finance, diversity issues in resource development, and managing change and designing services in complex settings.

- **Social Work in Business Settings** (SOWK 672) prepares students for specialized practice in work environments with an understanding of the historical development and current realities of work environments and the evolving roles of social workers practicing in business settings. The course builds on *Human Behavior in the Social Environment* (SOWK 506) by providing an in-depth understanding of the application of the person-in-environment, bio-psycho-social perspective at the organizational level. Knowledge, skills and values introduced in *Social Work Practice with Individuals, Families and Groups* (SOWK 544) are further developed to allow students to understand and assess the roles, interventions and best practices traditionally associated with social work in business settings. The course enhances skills gained in *Policy and Advocacy in Professional Social Work* (SOWK 536) by equipping students to analyze and apply international, national, state and organizational policies to specific problems and accompanying interventions that currently impact the workplace and the lives of workers.
- **Organizational Group Behaviors and Interventions** (SOWK 679) deepens knowledge first acquired in *Human Behavior in the Social Environment* (SOWK 506) by concentrating on human behavior in organizational and work-related environments, in order to prepare students for mezzo practice in these settings. Building on assessment skills learned in *Social Work Practice with Individuals, Families and Groups* (SOWK 544), students gain the ability to assess a specific group or team's needs, and design and implement an intervention plan, while critically applying knowledge of human behaviors and theories of mezzo interventions. Students increase their knowledge of group intervention skills including group assessment, training, facilitation, strategic planning, debriefing, and innovative approaches to address organizational needs such as organizational planning and development, team building, inclusion and conflict response.
- **Community Practice for Social Innovation** (SOWK 684) prepares students to work effectively within complex and community settings. The course builds on *Human Behavior in the Social Environment* (SOWK 506) by providing an in-depth understanding of the application of the person-in-environment, bio-psycho-social perspective at the community level. Students attain the skills necessary to apply knowledge of innovation, community development, capacity building, and social change paradigms as methods of practice in different settings and with diverse populations in order to select appropriate strategies for promoting and implementing change. Further advancing material first covered in *Social Work Practice with Individuals, Families and Groups* (SOWK 544), students' ability to critically evaluate the value conflicts and ethical dilemmas represented by personal and professional values and their application to social work practice in community settings is deepened.

Additional Specialized Practice Learning in the Classroom.

In addition to the core courses described above, all students are required to take a leadership course. COBI students enroll in departmentally identified sections of this course during the final semester of their studies where class discussion and assignment topics are keyed to issues of mezzo and macro practice in diverse settings.

- **Leadership and Management in Social Work** (SOWK 611). In this course, students learn about

leadership and management theories and evidence based models to enhance specialized practice in business, organizational, community, and government settings. The course has three primary goals: (1) to self-discover and improve leadership and management skills focusing on positive and effective social change, (2) to examine how leadership works at different levels in organizations by exposing social work students to theory and application to real-world practice settings, and (3) to examine the roles, functions, and responsibilities of human service managers, including supervisors, community organizers and project planners working in diverse fields of social work practice. Assignments and readings relate to the role and implementation of leadership skills in social work practice in work-related settings. Topics include: self- leadership analysis, the role of empathy in leadership, evidence-based mezzo and macro practices; management and organization practice; gender, cultural, and ethnic issues in resource development; and managing and working in complex settings. Increase in self-awareness of leadership and management competencies through self-rating questionnaires, exercises, assignments, instruments and case studies are integral aspects of learning.

Individualized study in an area of interest.

In addition to six core courses and the leadership course, students may individualize their learning by selecting advanced electives in an area of particular interest, as listed below.

Military Social Work

- **Treating Trauma and Post Traumatic Stress (SOWK 641).** Theoretical and practical approaches to trauma for use in treatment of PTSD. Advances students' knowledge of best practices and current evidence-based models on PTSD.
- **Military and Veteran Policy and Program Management (SOWK 650).** Provides content on the development and implementation of military and veteran policy and programs including family advocacy, prevention of sexual assault, suicide, alcohol/substance use and homelessness.

Social Work in Business

- **Organizational Practice and Development in Business Environments (SOWK 658).** Prepares students for organizational practice and program development in business environments, emphasizing organizational change initiatives, employee program development and corporate social responsibility initiatives.
- **Social Work in Business Settings (SOWK 672).** Examines the roles social workers play in business, including how their skills can integrate and support business practice, and how the profession can impact internal/external business environments.
- **Organizational Group Behaviors and Interventions (SOWK 679).** Emphasizing group and organizational dynamics, this course provides an understanding of human behavior in work-related environments, and prepares students for mezzo practice in these settings.

Global Social Work

- **COBI department Global Immersion (SOWK 607).** Using an immersion experience in the Philippines as a case study, develops students' understanding and awareness of political, economic, social and cultural contexts through a feminist perspective.
- **Global Dimensions in Social Policy and Social Work Practice (SOWK 670).** Exploration and

critique of the impact of political, economic, cultural, religious and environmental factors upon social welfare policies, social work practice, and social development globally.

- **Managing Diversity in the Global Context** (SOWK 681). Interdisciplinary approach to innovative practices that increase inclusiveness and productivity in the workplace.

Field Education: Integrative Seminars and Field Practicum

- **Integrative Learning for Social Work Practice** (SOWK 588). This course concentrates on extending and enhancing core practice skills underlying social work practice with individuals, families, groups, communities, and organizations. It builds on generalist practice content acquired during the first semester, particularly in SOWK 589a where students begin field placement and participate in weekly practice labs. It draws on material first presented in *Human Behavior in the Social Environment* (SOWK 506), *Social Work Practice with Individuals, Families and Groups* (SOWK 544) and *Policy and Advocacy in Professional Social Work* (SOWK 536). The emphasis is on integration of the core social work concepts of the systems paradigm and person-in-environment framework. Students remain with their SOWK 589a instructor and field placement while taking this integrative learning seminar, organized as a small group educational experience incorporating field knowledge and case vignettes that unfold weekly. Problem based learning, the primary instructional approach, optimizes the students' focus on critical thinking, dialogue, exploration of theory, examination of practice, and policy analysis utilizing specific field experiences in the COBI area of specialized practice. The course provides a forum for learning and building practice skills through interaction, self-reflection, role-play, case discussion, and other experiential exercises designed to encourage student creativity. Students also have the opportunity to engage in activities that enhance professional communication. Skills include collaboration, critical thinking, communication and creativity.
- **Applied Learning in Field Education** (SOWK 589b). This course builds on generalist practice content acquired in the first semester, particularly in the SOWK 589a course where students begin their field placement and participate in weekly practice labs. Students remain with their SOWK 589a instructor – in this case as field liaison – and field placement. SOWK 589b is a practicum in which students learn to apply coursework concepts while practicing in a field setting in their area of specialized practice with individuals, groups, businesses, organizations, and communities. The field liaison serves as an educator, consultant and coach to emphasize the four C's of field education at USC: 1) collaboration, 2) communication, 3) creativity, and 4) critical thinking. Students extend and enhance critical thinking and creativity by tailoring evidence-based interventions learned in the generalist practice semester to their area of specialized practice at the micro, mezzo and macro levels of practice. Students utilize effective collaboration and communication techniques in working with other professionals, groups, organizations, and USC faculty to enhance their development as professional social workers. (The field placement consists of 1000 hours accrued during the first generalist practice semester and the three sequential semesters of specialized practice with groups, businesses, organizations, and communities.)
- **Integrative Learning for Advanced Social Work Practice** (SOWK 698a/b). These two sequential courses build on SOWK 588 and content from generalist practice courses, providing opportunities for students to develop and expand effective communication skills, demonstrating critical thinking and creativity for intra/interdisciplinary collaboration, service delivery, oral presentation and written documentation within communities, organizations and business settings. The courses are offered in a small group approach based on problem based learning that incorporates knowledge and case

vignettes focusing on organizations, businesses and communities. Students discuss and critically analyze the professional values that underlie social work practice and the ethical standards of professional social work, extending and enhancing their understanding of material first presented in *Social Work Practice with Individuals, Families and Groups* (SOWK 544) *Policy and Advocacy in Professional Social Work* (SOWK 536) courses, and elaborated in first semester departmental courses such as *Management & Organization Development* (SOWK 648) and *Social Work in Business Settings* (SOWK 672), and second semester departmental courses, such as *Policy Advocacy & Social Change* (SOWK 639) and *Organizational Group Behaviors and Interventions* (SOWK 679). During the fourth semester, students in 698b incorporate and deepen their knowledge and skills across the spectrum of culturally appropriate social work services, including mezzo practice skills such as case management, resource/referral, family work, and support system engagement; and macro practice skills such as community organizing, fund development and grant writing, policy analysis, and program development, implementation, and evaluation.

- **Advanced Applied Learning in Field Education** (SOWK 699a/b) These two sequential courses (field practicums) provide opportunities for students to apply and further develop social work competencies by building on the generalist and specialized practice content from the first year of study, including skills from *Applied Learning in Field Education* (SOWK 589b). In the advanced practicums, students are able to further develop social work skills and apply evidence-based interventions (EBI) in work with groups, businesses, organizations and communities at their field placements, enhancing and increasing their competencies. Instructors for SOWK 698a/b assume the role of field liaison for these practicum courses. The focus broadens from application of behavior theories and skills to include focus on professional presentation and communication skills. This course provides students with opportunities for discussion and critical analysis of the professional values that underlie social work practice and the ethical standards of professional social work as they are applied in the students' field work experiences with communities, organizations, businesses, and other stakeholders. In the final semester, there is increased emphasis on assessing and implementing culturally appropriate macro practice skills such as community organizing, fund development and grant writing, policy analysis, and program development, implementation, and evaluation. These courses comprise 550 hours of field placement accrued during the third and fourth semesters of specialized practice.

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

The COBI curriculum is identical for students in on ground and online program options. The curriculum was designed by the COBI department faculty to develop systems thinkers and problem solvers who understand the contexts in which social conditions and historical trends are affecting oppressed and disadvantaged populations. The curriculum draws on social work ethics, social and economic trends, a multiplicity of research, social innovations, and design thinking principles in order to prepare students to be catalysts for social change.

The curriculum emphasizes critical thinking about the need for change, creativity and innovation to formulate solutions; collaborative action with the population and arena in which the problem occurs; and communicating effectively with diverse groups. These skills are explored, developed and integrated throughout classwork and in the field. These skills are seen as necessary precursors to successful conceptualization, and problem solving of wicked problems at the agency, community, and policy levels.

The curriculum emphasizes the development of social work practice that incorporates a systematic approach to bringing about change in organizational, community, and/or policy arenas.

Horizontal integration and linkage of COBI specialized practice curriculum.

Semester 1.

The emphasis of the first semester in specialized practice (the second semester in program) is on introducing students to social work practice in mezzo settings. **Management & Organization Development** (SOWK 648) concentrates on practice in health and human services organizations, while **Social Work in Business Settings** (SOWK 672) considers business settings. The major assignments for the **Management & Organization Development** course and **Social Work in Business Settings** are based on a semester-long group project involving small teams of 3-4 students assigned to work with an actual agency/organization to address an identified unmet need of the agency. These ‘consultation teams’ work collaboratively across the two courses to demonstrate competencies that reflect the specialized practice related to consulting, program evaluation and resource development. The two practice courses are supported by material learned in **Evaluation and Research for Community, Organization, & Business Environments** (SOWK 629), including the critical analysis and application of research findings. Students are guided in the application of classroom learning to their field practice in **Integrative Learning for Advanced Social Work Practice** (SOWK 588) and **Advanced Applied Learning in Field Education** (SOWK 589b).

Semester 2.

The core theme of semester 2 of specialized practice in COBI (third semester in the program) is “change.” In **Organizational Group Behaviors and Interventions** (SOWK 679), students learn about theories and interventions for change at the group level and organizational level, including training, facilitation, team building and conflict resolution. Change through social policy and community building processes is addressed in **Policy Advocacy & Social Change** (SOWK 639) through the teaching of advocacy tools, processes and models. Efforts toward change are supported in **Integrative Learning for Advanced Social Work Practice** (SOWK 698a) and **Advanced Applied Learning in Field Education** (SOWK 699a) where students develop and expand effective communication skills including oral presentation and written documentation within communities, organizations and business settings.

Semester 3. Building on the previous semester’s theme of “change,” coursework in the final semester of the COBI specialization (and 4th semester of the program) prepares students to move beyond implementing change to becoming catalysts for transformation at organizational and community levels. Students in **Community Practice for Social Innovation** (SOWK 684) attain skills in innovation, capacity building and social change, while they are simultaneously improving their social change leadership skills through material taught in **Leadership and Management for Social Work** (SOWK 611). In recognition of the value-laden nature of all change, students are expected to critically evaluate the value conflicts and ethical dilemmas represented by one’s personal and professional values and their application to social work practice community settings. In recognition of the effects of culture on change, and of change on cultures, material in **Integrative Learning for Advanced Social Work Practice** (SOWK 698b) and field experiences in **Advanced Applied Learning in Field Education** (SOWK 699b) receive special attention to ensure that students’ macro practice efforts are culturally appropriate.

Vertical Integration and linkage of sequenced courses and field in the COBI curriculum for specialized practice.

Practice. The practice sequence begins with two courses broadly focused on assessment and intervention at the mezzo level. **Management & Organization Development** (SOWK 648) concentrates on health and human services organizations, while **Social Work in Business** (SOWK 672) is devoted to business settings. Micro and mezzo practice skills with groups are sharpened in the next course in the sequence, **Organizational Group Behaviors and Interventions** (SOWK 679), and the final course, **Community Practice for Social Innovation** (SOWK 684), extends practice skills to communities. Themes running through all practice courses include the selection and application of evidence-based interventions, the application of a bio-psycho-social perspective, and the impact of culture and other forms of diversity and difference.

Integrative learning seminars. Taken together, **Integrative Learning for Social Work Practice** (SOWK 588, 698a/b) seminars move through micro, mezzo and macro levels of practice. The sequence begins with a focus on direct practice skills such as engagement, assessment, goal-setting, intervention, evaluation, and termination. SOWK 698a builds on this foundation by adding a greater focus on mezzo practice skills such as case management, resource/referral, family work, and support system engagement. In the 4th semester, students in 698b deepen macro practice skills such as community organizing, fund development and grant writing, policy analysis, and program development, implementation, and evaluation.

Field. Mirroring the Integrative Seminar sequence, the three semesters of **Advanced Applied Learning in Field Education** (SOWK 589b, 699a/b) provide opportunities for students to further develop micro, mezzo and macro practice skills. Students are introduced to the application of behavioral theories and interventions intended for individuals and their support systems in 589b. In SOWK 699a, students adopt a mezzo-level focus by learning and applying skills needed to succeed at the organizational level through the learning and application of communication skills and social work values. In the fourth semester in the field, students explore and learn macro practice skills such as community organizing, fund development and grant writing, policy analysis, and program development, implementation, and evaluation.

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 nine competencies of the COBI curriculum extend and enhance the generalist competencies through consistent and thorough reflection of the focus of the COBI curriculum: systematic approaches to bringing about change and innovation in organizational, community, and/or policy arenas. This is shown in two ways. First, while building on the generalist competencies at the micro, mezzo and macro levels of practice, the COBI competencies deepen the focus on the mezzo and macro levels. Second, the principle of change is emphasized through all nine competencies.

Below, we present the text of each specialized practice competency and associated behaviors, preceded by a brief summary of how it builds on generalist competencies.

Competency 1: Demonstrate Ethical and Professional Behavior

Summary. Students in the COBI specialization will extend the integration of professional values mastered in the generalist curriculum in order to work within complex systems that can generate conflicting priorities and ambiguities that require professional value-based judgments.

Text: Social workers understand how the value base of the profession and its ethical standards, as well as relevant policies and regulations, may impact practice in community, organization, and business environments. Social workers apply their understanding of ethical decision-making and principles of critical thinking to workplace, community and organizational settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences, affective reactions, and biases influence their professional judgment and behavior. Social workers understand social work roles and the roles of other professionals involved in community, organizational, and business environments. Social workers use collaboration and advocacy skills to have a positive impact in a variety of contexts.

Social workers recognize the importance of life-long learning and continual updating of knowledge and skills for effective and responsible practice. Social workers incorporate ethical approaches to the use of technology in meeting the needs of their clients in communities, organizations, and business environments. Social workers understand that work within complex systems can generate conflicting priorities and ambiguities that require professional value-based judgments.

Social workers:

- understand ethical harm and risks inherent in practice (including decision-making and conflicting values), and use this knowledge to manage personal values and maintain professionalism in practice situations.
- utilize ethical theories, principles, and guidelines in decision-making to address conflicting values to maximize and opportunities for change in community, organization and business environments.

Competency 2: Engage Diversity and Difference in Practice

Summary. COBI curriculum works to deepen the ability of students practicing in mezzo and macro settings to understand how life experiences arising from oppression, poverty, marginalization, or privilege and power can affect community and organizational culture and well-being.

Text: Social workers understand how diversity and difference characterize and shape the human experience and are critical to identity formation across one's life span and in a variety of settings. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and perspectives, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand how life experiences arising from oppression, poverty, marginalization, or privilege and power, can affect community and organizational culture and well-being. Social workers recognize the extent to which social structures, values and cultural systems, including those within communities, organizations, and businesses, may oppress, marginalize, alienate, exclude, or create or enhance privilege and power in arenas of intervention.

Social workers:

- understand the importance of diversity and difference in shaping one’s own and others’ life experiences and biases and their possible impact on occurring in community, organization, and business environments.
- critically identify and select solutions that create inclusion and empowerment, based upon a scholarly understanding of human behaviors that drive exclusion, disengagement and conflict in diverse groups and organizations.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Summary. This competency is extended to a specific focus on understanding and assessing economic trends, business practices, social trends, and governmental actions nationally and globally to recognize the impact on the well-being of individuals, families, organizations and communities.

Text. Social workers understand that every individual, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers use strategies designed to eliminate oppressive structural barriers in order to ensure more equitable distribution of resources, access to opportunities, social goods, and services. Social workers recognize their responsibility to protect the human rights and well-being of individuals in communities, organizations, and businesses across the globe.

Social workers:

- understand and assess economic trends, business practices, social trends, and governmental actions nationally and globally to recognize the impact on the well-being of individuals, families and communities.
- understand the tendency for human behaviors in communities, organizations, and businesses and for organizational structures and cultures to create oppressive, exclusive or stressful environments.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Summary. This competency focuses the knowledge and skills gained in generalist practice to enable COBI students use scientific, ethical, and culturally informed approaches to build knowledge related to practice designed to bring about change in community, organization, and/or policy arenas.

Text. Social workers understand quantitative and qualitative research methods and their respective roles in advancing scientific knowledge regarding practice in community, organization, and business contexts. Social workers use scientific, ethical, and culturally informed approaches to build knowledge related to practice in order to professionally guide interventions designed to bring about change in community, organization, and/or policy arenas. They understand that evidence that informs practice derives from multiple domains and ways of knowing. They understand the processes for translating research findings into effective practice, and using practice knowledge to inform research, analyze the need for social change, and begin to develop interventions.

Social workers:

- use knowledge of evidence-based models, method or practices in work-related programs to critically evaluate the efficacy and fit of different models or interventions with the diverse needs of individuals, groups and organizations.
- identify, synthesize and critically analyze the findings from research to inform the understanding of social issues and to guide the development of solutions for practice, policy, and social service delivery.

Competency 5: Engage in Policy Practice

Summary. The COBI curriculum helps students to further develop their ability to analyze, formulate and advocate for policies by focusing on those policies that protect vulnerable populations in community, organizational and business environments.

Text. Social workers understand that policy and its implementation at the federal, state, and local levels mediate human rights of individuals and social justice. Social workers understand the history and current structures of social policies and service delivery systems, the role of policy in service delivery, and the role of practice in policy development. Social workers actively engage in policy practice to effect change in communities, organizations and businesses. Social workers understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy, and are knowledgeable about policy formulation,

Social workers:

- identify social policies at the state, federal and global levels that emphasize the financial and personal well-being of individuals, families and communities.
- analyze, formulate, and advocate for policies that advance human rights and protect vulnerable populations in work environments or enhance access to employment across the life span.

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

Summary. This competency extends skills mastered in the generalist curriculum to relationship-building and interdisciplinary, inter-professional, and inter-organizational engagement to facilitate engagement with businesses, organizations and communities.

Text. Social workers understand that engagement is an ongoing component of the dynamic and interactive process of practice with, and on behalf of, diverse communities, their constituencies, and the organizations that serve them. Social workers understand and utilize varied strategies to facilitate engagement with individuals, groups, organizations, institutions, and communities. Social workers understand that their personal experiences, affective reactions, and biases may have an impact on their ability to effectively engage with diverse individuals, groups and communities. Social workers understand the role of relationship-building and inter-professional collaboration in facilitating engagement with individuals, groups, organizations, institutions, communities and other professionals, as appropriate.

Social workers:

- apply theories of human behavior and the social environment to raise awareness of the impact work-related environments can have on outcomes and behaviors.
- use reflection to enhance the use of interpersonal skills in engaging diverse clients across systems levels to develop a mutually agreed upon focus of work and desired outcomes.
- apply theories of human behavior and the social environment to facilitate effective engagement

with organizations and communities.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Summary. Students in the COBI specialization will deepen their knowledge of theoretical and culturally relevant frameworks in the assessment of diverse community, organization, and business environments.

Text. Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse communities, organizations, and businesses. Social workers understand and utilize theoretical and culturally relevant frameworks in the assessment of diverse community, organization, and business environments. Social workers recognize and value the importance of inter-professional collaboration in this process. Social workers are mindful of how their personal experiences, affective reactions, and biases may affect their assessment and decision-making.

Social workers:

- demonstrate knowledge and practice skills needed to collect, organize and interpret data at multiple levels.
- based upon knowledge of human and organizational behaviors, develop mutually agreed-upon intervention goals and objectives.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Summary. This specialized competency extends interventions mastered in generalist practice to interdisciplinary, inter-professional, and inter-organizational collaboration.

Text. Social workers are knowledgeable about evidence-based interventions that help them best address the goals of their clients and the systems that serve them. Social workers are able to intervene effectively at individual, group, and system levels. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to promote the well-being of individuals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Social workers:

- use knowledge of evidence-informed interventions to initiate actions that enhance the capacity and sustainability of organizations.
- utilize professional collaboration and teamwork within organization environments to help clients resolve problems.

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

Summary. The COBI curriculum adds complexity to skills mastered in the generalist curriculum by teaching students to apply critical thinking to designing assessments of programs in community, organization and business environments.

Text. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, groups, communities and organizations locally and globally. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery systems, as well as

to inform their decision-making. Social workers use their knowledge of qualitative and quantitative methods to evaluate programs in community, organization, and business environments.

Social workers:

- apply critical thinking to design a systematic process of collecting useful, ethical, culturally sensitive, valid and reliable data about programs and outcomes that aid in case level and program level decision making.
- critically analyze, monitor, and evaluate evidence-based interventions to improve practice, policy, and service delivery systems.

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.

The curriculum matrix for the Department of Community, Organization, and Business Innovation (COBI) illustrates the implementation of the nine required social work competencies across required courses. The nine competencies are addressed more times in the curriculum than are captured in the matrix; here we point to areas of content or assignments where competencies are highlighted. For each competency, we identify either a specific assignment in a course, or the unit(s) in a course in which the competency is addressed. Competencies may be taught through structured or unstructured class discussion, in small groups or in the class as a whole, through readings assigned for that unit, through assignments, or through class exercises or activities related to the competency. The matrix breaks out the domains for competencies 6 through 9, so that implementation as it applies to individuals, families, groups, organizations, and communities can be seen.

Community, Organization, and Business Innovation Curriculum Matrix

Competency	Course(s)	Course Unit(s)	Course Content	Dimension	Page Number in Volume 2
Competency 1 Demonstrate Ethical and Professional Behavior	SOWK 629 Evaluation and Research for Community, Organization, & Business Environments	1, 2	Readings	Knowledge	1123
		1, 2	Class Discussion	Cognitive/affective reaction, Values	
	SOWK 648 Management & Organization Development for Social Workers	10, 11	Readings	Knowledge	1500-1501
		10, 11	Class Discussion	Cognitive/affective reaction, Values	
	SOWK 672 Social Work in Business Settings	2-4	Readings	Knowledge	1567-1569
		2-4	Class Discussion	Cognitive/affective reaction, Values	
Competency 2 Engage Diversity and Difference in Practice	SOWK 629 Evaluation and Research for Community, Organization, & Business Environments	1	Readings	Knowledge	1123
		1	Class Discussion	Cognitive/affective reaction, Values	

	SOWK 611 Leadership and Management in the Social Work Profession	10, 13	Readings	Knowledge	931, 933
		10, 13	Class Discussion	Cognitive/affective reaction	
Competency 3 Advance Human Rights and Social, Economic, and Environmental Justice	SOWK 639 Policy Advocacy and Social Change	1-4	Readings	Knowledge	1339-1340
		1-4	Class Discussion	Cognitive/affective reaction, Values	
			Assignment 1 Social Issue Report	Skills	1334
	SOWK 672 Social Work in Business Settings	9-14	Readings	Knowledge	1573-1577
		9-14	Class Discussion	Cognitive/affective reaction, Values	
	SOWK 679 Mezzo Theory and Practice in Work Related Environments	3	Readings	Knowledge	1625
3		Class Discussion	Cognitive/affective reaction, Values		
Competency 4 Engage In Practice-informed Research and Research-informed Practice	SOWK 639 Policy Advocacy and Social Change	5, 6	Readings	Knowledge	1341-1342
		5, 6	Class Discussion	Cognitive/affective reaction	
			Assignment 1: Social Issue Report	Skills, Values	1334
			Assignment 2: Policy Brief	Skills, Values	1334
Competency 5 Engage in Policy Practice	SOWK 639 Policy Advocacy and Social Change	5, 6	Readings	Knowledge	1341-1342
		5, 6	Class Discussion	Cognitive/affective reaction	
			Assignment 3 Policy Advocacy Campaign	Skills, Values	1334
	SOWK 672 Social Work in Business Settings		Assignment 3: Policy Analysis and Multilevel System Solution Presentation	Skills, Values	1561
Competency 6: Engage with					

Individuals	SOWK 699a Advanced Applied Learning in Field Education	3-6	Readings	Knowledge	2153
		3-6	Class Discussion	Cognitive/affective reaction	
Families	SOWK 588: Integrative Learning for Social Work Practice		Assignment 2: Problem Based Learning Vignette	Skills, Values	495
Groups	SOWK 679 Mezzo Theory and Practice in Work Related Environments	1, 2	Readings	Knowledge	1624
		1, 2	Class Discussion	Cognitive/affective reaction	
			Assignment 1: Team Participation and Individual Assessment	Skills, Values	1617- 1619
Organizations	SOWK 629 Evaluation and Research for Community, Organization, & Business Environments	3, 6	Assignment 3: Outcome Evaluation	Knowledge	1117
			Readings, class discussion, exercises	Cognitive/affective processes	1124, 1126
Communities	SOWK 629 Evaluation and Research for Community, Organization, & Business Environments	3,6	Readings, class discussion, exercises	Skills	1124, 1126
Competency 7: Assess:					
Individuals	SOWK 672 Social Work in Business Settings		Assignment 1: Issue Analysis Paper	Cognitive/affective reaction, skills	1560
Families	SOWK 672 Social Work in Business Settings		Assignment 1: Issue Analysis Paper	Cognitive/affective reaction, skills	1560
Groups	SOWK 679 Mezzo Theory and Practice in Work Related Environments	3, 4, 5, 10	Readings	Knowledge	1625- 1626, 1629
		3, 4, 5, 10	Class Discussion	Cognitive/affective reaction	
			Assignment 1: Team Participation	Skills, Values	1617- 1619

			and Individual Assessment		
Organizations	SOWK 629 Evaluation and Research for Community, Organization, & Business Environments	11, 12	Readings	Knowledge	1129
		11, 12	Class Discussion	Cognitive/affective reaction	
Communities	SOWK 639 Policy Advocacy and Social Change	7-9	Readings	Knowledge	1342-1343
		7-9	Class Discussion	Cognitive/affective reaction	
Competency 8: Intervene with:					
Individuals	SOWK 672 Social Work in Business Settings		Assignment 2: Solution Analysis Paper	Skills, Values	1560
Families	SOWK 672 Social Work in Business Settings		Assignment 2: Solution Analysis Paper	Skills, Values	1560
Groups	SOWK 679 Mezzo Theory and Practice in Work Related Environments	8-13	Readings	Knowledge	1628-1631
		8-13	Class Discussion	Cognitive/affective reaction	
Organizations	SOWK 648 Management & Organization Development for Social Workers	10-14	Readings	Knowledge	1500-1503
		10-14	Class Discussion	Cognitive/affective reaction	
Communities	SOWK 639 Policy Advocacy and Social Change	7-9	Readings	Knowledge	1342-1343
		7-9	Class Discussion	Cognitive/affective reaction	
Competency 9: Evaluate Practice with:					
Individuals	SOWK 629 Evaluation and Research for Community, Organization, & Business Environments	9, 10	Readings, class discussion, exercises	cognitive/affective processes	1128

Families	SOWK 629 Evaluation and Research for Community, Organization, & Business Environments	9, 10	Readings, class discussion, exercises	cognitive/affective processes	1128
Groups	SOWK 679 Mezzo Theory and Practice in Work Related Environments		Assignment 3: Intervention Analysis Paper	Cognitive/affective processes, Skills	1617- 1619
Organizations	SOWK 629 Evaluation and Research for Community, Organization, & Business Environments	14 & 15	Assignment 3	cognitive/affective processes	1116
Communities	SOWK 639 Policy Advocacy and Social Change	7-9	Readings	Knowledge	1342- 1343

Addendum

Part-time study in the Department of

Community, Organization and Business Innovation (COBI)

The USC Suzanne Dworak-Peck School of Social Work offers 6-semester and 8-semester structured part-time programs in both on ground and online program options to enable students who are unable to pursue full-time study to obtain the MSW. These programs are sought after by working adults who cannot carry a full-time course load due to work, family or other personal commitments.

Table 2 illustrates the 6-semester specialized practice curriculum of the Department of Community, Organization and Business Innovation. Generalist practice is completed in the first 3 semesters. The final three semesters of specialized practice in the part-time program are identical to those in the full-time program.

**Table 2
Course progression for 6-semester curriculum in the Department of
Community, Organization and Business Innovation (COBI)**

Generalist Curriculum		
Semester	Course	Units
1	SOWK 506: Human Behavior and the Social Environment	3
	SOWK 536: Policy and Advocacy in Professional Social Work	3
	Total Units	6
2	SOWK 546: Science of Social Work	3
	Elective	3
	Total Units	6
3	SOWK 544: Social Work Practice with Individuals, Families and Groups	3
	SOWK 589a: Applied Learning in Field Education	3
	Total Units	6
Department of Community, Organization and Business Innovation		
Semester	Course	Units
4	SOWK 629: Research and Evaluation for Community, Organization and Business Environments	3
	SOWK 648: Management and Organizational Development for Social Workers	3
	SOWK 652: Social Work Practice in Workplace Settings	3
	SOWK 589b: Applied Learning in Field Education	3
	SOWK 588: Integrative Learning for Social Work Practice	2
	Total Units	14

5	SOWK 639: Policy Advocacy & Social Change	3
	SOWK 684: Community Practice for Social Change	3
	SOWK 699a: Advanced Applied Learning in Field Education	4
	SOWK 698a: Integrative Learning for Advanced Social Work Practice	1
	Elective	3
	Total Units	14
6	SOWK 611: Leadership and Management in Social Work	3
	SOWK 665: Grant Writing & Program Development for Social Workers (665)	3
	SOWK 699b: Advanced Applied Learning in Field Education	4
	SOWK 698b: Integrative Learning for Advanced Social Work Practice	1
	Elective	3
	Total Units	14
TOTAL UNITS		60

Table 3 illustrates the 8-semester part-time curriculum for students in the Department of Community, Organization and Business Innovation. Generalist practice is completed in the first 3 semesters. The specialized practice curriculum is completed in the final 5 semesters.

Table 3
Course progression for 8-semester curriculum in the
Department of Community, Organization and Business Innovation

Generalist Curriculum		
Semester	Course	Units
1	SOWK 506: Human Behavior and the Social Environment	3
	SOWK 536: Policy and Advocacy in Professional Social Work	3
	Total Units	6
2	SOWK 546: Science of Social Work	3
	Elective	3
	Total Units	6
3	SOWK 544: Social Work Practice with Individuals, Families and Groups	3
	SOWK 589a: Applied Learning in Field Education	3
	Total Units	8
Community, Organization and Business Innovation Concentration		
Semester	Course	Units
	SOWK 652: Social Work Practice in Workplace Settings	3
	SOWK 588: Integrative Learning for Social Work Practice	2

4	SOWK 589b: Applied Learning in Field Education	3
	Total Units	8
5	SOWK 629: Research and Evaluation for Community, Organization and Business Environments	3
	SOWK 648: Management and Organizational Development for Social Workers	3
	SOWK 699a: Advanced Applied Learning in Field Education	4
	SOWK 698a: Integrative Learning for Advanced Social Work Practice	1
	Total Units	11
6	SOWK 684: Community Practice for Social Change	3
	SOWK 699b: Advanced Applied Learning in Field Education	4
	SOWK 698b: Integrative Learning for Advanced Social Work Practice	1
	Total Units	6
7	SOWK 639: Policy Advocacy & Social Change	3
	SOWK 611: Leadership and Management in Social Work	3
	Elective	3
	Total Units	9
8	SOWK 665: Grant Writing & Program Development for Social Workers	3
	Elective	3
	Total Units	6
TOTAL UNITS		60

Educational Policy 2.2 – Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

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.

The Suzanne Dworak-Peck School has conceptualized our curriculum in a way that introduces specialization earlier than has been traditionally the case, with students completing generalist practice in the first semester of their first year. The curriculum is designed to prepare students for the increased complexity of social work practice with diverse populations, the greater depth of knowledge available to address human problems, and changing employer demands. Field education in our school is central to making this conceptualization real in the experience of our students, both adding and integrating content and mirroring the progression in sophistication that we expect our students to achieve. Field education is a separate but integrated voice in the MSW curriculum for all program options. Students are exposed to selected and organized opportunities guided by educational objectives connected to classroom content. Field seeks to validate, apply, and integrate the scientific knowledge, theories, and concepts of social work practice learned throughout the curriculum through "in vivo" experiences relevant to the academic content in organizations providing field placements. The student is expected to apply academic knowledge, social work skills, critical thinking, professional behavior, ethics and values learned in the classroom to their agency experiences.

Integrative seminars occur during all four field semesters as the milieu for integrating classroom content, including theory and research, with the practice of social work in field settings. One example of this integration is the training in evidence-based interventions (EBIs) that students in all program options receive from field faculty members. The emphasis on EBIs (Motivational Interviewing, Problem-Solving Therapy, and Cognitive-Behavioral Therapy) reflects the school's emphasis on evidence-informed interventions and the desires of field placement agencies to work with clients in the most effective and efficient ways to achieve positive client outcomes. Although students are trained in specific EBIs, field placement sites may also require additional ones. Regardless of the specific EBIs utilized, through these trainings, USC MSW students learn about evidence informed practice, understand the importance of fidelity to the original design of EBIs, and are frequently the conduit to bring one of these EBIs into an agency for future adoption.

USC field education administrators, field education faculty and field liaisons partner with agency field instructors to foster comprehensive and high quality social work education and training at placement sites. The collaboration teaches and guides students to practice with sensitivity to cultural and ethnic diversity and to abide by professional social work behaviors, values, and codes of ethics. Field seminars provide opportunities for students to process their field experiences and reinforce their practice skills and values, connecting the competency-based knowledge gained in the classroom with the applications in the field. This comprehensive approach helps prepare students to practice social work with diverse populations and to take on leadership roles within the profession.

The objectives, learning outcomes, methods of evaluation, and criteria for supervision in our three program options are the same, but we are faced with some unique challenges in the operation of a national online program. In some locations, for example, we reach into remote areas where there are no social service programs for 120 miles or no learning experiences that are relevant to the student's needs and prior experience. In some communities, there is no tradition of professional social work, and therefore socialization to the profession in the virtual environment requires special attention. We have consequently introduced some variations from the on ground program that are designed to address these problems while remaining consistent in our connection to the curriculum learning outcomes and classroom content. The Virtual Field Practicum, described below, was developed, in part, to address some of these challenges.

Field education across program options prepares students to enter the social work profession by meeting the following objectives:

- Integration of academic learning with all levels of field work (micro, mezzo, and macro).
- Achievement of proficiency in the nine core competencies of social work practice as they relate to field work.
- Development of the ability to understand and utilize a broad range of modalities and interventions in micro, mezzo, and macro practice with diverse populations.
- Building the knowledge for generalist practice in the first field semester to establish a broad foundation for direct social work practice.
- Development of deeper knowledge and level of skills needed for advanced professional practice in an area of specialized practice within one of three departments (Adults and Healthy Aging; Children, Youth and Families; or Community, Organization, and Business Innovation) in the on ground program options. In the VAC program option, continuing students receive their specialized practice placements and classes in one of five concentrations.

Table 1 below shows the sequence of field courses across the four field semesters for full-time and part-time students in our on ground program options. The Field Curriculum Overview is followed by a narrative describing the sequential integration of field practicums and seminars. The integration of field courses and academic courses is discussed in detail in **Accreditation Standard 2.0** (Generalist Practice) and **Accreditation Standard 2.1** (Specialized Practice).

Table 1
Field Curriculum Overview – On ground program options

Field Semester	Field Courses
First Semester	589a Applied Learning in Field Education (3 units)
Second Semester	588 Integrative Learning for Social Work Practice (2 units) 589b Applied Learning in Field Education (3 units)
Third Semester	698a Integrative Learning for Advanced Social Work Practice (1 unit) 699a Advanced Applied Learning in Field Education (4 units)
Fourth Semester	698b Integrative Learning for Advanced Social Work Practice (1 unit) 699b Advanced Applied Learning in Field Education (4 units)

Field courses are organized to provide classroom learning, as well as to integrate the theoretical and conceptual contributions from coursework in other classes, supported by field practicum application for each semester across all program options. In parallel fashion, experiences gained in field are brought into the classroom to inform the teaching of theory, policy, practice, and research concepts, as is described in **AS 2.0 and AS 2.1**. Field courses build upon one another in succeeding semesters to enhance competencies and knowledge of the profession, as follows:

- In the first semester, *Applied Learning in Field Education* (SOWK 589a) is a field practicum that includes a practice lab. This first practicum lays the foundation for generalist social work practice, equipping students with beginning knowledge and application of core social work competencies. Learning from generalist practice courses in HBSE, policy, practice, and research is brought together with field experiences in SOWK589a.
- In the second semester, classroom instruction is continued with *Integrative Learning for Social Work Practice* (SOWK 588), a seminar in which students begin to learn about the area of specialized practice that is the focus of their specific department, integrating first semester specialized practice coursework with what they are experiencing in field. The integrative seminar is supported by second semester practicum, Applied Learning in Field Education (SOWK 589b).
- During the second year in the on ground options, the two seminar courses, *Integrative Learning for Advance Social Work Practice* (698a/b) continue to build on department specialization in the classroom instruction in relation to field. These two courses are supported by the field practicum, *Advanced Applied Learning in Field Education* (699a/b), to provide a venue for students to apply learned skills and knowledge in real life situations.

Table 2 below shows the sequence of field courses across the four field semesters for full-time and part-time students in the virtual program option. The virtual field curriculum overview, which contains both new and traditional (“old”) curriculum, is followed by a narrative describing the sequential integration of field practicums and seminars¹. Integration of field courses and academic courses is discussed in detail in **Accreditation Standards 2.0** (Generalist Practice) and **2.1** (Specialized Practice).

Table 2
Field Curriculum Overview – Virtual program option*

Field Semester	Field Courses
First Semester	<p>Traditional (“old”) curriculum: 587a Integrative Learning for Social Work Practice (2 units) 586a Field Practicum (Virtual Field Practicum) (3 units)</p> <p>New curriculum: 589a Applied Learning in Field Education (3 units)</p>
Second Semester	<p>Traditional (“old”) curriculum: 587b Integrative Learning for Social Work Practice (2 units) 586b Field Practicum (3 units)</p> <p>New curriculum: 588 Integrative Learning for Social Work Practice (2 units) 589b Applied Learning in Field Education (3 units)</p>
Third Semester	<p>Traditional (“old”) curriculum: 686a Field Practicum II (4 units)</p> <p>New curriculum: 698a Integrative Learning for Advanced Social Work Practice (1 unit) 699a Advanced Applied Learning in Field Education (4 units)</p>
Fourth Semester	<p>Traditional (“old”) curriculum: 686b Field Practicum II (4 units)</p> <p>New curriculum: 698b Integrative Learning for Advanced Social Work Practice (1 unit) 699b Advanced Applied Learning in Field Education (4 units)</p>

¹ The comprehensive revision of both generalist and specialized practice that launched in on ground program options in Fall 2015 is described in detail in **Standards 2.0.1 and 2.1.1**. The logistics of preparing new curriculum for launch in the virtual program precluded a simultaneous launch in all program options. For this reason, two curricula continue to be offered to VAC students who enrolled prior to 2016. The new curriculum is described in this volume; the pre-existing or old curriculum is detailed in **Volume III**.

***Please note:** The generalist semesters in field education sequence in the Virtual Academic Center Program are comprised of both new and traditional curriculum. The traditional field courses consist of two courses in the first semester: Integrative seminars (SOWK 587a/b) and Field Practicum (SOWK 586a/b). Please see **Appendix 2 in Volume III** for descriptions of traditional curriculum.

All first year students in the virtual program option are required to complete Integrative Learning for Social Work Practice (SOWK 587a/b), a sequence of two 2-unit courses, taken concurrently with other generalist courses, and in the case of part-time students, concurrently with the generalist practice courses (SOWK 543-545). The seminars provide opportunities for students to examine their own attitudes and values within the context of the profession's value base; to explore cross-cultural issues; to integrate academic coursework and field experiences; and to engage in problem solving behaviors. These goals are accomplished through readings, class discussion, role playing, case presentation, and experiential exercises, all within a small group setting. Material and concepts learned in generalist practice coursework is brought into the discussions and class activities that occur in the integrative seminars.

Field Practicums I and II (SOWK 586a/b) begin with an orientation of the student to the professional culture of the organization or, in the virtual field practicum, to the professional social work culture more broadly. In the virtual program option (VAC), the Virtual Field Practicum or VFP (SOWK 586a) provides the opportunity for students to be trained in and practice the evidence based practices of Motivational Interviewing (MI), Problem-Solving Therapy (PST), and Cognitive Behavioral Therapy (CBT) in the practice lab. Instruction on evidence-based practice provides opportunities to discuss and apply learning from classroom material on research concepts and principles, as well as learning from generalist and specialized practice courses on human behavior and social work practice. Students in the school's virtual program receive orientation to an agency's professional culture in the second semester (SOWK 586b), after the VFP, when students begin a three-semester community-based placement that encompasses their specialized field practicum in SOWK 686a/b based on the concentrations.

In the virtual program option, specialized practice is offered through five concentrations: Mental Health, Children & Families, Health, Communities, Organizations, Planning and Administration (COPA), and Social Work & Business in the Global Society (BIGS), detailed in **Appendix 2 in Volume III**. This curriculum is still offered to VAC part-time students who entered prior to 2016, but is being phased out.

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.

In academic year 2015-2016, the Suzanne Dworak-Peck USC School of Social Work launched a one semester generalist practice model in its on ground program options (with online launch following in AY 2016-2017). The school was determined to address important challenges that were identified through survey results from potential employers, student course evaluations over time, and faculty desires to incorporate cutting edge theory and practice in course content. We sought to reduce repetitive course content for students who entered our program with a strong social science background; reduce disparities and lack of consistency in field experience between urban and rural social work settings; and increase opportunities for development of knowledge and skills in specialized practice.

In order to successfully prepare our students for future workforce, the curriculum design was revised to offer one semester of generalist practice, followed by three semesters of specialized practice learning. The new design called for a one-course field education practicum, Applied Learning in Field Education (SOWK 589a), which combines the field practicum with an innovative practice lab, described below.

Applied Learning in Field Education (SOWK 589a) consists of two integrated elements, the first of which is a weekly two-hour in-class lab in which students are coached and guided to develop practical skills in collaborative processes, apply elements of critical thinking to assess and analyze vignettes, and engage in role plays and classroom discussion. The second component of the course is 16 hours weekly field practicum where students are either placed within an agency or participate in a virtual field practicum to apply skills and knowledge from the practice labs.

This practice lab is the first semester direct practice field practicum of the MSW program and provides students with knowledge, skill sets and opportunities to apply these in practice situations and simulations. Students practice social work skills under the supervision of a professional social worker and apply evidence-informed interventions in work with individuals and/or families, groups, organizations, and communities. The school prepares students to enter field education through orientation to field practice, instruction on ethical values and principals, exposure to psychopathology, and evidence-based intervention (EBI) trainings. Continuing supervisory support and the opportunity to engage in simulated practice is provided to students through weekly practice labs with field faculty instructors who serve as educators, consultants and coaches for the internship experience while emphasizing the Four C's of field education at USC: 1) collaboration, 2) communication, 3) creativity, and 4) critical thinking.

The practice labs are small group educational experiences facilitated by field faculty to provide an opportunity for discussion and critical analysis of the students' field work experience. One element of the practice labs is to provide opportunities to be trained in and practice the EBIs of Motivational Interviewing (MI) and Problem-Solving Therapy (PST). Through role play and trained virtual simulation, students practice their emerging EBI skill set, affording them the opportunity to develop their practice skills in advance of working with individuals, families, groups, organizations, and communities in live environments. Students are also exposed to clinical documentation including progress notes, Reflective Learning Tools (formerly process recordings), Learning Agreements, risk assessment, legal and ethical case vignettes, and self-evaluation. All activities are addressed within individual, families, groups and organizational contexts.

Generalist practice opportunities in field settings. Agency field placements provide learning opportunities and resources for an effective educational experience for students in our on ground programs (UPC and OCAC), while students enrolled in the VAC obtain their first semester field experience through virtual simulated client and field assignments in the Virtual Field Practicum or VFP. In all program options, field instructors who are licensed professional social workers guide and teach students how to apply social work practice, values and ethics in professional settings. Field instructors collaborate with students to create and approve Learning Agreements, discuss and give feedback on Reflective Learning Tools, complete and sign end-of-semester evaluations, and ensure paperwork is completed in a timely manner. The infusion of EBIs into our field education program provides a translational link between research and practice, and further solidifies knowledge and understanding of a developing science of social work. Students in this course have the opportunity to implement research-informed practices in multidisciplinary and/or virtual settings, thereby contributing to the capacity of the social work agencies to provide EBIs.

The specific teaching content of the first semester practicum is detailed in the course syllabus for Applied Learning in Field Education (SOWK 589a) (Volume II), which describes the expected sequence of assignments, activities, and liaison objectives. Though specific assignments vary with different settings, the following pertains to general course content in the generalist practice semester.

All MSW students engage in social work activities from the beginning of the field practicum, by means of selected assignments from the first week onward. Direct practice assignments constitute the major focus of the first semester of generalist practice in the field curriculum, with the in-person and virtual field placements, simulated client sessions, and case vignettes relating to families, organizations and communities providing the primary direct practice learning experiences for students. Students work with their field instructors in the development of their Learning Agreement and participate in the end-of-semester evaluation of their progression in regards to the nine core competencies of social work.

In on ground program options, the student learns the purpose of the agency and is oriented to the community served by the agency. Collaborating with the field instructor for the development of the Learning Agreement, the student learns agency guidelines, procedures, and policies, including risk management and safety policies. This orientation is designed to help the student take the first steps as a practitioner and understand the expectations of a professional social worker in an agency context. They begin to develop and demonstrate the nine social work competencies in the context of their work with clients and constituents in the field agency.

Students in on ground program options are also expected to function appropriately as social work students in an organizational setting; to build accurate knowledge about the community served; and to understand proper utilization of community resources. All students are expected to develop a sense of professional identity, including understanding, accepting, and applying professional ethics and values; and to develop sensitivity to ethnic and cultural diversity. Students are expected to be self-reflective, and to develop professional demeanor in their behavior and communications.

Students in the virtual program option begin to develop and demonstrate the nine social work competencies using interactions with a simulated client and video case vignettes. They explore risk factors during counseling sessions, complete Reflective Learning Tools (**Appendix 4 in Volume III**) documenting their work with the simulated client, and review video case vignettes with scripted questions designed to more fully develop their capacity to address client risk factors. They examine macro level interventions and develop case recommendations through the “Holding Ground” video on the Boston Roxbury redevelopment.

The specific nature of field experiences varies with agency setting, context, and the use of simulated client experiences; however, the Learning Agreements for Generalist Practice (**Appendix 5 in Volume III**), which applies to all of our students, specifies how competencies are demonstrated in the field setting. Here we present selected examples, first from on ground and then from online program options, illustrating the opportunities to demonstrate social work competencies in both program options. Following the narrative description of examples, **Table 3** summarizes the examples.

Examples of opportunities to demonstrate generalist practice competencies in on ground program options.

Competency 1: Demonstrate Ethical and Professional Behavior

The student applies strategies of ethical reasoning to arrive at principled decisions by applying NASW Code of Ethics, child abuse law and child welfare attendance policy. The student learns and complies with agency required clinical documentation and demonstrates understanding of confidentiality aspects of electronic school records and the consent to release/share client information.

The student recognizes and observes the norms and policies of the field setting with regard to dress code, attendance, deadlines of assigned casework or projects and documentation submission, and follows agency protocols and policies.

The student puts aside personal values about drug use when helping at risk youth who abuse drugs and demonstrates the uses of self-regulation and self-management to maintain professional roles and boundaries with children, youth and families. When the student encounters ethical conflicts, he/she consults with the field instructor and uses feedback from the consultation to guide professional judgement and practice behavior.

Competency 2: Engage in Diversity and Difference in Practice

In school settings, students respect and encourage involvement from children, youth, parents (caregivers), teachers, school administrators and/or community partners, such as Departments of Children and Family Services, Probation or Department of Mental Health, to develop case plans that reflect the cultural values of their clients. Despite the student's own religious beliefs, he/she learns to separate out the influence of personal biases when working with, for example, diverse LGBT populations in a school setting, and successfully collaborate with the individuals, their families, and other stakeholders.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

The student advocates through clinical case management services for a transgender client to be allowed to use the women's restroom at her school and to be provided access to appropriate health and financial resources where needed. If indicated and when permissions have been obtained, the student will participate in the student success team and/or individual education plan meetings to advocate for identified needs on behalf of the children, youth and families.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

When working with youth who are truant, students apply knowledge of human behavior and the social environment to assess the client's relationships in and outside of the home environment. During the intake process at the school setting or during a home visit, students gather comprehensive information about the client's strengths, needs and challenges, and formulate mutually agreeable treatment goals involving the client's support systems.

Students work with school administration to identify needs and resources of the school and in the community, especially when the school is located in a community with many transient populations and multiple transitional housing facilities. Students gain sufficient knowledge of resources and needs to provide additional support to clients and their families.

Competency 8: Intervene With Individuals, Families, Groups, Organizations, and Communities.

A student working with youth using marijuana and alcohol selects an evidence-based substance use intervention that is effective for the youth's age group and culture. The intervention may be used not only with individual youth, but also with families or in a psychoeducational group for youth with similar issues and their parents/caregivers. The student works with the interdisciplinary team in the school setting

(counselor, school police officers and others), as well as with community partners such as outpatient service providers, drug rehabilitation programs, or support groups, who can collaborate and provide support.

The student may organize a community resources fair for the clients/families to connect school community with additional resources i.e. food, housing, health, vocational and mental health services in the local community.

Examples of competency-based generalist practice opportunities in the online program option (VAC) (simulated practice setting):

Competency 1: Demonstrate ethical and professional behavior

Students dress appropriately when interacting with the simulated client, and arrive to sessions on time. They place the client's agenda ahead of their own, practicing acceptance and empathic communication, and they learn to write professional-quality progress notes describing the work with the simulated client. Each week students are asked to determine how to resolve an ethical dilemma, based on videotaped vignettes that illustrate a counselor in a potentially compromising situation. Students consider the issues involved, and then create a forum post "advising" the counselor on the appropriate ethical action to take.

Competency 2: Engage in diversity and difference in practice

The virtual field placement provides opportunities to work with a simulated client who is a male, Latino veteran; practice case management skills with an African American family affected by Alzheimer's; and work with an undocumented Mexican-American family who is threatened with deportation. They learn Cognitive Behavioral Therapy through a number of vignettes that center on a married gay couple who is trying to adopt a child. In the weekly Reflective Learning Tool, they describe their experiences, further developing their insight into the possible impacts of diversity and difference on life trajectories, and on the therapeutic relationship.

Competency 3: Advance human rights and social and economic justice

Students in the virtual field placement have case-management clients whose needs call for additional resources. Students respond to these needs by going into their home communities and identifying resources to meet these needs that are affordable and accessible. Students advocate for the rights of their undocumented immigrant clients, and work with community partners to learn about options and resources related to obtaining citizenship.

Competency 7: Assess individuals, families, groups, organizations, and communities

Students conduct a psychosocial assessment with a simulated client in the first few weeks, then monitor and assess throughout the semester to determine if the applied intervention is a good fit. Students assess vignette-based families to determine if case management services are needed, and to identify appropriate services when they are.

During eleven weeks of the semester, students are presented with a series of vignettes illustrating situations in which an individual or family system manifests a high potential for risk. Each week they are guided through a systematic risk assessment requiring them to identify: 1) the facts of the case as presented; 2) the questions to be asked in order to complete an assessment; 3) the risks as the student understands them; and 4) the steps to be taken to protect the safety and well-being of the client and

others in the case. In considering another group of vignettes, students are asked to assess client characteristics and needs, and to use this information to search evidence-based intervention clearinghouses for best practices. Students spend several weeks gaining diagnostic skills through study of the DSM5, and are able to applying this knowledge to their assessments in case vignette exercises.

Competency 8: Intervene with individuals, families, groups, organizations, and communities

Students apply Motivational Interviewing, Problem-Solving Therapy and Cognitive Behavioral Therapy, as appropriate, to their work with the simulated client. They intervene on behalf of their case-management “clients,” individuals and families, to connect them with needed resources. Students create forum posts with suggestions regarding possible interventions with local organizations and communities to bring about positive change.

Table 3 provides summarizes the preceding narrative describing examples of opportunities to demonstrate generalist practice competencies in on ground and online program options, and adds examples so that all nine competencies are illustrated.

**Table 3
Examples of Generalist Practice Competencies**

Competency	On ground program (example of school placement)	Field setting	Assignment/ Reflective Learning Tool (RLT)	Virtual program	Field setting	Assignment/ Reflective Learning Tool (RLT)
Ethical and professional behaviors	Demonstrates understanding of confidentiality aspects of electronic school records and consent to release information	Public school	RLT; discussion with field instructor	Dresses appropriately for interaction with simulated client; demonstrates acceptance and empathic communication	Virtual field practicum	RLT; class discussion with field instructor
Engage diversity and difference	Recognizes personal biases when working with diverse LGBT students in schools and is able to separate these from work with clients.	Public School	RLT; discussion with field instructor	Demonstrates case management skills in approach to vignette-based African American family client affected by Alzheimer’s	Virtual field practicum	RLT; group supervision with field instructor
Advance human rights	Participates in individual education plan meetings to advocate on behalf of children, youth, or families	Public school	RLT; Discussion with field instructor	In home community, advocates for rights of undocumented immigrant clients and works with community partners to learn about resources related to	Virtual field practicum; organizations in home community	RLT; group supervision with field instructor

				obtaining citizenship		
Practice-informed research and research-informed practice	Identifies and implements appropriate evidence-based interventions; uses self-reflection and consultation to improve practice	Public school	RLT; Discussion with field instructor	Learns and applies evidence-based interventions, including Motivational Interviewing and Problem-Solving Therapy; uses self-reflection and consultation to improve practice	Virtual field practicum	RLT; group supervision with field instructor
Engage in policy practiced	Addresses treatment goals based on state legislation that provides for mental health services as part of child's Individualized Education Program (IEP)	Public school	RLT; Discussion with field instructor	Based on documentary "Holding Ground," demonstrates understanding of how community partners can change policies to transform communities	Virtual field practicum	Create forum posts describing how these skills can be used to improve their own communities
Engage	Uses empathy to engage youth at high risk for truancy; identify underlying mental health, family, community or other issues; works with other interdisciplinary team members in school system or community	Public school	RLT; Discussion with field instructor	Applies evidence-based interventions with simulated adult client; engages with family practice through vignette-based case-management clients; engage with organizations in home communities when exploring resources for these clients	Virtual field practicum; agencies in home community	RLT; group supervision with field instructor
Assess	Uses knowledge of human behavior during intake process at school or in home visit, to gather information about client strengths, needs, challenges, and support systems	Public school	RLT; Discussion with field instructor	Conducts psychosocial assessment with simulated client; conducts risk assessments of vignette-based individual or families at risk	Virtual field practicum.	Complete all systematic risk assessment (identify facts, questions needed, risks, steps to protect safety of client and others)
Intervene	Selects and applies an evidence-based	Public school	RLT;	Applies evidence-based interventions	Virtual field practicum; organizations	Create forum posts suggesting possible

	substance use intervention effective with youth's age and culture when working with youth using marijuana; works with interdisciplinary team at school and community partners (outpatient service providers, support groups)		Discussion with field instructor	with simulated client; intervene on behalf of case-management vignette-based clients to connect them with resources	in home community	interventions with local organization or communities to effect positive change.
Evaluate	Uses treatment plan to monitor, analyze and evaluate processes and outcomes of a coping skills intervention; apply finds of a school's evaluation study of its parent education program to inform clients about effective stress management	Public school	RLT; Discussion with field instructor	Engages in evaluation of own work and work of peers in group supervision	Virtual field practicum	RLT; class discussion with field instructor

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.

Opportunities for specialized practice are provided across three semesters of field practicum with concurrent seminars in all program options for full time students. The second semester (first specialized departmental semester) in the field education sequence is comprised of two courses: the field seminar, Integrative Learning for Social Work Practice (SOWK 588) and the field practicum, Applied Learning in Field Education (SOWK 589b). The third and fourth semesters (second and third specialized departmental semesters) in the field education sequence are comprised of two courses, each spread over two semesters: the field seminar, Integrative Learning for Advanced Social Work Practice (SOWK 698a/b) and the field practicum, Advanced Applied Learning in Field Education (SOWK 699a/b).

Three semesters of field instruction take place within the framework of the department the student has selected for specialized study. Upon admission, students select one of the following: Children, Youth and Families; Adults and Healthy Aging; or Community, Organization and Business Innovation.

Please note: Part-time students in the Virtual Academic Center who entered the program before AY 2016-2017 are completing specialized practice in one of five concentrations (See **Appendix 2 in Volume III** for description of the concentration curriculum), as they began the program prior to re-design of the curriculum. The concentration curriculum will be phased out entirely during AY 2017-2018.

While each department has a specific population and practice focus, all departments build on generalist practice, extending and enhancing the nine core competencies. Each department describes and measures the nine competencies as they are reflected in the area of specialized practice.

Specialized practice opportunities in field settings. All departments have developed rosters of approved field placements that meet their specialized requirements. There is close coordination and communication between the practicum and academic faculty. Integration is further facilitated by periodic joint meetings and other combined activities which vary with the different departments. Academic courses as well as field experiences are organized around department content.

All field faculty have academic appointments in one of the school's three departments, and one of the two vice chairs for each academic appointment is selected from the field education department. In their role as vice chair, a field faculty member serves as liaison to the field department, serves on academic department curriculum committees, and brings issues concerning Field to the academic department as a whole for consideration. Field faculty have made substantial contributions in these leadership roles and have helped the school as a whole, and departments individually, better understand and appreciate the academic contribution that field makes to our students.

In implementation of the field program, field faculty of each department are responsible for the following tasks: selection and evaluation of placements; assignment of students to agencies; acting as liaison or monitoring agencies through site visits and other contacts; oversight and review of students' performance in the field; participation in department meetings and activities; teaching department field seminars; and ensuring linkage between the department and field components of the curriculum.

Placement procedures in specialized practice differ from those in generalist practice in that students play an active role in the field assignment decision. They have the opportunity to select at least two agencies from a list of approved department placements and participate in interviews at the selected agencies. The field placement team makes the final assignment based on the following data: the student's personal statement, feedback from the student and from the agency, the student's field placement form outlining her/his educational needs and goals, and the placement team's knowledge as to whether a particular field instructor and/or agency can meet these needs. Active student and agency participation in the specialized practice placement process is required. Each department has a specific set of objectives, course outline, and evaluation instrument for the specialized practice field practicum, all of which build on generalist practice and extend the nine core competencies. Each year, the field education program surveys all students, field instructors and liaisons, to solicit their feedback on the quality of their field placement, field instructors, and liaisons.

Treatment modalities are flexibly defined to permit a broad range of experiences. Modalities of interventions with couples, for example, may include premarital, marital, cohabiting, or divorcing couples. Practice with families may encompass a variety of combinations, from intact nuclear families to multi-generational relationships to families that incorporate non kin as members to foster families. Practice with groups, organizations, and communities provides exposure to group dynamics and process, in the contexts of therapy groups and other types of groups, including task-centered psychoeducational

groups, training groups, time-limited prevention-oriented groups, skill development groups, or community forums and collaborative meetings. Practice with organizations and communities may also involve capacity development, coaching, coalition building, mobilizing, grant writing, needs assessment, organizational development, policy analysis, program development, implementation and evaluation, public relations, quality assurance, resource development, and strategic planning.

Within these major modalities, there is exceptional client diversity attributable to the population characteristics of California and the wide range of differences found among the many states in which our program operates. There are few, if any, client groups not present among the 5000 agencies and organizations with which the school has internship agreements. There is little question that field placements provide opportunities to work with underrepresented populations, including exposure to special population groups that have been consistently affected by social, economic, and legal bias or oppression. Students working with diverse groups, organizations and communities have options from which to choose in addressing program, policy, and leadership barriers to service delivery impacting client populations.

Field courses are described below, followed by examples of demonstration of competencies within areas of specialized practice in the field setting.

Integrative Learning for Social Work Practice (SOWK 588) is a small group educational experience that incorporates field knowledge and case vignettes, using Problem Based Learning (PBL) as the primary instructional approach. The seminar contributes to development of the skills involved in collaboration, critical thinking, communication and use of creativity in social work practice. Overall, this course enhances the students' knowledge and skills from the first generalist semester by beginning to focus on the department specialization. Students in all program options register in department-specific seminar sections in which case vignettes reflect the complex policy issues and advanced behavior theories related to the area of specialized practice.

Intended learning outcomes of the course are development of necessary professional social work skills in the areas of engagement, assessment, intervention and evaluation utilizing best practice models and evidence based practices. Building on competencies learned in generalist practice, students learn to honor the diversity of clients in the context of the specialized area of practice, and to frame the multiplicity of problems that clients bring with them for the enhancement of client wellbeing, resolution of problems, and securing creative solutions. The curriculum builds on generalist competencies through problem-based learning, social development theory, transformative learning theory and constructivism. Mindfulness theory and its uses in practice are introduced as a part of advanced practice.

Applied Learning in Field Education (SOWK 589b) is the second semester field experience in specialized practice for students in all program options, beginning in AY 2016-2017. Students learn to apply coursework concepts while practicing social work in a field setting that aligns with their academic department, and provides opportunities to develop specialized practice in the area of interest to the student. The course provides opportunities to apply evidence-based interventions (EBIs) in social work practice with individuals, families, groups, organizations, communities and businesses.

The practicum is taught by field instructors who are employed by the agency, and who must be approved by the agency and certified by the School. The field instructor is designated as a teacher rather than a supervisor, and is considered a partner of the school's field education department. Students also

receive continuing support from a field faculty liaison who serves as an educator, consultant, and coach for the practicum experience.

Students are expected to take an active role in their field experiences through self-reflection, interaction, and risk-taking. The primary goal is to help students understand their own and others' cultural experiences, to challenge their preconceptions and stereotypes, and to develop an attitude of openness and flexibility in cross-cultural interactions in the area of specialized practice. Additionally, students apply person-in-environment and ecological systems theory along with EBIs learned and practiced during the first semester. These empowering theories and frameworks help students at the individual, family, and group client levels, and set the stage for understanding how their work is linked to societal systems and organizational change.

Integrative Learning for Advanced Social Work Education (698a/b) is a two-semester course taught in a small group format that builds on generalist practice and incorporates field knowledge and case vignettes with Problem Based Learning (PBL). Students in all program options engage in critical thinking, focused dialogue, exploration of theory, and examination of practice and policy analysis utilizing department specific field practicum experiences. The course focuses on enhancing the understanding of evidence-based interventions within the micro, mezzo and macro levels of practice. It provides a forum for learning and building practice skills through interaction, self-reflection, role-play, case discussion, and other experiential exercises designed to encourage students' creativity. Students also have the opportunity to engage in activities that enhance professional communication skills.

Students learn to formulate clinical questions, search for and appraise evidence, select and apply interventions and evaluate them for fidelity and effectiveness. The PBL method relies heavily on students taking an active role in learning as they are presented with real life client situations or problems, either from field experiences or from prepared case vignettes. The course provides connection between what is learned in the classroom and what is learned in the field. Assignments are designed to allow students to utilize specialized knowledge and skills and explore application at the micro, mezzo and macro level. Students in this course are assigned a grade of Credit, In Progress, or No Credit.

Advanced Applied Learning in Field Education (699a/b) is a two-semester, 8-unit course that builds upon the first and second field semesters, extending and enhancing the nine core competencies to prepare social workers for social work practice in an area of specialized practice. It is a collaborative endeavor between the school and agencies located locally, and for students in our virtual program option, across the country and beyond. Students can be placed nationally and internationally in agencies for field practicum to obtain direct practice experience of applying specialized knowledge and skills. The field practicum offers students opportunities to engage in a wide variety of modalities that includes, but is not limited to: mental health counseling, family therapy, and crises intervention, social work in health settings, school social work, program development, administration, management, child welfare, juvenile justice, human services, and organizational consulting within a work setting. Departmentally focused placement options for students occur at one of more than 5500 contracted agencies.

This advanced course provides students the opportunity to demonstrate social work competencies and apply evidence-based interventions (EBIs) in their work with individuals, families, groups, organizations, communities and businesses at more advanced levels than during the first two semesters of the MSW

program. Each student receives support provided by a field faculty liaison who serves as an educator, consultant and coach for the practicum experience. Students utilize critical thinking and creativity through application of EBIs on the micro, mezzo and macro level of practice in an area of specialized practice. Students utilize effective communication techniques in working with clients, agency employees and USC faculty to enhance their professional development as social workers.

In collaboration with the school, agencies provide learning opportunities and resources for an effective educational experience for students. For example, students may gain educational experiences by conducting field visits with their client, participating on adoption review boards, or assisting in developing grant applications. Field Instructors are professional masters' level social workers who guide and teach students how to apply social work practice, values and ethics in an area of specialized practice. Field instructors also collaborate with students and preceptors, if applicable, to create and approve Learning Agreements (**Appendix 5 in Volume III**), discuss and give feedback on Reflective Learning Tools (**Appendix 4 in Volume III**), complete and sign end-of-semester evaluations, and ensure paperwork is completed on time.

Students are expected to take an active role in their experiences through self-reflection, interaction, and risk-taking. A primary goal is to help students understand their own and others' cultural experiences, to challenge their preconceptions and stereotypes, and to develop an attitude of openness and flexibility in cross-cultural interactions.

Examples of specialized practice opportunities to demonstrate social work competencies within an area of specialized practice.

The USC Suzanne Dworak-Peck School of Social Work offers specialized practice in three departments, each of which is provided identically in on ground and online program options. In the following section, we provide illustrative examples of how field settings provide opportunities to develop specialized practice competencies for each department in all program options through in-person contact with clients and constituencies. A brief description of the specialized practice competency is presented with examples. In all departments, the Learning Agreements (**Appendix 5 in Volume III**) specify the ways in which competencies are demonstrated in the field settings, with detailed examples of how this should occur. In the narrative below, we offer examples of five competencies in each area (department) of specialized practice.

Department of Adults and Health Aging (AHA)

Examples are based on a student placed at the Los Angeles County Department of Mental Health, working in a clinic or contracted agency, who demonstrates competencies in field (589b, 699 a/b) as follows:

Competency 1. Demonstrate Ethical and Professional Behavior

Understanding of value base and ethical standards, relevant laws and shifting societal mores when addressing the mental and physical health and well-being of adults across various contexts. Example: the student receives a call from her client's adult child requesting information about her mother and explains Health Insurance Portability and Accountability Act (HIPPA).

Management of personal values and biases as they affect the social worker/client relationship when addressing mental and physical health and well-being of adults and their families across various contexts. Example: the student recognizes the impact of his/her own views when working with a substance-abusing Latino teen, notes it in the reflective learning tool, and discusses it during supervision.

Use of feedback from clients, instructors, interdisciplinary team members and others to enhance practice outcomes that address the mental and physical health and well-being of adults and their families across various contexts. Example: The student attends the weekly case review with the primary care team and shares her client's feedback that she is confused about her medications and is considering not taking them.

Competency 2. Engage in Diversity and Difference in Practice

Recognition and communication of understanding of the influence of diversity and difference on experience and identity when working with adults and their families. Example: the student expresses awareness of a conflict, in supervision or on his RLT form, between his personal expectations/values and those of his client when she voices her intention to see a spiritual healer in lieu of seeking medical attention.

Application of an intersectional framework with individuals, groups and families when addressing the mental and physical health and well-being of adults of all ages and their families. Example: the student meets a transgender client, but does not assume that her presenting problem is due to her gender identity. Rather, the student listens to and assesses the client's primary concerns.

Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities

Understanding critical evaluation, and application of theories of human behavior and the social environment and other multi-disciplinary frameworks in the assessment of diverse adults, families, and groups. Example: the student uses an ecomap in working with her patients with schizophrenia.

Understanding of impact of personal experiences and affective reactions on assessment and decision-making in addressing the mental and physical health and well-being of adults and their families and seek guidance through supervision and consultation. Example: the student recognizes that her experience with her mother's death from cancer is affecting her work with a breast cancer patient and is discussing these feelings each week during supervision.

Competency 8. Intervene With Individuals, Families, Groups, Organizations, and Communities

Utilization of self-reflection to enhance the working relationship with adults, families, groups, organizations, and communities to address mental and physical health and well-being. Example: The student has a difficult interaction with her dually diagnosed client and discusses her reaction and feelings with her field instructor.

Practice of self-care to enhance applications of interventions with adults, families, groups, organizations, and communities that address mental and physical health and well-being. Utilization of inter-professional and inter-organizational collaboration to improve client outcomes. Example: The student attends case management meetings and takes five minutes after the meeting to do a breathing exercise to increase her wellbeing as she approaches her next client

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

Monitor intervention outcomes to improve mental and physical health and well-being of adults of all ages, families and groups. Example: At the conclusion of each session, the student asks the family members to provide feedback on the services being provided and whether or not they feel their needs are being met.

Critical evaluation and use of intervention outcomes data to guide further practice related to mental and physical health and well-being of adults and their families across various contexts. Example: The student returns to the client's originally stated symptoms (e.g. using the symptom survey) to evaluate the effects of the problem-solving therapy techniques being used to determine whether there has been an increase in the client's well-being.

Department of Children, Youth and Families (CYF)

Examples are based on a student placed at Department of Children and Family Services/public child welfare in the Investigations and Court Intervention Unit, who demonstrates the nine competencies in field (589b, 699a/b) as follows:

Competency 2: Engage in Diversity and Difference in Practice

Increasing understanding of how diversity and difference characterize and shape human experience in relation to formation of identity as families develop and children grow. Example: the student consults with a Somali co-worker prior to completing a home visit with a Somali family to investigate allegations of physical abuse to a five year old boy in the home.

Understanding diversity from an intersectional framework. Example: the student assesses for impact of intersectionality of multiple factors when investigating a blended military family where the father is African American and the mother is Latina and they have five children in the home from ages 2 to 16 years old.

Understanding of how life experiences arising from oppression, poverty, marginalization, or privilege and power can affect family culture and identity, as well as individual growth and development. Recognition of extent to which social structures, social service delivery systems, values and cultural systems may oppress, marginalize, alienate, exclude, or create or enhance privilege and power among children youth, and families. Example: the student attends court with a family to provide support and explain the court process during a first juvenile dependency court hearing regarding custody of their children, exploring their fears and concerns and providing accurate information about the process and what to expect.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Understanding of fundamental human rights, which include education. Example: the student understands importance of continuity of education for foster children and works to ensure that a child client is transported to their school of origin per state legislation when the child's temporary foster placement is in another school district.

Understanding of interconnections of oppression and human rights violations and use of social justice strategies that promote social and economic justice and human rights for children and families. Example:

the student advocates with local domestic violence shelters to secure suitable accommodations for a transgender victim of intimate partner violence.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Understanding of quantitative and qualitative research methods and their roles in advancing scientific knowledge related to practice and evaluation of practice with children, youth, and families. Example: the student reviews a psychological evaluation for a client and critically appraises data from measurement tools and interview questions as part of their case assessment.

Utilization of various forms of data to inform practice with children, youth and families. Understanding of translation of research findings into effective practice, and use of knowledge to inform research inquiry through critical analysis. Example: the student uses Managing and Adapting Practice (MAP) to monitor that a child client is receiving quality therapeutic interventions from a contract agency.

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

Utilization of theories of human behavior and the social environment to facilitate engagement with their clients and the groups, organizations, institutions, and communities that impact them. Example: the student considers the developmental stage of a child prior to the interview in order to better engage the child, e.g. bringing crayons and paper for a younger child to allow for drawing to reduce anxiety or as a means to communicate non-verbally.

Understanding of potential impact of personal experiences and affective reactions on the ability to engage effectively with diverse families and children. Example: the student discusses discomfort in interviewing an alleged perpetrator of severe physical abuse of an infant with their supervisor in order to prepare for the meeting and strategize on management of personal feelings and possible reactions.

Understanding of the role of relationship-building and inter-professional collaboration in facilitating engagement with children, youth, and families. Example: the student assists a parent in identifying participants for a Team Decision Making meeting and supports the parent in reaching out to formal and informal support systems.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Knowledge about evidence-informed interventions for children, youth, and families that can best help them to achieve the goals of diverse clients. Example: the student completes the Structured Decision Making (SDM) tool for clients and understands both the benefits and limitations of this tool.

Critical evaluation and application of theories of human behavior and the social environment to intervene effectively with clients in child and family practice settings. Example: the student understands the role of current and past trauma for a family on their caseload and ascertains that a potential referral agency understands and uses trauma informed services prior to making a referral.

Understanding of the importance of inter-professional teamwork and communication in interventions, and use of interdisciplinary, inter-professional, and inter-organizational collaboration to achieve beneficial outcomes for children, youth, and families. Example: the student demonstrates understanding of the role of member of treatment

team for a child client who is receiving services through the Pathways to Mental Health Services Core Practice Model.

Department of Community, Organization, and Business Innovation (COBI)

Examples are based on a student placed at the Taproot Foundation, a non-profit national consulting organization that links pro bono services to non-profits in need and provides skill trainings to non-profits, who demonstrates the nine competencies in field (589b, 699a/b) as follows:

Competency 1: Professional and Ethical Behavior

Understanding of ethical harm and risks inherent in practice with community organization, and business values including self-determination, human rights and social justice, and use of this knowledge to enhance ethical social work practice in work-related environments. Example: the student participates in an inter-disciplinary committee, engages in dialogue, and navigates differing views on setting confidentiality and privacy protocols with a new online pro-bono service.

Utilization of ethical frameworks in decision making to address conflicts in values and priorities and maximize opportunities for change in organizations and communities. Example: the student utilizes the NASW Code of Ethics to guide ethical decision-making and shares her views on setting confidentiality and privacy protocols with the committee.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Understanding and assessment of economic trends, business practices, social trends, and governmental actions nationally and globally to recognize the impact on the well-being of individuals, families and communities. Example: the student recognizes shifts in funding and challenges that small and grassroots organizations face in trying to provide services to vulnerable populations.

Understanding of the tendency for human behaviors and organizational structures and cultures to create oppressive, exclusive, or stressful environments. Example: the student learns that some of the non-profit organizations seeking pro bono services lack access to technology and equipment to participate in services. The student brings this information to the committee to brain storm ideas of how to overcome these barriers.

Identification of and effective intervention in oppressive, exclusive and/or stressful environments using knowledge of human behavior, culture, group dynamics, historical marginalization and other factors that impact the functioning of individuals, groups, communities, organizations and business environments. Example: the student participates in a nationwide virtual meeting with committee members to identify stakeholders and devise solutions to the challenges faced in developing the online pro bono services.

Competency 5: Engage in Policy Practice

Development of policies that advance human rights and protect vulnerable populations and work environments or enhance access to employment across the life span. Example: the student assists

agency administration in developing assessment protocols to determine the technology assistance needed by clients (non-profit agencies) in order to provide appropriate and effective services.

Advocacy for policies that advance human rights and protect vulnerable populations and work environment or enhance access to employment across the life span. Example: recognizing a lack of understanding and education in the community around the struggles of grassroots organizations and vulnerable populations they serve, the student advocates by meeting with agency management and recommends an education campaign in the community.

Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities

Demonstration of ability to utilize varied theories of human behavior and the social environment to raise awareness of the impact work-related environments can have on outcomes and behaviors. Example: the student assists in creating a training for non-profit organizations on work/life balance and employee work productivity.

Use of reflection to enhance the use of interpersonal skills in engaging diverse clients across system levels to develop a mutually agreed upon focus of work and desired outcomes. Example: the student utilizes self-evaluation in working in a diverse multi-disciplinary team to develop an effective program.

Development and/or implementation of strategies to facilitate engagement of stakeholders in program development. Example: the student establishes an advisory group of stakeholders to provide guidance to organization on new program development.

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

Application of critical thinking to the design of quantitative and qualitative practice and program evaluation methods that ensure effective outcomes. Example: the student recognizes the importance of evaluating the program and the services it provides. The student works with the team to develop evaluation components that 1). evaluate effectiveness of the program in meeting the needs of the non-profit organizations and 2). can be provided to the non-profit organization that is receiving the services to evaluate utilization.

Critical analysis, monitoring, and evaluation of interventions and policies. Example: the student actively participates in the ongoing evaluation and monitoring of the program that they assisted in developing.

M.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.

Students select from on ground (UPC, OCAC until 2017-2018) and online (VAC) program options. In all program options, students complete in-person field placements and engage the nine core social work practice competencies in field experiences with individuals, families, groups, organizations, and communities. (Students in the VAC are placed in the virtual field placement for their first semester, and in community-based field settings in their home communities for the remaining three semesters.) They engage the following major learning areas in both direct and indirect practice through live and/or simulated experiences: 1) education for self-awareness as it impacts the student's direct encounters

with clients; 2) application of basic theoretical knowledge, concepts, principles, and values underlying social work practice with diverse populations; 3) understanding the process of social work practice encompassing beginnings, middles, and endings, and including the issues, skills, and tasks of each of these phases; and 4) development of critical thinking skills in assessment, treatment planning, service delivery, and evaluation.

Students demonstrate and achieve the expected competencies through live and simulated experiences by interacting with clients and constituents, through the reflective learning tools and discussions with field instructors of these live and simulated experiences, and through the evaluative experiences with field instructors. The end of semester evaluations (both generalist and specialized) provide specific examples under each competency for students and field instructors in on ground program options and in the virtual program option. (See Learning Agreements, **Appendix 5 in Volume III**)

Field Agencies: Field instruction takes place in selected and approved agencies and centers located throughout the United States, with a larger concentration of placements in Los Angeles, and Orange County where the majority of on ground students reside. Students in the VAC option have field placements in their home communities following the first semester in the virtual field placement. The placement options represent a complete range of social service agencies, health settings, mental health clinics, occupational social work, and macro social work and are approved based on the quality of the organization's professional practice, commitment to social work values and ethics, commitment to addressing social problems, interest in participating in professional education, and ability to make personnel and material resources available.

Reflective Learning Tools (**Appendix 4 in Volume III**): A minimum of one written Reflective Learning Tool (RLT) per week is required from every student in field. The RLT is a written description of dynamic interaction that has taken place between the student and client from a lens of mindfulness: being present, aware, and non-judgmental. The RLT also asks students to reflect on legal, ethical, attunement, and treatment planning considerations, among other areas, in the case selected. Recorded audio and/or videotapes may be included as part of the student's required submissions, provided that approval has been granted by the field instructor. Students are expected to begin submitting RLTs during the second week of the field practicum experience. If students do not have an assigned client by the second week of their community-based placement, they are asked to write the RLT based on an observation of a client session. Students are expected to keep their RLTs, and the field liaison may ask to review these recordings at any time. SOWK 589a/b students must meet the requirement of 10 RLTs per semester in order to receive a passing grade. All first year students complete 3 group/meeting RLTs (in **Appendix 4**) and 7 individual client-based (Appendix XX) RLTs each semester. Second year students in AHA and CYF departments complete 3 group/meeting RLTs and 7 individual client-based RLTs each semester; however 2nd year COBI students complete only COBI-specific RLTs (in **Appendix 4**).

The Evaluation Process: Evaluation of student performance in the field is a continuing process which is pursued consciously and actively throughout the program (detailed in **Standard 2.2.7** below). The process is informal and ongoing as well as formal and periodic. Ongoing evaluation occurs through the individual conferences between the student and field instructor. Formal evaluations occur twice at scheduled times during the academic year and are shared verbally and in writing with the school in the end-of-semester evaluation, using the Learning Agreement (**Appendix 5**).

Selected examples of opportunities to demonstrate competencies through in-person contact in field settings.

Students in on ground program options are placed in community-based field settings during four semesters of field placement; students in the virtual program option are placed in the Virtual Field Practicum (VFP) for one semester and in community-based field settings for three semesters. (As described in **AS 2.2.2**, client and constituent contact is mixed between simulated clients and contact with community-based partners and organizations.) Examples are described in the following narrative.

Example 1. Generalist practice.

Competency 5: Engage in policy practice.

A student placed at Telehealth demonstrates understanding of how agency policy affects the delivery of and access to social services as she learns and understands the organization's policies on Telehealth service delivery, including HIPAA requirements, to clients seen using electronic means. She uses her understanding of the limits of the Affordable Care Act to help a Telehealth client who needs a costly medical procedure, locating community-based organizations to provide financial assistance for the needed life-saving procedure.

Example 2. Generalist practice.

Competency 8: Intervene with individuals, families, groups, organizations, and communities.

A student placed in a school setting has a youth client who is using marijuana and alcohol. The student selects an evidence-based substance use intervention that is effective for the youth's age group and culture. In another example, a student has a very young client who has been removed from preschool due to behavioral problems. The student facilitates meetings with the client's parents, preschool teacher, and primary physician to explore the problem and collaboratively develop strategies to address underlying issues.

Example 3. Specialized practice.

Competency 3. Advance Human Rights and Social, Economic, and Environmental Justice. Department of Adults and Health Aging (AHA).

Students in AHA are expected to integrate theory, research, and economic, social and cultural factors when engaging in advocacy strategies to promote social justice, economic justice, and human rights for adults of all ages and their families. In this example, the student advocates for clients who are not accepted into the transitional housing program at her agency during weekly case management meetings.

Students in AHA are expected to use knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems to advocate at multiple levels for mental and physical healthcare parity. In another example, a student advocates for counseling services for clients diagnosed with depression who are being treated for depression, but who also need and want help with the challenge of leaving their abusive partners.

Example 4. Specialized practice.

Competency 7. Assess individuals, families, groups, organizations, and communities. Department of Communities, Businesses, and Innovations (COBI).

Students in COBI are expected to collect, organize, and critically evaluate data necessary to formulate an assessment of the strengths and challenges of organizations and communities. In this example, a student creates an assessment tool that assembles and assesses non-profit organizations that her

agency has worked with in the past, is currently working with, and would like to work with by reading past project files, observing/participating in project meetings, and interviewing organizations.

To demonstrate the use of assessment information and relevant theoretical knowledge to develop mutually agreed upon intervention goals and objectives, the student writes an executive summary of the results of her assessment and shares her recommendations to improve programs with the team at the agency.

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.

Field placement for all program options in the MSW program at Suzanne Dworak-Peck USC School of Social Work consists of 1000 hours of field practicum and covers four semesters of study, first year and second year, 450 in the first year and 550 in the second year. Scheduling of hours may vary for students in six-semester or eight-semester part-time programs, but all students, with the exception of the PPSC students, must complete a minimum of 1000 hours of field practicum to graduate with an MSW. Students pursuing the California Pupil Personnel Service Credential are required to apply for the Certificate of Clearance (COC) prior to the start of their field internship, as described at <http://www.ctc.ca.gov/credentials/online-services/pdf/web-app-tips.pdf> for instruction. PPSC students must complete 600 field hours during the first or second academic year and receive credit for the additional evaluation required by the California Commission for Teacher Credentialing.

Field placement days are established in consultation with the field placement agency and may vary with specific settings. First year students are typically in field placement including practice labs in the generalist practice semester, for 16 hours/week, while second year students are usually in placement for 20 hours/week.

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.

Students who have a minimum cumulative undergraduate GPA of 3.0, one to two years of social work-related (or volunteer) experience, and strong academic promise in social work, will be admitted to the MSW program. International applicants must meet the above admission criteria, and must also meet the basic TOEFL/IELTS language requirement. (Detailed information regarding University of Southern California graduate admissions criteria can be found at <https://sowkweb.usc.edu/admissions/master-of-social-work/criteria>).

All students admitted into all program options of the MSW program at Suzanne Dworak-Peck USC School of Social Work are eligible for field placement. Students complete a field placement form at the time of admission that is used to guide the placement process. The placement team assigns students to field agencies based on students' department selection, experience and geographic location. Students who receive credit for their 589a/589b first year field practicum will matriculate to the final two semesters of field practicum.

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.

Agency Selection:

Policy:

Field placement takes place in a designated organization that provides social work services to or on behalf of clients, which are defined by CSWE as individuals, families, groups, organizations, and communities. Placements are made in a broad array of public and private agencies including inpatient and outpatient settings, community care facilities, psychiatric settings, health settings, job sites, medical and rehabilitation hospitals, child welfare agencies, schools, child guidance clinics, family service agencies, hospices, community mental health agencies, industries, forensic and juvenile justice facilities.

Criteria:

To qualify as a field placement site, organizations must meet the following criteria and provide opportunities to develop and demonstrate core competencies:

- Provide guidance and an educational experience for students and assist them in their professional growth in the nine competencies.
- Provide a sufficient number and variety of assignments to develop student knowledge and practice skills.
- Provide an opportunity to work with individuals, groups, families, communities, and organizations unless otherwise indicated by specific generalist and specialized practices.
- Provide ample time for weekly field instruction to permit both individual and/or group conferences with students.
- Provide adequate office space, office supplies, telephone availability, and clerical support for the student to perform assigned duties.
- Provide opportunities for in-service training and access to agency consultants.
- Have an interest in participating in the student's research.
- Have an interest in aligning the agency's practice framework to theories taught in the classroom.

Procedures:

- Agencies that are interested in hosting USC MSW students complete required paperwork and identify a qualified field instructor. The field placement team reviews the application and reaches out to the prospective agency for further information.
- Standardized MOUs and Contract Reviews – All field agencies must sign a MOU or contract reviewed by the Office of the General Counsel of the University of Southern California, outlining the roles and responsibilities of the agency and agency personnel to support the role of the student, the careful assignment of clients aligned with student abilities, and the supervisory process, which is distinct from supervision and assignments of employees. (See **Appendix 6 in Volume III.**)
- Signed MOUs are approved by Senior Associate Dean/Director of Field Education and USC Legal Counsel. The field placement team ensures that the MOU is signed by all responsible parties and conducts a site visit to further develop the placement opportunity. During the site visit, the agency obtains further information on USC Suzanne Dworak-Peck School of Social Work field program policies, procedures and protocols and the steps necessary to

host a student. Field faculty approve the field placement site if the agency meets all requirements.

Placing Students:

Policy:

Each placement in field education is made on an individual basis, and takes into consideration: the student's previous experience; future goals and professional interests; the learning experiences provided by the agency; geographic location; stipend requirements; and special needs. Though field experience varies with agency specific circumstances, school expectations and criteria must be met.

Criteria:

Every student in all program options (UPC, OCAC, and VAC) will have two field placement experiences:

- For first year students in the on ground program options, the main source of information for the Field Education Department is the field placement form, the student's resume and personal statement which the student submits at the time of acceptance into the program. The more detailed the information provided on the form, the more suitable the field assignment can be. The field placement form is shared with the field instructor, and placement decisions are communicated to field instructors and agencies as quickly as possible.
- First year students in the online program option are placed in the Virtual Field Practicum for generalist practice field placement, and transition to a community-based agency for the three semesters of specialized practice. For VAC students as well, the main sources of information for the Field Education department are the field placement form, the student's resume, and the student's personal statement submitted at the time of acceptance into the program. The more detailed the information provided on the form, the more suitable the field assignment can be. The field placement form is shared with the field instructor, and placement decisions are communicated to field instructors and agencies as quickly as possible. VAC students also participate in a welcome call with the field placement team early in the process in which additional information can be shared impacting future placement decisions.
- Students in on ground options participate in department field orientation during the spring semester, followed by identification of interviewing agencies, the interview process, and the matching of student with an approved field placement.
- Students in the Virtual Academic Center participate in field placement orientation as well as meeting with the field placement team individually. VAC students are assigned to the most suitable field placement for a placement interview. If student is not accepted by the field placement, another field placement will be matched.

Procedures:

Campus-based program options:

First year placement assignments are made prior to the start of the semester, and students are instructed to schedule a pre-placement visit to their assigned agencies prior to the official start of the practicum. The pre-placement visit serves as the first step in the introduction and orientation process.

Second year students select two agencies to interview based on their focus of study and geographic locations. Field faculty match students in consultation with agencies, giving consideration to their feedback and preferences.

Virtual Academic Center program option:

Students are assigned to the Virtual Field Practicum for the first semester and assigned to a qualified field placement for the three semesters of specialized practice. Following an interview and a successful match, students are instructed to schedule a pre-placement visit to their assigned agencies during their first generalist practice semester. The pre-placement visit serves as the first step to begin the introduction and orientation process and helps to ensure a good fit between student and agency.

Monitoring Students:

Policy:

MSW candidates are expected to integrate the knowledge and skills learned in the classroom with their field practicum experience. The student gradually develops his/her identity as a professional social worker and learns the values and ethics of the profession. This individualized process develops over a period of time, and is significantly facilitated by the Field Instructor through the supervisory experience.

Criteria:

Field instructors (and agencies) are expected to offer the student meaningful learning opportunities to develop and demonstrate the core social work competencies, and to provide supervision and support throughout the field placement experience. This will ensure that students receive the most appropriate learning opportunities in a supportive environment and meet standards outlined in the CSWE nine core competencies.

Procedures:

Monitoring occurs primarily through supervision and through activities of field liaisons in all program options. In addition, the Learning Agreement is used by the student's field instructor to monitor progress during the academic year, as well as for completing the end-of-semester comprehensive skills evaluation. If or when students encounter field placement issues, faculty liaisons serve as mediators, consultants and evaluators to identify and help resolve issues and concerns.

- Liaisons monitor students' progress in field through classroom discussion, consultation and regular communication (in person, e-mail, phone call, or face-to-face virtual meeting).
- Students are encouraged to bring concerns regarding their field instructors and agencies to their assigned liaisons.
- As a first step in resolution, students will be empowered to bring their concerns to their assigned field instructors and preceptors (if assigned) in consultation with their field liaisons.
- If the student's attempts prove unsuccessful, field liaisons reach out to field instructors (agencies) and attempt to resolve the issue through phone call or face-to-face virtual meeting. An in-person or virtual site visit is scheduled soon after this contact.
- Field liaisons further assess the issues and, if the fit between student and placement is not a good one, request a replacement.
- When students are unable to continue in their assigned placement for any reason, a termination meeting is strongly encouraged. The termination meeting provides the opportunity for the team to develop a plan for the student to properly terminate the work with clients, field instructors and agencies, thus contributing to the student's professional development.

Supporting student safety

Policy:

Recognizing that students cannot be insulated from risk in providing services to people, institutions, and communities in crisis, our policies and procedures for supporting student safety take into account that students frequently lack the experience and skills to assess risk and take appropriate precautions.

Criteria:

Each student is required to pay the School's malpractice insurance fee (included as part of the commitment deposit) prior to placement in a field agency. Upon payment of the fee, the student is enrolled in and covered by the School's malpractice liability insurance policy. An annual survey is conducted with field liaisons and students to ensure compliance with the malpractice policy.

Each agency is responsible to provide agency orientation that is included in the student's Learning Agreement. The School requires that agency orientation includes but is not limited to the specific agency's policies, mandates, procedures and risk management (including safety).

Procedures:

- Basic safety measures are extensively discussed in Applied Learning in Field Education (SOWK 589a) and Integrative Learning for Social Work Practice (SOWK 588) to raise student awareness of safety considerations and measures.
- Field Instructors are expected to orient students in basic and agency related policies and procedures that can maximize their personal safety. Field Instructors are required to review safety and risk management policies and procedures of the field agency with the student. Completion of this orientation must be documented in the Orientation Checklist section of the Learning Agreement in each assigned field internship. It should include but not be limited to the following:
 - Building/office security policy
 - Fire, earthquake, and other emergency procedures
 - Transportation policies and insurance requirements
 - Sexual harassment/discrimination procedure
 - Home /school / community visit safety policy and procedure
 - Crisis intervention
 - Emergency and support contacts
- Field Instructors are required to contact the assigned field liaison regarding any safety or human resources incidents or concerns.

Evaluating student learning and field setting effectiveness congruent with the social work competencies.

Evaluating student learning:

Expectations for student performance are organized on the basis of continuity and sequence over the four semesters of the practicum. They are progressive in nature, building on the preceding period. The rate of progression varies with individual students, but every student should achieve minimum expectations for each semester and should show sustained growth throughout the semesters. Basic expectations in each of the nine core competencies of social work for each of the four semesters of field education have been delineated. Each core competency contains specific objectives and behavioral measures that are used to structure the field experience and to evaluate the student's performance. A student must demonstrate adequate performance/skill in all nine areas to pass field.

The following rating scale is used to rate the student's performance:

N/A = There was no opportunity for the student to demonstrate skills in this area.

0 = Skill is not developed

2 = Skill is beginning to develop

4 = Skill is still developing and is not consistent

6 = Skill is developed and is mostly consistent

8 = Skill is fully developed and consistent

10 = Skill is mastered; exceeds all standards

In the generalist practice semester, expected levels of performance for students depend on the competency being assessed, but the general range is 2-6.

Field Instructors may use NA for the following competencies for the first semester only:

Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice (3a & 3b);

Competency 4 – Engage in Practice-informed Research and Research-Informed Practice (4b);

Competency 5 – Engage in Policy Practice (5a, 5b & 5c);

Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities (8c);

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (9a, 9b & 9c).

Any average competency score that appears in the red zone (below the expected range) constitutes a failure to achieve the expected performance level in that competency. (In the 2015-2016 VAC option only, students had a second generalist practice semester; on-ground options had one generalist practice semester only.) In the second semester (first semester of specialized practice for on-ground students in 2015-2016, and currently for students in all program options), students are expected to perform within a general range of 3-7. In the third semester (specialized practice), students are expected to achieve a general range of 4-7 and to perform within a general range of 5-9. Any average competency scores that appears in the red zone (below the expected range) constitutes a failure to achieve the expected performance level in that competency.

End-of-Semester Evaluation: The end-of-semester evaluation is the formal evaluation by the field instructor. The purpose of this evaluation is to assess the student's learning progress in relation to the opportunities provided in field instruction, the tasks delineated, the goals achieved, and the expectations during this period. The assessment is made within the context of the basic expectations for field performance described above. The end-of-semester evaluation calls to the school's attention both the student's areas of competence as well as trouble spots which may need special attention from the field instructor and field faculty liaison.

The end-of-semester evaluation is discussed by the field instructor and student in a specially scheduled evaluation conference. Students submit their own self-evaluation of their performance prior to this conference. Responsibility for clarifying the purpose of the evaluation in advance, and setting up the structure to carry it out, rests with the field instructor. Both parties individually prepare for the conferences by reviewing the teaching-learning experiences to date, the Learning Agreement, the evaluation instrument, RLTs, conferences, notes, and any other relevant materials. The evaluation focuses on an assessment of the student's progress in the nine core competencies. This progress is viewed within the framework of the learning experiences available in the agency and/or the virtual field practicum.

The end-of-semester evaluation is written by the field instructor and is a summation of the considered judgments of the field instructor derived from the student's semester of interaction with clients, observable behaviors, and social work skill development. The field instructor completes the password protected end-of-semester online evaluation instrument that can be found at this link: <http://onlinefieldevaluation.sowk.usc.edu/>, and uses the narrative sections to clarify, elaborate upon, and personalize the evaluation. The evaluation is accompanied by a grading section in which the field instructor recommends a grade. The ultimate responsibility for the grade, however, lies with the field faculty liaison, who enters the final grade into the university's grading system.

Field instructor and student sign the evaluation online before it is submitted to the school. The student's signature attests to his/her having read it; it does not necessarily signify approval. If there are serious or irreconcilable differences in the two points of view, the field liaison will intervene to discuss and assist in reaching a resolution. The evaluation is submitted to the school and filed in the student's record. The evaluation (and student addendum, if there is one) is reviewed by the liaison, who signs it as evidence of completion and submission. Special attention is paid to those students with ratings below expectation. A student performance improvement plan (SPIP) is developed to address the areas of low performance. The SPIP includes specific competency-based performance expectations and can be issued at any time in the student's field practicum. The SPIP is created by the field faculty liaison in consultation with the field instructor to help the student improve his/her performance in field.

Early Outreach: Field faculty liaisons reach out to community-based placements and students in the early weeks of placement to confirm the role of the field instructor and the preceptor, if there is one, to ensure knowledge of the school's expectations for placement, and to learn about the student's adaptation to the field placement.

Site Visit: The mid-semester conference occurs between the 8th and 15th week of placement each semester and is intended to ensure that the student and agency are both adhering to the performance expectations of the Suzanne Dworak-Peck USC School of Social Work. This process provides an opportunity to review the experience in a time frame that allows the student and agency to delineate plans and goals for the remaining time in field placement. It follows completion of the Learning Agreement midway through the semester.

Evaluating field setting effectiveness:

Policy:

The USC Suzanne Dworak-Peck School of Social Work strives to ensure the quality of our approved field placements. Field placements must demonstrate their ability to provide quality learning opportunities aligned with the curriculum to our students and be receptive to constructive feedback from field education in order to enhance our alliance and partnership.

Field faculty liaisons are responsible to conduct agency site visits each semester to monitor students' progress in field. During the scheduled site visits, liaisons review the nine core competencies with the students and field instructors and identify core competencies that students need to improve on. Field Instructors will offer support and guidance to solicit specific field assignments for students to practice and achieve the expected competencies.

It is the USC Suzanne Dworak-Peck School of Social Work policy that all students must have a completed evaluation at the end of each semester in order to receive a course grade. Field liaisons play the vital

role of reviewing and approving each of the evaluations that are completed by students and Field Instructors. Questions or concerns that arise related to the evaluations relating to the competencies are to be addressed immediately by field liaison with student and field instructor.

The school is committed to a rigorous and high quality field experience, and to this end, engages in a robust series of evaluation procedures of the field experience that includes students, field faculty, field liaisons, and agencies (field instructors). These processes allow us to continuously monitor and improve our field education.

Criteria:

- Field Instructors, agency preceptor and/or intern coordinator receive timely communication from liaisons regarding changes in policy, program expectations and competencies.
- Students, field instructors, and faculty liaisons participate in annual surveys to evaluate agency effectiveness in providing MSW students the field experience congruent with the curriculum and social work core competencies.

Procedures:

- Field placements are monitored by school liaisons through periodic in-person or virtual agency visits with the student and field instructor, telephone calls, emails, and other contacts. Informal evaluation continues throughout the year. Formal written evaluations of all the parts of the placement experience are completed at the end of the field placement by students, field instructors, and field liaisons.
- Upon completion of field placement and the final evaluation of the student's performance, students receive an electronic link and complete a comprehensive field placement survey (found in **Appendix 6 in Volume III**) which reviews and evaluates their total field practicum experience.
- In addition, the field instructor is sent a separate comprehensive survey (found in **Appendix 6 in Volume III**) for their feedback on the quality of our students, the field education program, and the faculty liaison's responsiveness to both student and field instructor.
- Field liaisons also complete a survey (found in **Appendix 6 in Volume III**) that provides an evaluation of the field instructor and agency.

The results of these evaluations are reviewed by field faculty, Assistant Directors of Field Education, and by the Director of Field Education at the end of each academic year (on ground) or placement cycle (in the VAC), and are used by the school administrators for program evaluation and improvement, as follows:

- Identify any strengths or weaknesses in the placement process or the liaison work and provide any needed consultation
- Evaluate the experience from students, field instructors and faculty liaisons in order to plan appropriately for the future
- Provide trainings to field agencies on field curriculum, policies, protocol and address potential challenges and issues among students, field agencies and universities

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.

Maintaining contact with field settings across all program options:

The field education program options consist of two on ground programs (University Park Campus and Orange County Academic Center) and a virtual program (Virtual Academic Center). Contact with students and field agencies is consistent with the education platform: student contact and field agency visits are predominantly in person for students attending UPC and OCAC, and predominantly virtually via Adobe Connect or alternate virtual media for students in the VAC.

MSW candidates are expected to integrate the knowledge and skills learned in the classroom with their field practicum experience. The student gradually develops an identity as a Social Worker and learns the values and ethics of the profession. This is an individualized process and develops over a period of time. This growth is significantly facilitated by the Field Instructor through the process of supervision. The following are some guidelines to help students take full advantage of the field practicum experience and supervision:

The field faculty liaison is a member of the USC field education faculty who co-ordinates, monitors, and evaluates the field education experience to insure that conditions are present for optimal learning and professional development. The responsibilities are listed below. The field liaison is also the student's Integrative Learning for Social Work Practice instructor. This pairing strengthens the role of the liaison by providing an opportunity for the instructor to know the student's experiences more intimately, and to identify and remediate problems early in the seminar experience. The liaison's role includes:

- Assisting with the development of the Learning Agreement in order to structure the internship to address field practicum objectives and student educational goals
- Supplementing learning through the provision of information and referral to additional resources
- Reviewing completed Reflective Learning Tools to audit students' field experience and use of field instructor's supervision/teaching
- Acting as liaison between student and field instructor, addressing issues of concern that may impact the learning process, and facilitating problem solving;
- Mediating conflict in the field education practicum
- Grading students' performance based on field instructor assessments
- Meeting with students in the seminar and during weekly office hours per students' requests prior to and after their scheduled site visits to debrief their field experiences and progress made.
- Maintaining regular contacts with field instructors (email, phone call, face-to-face virtually or in person) by providing updates on policy and consultation.
- Scheduling face-to-face virtual or in-person site visit with field instructors and students at least once per semester for all program options.

Field Instructor Role

The field instructor is an employee of the agency in which the student is placed or is a contracted external field instructor (EFI). The field instructor (including the EFI) responsibilities consist of field instruction and regular contact with the faculty liaisons, as follows:

- Setting up the student's overall educational program in the field following the school's guidelines, in consultation with the field liaison;
- Developing a plan for orientating the student to the agency and to the community the agency serves;

- Providing ongoing, regularly scheduled, weekly individual field instruction, including case assignments, review of agency policies and requirements, review of student goals and evaluation of the student's performance;
- Providing adequate resources to the student to enable him/her to work productively (e.g. space, clerical support, cases);
- Maintaining communication with the school through regular contact with the liaison;
- Regulating the size and variety of student's case load and work responsibilities with an eye toward maximizing the intern's growth and meeting his/her learning objectives;
- Facilitating a group supervision experience for the student;
- Helping the student develop her/his Learning Agreement and incorporating the five core skill areas;
- Reviewing required educational process recordings, making comments and returning them to the student for discussion in a timely manner;
- Continually evaluating student performance and professional growth and helping students work through whatever stands in the way of growth;
- Assisting students in developing self-awareness;
- Completing the end-of-semester online evaluations, using the comprehensive skills evaluation instrument, and fully discussing this evaluation with the intern in a timely manner;
- Facilitating the termination process;
- Teaching material in accordance with the course syllabus, the students' Learning Agreement, and the field and classroom course objectives;
- Providing timely feedback to students regarding field assignments;
- Recommending appropriate grades consistent with the grading policy;
- Meeting deadlines for submission of field evaluations each semester;
- Keeping appropriate professional boundaries and maintaining confidentiality in student relationships in order to maintain the role of educator;
- Promoting and maintaining a respectful, professional, collaborative environment regarding student issues.

Monitoring student learning and agency effectiveness:

All students complete a Learning Agreement which provides each student with the opportunity to participate in the planning of his or her field education experience and clarifies expectations for the student, the field instructor, the preceptor (if applicable), and the field liaisons. This creates a structure for the field education experience.

In addition to its usefulness in monitoring a student's progress during the academic year, liaisons can audit students' completed Reflective Learning Tool reviewed by field instructors in addition to the Learning Agreement completed mid semester as well as the end-of-semester comprehensive skills evaluations.

Field placements are monitored by school liaisons through periodic agency visits, either in-person or virtually, with the student and field instructor, telephone calls, emails, and other contacts. Informal evaluation continues throughout the year. Formal written evaluations of all the parts of the placement experience are completed at the end of the field placement by students, liaisons, and field instructors.

The MSW student is responsible for completing the Learning Agreement, ten Reflective Learning Tools and the Reflective Learning log each semester. In order to graduate, the MSW student must complete a minimum of hours each year in the Practicum/Placement: 450 hours in the First Year and 550 hours in the Second Year **AND** successfully demonstrate knowledge and practice skills as described in the 9 social work competencies. Students pursuing the California Pupil Personnel Service Credential is required to apply for the Certificate of Clearance (COC) prior the start of their field internship, instructions for which are available at <http://www.ctc.ca.gov/credentials/online-services/pdf/web-app-tips.pdf> for instruction. PPSC students must complete 600 field hours and additional evaluation required by Commission of Teacher Credential.

Field placements are monitored by school liaisons through periodic agency visits, in-person or virtually, with the student and field instructor, telephone calls, emails, and other contacts. Informal evaluation continues throughout the year. Formal written evaluations of all the parts of the placement experience are completed at the end of the field placement by students and liaisons. Students receive an electronic link and complete a comprehensive field placement survey (**Appendix 6 in Volume III**) which reviews and evaluates their total field practicum experience. The faculty liaison also completes a survey (**Appendix 6 in Volume III**) that provides the liaison's evaluation of the field instructor and agency.

The results of these evaluations are reviewed by the field faculty, Assistant Directors of Field Education, and by the Director of Field Education at the end of each academic year, and are used by the school administrators for program evaluation and improvement.

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 2 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.

Credentials and practice experience of field instructors. The field instructor carries the primary responsibility for planning, implementing and evaluating the student's educational program. Field instructors are most often employed by the field placement organization, but in unusual situations where learning opportunities are clearly evident but no MSW is employed, the School or agency contracts with an external field instructor (EFI) to provide field instruction for the duration of the internship. In all cases, and across our program options, field instructors have the same roles and responsibilities and must possess the same qualifications.

Field Instructor (External Field Instructor) Qualifications:

- An MSW degree from a CSWE-accredited school of social work
- At least two years of post-master's social work experience
- Completion of a 12-15 hour training for new field instructors at USC or from another CSWE-accredited member of the Southern California Schools of Social Work Consortium. As offered on campus, the training program can be completed on the ground, or through a hybrid model. For field instructors in the virtual program, the training takes place virtually

- A certificate of completion of new field instructors' training from Suzanne Dworak-Peck USC School of Social Work, or from another CSWE-accredited member of the Southern California Schools of Social Work Consortium, dated 2008 or later.

Field instructors must commit to meet all documentation, supervision, and evaluation requirements of the program, and must have the ability to assess student progress based on the nine social work competencies as defined in the 2015 Council on Social Work Education Educational Policy and Accreditation Standards. Field instructors must complete the online field instructor form and be approved by a field faculty member.

When an agency that can offer an innovative field experience for our students does not have an on-site MSW field instructor, field faculty can request specific funding approval from the Senior Associate Dean & Director of Field Education to sponsor an External Field Instructor. This strategy aims to expand the role of the social work profession in non-traditional social work settings and to create workforce development and potential employment for our MSW graduates. EFIs provide weekly supervision on site at the assigned agency and maintain regular contact with agency preceptor, supporting mentorship of the MSW student. Every MSW student is supervised by a qualified MSW field instructor or an approved MSW EFI (paid either by the agency or the USC Suzanne Dworak-Peck School of Social Work).

Field instructors not holding CSWE-accredited social work degree. USC Dworak-Peck School of Social Work field education does not place MSW students in a field agency without a qualified MSW field instructor.

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.

Orientation and training.

Agencies who wish to host MSW interns complete required paperwork describing their agency's mission, program, and services, as well as the learning objectives/assignments for the interns. Field faculty then contact agencies to further discuss field education requirements and identify field instructors who are eligible to supervise the interns.

All new field instructors are required to take a specialized hybrid training course offered by the school, consisting of three face-to-face trainings and six hours of online coursework, or a comparable field instructor training offered by another CSWE-accredited school of social work elsewhere in the United States. Field instructors for our campus-based program options most frequently enroll in the training offered at the UPC campus, while those in our virtual program take the hybrid training consisting of asynchronous material and face-to-face sessions or enroll at another CSWE-accredited program in their home community. At USC, the course is offered throughout the year on the ground and virtually. A certificate of completion is sent to the new field instructor following completion of the 12- to 15-hour course.

The field instructor training provides orientation to the Suzanne Dworak-Peck USC School of Social Work MSW program, including course requirements, overview of the social work practice core competencies as described in the 2015 CSWE EPAS, roles and tasks of the field instructor, field requirements for first and second year students, important areas to consider to be an effective supervisor of the field experience, discussion of USC MSW field policies and procedures for students who are struggling in field practicum, and discussion of the termination process.

In addition to the new field instructor training, field instructors are invited to participate in an array of specialized EBI trainings and other meetings focused on curriculum development and delivery in both generalist and specialized practice. Field instructors from all program options are invited to attend the annual field instructor appreciation luncheon, offered each May in Southern California, where they attend a variety of workshops focused on current practice and teaching in social work. The participation of field instructors and agency staff EBI trainings enables them to provide further support to our students, who also participate in these trainings. Field faculty in our virtual program provide live trainings for the field agencies through our virtual platform.

Continuing dialog with agencies and field instructors.

The relationship and ongoing dialog between the School's field faculty and the field instructors and agencies with whom we partner goes beyond the work with individual students. They participate with the school in structured activities and events, but also on a less formal basis, providing feedback on program processes and policies, and enabling the field education department to be responsive and adaptive to new needs and service structures. The school's long-standing partnerships and open communication have led to innovative and creative specialized field units, including non-traditional settings such as the financial institutions, entertainment businesses, sports organizations, military, TeleHealth, and Teaching Institutes where we place larger groups of students. Examples of non-traditional settings include the Dodger Foundation, Wells Fargo Bank, Target, local school districts, Volunteers of America, and health maintenance organizations.

Field Instructors are invited to dialog on curriculum building, to attend school-wide activities such as All School Day, an annual convening of faculty, students, and staff around a specific community issue, details of which can be found in **AS 3.1 Diversity**; university-wide conferences on topics such as homelessness and integrated care; and other events. Field instructors and field settings are integral and essential parts of our learning community.

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.

Standardized MOUs and Contract Reviews – All field agencies must sign a memorandum of understanding (**Appendix 6 in Volume III**) reviewed by the Office of the General Counsel, which outline the roles and responsibilities of the agency and agency personnel to support the role of the student, the careful assignment of clients aligned with student abilities and the supervisory process which is distinct from supervision and assignments of employees.

Policy regarding placement in the student's place of employment:

In most cases, students are placed at agencies where they have no prior work or volunteer experience. However, in special circumstances students may be assigned to their place of employment for their internship experience. Requests for employment based internships are typically reserved for students entering their second year field practicum. When approved, these agency exceptions must offer new and different learning opportunities from those associated with the student's regular employment. In addition, they must be educationally directed by a Field Instructor who meets the School's required qualifications for field instructors, and is not the employment supervisor.

Paid employment settings can present many complicating factors that have the potential to limit the student's full utilization of the educational field placement experience and should be weighed carefully by the student and the employer.

Some of the conflicting issues that may arise are the agency's emphasis on productivity over student learning, decreased willingness on the part of student or agency to disclose problems that arise related to field placement, inadequate supervision, or assignments that are not congruent with practicum expectations and CSWE social work competencies. In light of these potential conflicts, the Field Education Office cautions students about employment based internships and reserves the right to approve these field placements based on the following criteria.

Criteria for approval of employment based field placement.

- All of the required field hours must be under the supervision of an MSW Field Instructor who possesses the qualifications required by the School and is not the student's employment supervisor.
- Field placement assignments must be different from the student's regular work assignments.
- Assignments must constitute opportunities for new learning for the student, such as a new population, new treatment methodology, or new field of practice.
- The student's educational goals and Learning Agreement must be the primary focus of the position during field placement hours.

Procedures:

- Upon request, students are informed of the criteria and guidelines for field placement at the place of employment by the Field Education Office and/or field faculty.
- If the proposed field placement internship meets the above criteria, the student can submit a completed **Employment Based Field Placement Proposal** (found in **Appendix 6 in Volume III**) to the Field Education Office with approval from the employment agency.
- The proposal must be submitted 45 days prior to the beginning of the semester to allow sufficient time for field faculty to investigate and approve employment based field education.
- Upon receipt of the proposal, assigned department field faculty reach out to the identified field instructor (or agency contact) to investigate and approve if proposed field placement meets all criteria. If approved, student interns at his/her employment agency.
- Prior to the start of the semester, the field liaison assigned to the student is notified of the approved placement.
- The field liaison carefully monitors and evaluates the student's field experience to ensure optimal learning and professional development, and provides support and consultation to the field instructor throughout the academic year.

Implicit Curriculum

The implicit curriculum refers to the learning environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy and fair distribution of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession and the mission, goals, and context of the program.

Introduction.

The implicit curriculum, along the explicit curriculum, is the expression of the program's mission, and the profession's principles and values; as such, it is continuously communicating to all members of the program community the nature of the school's understanding of what is most important in social work education.

In our discussion of the standards that comprise the implicit environment, we address similarities between on ground and online program options, as well as differences where they exist. It is important to say that at the USC Suzanne Dworak-Peck School of Social Work, the learning environment is both designed and considered to be one environment, with diverse locations and systems. We strive, as much as possible, to be a program surround that encompasses all of our students, faculty and staff, while taking into account specific contextual features of our individual program options.

Implicit Curriculum

Educational Policy 3.0 -- Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/ spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

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.

The Suzanne Dworak-Peck School of Social Work and the profession of social work share a deeply rooted and long-standing commitment to the values of diversity, inclusion, equity, social justice, appreciation of and respect for difference. These values are embedded in the school's mission, policies and practices, our profession's code of ethics, and the Council on Social Work Education's educational policy and accreditation standards. The school conceptualizes the learning environment as a seamless embodiment and reflection of the commitment to diversity and inclusion, and infuses diversity and difference as unifying concepts and real-world endeavors not only in its curriculum, but also in its practices, research, field education, governance, faculty hires, and student activities. Through its mission, departmental structure, ongoing faculty development opportunities, and activities of its student body in sustaining an ethos of diversity that honors multiple voices, the commitment to affirming diversity and difference is implicitly and explicitly present in life at the school.

The school has experienced enormous growth during the past few years, in terms of the number and diversity of members and communities in our school and in the complexity of our relationships and activities. This section describes the multiple and varied explicit and implicit expressions of the school's attention and commitment to diversity as a fundamental dimension of our learning environment.

The University of Southern California has long had a commitment to diversity and inclusion, and in leading the way toward greater access and opportunity for all, and that commitment has been renewed in successive generations. At the present time, USC enrolls more underrepresented minority students than any other private institution in the Association of American Universities, and leads the nation's universities in enrolling the most underrepresented minority graduate students. In 2015, with the appointment of a new provost, Michael Quick, USC made its strongest public commitment yet to increasing diversity, inclusion, access, and opportunity for students and faculty. This included the 12,000 students enrolled in graduate online programs, an unusual gesture for research institutions. President C. L. Max Nikias has continued to articulate the vision of a diverse and inclusive campus, with passionate implementation by Provost Quick. The Faculty Senate has ensured participation of all academic units through its concomitant Access and Opportunity, Diversity and Inclusion initiative. Beginning with appointments to his own office that incorporated more diversity than was previously the

case, the Provost moved to name a new Associate Provost with specific responsibility for maintaining momentum in the College and 17 professional schools. Every school is mandated to appoint a liaison to that office. He has worked personally and intensively with activist groups including the Black Lives Matter movement, who now see in him an ally. He has made diversity a priority on the agenda for meetings with deans and instituted the policy that deans' compensation will be based in part on their effectiveness in advancing goals of diversity and inclusion. In terms of longer term impact, he has required each academic unit to prepare a five year plan that will advance diversity and inclusion in their respective schools. These plans are subject to approval by his office and will have binding power, making it clear that the university administration is unequivocal in its desire to alter the composition and climate of the campus. For the USC Suzanne Dworak-Peck School of Social Work, this request coincided with efforts already underway. The university's new strategic plan builds on the work of previous decades in which USC goes beyond the bounds of the campus in expression of its commitment to supporting families, promoting economic growth, and building pipelines to support the academic goals of students in its own neighborhood. This commitment is exemplified by the USC Neighborhood Academic Initiative that sends 100% of its students to college, nearly half with full-tuition scholarships, and the USC Good Neighbors Campaign that raises over \$1 million annually, awarding it to neighborhood elementary, middle, and high schools. These schools have Latino and African American enrollments that exceed 90%, with more than 80% eligible for subsidized school lunches. The Good Neighbors campaign is supported by staff and faculty of the university, and while contributions are not required, more than half of the members of the university community support the campaign.

University resources. The University of Southern California has the highest enrollment of international students among institutions of higher education in the United States. As a result, there are numerous resources designed to strengthen adjustment to this culture and language improvement (principally the American Language Institute). An umbrella organization (International Student Assembly) for the nationality and cultural clubs on campus serves as a means for expressing and promoting the concerns and interests of international students while also showcasing their talents and cultural diversity campus wide. Other programs available to students, faculty, and staff are: the Asian Pacific American Student Services, the Center for Black Cultural and Student Affairs, the Center for Women and Men, USC Disability Services and Programs, El Centro Chicano, the Office of Religious Life, and the Lesbian, Gay, Bisexual, Transgender Resource Center.

The university's Office of Equity and Diversity is perhaps one of its most important instruments for advising and correcting breaches of university policy involving discrimination against protected groups and more broadly, abuses by faculty, staff, or students that produce a hostile work environment. Academic units are urged to contact this office at all times when a complaint is made, either informally or formally. An additional resource is the Faculty/Staff Counseling Center, which assists individuals with issues related to perceived and real discrimination.

The USC Center for Religious Life recognizes and supports over 42 different faith and non-faith groups. It has a vigorous relationship with the Los Angeles community, collaborating with neighboring mosques and other religious institutions. The Dean of Religious Life, Varun Soni, was the first person of Indian heritage to be named to this role in higher education. The Search Committee that recommended his appointment was headed by the dean of the school of social work. Because of his understanding of identity and its many meanings, Dean Soni has stimulated continuing dialogue across campus on diversity and inclusion.

University environs. The USC campus is located approximately 1.5 miles from the center of Los Angeles, in a neighborhood with the highest rates of foster care placement, unemployment, and rental housing in the city. It is possible literally to step off the campus into low-income or gang-ridden neighborhoods. At the same time, USC is among the safest of the nation's campuses.

In the 1990s, the trustees were offered an opportunity to move the campus to a beautiful site overlooking the ocean at the far edge of Los Angeles County, now occupied by Pepperdine University. After considerable debate, the trustees confirmed their commitment to this campus, this community, and to our role as an urban institution. The importance of this decision was that unlike many other universities in decayed urban centers, USC accepted and affirmed our place in a neighborhood with many income levels and a diverse population. The President has initiated numerous policies that encourage local residents to work here, to bring their children to school through various academic initiatives, and to collaborate in neighborhood programs such as those described above.

The USC Suzanne Dworak-Peck School of Social Work. The environs of the program options of the school go beyond the boundaries of the university's neighborhood. The University Park Campus of the School is located in downtown Los Angeles, sharing the neighborhood described above; however, our Orange County Academic Center (OCAC) and our Virtual Academic Center (VAC) though embedded in the same institutional context, exist in quite different environs. OCAC, established in 1984, offered the first accredited full-time Master of Social Work programs in Orange County, California, an area of rapidly expanding and varied ethnic communities that attracts a diverse student body. The school established the innovative Virtual Academic Center in 2010, in part to provide greater access to graduate social work education to students who might not otherwise have access due to work, family, or financial constraints. The national (and in some instances, international) contexts of the VAC include communities of all kinds: urban, rural, military, densely populated, isolated, industrial, agricultural, ethnically and religiously diverse.

Unleashing Social Work Initiative. The school has developed the *Unleashing Social Work Initiative* to be launched in Spring, 2017. The plan is based on a survey of our stakeholders to understand, identify and evaluate our baseline as a school in relation to diversity and inclusion. The survey results then became the basis of the Unleashing Social Work Initiative, which formalizes the school's deep commitment to diversity and inclusion throughout all components of our program, including scholarship, curriculum and community service programming (full text of the initiative is found in **Appendix 7 in Volume III**; the survey is appended within the Initiative document). The objective is to set five-year goals that will lead the university and possibly the profession in demonstrating new approaches to classroom dialogue, increased capacity for listening and respecting different points of view among faculty and staff themselves, a reduction in micro aggressions and other indirect manifestations of discrimination, an audit of our hiring processes and mechanisms to ensure retention of minorities, and new methods of promoting informal positive student engagement around difference. In the current cultural, social and political climate in the United States and around the globe, the school believes this initiative is needed more than ever, given the increasing exposure of vulnerable individuals and groups to violence, displacement, poverty, and institutionalized racism.

Field education settings and clientele. Almost all students have the option of placement in settings that serve diverse populations. As might be expected given the complex nature of our contexts, we offer field education in a broad and varied range of agencies, organizations, and communities. Students at UPC and OCAC are placed in field agencies located across a five county area in Southern California; those in the VAC have field placements in their home communities across the United States. Settings include

public agencies, private for-profit and private non-profit agencies, sectarian and non-sectarian agencies, community organizations, and non-traditional social work settings. Agencies vary in size from very small single service agencies to large complex public sector agencies with thousands of employees offering twenty or more service options and serving in excess of 35,000 clients. Populations served by the agencies cover the lifespan and include: newborns, toddlers, pre-school children, children and families, adolescents, adults, and seniors and the aged, all from a broad spectrum of cultural and ethnic populations and a wide range of socioeconomic groups. Populations served also include vulnerable populations, with an emphasis on, but not restricted to, those least able to advocate for themselves: children, women, the disabled, the poor, the ill, the homeless, and underrepresented populations. Within the network of field agencies the entire span of social services provided within the social work profession is offered: health services, mental health services, public child welfare services, educational services, advocacy services, legal services, as well as services addressing social and criminal justice. Students have opportunities to provide direct services to clients, and to engage in program development and evaluation, organizational management, community organization, needs assessment, advocacy and leadership. Evaluations from field instructors include content reflecting students' level of proficiency with a variety of diverse and underrepresented populations.

Program leadership. Key leadership positions at the school are held by a diverse group of individuals, who reflect differences in gender, sexual orientation, race, religion, national origin, and age. Some examples that illustrate the diverse cultures and ethnicities of our administrative leadership include our Senior Vice Dean of Administration (a leadership position overseeing management of \$250 million in revenue, 120,000 square feet of space, our entire IT operation, and 150 staff), who is an African American woman; the Associate Dean for Global and Community Affairs, responsible for administrative leadership around diversity and inclusion, and the Registrar and Associate Dean for Academic Operations, who are also African American women. The Director of Field Education, who oversees the largest field department in the nation, is a Chinese American woman. Our Associate Dean of Student Life is Filipina, and our Associate Dean for Research, Teaching, and Part-Time Faculty is Turkish in ethnicity. The dean of the school is only the second woman dean in the school's 100-year history. The Associate Dean for Tenure Line Faculty is one of the youngest in this position in the country. Our vice dean, a male, is an underrepresented minority on our faculty and in our profession. Associate deans for learning excellence, educational assessment, and advancement are also women. Religious affiliations among our program leadership range from Buddhism and Judaism to Christianity.

Resource allocation. The school supports diversity and inclusion efforts through the work of faculty, staff, and administration under the auspices of the Diversity and Inclusion Committee and the Office of Global and Community Initiatives, both described below, as well as through the work of individuals in the school community. In AY 2015-2016, the School's Diversity Committee was allocated a budget of \$57,000, which was more than doubled in AY 2016-2017 to \$123,448. Course buy-outs were also given to the two liaisons from the school's Diversity Committee to the Provost's Diversity Office. Additional activities funded through our Office of Global and Community Initiatives and the Office of Academic and Student Affairs included events such as the Student Film Festival, diversity forums for faculty, a national roundtable on Race, and our collaboration on programming with the Association of Pacific Rim Universities, all of which are described in detail below. The school also supports the diverse array of student caucuses, as well as other diversity-focused student activities. The 19 student caucuses receive their own budget, allocated by the elected Board of our Student Organization. Student Org receives \$70,000 annually for these purposes and other school-wide events.

Scholarships. A number of scholarships specifically support diversity and inclusion, as follows:

Helen Phillips Levin Dean's Leadership Scholarship

This \$25,000 scholarship is awarded each academic year to one incoming disabled student who, while living with some form of disability, possesses both exceptional academic ability and proven leadership experience. Candidates for this award must be admitted to and enroll in the two-year full-time program and hold a minimum cumulative undergraduate GPA of 3.25 along with documented leadership experience or leadership potential in the world of human or social services.

Diversity Community Dean's Leadership Scholarship

This scholarship will be awarded to a student who has made significant contributions to the minority communities they serve (e.g., community organizers, leaders of prominent non-profit agencies, etc.).

Diverse Social Entrepreneurship Dean's Leadership Scholarship

This scholarship will be awarded to students who have a demonstrated history of or clear aptitude for business/entrepreneurship based on ventures in the field of social work. Students will be required to select the Community, Organization, and Business Innovation department and complete field placements designed around this area of interest.

Educational and social resources. We have established several mechanisms within the School to ensure that work on diversity and difference, broadly defined, is continuous internally and externally. The first of these is the Diversity and Inclusion Committee, a standing committee established by the Faculty Council that is responsible for a wide range of actions depending on emerging issues.

Diversity and Inclusion Committee.

The mission of the Committee on Diversity and Inclusion is to be a “diversity-inclusive oriented compass” for the faculty, staff and students in all program options. Committee members are staff and faculty at campus-based and virtual academic centers. The committee directs its efforts toward supporting faculty to ensure that students gain awareness of their cultural values and biases, knowledge of other groups, and the skills to work with diverse populations within a context of privilege, power and oppression. The committee has been instrumental in contributing to design of courses to include diversity (Please see **Addendum 1** to this section for *Recommended Diversity Curriculum and Instruction Standards*), identifying skills needed to create classroom environments that are open and sensitive to controversial topics, and sponsoring campus events that broaden understanding of the intersectional nature of diversity.

Commitment to Racial Justice statement. In response to a series of tragic instances of police brutality across the nation, the committee initiated the drafting of a statement for the school on its commitment to racial justice that was then approved by the entire faculty. (Please see **Addendum 2** to this section).

Events, speakers, and seminars. The following are examples of events hosted by the committee during academic year 2015-2016, most of which are either streamed or recorded to be available to students and faculty in our online program:

- “Black Lives Matter and the Building of a Mass Movement,” an event cosponsored by the Committee on Diversity and Inclusion and the school’s Black Social Work Caucus, with featured speaker Melina Abdullah. (see <https://sowkweb.usc.edu/event/black-lives-matter-and-building-mass-movement>).

- “Race, Inequity and Mass Incarceration,” a talk by Assistant Professor Robynn Cox, presented to the faculty, staff and students at the University Park Campus.
- “Allegories on Race and Racism: Tools for a National Conversation,” a presentation by Camara Jones, president of the American Public Health Association, and hosted by the committee and Dean Marilyn Flynn as part of the Real Talk speaker series. This series invites researchers, scholars and practitioners to share real conversations about race and practical tools for addressing it. More than 75 participants came from several schools across campus, the Los Angeles County Department of Public Health, Children’s Hospital Los Angeles, Pasadena Health Department and other local community organizations.
- “No More Stolen Lives,” an event held at the school to shine a light on the impact of police brutality on local communities of color. Activities took place during universal break, allowing faculty members and students to witness Aztec drumming and dancing and a panel discussion with family members of someone murdered by law enforcement.
- Two Real Talk Faculty Forums, co-sponsored by the committee and the University Academic Senate and featuring committee members as facilitators, were held to provide opportunities for faculty to speak openly about experiences of racism, sexism, power and privilege on campus without fear of retribution. The forums cultivated an environment of trust, and led to recommendations for improving the campus climate. Fifty faculty members (from different schools) participated in the forums and 11 qualitative interviews were completed.
- The 12th Annual Social Work Film Festival, sponsored by the school and the committee, celebrated the documentary films made by students in the school’s Media in Social Work class. This year’s theme, “Co-Creating Change with Marginalized Communities,” addressed intersectionality through explorations of gender, migration, place, health, justice and African American transitions to manhood. The film festival is attended by students, faculty, community members and representatives of the entertainment industry.
- “Virtual Impact: A Moment to Pause, View a Short Film and Virtually Discuss Important Topics in Our Community,” was presented by the faculty of the Virtual Academic Center and the committee. Attendees viewed the short film *Sac Fly*, based on a true story about racism, on the virtual platform, followed by a facilitated discussion with faculty members and Deep Williams, writer and director of the film. This event is part of a larger committee initiative of aimed at building nationwide virtual opportunities for inclusion and community building among faculty members and MSW students.

Presentations. In addition to events, members of the Committee on Diversity and Inclusion publish and speak on issues of diversity and inclusion, further contributing to a school context in which students see and feel the school’s emphasis on inclusion of many voices, and the implicit message that diverse cultures and experiences must be learned and spoken about is underscored. For example, Associate professor Terence Fitzgerald was featured in a series of articles in the German press discussing activism in the United States, the Black Lives Matter movement and racialized politics:

- Sistek, H., & Lundblad, M. (2016, March 26). Den svarta rörelsen växer Black Lives Matter. *Göteborgs-Posten*. <https://www.gp.se/nyheter/varlden/1.3037207-den-svartarorelsen-vaxer>
- Sistek, H., & Lundblad, M. (2016, April 2). Nytt håp for USAs svarte. *Agenda Magasin*. <http://agendamagasin.no/artikler/black-lives>

- Sisteck, H. (2016, April 4). Dags att äntra den politiska arenan. *Hufvudstadsbladet*. <http://www.pressreader.com/finland/hufvudstadsbladet/20160404>

Members of the committee presented on issues related to diversity, on campus and at professional meetings. Examples include:

- Discussions on the impact of oppression on Blacks, Asian Americans, Latinos, native people and Muslims as part of the Systemic Racism & Social Work Series of the school..
- “Understanding Historical Racism: Building Self-Awareness in Social Work Education,” invited keynote address presented by Dr. Fitzgerald at the 31st Annual Joint University Field Symposium sponsored by the Los Angeles Field Consortium.
- Facilitation of “Beating Mental Illness: A Dialogue on Race, Gender, and Disability in Use of Force Cases,” a conference hosted by the Saks Institute, USC Suzanne Dworak-Peck School of Social Work and PRISM, at which participants engaged in dialogue about race, gender and disability in use-of-force cases.
- “Are You Aware of Your Unconscious Bias?” presented by faculty member Melissa Singh at the National Association of Social Workers annual conference in Florida.
- “Strategies for Talking about Race & Racism in the Classroom,” presented by Ruth White at the 16th International Conference on Diversity in Organizations, Communities & Nations at the University of Granada, Spain.

Strategies for Talking about Race and Racism in the Classroom

The Diversity and Inclusion Committee has developed a guide for faculty members to facilitate difficult conversations about race and racism (**Addendum 3** to this section). The school has adopted this practice in its curriculum. The strategy lays out steps and methods that allow for honest discussions in the classroom that bring forth internalized, interpersonal and institutional aspects of inequalities. Faculty members and students can delve into difficult conversation with empathy and understanding.

Diversity Toolkit. A creation of faculty and our technology partners in the VAC, this presentation can facilitate important discussions about diversity, power, equity, and inclusion in the classroom, whether virtual or on ground, and beyond. The Diversity Toolkit can be found in **Appendix 8 in Volume III**.

Awareness Campaign. Members of the Committee on Diversity and Inclusion are actively engaged as thought leaders and advocates for social change in their individual areas of expertise and in response to emergent issues across the nation. An example is Professor Ruth White’s feature in *Women’s Health* (print and online) promoting holistic wellness and addressing mental health stigma through conversations with a diverse group of women living with mental illness (see <http://www.womenshealthmag.com/health/ruth-white-bipolar-disorder>).

Office of Global and Community Initiatives

The Office of Global and Community Initiatives (OGCI), under the direction of Dr. Cherrie Short, constitutes the hub of international and community work for the school. OGCI develops and implements programs, collaborations and projects that promote mutually reinforcing goals of international and community empowerment for social workers. The office works proactively to identify local and global opportunities that engage our faculty, researchers, students, and staff to reach beyond the boundaries

of the university and serve our broader constituents. The Race Symposium, Association of Pacific Rim Universities (APRU) Symposium, All School Day, and Visiting Scholars, described later in this section, fall under the OGCI.

The OGCI works to enhance curriculum at the school by offering cross-cultural immersion opportunities for students to gain a deeper understanding of other cultures and models of social service in an international setting. Students may choose from a variety of programs throughout the world, including locations in Asia, Europe, Latin America and the Middle East. Each immersion program has a specific theme connected to social work practice and/or policy and takes place during the spring semester. Immersions are led by faculty and range in size from 20 to 25 students. Participants receive three credits per program that can be applied to the MSW degree.

The OGCI also offers national immersion opportunities for students to gain knowledge and insights into social work policy formation and practices in settings outside their home communities, enabling them to bring back skills that have practical application in their future service to the social work profession. For example, we offer a program focused on military and veterans' policy and practice, encouraging faculty and students to engage with social disparities that affect working class communities of color across the United States.

The OGCI works to develop meaningful academic opportunities related to underrepresented issues and groups. For example, OGCI produces a podcast on race that highlights issues of diversity and inclusion while promoting the research and work of our faculty and staff dedicated to eradicating these issues.

Latino Community Advisory Committee.

The Latino Community Advisory Committee (included in the school's organizational chart in **AS 3.4**) was established by the dean 20 years ago to provide ongoing advice on curriculum, faculty hires, and student caucus activities, such as Noche de la Familia. The committee conducts continuing education activities and assists in raising funds for scholarship and endowed chairs, including an endowed chair dedicated to Latino scholarship. Members are graduates of our program who also mentor currently enrolled students, some of whom also occasionally attend the committee's quarterly meetings. The committee organizes and implements the Latino parent orientation described elsewhere in this section, and is a vital, committed presence in the school, offering critical evaluation of the school's relationship to the Latino community.

All School Day

Following the 1992 uprising in Los Angeles, the School's faculty approved an All School Day (ASD) for the purpose of convening all staff, faculty and students once a year to confront burning issues of social justice. The event is unique in that it has been designated as part of the curriculum. Students are mandated to attend for at least a half-day, with optional follow-up discussion groups in the afternoon. ASD is planned by a student/faculty committee drawn from on-ground and online programs. Topics vary each year, but always address issues of social justice and how clients are affected. Recent programs have focused on gun violence, race relations, the struggle for civil rights, veteran's issues, racial profiling, women and violence, and gay rights. Nationally prominent speakers are invited to exchange views, with emphasis on respect for differences in perspective.

This event for academic year 2016-2017, held on February 15, focused on the effects and impacts of poverty on human rights. Student Organization leadership is at the forefront of decision making and planning for each All School Day event. The event is streamed live, with interactive technology to enable

online students and faculty to participate. In addition, many members of our online community, especially those in southern California, travel to campus to attend in person.

USC Center for Innovation and Research on Veterans & Military Families (CIR)

The USC Center for Innovation and Research on Veterans & Military Families offers innovative education and training platforms for our students, and leads research and partnerships that improve the capacity and competence of mental health providers to effectively address the needs of wounded warriors and their families, an underserved population. With its partner, USC Institute of Creative Technologies, the center has harnessed revolutionary technology to create virtual humans (avatars) that are programmed to replicate the experiences of veterans exposed to combat stress, and that help prepare students for interacting with clients. The center is also actively engaged in research initiatives that can be readily adapted by community organizations serving veterans and military families, in addition to developing continuing education opportunities through online certificate programs.

Student Org and Diversity Caucuses

Every student in every program option in the USC Suzanne Dworak-Peck School of Social Work is a member of the Social Work Student Organization (Student Org). Student Org fosters communication and cooperation among students and faculty, conveys student concerns to administration, engages in creative policy development, participates in major events like the annual homelessness walk or other activities important to the field of social work and social work education, supervises the student caucuses, and for its elected Board, offers significant opportunities for leadership development. It serves as the umbrella group for planning and organization of school-wide events such as homecoming and graduation. Students in the virtual program participate in caucuses and Student Org activities both within the VAC and also with the larger school community through virtual means. For a complete list of VAC student groups, please see **Addendum 4** in this section.

Student Org is highly developed and well supported at the school. With an annual budget of \$70,000, Student Org is asked to set priorities and allocate funds—a rehearsal for future professional roles. The school provides opportunities to build student leadership capacity through its summer leadership retreat, winter planning retreat, and continuous counseling on leadership skills from the Director of Student Services.

Caucuses are organizations within Student Org that promote awareness of specific constituencies and special interests, service to the community and leadership development through professional, educational, social and community events. Student caucuses enable members to organize effectively and empower themselves through a collective voice. Caucuses vary each academic year. All caucuses require a faculty or staff advisor and registration with the University Graduate Student Government.

Student caucuses include: Asian-Pacific Islander Social Work Caucus; Black Social Work Caucus; Christian Social Work Caucus; International Social Work Caucus; Latino/a Social Work Caucus; and the Rainbow Caucus (Lesbian, Gay, Bisexual, and Transgender). Caucuses offer social events, educational forums related to areas of special interest, and often generate activities marking the celebration of specific cultural traditions. Each caucus has a designated faculty adviser who works closely with the group. Events and activities sponsored by caucuses often focus on diversity and difference, and include field trips to the US/Mexico border, No Mas! Immigration Conference, visits to military bases, documenting

homelessness for the census in LA, an autism awareness event, research symposia, the Social Justice Jam and advocacy activities in support of LGBTQIA communities.

Since 1997, we have held Noche de la Familia, an event attended by up to 400 parents, spouses and children of graduating students, during which the graduates acknowledge their debt to those who have supported them. This unique celebratory evening has become a signature event of the school. In further service to our Latino students and families, we have also introduced an orientation session for Spanish-speaking parents, grandparents, and family members of new entering students, organized by Latino alumni and attended by the dean. The session is conducted entirely in Spanish. It has proven to be extremely important for those families whose children are the first generation to enter graduate school (and sometimes college.)

Student Org collaborates with students in other schools across the university, including USC Marshall School of Business and Sol Price School of Policy, Planning and Development, for special events such as the Students of Color and Allies Policy Forum.

Within the school, the activities of Student Org and its caucuses provide diverse voices and views, and implicitly and explicitly contribute to inclusiveness through their presence and their activities. Some examples are:

- Selection of the recipient of the Jane Addams Award. The graduating class selects a faculty member who has provided substantial academic, administrative and moral support to students to receive this prestigious award. The Jane Addams Award recipient offers remarks at the Dean's Recognition Ceremony and presents the keynote address at commencement. The two most recent awardees focused on issues of diversity and the importance of inclusion in their remarks.
- Selection of graduation theme. The graduating class selects a theme for the week-long commencement activities that exemplifies their class. These themes frequently reflect the importance of diversity and social justice. "United in Effort & Diverse in Delivery: Proud Social Workers of the Trojan Family" and "Standing Up for Justice, Fighting On for Change" are the two most recent graduation themes.
- Formation of interest groups. Students are able to begin new interest groups when they can meet the following criteria:
 - Identification of four officers to lead the organization.
 - A petition signed by 10% of the student body indicating interest in the group.
 - Presentation of the petition to the Vice President of Student Org, who presents it to the Student Org board.
 - Recent newly created interest groups include Mind, Body & Spirit Interest Group and The Arts Interest Group.
- Formation of student caucuses. After three consecutive years as an interest group, the group is eligible to become a Student Caucus through the following process:
 - A letter, signed by executive members and the faculty advisor of the interest group, is submitted to the Student Org. President requesting recognition as a caucus at the conclusion of the third year.
 - Provision of evidence of student interest and involvement in the interest group for three consecutive years in the form of (a) meeting minutes, (b) attendance records, (c) sign-in sheets, (d) flyers/communication about past events, (e) budget proposals, and (f) other documents as deemed necessary and appropriate by the Student Org. President and Vice President and Student Org. advisor.

- Recently created new caucuses are Military & Veterans Social Work Caucus and Leadership & Organization Social Work Caucus.
- Student caucuses promote awareness of specific constituencies and special interests, service to the community and leadership development through professional, educational, social and community events. Student caucuses enable members to organize effectively and empower themselves through a collective voice.
- Other Student Org-supported programs focused on issues of diversity include All School Day, Students of Color and Allies Policy Forum, AIDS Walk LA, and the Community Public Safety Conference.

USC LGBT Health Equity Initiative

The University of Southern California LGBT Health Equity Initiative was created to lead scientific inquiry into the physical, emotional and social health of lesbian, gay, bisexual and transgender youth, adults and families and guide best practices for achieving health equity for this population. Research shows that sexual and gender minorities (lesbian, gay, bisexual and transgender) experience significant mental and behavioral health disparities when compared to their heterosexual counterparts. The university and the school are committed to equity for LGBTQ individuals, not only in the health arena, but across the university and in society.

Equity and inclusion for LGBTQ individuals at the school.

We have learned through our research and practice partnerships that the unique experiences and needs of LGBTQ people require new content relative to the cultural experiences of this population in our curriculum, including the development of a focused elective course on LGBT health (SOWK 696). We strive to include gender inclusive and neutral language, in the classroom, and in marketing materials for the school.

The school supports an LGBT student caucus with members from every program option, the Rainbow Alliance Caucus, which mounts and sponsors annual symposia that address LGBT social work practice issues. Each year, the caucus recognizes and presents awards to faculty whose classes demonstrate inclusion of important LGBT issues and who provide classroom environments that are safe and inclusive. In addition, the caucus and the school support Models of Pride, an event led by the LGBT Center of Los Angeles, and the largest conference of LGBTQ youth in the country, attended by more than 2000 students from Southern California and beyond. The school also supports an annual conference on LGBT mental health and therapy that is sponsored by the Los Angeles Lesbian and Gay Psychotherapy Association (LAGPA); students and faculty are encouraged to participate and to attend.

On an issue which has generated attention nationally, the school recognized the need for gender neutral bathrooms early on, and was one of the very first at the university to make a bathroom in its main building gender neutral, thus becoming one of the leaders in the university's move to make all single use bathrooms gender neutral.

The Randall Information Center for MSW Students

The Randall Information Center is a digital information and training laboratory that provides access to computers and printers, as well as library databases, catalogues and a ceiling-mounted video/data projector. Our goal is to provide support to students who require additional support in their writing, language and academic skills. While the center itself is brick and mortar, it offers services both online and on the ground to students in all program options. The center ultimately helps the school retain

students who may be first generation, dealing with delayed learning experiences (e.g. dyslexia), studying in their non-native language, or lastly, weren't offered adequate learning skills prior to their graduate education.

Arts and Diversity Incubator

The school has undertaken to consider how issues of race and inequality can be improved through the arts. This discussion is implemented through a series of incubator sessions led by GreenHouse Innovators, the school's 'Innovators in Residence'. Students in all program options are involved in the planning and implementation of the incubator sessions.

The Innovators in Residence program established by the school is the first of its kind at a school of social work. By opening our doors to outside experts in diverse fields such as art and engineering, we create the opportunity for collaborations across fields that can better prepare our students and faculty to influence the evolution and development of diversity and inclusion in the essential field of social work. Social innovation calls for and helps develop new skills; we believe that these new skills contribute to the capacities of our students think outside the box in terms of solutions to issues of diversity, inequality, access and inclusion.

Race Symposium

In January, 2017, the school held a race symposium that addressed national and current issues of race and injustice. Invited academic speakers included the Dean of the School of Social Policy from Penn and other experts on racial discrimination. The purpose was to move beyond the conventional discussions of this topic and examine how research on race could be brought to practice in a way that could more powerfully affect social change. The provost attended part of this meeting, which involved online and on-ground faculty presenters, African American community representatives, students, and others in a thoughtful and well-received exploration of scholarship on race. It is likely that we will repeat this format.

Podcast on Race

Cherrie Short, associate dean of global & community initiatives at the school, is launching an academic podcast that will grapple with contemporary issues of diversity, race and access, beginning in February, 2017. Each episode will bring USC faculty members, visiting scholars and students to the table to discuss a specific aspect of race in relation to social work and social justice. Episodes of the podcast will be edited and uploaded to iTunes for broad access to students and others.

Immigration Clinic.

In partnership with the USC Gould School of Law, the school implements a year-round immigration clinic, which offers legal and social services for undocumented, self-referred community members. Gould students volunteer their time and provide legal resources for clients; students from the school of social work provide direct social services from the community.

This combined program helps people who are otherwise lacking representation and services needed to integrate successfully into the community. This is the 10th year the USC Suzanne Dworak-Peck School of Social Work is working with the Gould School of Law to implement this program. Currently, two second-year social work students provide five hours each week of volunteer case management. Both individuals have backgrounds in delivering social services in immigrant communities and are enthusiastic about engaging in on-the-ground work while they continue their formal studies. The school's participation in

this project is an explicit and implicit expression of our commitment to the attention to diversity and inclusion in our learning environment beyond the classroom.

Association of Pacific Rim Universities Symposium (APRU)

In partnership with the USC Price School of Public Policy, the University of Hong Kong, Beijing Normal University, and other major universities in the Pacific Rim, the school is spearheading a symposium focused on policy that affects the services provided to military service members in the Pacific Rim. The initiative is in the developmental stages, and the collaboration envisions an international symposium that will host researchers for a two-day intensive exchange of ideas about cutting-edge research and will facilitate an international dialogue about policy relating to services for military service members in the region.

Youth Visits to the USC Suzanne Dworak-Peck School of Social Work

The school has established relationships and partnerships with multiple stakeholders in the community that facilitate campus-wide holistic visits to campus, with current MSW students at the forefront of the program. With student leadership, the school hosts young people from various community groups, with the goal of encouraging higher education awareness among the visitors and their families. The program fosters leadership skills in our students while creating access both to and from our school and the broader Los Angeles community, with a specific focus on lower-income neighborhoods and underserved populations.

Demographics of faculty, staff, and student body.

Our faculty, staff, and students are remarkably diverse culturally and in terms of their perspectives, professional roles, interests and aspirations. For example, our interdisciplinary faculty features seven faculty types and profiles, including tenure track, clinical teaching, clinical field, research, practice, adjunct, and part-time faculty. We are one school composed of many different communities. Some of those communities exist solely or mostly on the ground in the Los Angeles region, whereas others exist solely or mostly in the virtual world through their membership and involvement in our Virtual Academic Center.

Faculty. The school's Faculty Council annually votes and approves giving highest priority to promoting diversity in our search and recruitment activities. This is part of a decision about how to meet the needs of our school and represents a mandate to the search committee, which in turn reports regularly to Faculty Council both on those whom it expects to interview and those who are declined. In this way, there is monitoring throughout our process, which has resulted in a balanced selection of faculty over the past decade.

We have intentionally recruited a group of highly recognized Latino scholars with the aim of creating a center of research on issues of concern to the Latino population that would inform our teaching, offer mentorship to students and young faculty, act as a source of policy information to state and local governments, and profile our commitment. The chair of our Faculty Council is Latina, as is the Chair of our Faculty Research Council. The effects of this recruitment policy are also reflected in recent promotion decisions that established Alice Cepeda and Erick Guerrero as Associate Professors, meaning that we have been able to mentor and retain promising young Latino scholars.

Our 149 fulltime faculty are over 25% male, represent all age groups, including 17.4% who are over the age of 65. Caucasian members comprise 59% of our fulltime faculty, followed by 16.7% Latino members, 11.4% black or African American members, 10.7% Asian members, and 2 members from other groups. Among part-time faculty (numbering 359 in total), there are fewer males at 19.7%, and fewer members who are older than 65. The distribution of ethnic background is similar in regard to Caucasian and black African American members, but fewer Latino and Asian part-time faculty members (12.5% and 7% respectively), and a greater number of those describing themselves as having multiple ethnicities (5%).

Staff. The school has a staff of 211, of whom 29% are male. A wide range of ages are represented, with the greatest number (67%) under 45 years, and only 3.7% over the age of 65. Among staff, 39.3% are Caucasian, 17.5% are Asian, 16.5% are Latino, 14.2% are black or African American, 7.1% are unknown, 2.3% are Middle Eastern, 1.4% are of multiple ethnicity, and one is American Indian or Alaska Native.

The school has made slow but steady progress since 1997 in increasing the diversity of faculty and staff. At the time that the present dean was hired 20 years ago, there were 2 Latino faculty members, 1 Japanese American, and 1 African American. The transition to a more diverse faculty has been highly intentional but careful, given the excessively strict standards for promotion and tenure and the very slow turnover in existing faculty under the tenure system. The school has invested considerable resources to ensure that minority faculty will be successful, once recruited. (See **AS 3.4 Resources**)

Student body. Attention to diversity and inclusion with regard to our students begins at recruitment, when emphasis is placed on hosting and attending recruitment events at a wide array of venues. We recruit at historically black colleges and universities, Diversity Forums, and attend graduate fairs at both public and private institutions across the nation. The recruitment team reaches out to local public universities and professors to provide classroom presentations. We partner with Idealist.org to host the Los Angeles graduate fair, attracting attendance of diverse potential candidates for the program. Military prospects are recruited at military affiliated conferences, events and directly on military bases. Our high touch recruitment team is equipped with tools to help applicants from all backgrounds to successfully navigate the application process, including first generation graduate students and non-traditional students.

Diversity and difference characterize the student body in terms of ethnicity, age, and undergraduate major. The school has a history of high enrollment of minority students. Since 2013, representation of the following ethnic groups has been fairly stable in these proportions: 35% Caucasian, 27% Latino/a, 18% Asian/Pacific Islander, 11% African American, 5.5 % unknown, 2-3% Native American. The student body includes individuals of varying ages, including students in their twenties, thirties, forties, and fifties. The program is in the midst of a trend toward younger students; the average age has fallen from 39.78 in 2003 to 29.84 years in 2015. Social work is typically a female dominated profession, however the percentage of enrolled men at the school has been steadily increasing since 2010, and reached a record high of 17.95% in 2015. The greatest number of our students come to us with undergraduate backgrounds in psychology and sociology, but more recently, include greater numbers from political science, history, and criminal justice.

Note. We neither collect nor report statistics on gender orientation, sexual orientation, physical disability, religious or political affiliation, or marital status, however, our student body, staff and faculty include members who are diverse in these ways as well as in ethnicity, age, and culture.

Research. At the School of Social Work, it is our priority to engage with innovative research that enhances our field work with diverse communities. Among the school's initiatives focused on serving this community is a project called Preventing Suicide among LGBTQ Youths: An evaluation of the Trevor Project, a crisis service provider for sexual minority youths and young adults. The focus of this project is the enhancement of a theoretical model of suicide prevention tailored for lesbian, gay, bisexual, transgender and questioning (LGBTQ) individuals. A project focused on LGBT diversity in the military has been funded in the Center for Innovation and Research (CIR).

The school is home to the Hispanic Research Network, funded by NIDA to develop research capacity among emerging Latino scholars across the nation. Our Roybal Center on Aging is focused on Latino, African American and Asian aging populations, and has produced a highly circulated report on Latino aging in collaboration with UCLA. Research at the Roybal Center also looks at ethnic minority communities and health disparities. We have important new research relationships with the Mexican government and outreach to the Americas, with Professor Ron Astor's school-based intervention model to reduce bullying now adopted as a national initiative by the Chilean government.

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

The school's emphasis on diversity, respect for difference, and inclusion, explicitly implemented in the curriculum, is implicitly and explicitly present in almost every aspect of the learning environment, as the many examples in **AS 3.0.1** above make clear. The message to potential students, students, faculty, staff, and the communities we serve and that provide context to our program, is that the USC Suzanne Dworak-Peck School of Social Work places high value on diverse identities at the intersection of age, culture, ethnicity, gender identity and sexual orientation, religious beliefs, abilities and disabilities, marital status, political ideologies. Inclusiveness is modeled through recruitment and hiring policies and processes, through faculty governance, through resource allocation, through student organization and caucuses and their activities, through educational meetings and speakers, and through school and community events and collaborations.

The school operationalizes its prioritization of diversity and inclusion as a core value and fundament of its learning environment in many events and activities. The school wide All School Day is a signature example of an event that is inclusive of every member of the school community while focusing specifically on issues of diversity, difference, and equity. As they participate in this event, students, staff, faculty and community members alike see and feel how the school prioritizes issues and processes related to the further development of a learning environment that is supportive of diverse identities and implicitly and explicitly prioritizes the importance of inclusion.

Diverse student identities are encouraged and supported by the presence of existing student caucuses, and the fact that as new groups or new identities join the school community, there is always room for the expression and support of these as new interest groups and caucuses arise from students themselves. Our explicit curriculum, employing a framework of intersectionality and diversity, is foundational to the communication of the importance we place on difference and inclusion to our students. Recognition offered by the student Rainbow Alliance Caucus to faculty and staff whose work advocates for and supports LGBTQ issues and people increases affirmation and inclusion within the learning environment and beyond. On the physical level, the presence of an all gender restroom concretely communicates that the identities of all people in our shared space must be and are

supported, and art and posters in the halls of our campus-based programs are created by and represent diverse individuals and groups.

Faculty and staff represent diverse identities, as indicated by the demographic information above, but also in the varied nature of their religious, ideological, gender, and cultural identifications. The creation by the faculty of a standing committee on diversity and inclusion, and that committee's many activities contribute to the creation of an environment that is welcoming and supportive of diverse identities and thinking.

The addition of a student representative to the Diversity and Inclusion Committee contributed to the inclusion of diverse perspectives and identities on the committee itself. Instruments and tools to enhance educator discussion of issues related to diversity and inclusion, including the *Strategies for Talking about Race and Racism in the Classroom* (**Addendum 3** in this section) and Curriculum Standards for Diversity (**Addendum 1** in this section) have enabled faculty to bring these issues into the classroom with greater skill and ease, thus contributing to a more open, inclusive environment in which students can discuss difficult issues.

Professor Renee Smith-Maddox of the USC Suzanne Dworak-Peck School of Social Work led two historic university-wide forums entitled "Real Talk Faculty Forums" that provided faculty the opportunity to share their own experiences of racism, sexism, and privilege in a safe, supportive environment that permitted them to be honest and transparent. These forums increased the sense of inclusiveness and acceptance for them, and as a result, in the larger school community.

In our research endeavors, the focus on diverse minority populations of all kinds, and on issues of equity and inclusion in social services and social structures, adds to the knowledge base, and at the same time, communicates the importance of these subjects as meriting the attention of researchers and learning communities.

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

The Unleashing Social Work Initiative is our foremost strategy for improving the learning environment to affirm and support persons with diverse identities, including students, staff, faculty, and the populations we seek to serve. Specific aims of the initiative include: increasing diversity among staff, faculty, and students in the school; improve access, opportunity, inclusion and equity among diverse and culturally underrepresented faculty members, staff members, and students in the school; create an inclusive community in the school, including representation of diverse and culturally underrepresented faculty members, staff members, students, and perspectives; reimagine thinking and scholarship in the areas of diversity, inclusive community, and inclusive excellence; and provide leadership on increasing diversity and inclusive excellence. The strategies for implementation of the initiative are found in **Appendix 7 in Volume III**.

In furtherance of understanding the student experience of our learning environment with respect to diversity, we will implement an annual evaluation instrument surveying our students on their perceptions, feelings, and ideas regarding issues of diversity and difference at the USC Suzanne Dworak-Peck School of Social Work. A copy of the survey can be found in **Addendum 5** in this section.

In order to increase understanding and inclusion of LGBTQ people within the school community and beyond, the Rainbow Alliance Caucus will continue to recognize and affirm staff and faculty whose work and activities support and advocate LGBTQ issues and people. Similarly, student groups who advocate regarding Native American and Muslim issues will be supported by faculty, staff, and administration in their efforts to form an interest group, thus contributing to an inclusive community.

In addition to research efforts under way by various faculty members in previous sections, members of the Diversity and Inclusion Committee are focusing on research related to diversity issues within the school and to evaluation of diversity and inclusion at the school. The committee is creating a website for faculty, staff, students, and field instructors, designed to provide cutting-edge theory, practice, and resources related to diversity and inclusion.

The Podcast on Race, launching in February 2017, will provide an ongoing forum for students, faculty, and visiting scholars to discuss and explore important issues, including those that will directly impact the school and its programs. The fruits of these ongoing academic gatherings will be edited and made available to enable continuous learning and impact.

On the explicit curriculum side, the school's Curriculum Council is now in the early stages of soliciting input from key stakeholders in the school community and beyond on an initiative to develop a new, required course on diversity, equity, and inclusion that will launch in AY 2018-2019.

We conceive of our attention and activities related to diversity and inclusion as inseparable from our life as a school and as we develop new expressions of our interest in promoting an environment that welcomes and supports diverse identities, they frequently acquire a continuous role and presence, becoming ongoing aspects of our communal experience and the learning environment we share.

List of Addenda included in the following pages:

- Addendum 1 – Curriculum Committee Standards for Diversity
- Addendum 2 – Commitment to Racial Justice
- Addendum 3 – Strategies for Talking about Race and Racism in the Classroom
- Addendum 4 – List of VAC Student Groups
- Addendum 5 – Student Diversity Survey

Addendum 1
Curriculum Committee Standards for Diversity
Recommended Diversity Curriculum and Instruction Standards
Submitted by the Diversity Committee
October 31, 2014

Criteria Questions	Rating		
	Strongly	Weak
1. Do the OBJECTIVES for the course prepare students to actively participate in a diverse society and workplaces?			
2. Is the CURRICULUM CONTENT including KEY CONCEPTS/THEORIES inclusive of gender, race, social class, ethnicity, sexual orientation and expression, age, religion/spirituality, and physical/mental ability?			
3. Do the COURSE READINGS include contributions from a diverse field of scholars and practitioners representing multiple perspectives of diversity?			
4. Do the students develop SKILLS necessary to work effectively with people from diverse backgrounds?			
5. Are the ASSIGNMENTS geared toward encouraging students to learn about the course content from diverse perspectives and social realities?			
6. Does the course integrates in a substantive way an ANALYSIS of the social, economic, political, psychological, and cultural experiences and positions of individuals and groups defined by gender, race, sexual orientation, ethnicity, socioeconomic class, age, religion, and physical/mental abilities?			
7. Does the course create the conditions to ENGAGE all students in the classroom and discuss their diverse perspectives?			
8. Do students examine how knowledge in the discipline/field is CONSTRUCTED and how race, social class, ethnicity, gender, sexual orientation and expression, ethnicity, age, religion/spirituality, and physical/mental abilities can influence the construction of knowledge?			

Addendum 2

Commitment to Racial Justice

The USC Suzanne Dworak-Peck School of Social Work is dedicated to eliminating racial injustice at every level and promoting an ongoing healing and reconciliation process. This commitment is rooted in the belief that all members of our community are valued and needed to further the human rights and social justice mission of the school and our profession.

We acknowledge that racism is consciously and unconsciously prevalent and persistent. Recent events around the country have compelled us to examine the reality of the multifaceted nature of racism. From the memories of slavery, Jim Crow laws in the South, anti-immigration violence, and lynchings across the nation to the current realities of racially discriminatory state actions, wide-spread poverty, unequal access to services, mass incarceration, and aggressive policing, we continue to be reminded that the fight for racial justice is far from over.

Social work has a longstanding value of upholding and working toward human rights. Social workers and leaders of human services organizations are obligated to speak out against all forms of racism and address structural racism in our communities and the inequitable and racialized outcomes it produces. As social workers, social work educators, and researchers, we have the professional responsibility to remember that along with the privilege of being at USC comes the responsibility to be civil, respectful, decent, and fair to all people. The violence against, bias toward, and inequitable treatment of people of color, particularly against African-American males, will not be tolerated.

To that end, we will work as a community to address these ongoing issues. We will ensure that all stakeholders in our school know and are prepared to fulfill their responsibility to counter the voices advocating racist views and moral inadequacies based on race.

We recognize that our profession is made up of diverse individuals with different perspectives on racism. Our varying experiences with and participation in systems of power and privilege make ongoing conversations about race, structural and systemic racism, and oppression complex and challenging. As such, we commit to advocate for policies and practices that provide solutions to dismantling oppressive and discriminating systems and develop new research related to racial justice, social work innovation, and anti-oppressive policies.

We will continue to create and foster a culturally diverse environment that strives to be free of discrimination, bigotry and hate speech. We will also ensure that racial justice is addressed in all courses and that our curriculum presents culturally relevant and responsive perspectives. We see diversity and inclusion as a means to improve and strengthen a broad range of social, political, economic, and health outcomes and will inspire our students to do the same.

The USC School of Social Work will speak out and challenge narratives and actions that run counter to our human rights mission. We are devoted to having candid, experiential, and substantive discussion on systemic and structural racism to evolve our thinking and commitment to developing strategies for community empowerment, collective support, and social change.

Addendum 3
Strategies for Talking about Race & Racism in the Classroom

USC Suzanne Dworak-Peck School of Social Work
Diversity Committee

To facilitate difficult conversations about race and racism, there are some essential pre-requisites to consider. First, recognize that you play a critical role in helping students talk openly about the historical roots and manifestations of social inequality and discrimination. Second, be reflective of your own racial, ethnic, cultural, and unconscious biases. Your experience with diversity, racism, privilege, and people of color influence your ability to have these conversations. Third, acknowledge the challenges to changing your frame of reference about race and racism. Learning how to talk about such topics as white privilege, racial oppression, racism, police violence, and mass incarceration takes practice and courage regardless of how long you have been teaching. Finally, be willing to adapt instructional practices, classroom management, and motivational techniques. Here are some strategies to use as you facilitate difficult conversations in the classroom:

1. **Acknowledge the fear** (of offending or being 'stupid'), discomfort and risk of talking about race. Create a safe space that sets the stage for respectful and honest conversation that is 'civil' and where everyone can voice his or her views. Focus on the desired outcome of the conversation as well as the process of engaging students in the dialogue.
2. **Use stories and metaphors as examples that people can connect with.** People ignore data that does not fit their perceptions but stories are more compelling. Telling stories is also the best way to teach, persuade, and even understand ourselves.
3. **Talk about policies, practices, and proposals.** Focus on the details of the situation *and the context in which the incident occurred*. People are more likely to engage in a dialogue when there are no accusations or blame directed to them.
4. **Focus on shared values** such as equality, equity, security, liberty, dignity and respect for others as articulated in the NASW Code of Ethics.
5. **Talk about solutions** when talking about problems so that people feel there is a way to make a difference and do not feel overwhelmed by the magnitude of the problem.
6. **Frame (or reframe) issues** to identify what the problem is about and how it can be addressed. Successful framing puts you in a favorable position to direct the discussion and improves the chances of a successful solution.
7. **Explore explanations for the disparities.** Differences are not always 'bad' or "negative".
8. **Address blatant racist assertions** and give your students and yourself an opportunity to process what was said.
9. **Use in-class (and homework) reflective writing assignments to launch conversations** and make sure everyone in the classroom share their perspectives and rationale.
10. **Draw on a wide array of material** (i.e., readings, videos, audio clips, images/symbols) to help you deal with what is uncomfortable and unfamiliar in the conversation.

The Role of Resonance in Conversations about Race

What is **RESONANCE**? When someone shares courageously, they need to know that you heard them and are supporting them. Often we just need to be listened to with **EMPATHY**, so we can feel supported. We don't need advice or a problem solver. So we **RESONATE** to provide that support to each other. Here's how to resonate:

Support Questions for **RESONATING**

- What did you appreciate about what was shared?
- What parts moved you?
- What strengths did you hear?
- How did it make you feel?
- What could you relate to?

Next, offer appreciation for what was shared. Here are some guidelines:

- Don't offer advise
- Questions are discouraged. Just APPRECIATE what was shared
- Be respectful.
- Maintain eye contact
- Stay focused on the person who is sharing.
- If you have a strong response to someone's story because you relate, that's great! You can share what you're feeling. BUT, be careful not to launch into your own story and lose contact with the person. You'll be able to share your story next, AFTER that person's resonance time is over.

Addendum 4
VAC Student Groups

1. VAC students in and around Los Angeles
2. LGBT Support and Allies
3. San Diego MSW/VAC Students
4. Santa Barbara County
5. VAC Students in Northern California
6. Arizona VAC Students
7. VAC in the Northwest
8. VAC in the Midwest
9. VAC in the Lone Star State!
10. Southern States VAC
11. VAC Students in the Midwest (Central Time Zone)
12. San Diego Area Students
13. Southeast U.S. VAC Students
14. DC Area VAC Students
15. MSW@USC Christian Caucus
16. Sacramento, California Trojans
17. Washington State VAC
18. VAC Students in Texas
19. MSW's in Southern California
20. Inland Empire Area of Southern California MSW VAC Students
21. Students in San Diego County
22. USC Jewish Students
23. MSWVAC Students in San Fernando Valley
24. Alaska
25. Florida VAC Students
26. San Joaquin Valley, CA
27. USC Catholic Social Work Students
28. Study Group for Orange County
29. MSW@USC Las Vegas
30. LA VAC Community
31. Northern New Jersey Students
32. Washington and Oregon Students
33. Pacific Northwest Students
34. VAC Students in Oregon
35. Colorado VAC
36. Southern California

37. SF Bay Area VAC Students
38. VAC Students near Seattle Area
39. Los Angeles County, Downey
40. Alabama and Georgia Area
41. VAC Students out West (MST)
42. Southeast US VAC Students
43. VAC Wisconsin
44. SOWK VAC Idaho
45. Disability Support Group
46. DC Metro Area Students
47. Chicago!
48. MSW@USC Seattle
49. Las Vegas Trojans
50. Central Coast California
51. VAC in Birmingham Alabama
52. New Mexico VAC Students
53. Republican Social Workers
54. Students in Utah
55. Washington DC, Maryland, Virginia Cohort
56. Bay Area
57. MSW@USC Michigan
58. Trojans of Las Vegas January 2014
59. North Carolina Students
60. Philadelphia MSW VAC Tri State
61. North Carolina Students January
62. Fort Drum MSW Students
63. MSW#USC North Carolina Caucus
64. 50 and Older @MSW
65. USC Black Social Work Caucus
66. VAC Minnesota
67. VAC Manhattanites
68. Fathers in Social Work
69. PA/Pittsburgh VAC Students
70. Seattle VAC Students
71. SF/Bay Area 503/534 Study Group
72. USC VAC SOWK Maryland Networking Group
73. Lets Do Coffee in Denver.
74. Latinos Unidos

75. Providence Interns 2014-15
76. Michigan Students
77. Mothers of USC
78. Latino/a Social Work Caucus
79. Rainbow Alliance Caucus on the VAC
80. Asian Pacific Islanders
81. USC Christian Social Work Caucus
82. New Jersey USC MSW Online Degree
83. MSW@USC Illinois
84. Florida-Alabama-Georgia VAC Student Group
85. MSW Virginia
86. LGBT Resource Group
87. Fayetteville North Carolina Group
88. Senior VAC
89. Jewish Students in Social Work
90. Southern California MSW Students
91. New York City VAC Social Group
92. Female Veterans in Social Work
93. Pacific Islanders in Social Work
94. Arizona VAC Students
95. Rural Social Work Connection
96. San Diego MSW Students and Alumni
97. Santa Cruz Area VAC Students
98. VAC Southeast Region
99. VAC West Region
100. VAC Atheist Group
101. Disabled Students Alliance
102. Maryland VAC Students
103. North County VAC Students
104. Students with Special Accommodations

Addendum 5
Student Diversity Survey

Thank you for agreeing to complete this survey!! The School of Social Work is committed to excellence and will use your feedback to evaluate and improve our program. Your experiences and perspectives as a student are invaluable to us. Please return this form today.

When answering these questions, please consider the CSWE definition of Diversity inclusive of: age ethnicity/race, physical and cognitive ability, sexual orientation, age, gender, religion, nationality, & SES. Classroom includes field education.

Gender: ___ Male ___ Female **Academic Center:** (circle) UPC OCC VAC

Status in MSW Program:
___ Generalist *OR* ___ Specialized (please specify): _____

Please circle your responses to the following questions:

1. To what extent are both sides of an issue given serious consideration in the classroom (e.g., for and against universal health care)?
Not At All A Little Bit Somewhat A Great Deal

2. Is there sufficient time to process diversity issues during classroom discussions?
Not At All A Little Bit Somewhat A Great Deal

3. How safe is it to share thoughts or opinions that differ from the majority of the class?
Not At All A Little Bit Somewhat A Great Deal

4. How safe is it to share religiously or politically conservative perspectives in the classroom?
Not At All A Little Bit Somewhat A Great Deal

5. To what extent has the MSW program taught you how to manage conflicts between your personal and professional identities?
Not At All A Little Bit Somewhat A Great Deal

6. How well have your SOWK courses prepared you to work effectively with diverse client populations?
Not At All A Little Bit Somewhat A Great Deal

7. To what extent do your SOWK courses consider diversity in terms of *intersectionality* or the multiple and intersecting identities of clients (e.g., a Jewish lesbian grandmother)?
Not At All A Little Bit Somewhat A Great Deal

8. When controversial topics are discussed in class, is an atmosphere of respect and civility maintained?
Not At All A Little Bit Somewhat A Great Deal

9. Do you think that a diversity course should be required in the MSW program?
Not At All A Little Bit Somewhat A Great Deal

10. Overall, how well is the MSW program preparing you to work with diverse client populations in complex urban environments?
Not At All A Little Bit Somewhat A Great Deal

Educational Policy 3.1 – Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice.

Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development. To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

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 admission to the social work program.

Baccalaureate degree. The USC Dworak-Peck School of Social Work requires an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association with a minimum of 18 units of liberal arts coursework. This coursework may include courses from the humanities (anthropology, communication studies, cultural studies, history, and so on.), social sciences (sociology, psychology, political science, economics, and so on.), behavioral sciences (psychology, genetics, and so on.), biological sciences (biology, zoology, ecology, and so on), or natural sciences (astronomy, biology, physics, chemistry, and so on). The USC Dworak-Peck School of Social Work welcomes applicants from all academic backgrounds who meet the liberal arts requirements.

Other criteria. In addition to these requirements, applicants must have achieved a minimum cumulative undergraduate GPA of 3.0 (based on a 4.0 grading scale) and have strong academic promise to perform successfully at the graduate level. Applicants must also demonstrate experience in providing service to people (1-2 years of social work-related or volunteer experience is preferred), along with the potential for professional competence. They must demonstrate strong interest and motivation, and commitment to social work values such as the appreciation for cultural and ethnic diversity; belief in the dignity and freedom of every individual; promotion of social justice and equal access to resources; and institutional responsiveness to human needs and social change. Personal qualifications such as professionalism, sensitivity and responsiveness in relationships, capacity for self-awareness, concern for the needs of others, ability for abstract reasoning, conceptual thinking and strong communication skills are also core requirements.

Students with BSW. The USC School of Social Work does not require the GRE exam. These standards apply to admission into all program options offered. BSW students entering our advanced standing program do not take first semester generalist practice courses, but rather begin immediately with specialized coursework in the department structure. Specialized practice departmental curriculum does not repeat content from BSW courses. Applicants who have earned a BSW, but are ineligible for advanced standing, take our generalist practice coursework, which explores topics in greater depth and complexity than courses in baccalaureate social work education, and pairs these courses with an integrative seminar and corresponding field placement. Generalist practice coursework neither duplicates nor repeats the content they have studied in undergraduate courses, but instead, advances it to the graduate level.

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.

Policies and Procedures for Evaluating Applications:

Applications are completed and submitted online along with full and official transcripts, a statement of purpose, two recommendation letters, and a resume. Once all items are complete, transcripts are vetted through the university to ensure a proper bachelor's degree was earned and to calculate a cumulative GPA. Applications are then sent to social work faculty members for review. Applications are scored on a 20-point system with a maximum of 5 points in each category: academics, experience, letters of recommendation, and statement of purpose. Each application is reviewed at least twice before an admission decision is rendered.

Policies and Procedures for Notifying Students of Admission.

Applicants are notified of admission decisions via an electronic decision letter. The Admissions Decision Letter is attached to an Intent to Enroll form that provides three response options. Applicants can confirm enrollment, defer admission, or withdraw their applications. Students who withdraw their applications are sent an automated email directing them to drop courses and withdraw from any Federal financial aid programs they may have acquired for enrollment at USC. Students who defer enrollment may resubmit a shortened version of their application for the next desired cohort start. Students in the campus-based programs must submit an updated resume, statement of purpose and new application upon resuming the application process the following year. Students in the virtual program may defer their enrollment only once and reapplication is permitted only within 12 months of the original acceptance without additional documents because it is within the 1 year allowance, and admissions can occur during the year. Campus-based program options offer acceptance only once each year, thus requiring updated documents.

Students who accept our admission offer are required to complete an Intent to Enroll form and initial in areas that outline financial disclaimers, classroom decorum and any applicable conditions. Students must submit a non-refundable commitment deposit of \$280 to secure enrollment in the incoming class. If students remain enrolled in the program past the add/drop deadline, \$80 of the deposit is applied to student malpractice insurance and \$200 is applied to tuition.

Contingent conditions.

For students with academic conditions, a letter is included with the Intent to Enroll form outlining the requirements of the condition in question. In addition, the university includes language in the admission letter that outlines any conditions on the student's acceptance or account. Students thus receive notification from two offices at the time of admission of any additional requirements for their enrollment. Academic conditions must be met by the end of the first semester of enrollment. Students who have degree completion conditions receive an automated email from our internal Salesforce system once admitted, requiring them to submit final transcripts showing their degree conferred by the end of the first semester of the MSW program.

M3.1.3: The program describes the policies and procedures used for awarding advanced standing.

Candidates who seek advanced standing in the MSW program at the USC Suzanne Dworak-Peck School of Social Work must meet the usual admissions criteria, and in addition, have graduated with a Bachelor's degree in social work (BSW) from a CSWE-accredited social work program, have a cumulative

3.0 GPA, a 3.5 BSW GPA, and must submit letters of recommendation from a BSW professor and from an agency field placement supervisor. Applicants who meet these criteria and are offered admission to the advanced standing program receive the admissions letter described in Section 3.1.2 above and follow the admission process described in Section 3.1.2.

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

Applicants requesting transfer of credits must meet specific criteria and provide additional documents. Such applicants must have completed the previous coursework at another CSWE-accredited Master in Social Work program. The coursework must be equivalent to the USC coursework, grades earned must be no lower than a 3.0 on a 4.0 scale, and coursework must have been completed within 7 years of admission to a MSW program. A maximum of 12 units are transferable. Applicants submit a transfer request form, a letter of good standing from the dean of the original institution, a course syllabus for each course, a printout of the MSW program from the original institution's catalog for the relevant year, and completed assignments for each course for which transfer of credit is requested. Coursework is evaluated on a course-by-course basis by designated faculty members, with the approval of the vice dean. The USC MSW Transfer Review Committee will review only courses that are equivalent to the following: Human Behavior & Social Environment I, Human Behavior & Social Environment II, social policy courses, first year research courses, and electives. The committee is unable to offer transfer credit for social work practice courses and field due to the structure of the USC MSW curriculum in which these courses are taken concurrently. Once a decision is made regarding courses, transcripts must also be sent to the Graduate School for review with the articulation department. When both offices have reached decisions, the main advisors (admission counselors) meet with the registrar to craft a specific course schedule for the student.

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.

USC School of Social Work does not offer credit for life experience. This policy is posted on the school website under the transfer section and states, "*Graduate transfer credit will not be granted for life experience.*" The policy is located here: <https://sowkweb.usc.edu/admissions/master-of-social-work/application-process/transfer-applicants>

The policy also appears in the university catalogue:

Graduate transfer credit will not be granted for life experience, credit by examination, extension courses not accepted toward a degree by the offering institution, correspondence courses or thesis supervision.

(Source:

<http://catalogue.usc.edu/content.php?catoid=2&navoid=268&hl=life+experience&returnto=search>)

Advisement, retention, and termination.

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.

Academic and professional advising.

Student advisement begins prior to admission in all program options. Small group orientation meetings are held for prospective applicants between October and March of each year. These gatherings offer students the opportunity to meet with the Associate Dean of Student Life, ask questions, and learn more about the school. Furthermore, they help applicants frame their personal career goals in the context of the school's curriculum and the profession. An admission counselor is assigned from the time of recruitment until the 3rd week of classes; admission counselors speak with students about the program and careers in professional social work, as well as next steps in the admission and enrollment processes.

Following admission, students in on ground and online program options are assigned an academic advisor who is either a faculty member or a member of the school's staff. The formal structure for academic and professional advising and student support includes the student's staff academic advisor, his or her field faculty liaison, the Assistant Director for Field Education, the Assistant Dean for Student Affairs, and the Director of Student Services.

Professional advisement is primarily provided by the field faculty liaison, a member of the school's field education faculty who co-ordinates, monitors, and evaluates the field education experience to insure that conditions are present for optimal learning and professional development. The liaison provides monitoring, guidance, and support regarding performance of competencies (professional performance) in the field, through periodic agency visits (on the ground or virtually) and other contact that provides feedback from the field instructor and/or the field setting. Our technology partner, 2U, offers additional advisement through its career services team, who collaborate with the school and are available for consultation with students regarding current employment and field experiences in relation to career goals. (Social work faculty, of course, approve of all placements and provide oversight in the field setting.)

Early detection and resolution of student needs and challenges is a priority of the school's student advisement team. During the first three weeks of the semester, student advisors in on ground and virtual program options maintain close contact with their students to ensure correct registration of courses and to assist students with any registration issues they might encounter. After the eighth week of each semester, faculty members are required to inform the Director of Student Services and the appropriate academic advisors of any student performing at the level of B- or below. Faculty members may also consult with the Associate Dean for Student Affairs. Together with the student's academic advisor, they develop a plan of remediation as rapidly as possible in order to allow the student timely progression toward completion of the degree. At any time, the Associate Dean of Student Life is available to students for discussion of any problem small or large.

The school maintains a social work staff- or faculty advisor-to-advisee ratio of 1:200 for all program options and provides many additional resources, such as coaching, counseling, tutoring, and writing support, to which students are referred when appropriate. Advisors communicate with their students regularly throughout the semester regarding academics and coaching resources. Faculty who have

concerns about students' performance are directed to share them first with the student's staff advisor and then with the Director of Student Services and Assistant Dean for Student Affairs.

Students have their first contact with advisors during orientation and registration. Meetings are scheduled to discuss field- or advising-related issues. Additional meetings may be scheduled at the initiative of the student and/or the advisor. During students' first semester in the program, advisors hold individual meetings to introduce them to the choices available in the second semester department selection. Students are then invited to discuss any questions related to their department selection and career goals with relevant faculty members. Once a student selects a department, additional meetings are held to select a field placement. In the final semester of the program, students may submit their résumés to the Assistant Dean of Professional Development for review and feedback.

3.1.7: The program submits its policies and procedures for evaluating students' 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.

Evaluation of academic and professional performance

Faculty members evaluate student performance on the basis of oral and written work for class, including examinations, class participation, and competence in the field practicum. Detailed description of processes and procedures relating to evaluation in the field is found in **AS 2.2.7**. A 3.0 grade point average is required for students to progress from the first year to the second year, and to graduate.

Course grades. Final course grades shall be A, B, C, D, or F, including designations of "+" or "-". The university does not record an A+ as a final grade. A grade of C- or below is equivalent to failure in all graduate courses, and any course in which a student receives such a grade must be repeated.

The university catalogue provides a general definition of specific grades; the faculty of the USC Suzanne Dworak-Peck School of Social Work has established the following grading standards for its students:

1. Grades of A- or A are reserved for student work which not only demonstrates mastery of content but also shows the student has undertaken a complex task, has applied critical thinking skills to the assignment and/or has demonstrated creativity in her or his approach to the assignment.
2. A grade of B+ denotes work that has demonstrated a more than competent understanding of the material being tested in the assignment.
3. A grade of B signifies the student has done adequate work on the assignment and meets basic course expectations.
4. A grade of B- indicates a moderate grasp of content and/or expectations.
5. A grade of C or C+ would suggest a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
6. Grades between C- and F denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

Faculty advisers and departments across the university take factors other than satisfactory grades and adequate GPAs into consideration in determining a student's qualifications for an advanced degree. A student's overall academic performance, specific skills and aptitudes, and faculty evaluations are

considered in departmental decisions regarding a student's continuation in a master's or doctoral degree program. Satisfactory progress toward an advanced degree as determined by the faculty is required at all times. Students who fail to make satisfactory progress will be informed by their department, committee chair, or school dean. The faculty has the right to recommend at any time after written warning that a student be dismissed from a graduate program for academic reasons and/or that a student is denied readmission. Procedures on disputed academic evaluations are described on Page 137 in SCampus, available at this link: <https://policy.usc.edu/files/2016/10/SCampus-2016-2017.pdf>

Professional and Academic Standards

Graduates of the USC Suzanne Dworak-Peck School of Social Work must enter the profession by meeting the highest professional and academic standards. Consequently, the school bears a responsibility to ensure that students meet the standards for acceptable professional and academic performance. As defined by the USC Suzanne Dworak-Peck School of Social Work, *five areas comprise satisfactory professional and academic progress*:

- Abiding by the USC Student Conduct Code (in Scampus, at: <https://policy.usc.edu/files/2016/10/SCampus-2016-2017.pdf>)
- Abiding by the USC policies regarding academic integrity (in Scampus at: <https://policy.usc.edu/files/2016/10/SCampus-2016-2017.pdf>)
- Maintaining an acceptable cumulative grade point average
- Acting in accordance with professional ethics
- Mastering professional competencies
- Violations of the Student Conduct Code and policies regarding academic integrity are governed by policies outlined in SCampus under "University Governance and Academic Policies." A student's ability to maintain an acceptable cumulative grade point average, act in accordance with professional ethics (in accordance with the National Association of Social Workers Code of Ethics), and master professional competencies is initially governed by the School's procedures for review. Students wishing to appeal must follow procedures the USC Graduate School has set forth and outlined in SCampus (<https://policy.usc.edu/files/2016/10/SCampus-2016-2017.pdf>, p. 140) under "University Governance and Academic Policies" as follows:

The school monitors students each semester for satisfactory professional and academic progress. Students are determined to have made satisfactory professional and academic progress at the end of the foundation year if they have:

1. Attained an overall grade point average of 3.0 or better
2. Met foundation year competencies in field as indicated by the final foundation year field evaluation (students with satisfactory field performances have performed at least a level B—beginning skill level development—on all behavior measures and above a B level on at least 75% of the behavioral measures in any one of the core areas)

3. Acted in accordance with professional ethics, including compliance with the NASW Code of Ethics as indicated by the final foundation year field evaluation and classroom requirements

Informing students of criteria for evaluation of academic and professional performance

Before the program begins, students are informed of the requirement to maintain a 3.0 GPA in order to be in good academic standing. Students in on ground program options receive a flash drive listing academic policies. Students in the online program option are informed via email of academic policies. Conditionally admitted students are informed via writing by the Associate Dean of Academic Programs of the need to maintain a minimum 3.0 GPA. Conditionally admitted students who earn less than a 2.5 GPA in the first semester are subject to dismissal from the program. Any student who does not earn a minimum 3.0 GPA in the first semester is placed on Academic Probation. Students are informed in writing of their Academic Probation status by the Associate Dean of Academic Programs.

Grievance policies and procedures:

The school's grievance policies and procedures are available on the School's website. A link to this information is included in letters of dismissal from the program.

In compliance with the academic policies outlined in SCampus (<https://policy.usc.edu/files/2016/10/SCampus-2016-2017.pdf>) under University Governance and Academic Policies, the USC Suzanne Dworak-Peck School of Social Work provides a first level of appeal with the instructor. If the instructor believes the original grade given to be accurate, the next level of appeal for a student is the dean of the school. In the school of social work, appeals to the dean are received by the Chair of the MSW program.

When a student complains of prejudiced, capricious or unfair evaluation, a basis for appeal may exist. Faculty members are required to justify disputed grades. The student must communicate with the faculty member to review the grade in question. Every effort is made to resolve the matter at this level. If, however, the student is dissatisfied with the instructor's response, he/she may appeal in writing to the Director of Student Services.

Student Appeal

Students wishing to appeal to the Chair of the MSW program must submit to the Director of Student Services a detailed narrative explaining the reason(s) for the appeal. The student is also asked to outline the outcome/resolution that he or she is seeking. A written decision is sent to the student once the Chair of the program has made a decision, usually within 15 days after the review. However, this time may be extended if it is necessary to obtain additional information. The student is informed in writing if the decision will be delayed.

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.

Policies and procedures for termination of enrollment

To ensure the integrity of the academic review process, every effort is made to provide a fair, just and expeditious review process. Academic reviews occur when issues arise regarding student academic or professional performance in the classroom or in the field. We describe below the official professional and academic review process for the USC Suzanne Dworak-Peck School of Social Work. There are three levels in the review process, depending on nature and severity of the academic or professional issue.

Level I review: When a problem is identified with student grades, professional ethics, behavior, and/or professional competencies in the classroom, the individual academic faculty member meets with the student. For issues occurring at the field placement, the field instructor and field faculty liaison/advisor meet with the student.

Level II review: When a problem with student grades, professional ethics, behavior, and/or professional competencies in the classroom persists beyond the Level I review, the individual academic faculty meets with the student. When field placement issues persist, the assistant director of field education and the field faculty liaison/advisor meet with the student.

Level III review: When the problem with student grades, professional ethics, behavior, or professional competencies remains unresolved, the associate dean of field education and the Level II group participants (in cases related to field work) or the director of student services (in cases related to course work) meet with the student. In the case of field education practicum/placement review, improved performance must be demonstrated by the date specified in the Student Performance Improvement Plan (SPIP) or the student is subject to dismissal from the program. Please refer to the Field Education Manual (available online at <https://sowkweb.usc.edu/download/msw/field-education/field-education-manual>) for further details on the Field Education student review process. Conditionally admitted students who fail to meet the 3.0 GPA requirement by the end of the first semester are subject to dismissal from the program. Students placed on academic probation who fail to meet the 3.0 GPA requirement by the end of the subsequent semester are subject to dismissal from the program.

Informing students of policies and procedures related to termination of enrollment

The school has charged the Office of Student Services to inform students of their rights and responsibilities, and to provide information and clarification on the professional and academic review process. Students in the virtual program option are informed via email of policies and procedures related to the review process; students in on ground program options receive this information in a flash drive upon orientation.

Sources:

<https://sowkweb.usc.edu/download/msw/field-education/fieldeducationmanual>

<https://sowkweb.usc.edu/download/msw-vac/field-education/vac-field-manual>

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.

Student's rights, opportunities, and responsibilities to participate:

The school and the university maintain standards for student academic and field performance, responsible behaviors and academic integrity, as well as protections for students. These have been developed with participation from students and the Student Organization. <https://sowkweb.usc.edu/download/msw/field-education/field-education-manual>. The key documents articulating these programs and institutional policies are the University SCampus, University Course Catalogue, the USC Suzanne Dworak-Peck School of Social Work Policies and Procedures found on the school's website and the NASW Code of Ethics, located as follows:

- <https://policy.usc.edu/student/scampus/>
- <http://catalogue.usc.edu/>
- <https://sowkweb.usc.edu/current-students/policies>
- <https://sowkweb.usc.edu/social-work-programs/msw/msw-core-competencies-learning-objectives>

Participation through school committees and Student Org

During the fall semester, with the support of Student Org, described below in **AS 3.1.10**, students are given a list and description of school committees, and are encouraged to join one that interests them by self-nomination. School-wide committees include All School Day, Homecoming, Graduation, Lobby Days, and Trojans in the Community. The dean meets monthly with Student Org and actively relies on the members to identify problems and to design solutions for the student body. Student Org is an active and valuable partner within the school community, and its executive committee, described below, regularly provides input regarding school policies. For example, the anticipated attendance for the 2015 graduation ceremony grew to nearly 1,000 participants and their families, making it one of the largest on campus. Dean Flynn sought advice from student leaders on whether having two smaller, more intimate ceremonies would be preferred. Student leaders overwhelmingly agreed on having two ceremonies, with the result that the school administration advocated with the university to achieve this solution. As a result, in 2016, the social work graduation took place in two smaller, more intimate ceremonies.

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

Student Organization

Every student enrolled in the USC Suzanne Dworak-Peck School of Social Work is a member of the Social Work Student Organization (Student Org). Student Org fosters communication and cooperation among students, faculty, and administration on issues important to the field of social work and social work education, and offers significant opportunities for leadership development and experience with governance. It serves as the umbrella group for planning and organization of school-wide events such as homecoming and graduation, and it helps coordinate the activities of smaller groups such as student caucuses.

Student Org is highly developed and supported at the school. With an annual budget of \$70,000, Student Org is asked to set priorities and allocate funds—a rehearsal for future professional roles. The

school provides opportunities to build student leadership capacity through its summer leadership retreat, winter planning retreat, and continuous counseling on leadership skills from the Director of Student Services.

Student Org is administered by an eighteen member student board elected by the student body each spring. Following elections, the incoming board and the outgoing officers meet to review the duties and responsibilities of the positions for which they have been elected. Students receive consultation and advisement from the student organization advisor (typically a staff member, or member of administration) and the Director of Student Services. They participate in an installation ceremony, and in a two-day leadership training session. Training includes team building; developing shared understanding of leadership, collaboration, and the roles and expectations of self and others; and an introduction to administrative units and resources in the school. At a weekend retreat prior to the beginning of classes, the board establishes goals for the year, engages in continued development of leadership and collaborative skills and team building, schedules the year's major events, and establishes board procedures and processes for its work on behalf of the student body.

An executive committee of the elected board advocates on behalf of the student body, representing the collective ideas, interests, and concerns relevant to the profession and curriculum. The committee, consisting of the president, vice president, secretary and treasurer, meets monthly with the Director of Student Services. At these regularly scheduled meetings, executive actions, including ideas for or modifications of school policies and procedures, may be taken and voted on to be presented to the Dean and other school wide administration.

An example of Student Org programming is the annual Flynn Cup Softball Tournament, now in its sixth year. This softball tournament brings together schools of social work throughout southern California who each field a team of students, alumni and staff to compete in a day long tournament culminating in the award of the Flynn Cup. The event creates opportunities for networking among the participant teams.

Student caucuses.

An important feature of student life in the school community is the opportunity to organize in caucuses around special interests and concerns, to develop leadership and to provide mutual support. Student caucuses include: Asian-Pacific Islander Social Work Caucus; Black Social Work Caucus; Christian Social Work Caucus; International Social Work Caucus; Latino/a Social Work Caucus; and the Rainbow Caucus (Lesbian, Gay, Bisexual, and Transgender). Caucuses offer social events, educational forums related to areas of special interest, and generate activities marking the celebration of specific cultural traditions. Each caucus has a designated faculty advisor who works closely with the group.

Student Org collaborates with other schools across the university, including USC Marshall School of Business and Sol Price School of Policy, Planning and Development, for special events, such as the Students of Color and Allies Policy Forum.

Students who serve as officers of Student Org and the caucuses receive book scholarships for their services. Some of the members are invited to represent the School at special events, including meetings with the school's Board of Councilors and the annual conference of the Council for Social Work Education.

Student Org and the caucuses are the primary vehicles for students to organize in their own interests; at the USC Suzanne Dworak-Peck School of Social Work, there is robust participation in these groups, and

lively interaction between these groups, others in the school and university, and other groups in the wider community.

Educational Policy 3.2 – Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program’s mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service – as well as their interactions with one another, administration, students, and community – the program’s faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

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.

The USC Suzanne Dworak-Peck School of Social Work has, for the past two decades, sought to achieve the following aims through its hiring, retention, and faculty development policies: (1) build a diverse, scientifically accomplished tenure line faculty with deep mentorship capability; (2) create a full-time accomplished clinical faculty with high capability in instruction and professional leadership; and (3) establish a career track for part time faculty that leads over time to potential for full-time appointments in the clinical line. With one of the largest faculties at the University of Southern California, the school has been an exemplar for its many policies that recognize and support faculty at all levels.

In academic year 2015-2016, the USC Suzanne Dworak-Peck School of Social Work employed 293 full time equivalent (FTE) faculty across its three program options – University Park Campus, Orange County Academic Center, and the Virtual Academic Center. All faculty are recruited and selected for their specific expertise and their ability to teach one or more of the generalist social work courses and an area of specialized practice taught in one of the departments.

Among these faculty, 127 are full-time on a tenured, tenure-track, research, teaching, practice, or clinical faculty track. The remaining are part-time lecturers, many of whom maintain other social work practice experience while concurrently teaching at the school, thus providing our students with a valuable perspective on current trends in the field. In keeping with university policy, the school does not hire part-time faculty who are also teaching in other universities at the same time. In academic year 2015-2016, 364 part-time faculty taught 994 sections across our three program options. A standard full-time load in the school represents six courses per year. Our FTE count is based on the following computation: 994 sections divided by six equals 166 full time equivalents. The addition of 127 full-time faculty and 166 FTE brings the total FTE to 293. Assistant professors on the tenure track are given reduced teaching assignments for two years following their initial hire date in order to build and support their experience in our curriculum.

All full-time and part-time faculty teaching in the MSW program must have a minimum of five years post-masters experience and many have considerably more, as shown in the tables below. The large number of individual faculty members (491) precludes a narrative description of their qualifications, which are summarized in the **Faculty Summary Tables** presented on the following pages. Due to university policies on release of information regarding protected categories, ethnicity and gender of faculty members is presented in aggregate form following the Faculty Summary Tables.

**Faculty Summary – Part I
Identification and Qualifications of Faculty Members**

The faculty summary below provides information for all faculty employed in full- and part-time positions within the past academic year.

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity (SEE GRAPH BELOW)	Teaching Practice (Y or N)?	Years Practice Experience		Years Employed in Full-time Education Positions				Percentage of Time Assigned to Program	
				BSW	MSW	Previous Position(s)		Current Position		BSW	MSW
						BSW	MSW	BSW	MSW		
Abel, E.	2013						34	n/a	4	n/a	100
Abernathy, S.	2012							n/a	5	n/a	100
Agahi, G.	2008							n/a	9	n/a	100
A'Hirataro, I.	2015							n/a	2	n/a	100
Alamo, R.	2011				8			n/a	6	n/a	100
Nelson, T.	2013		X					n/a	4	n/a	100
Alexander, A.	2012		X		10			n/a	5	n/a	100
Alexander, C.	2012		X					n/a	5	n/a	100
Allgood, J.	2010				13	2	5	n/a	7	n/a	100
Alvillar, D.	2017							n/a	0	n/a	100
Amaro, H.	2012							n/a	5	n/a	100

Anderson, L.	2016							n/a	1	n/a	100
Andujo, E.	1981		X		41		27	n/a	5	n/a	100
Angulo, R.	2001		X		26			n/a	16	n/a	100
Aparicio, L.	1998		X					n/a	19	n/a	100
Aranda, M.	1995				32		2	n/a	22	n/a	100
Araque, J.	2006							n/a	11	n/a	100
Arias, B.	2011		X					n/a	6	n/a	100
Artavia, M.	1994		X		23			n/a	23	n/a	100
Ash, D.	2016							n/a	1	n/a	100
Astor, R.	2002				17		9	n/a	15	n/a	100
Atkins, C.	2012							n/a	5	n/a	100
Atuel, H.	2010							n/a	7	n/a	100
Axonovitz, J.	1983		X		36			n/a	34	n/a	100
Babcock, P.	2014							n/a	3	n/a	100
Bargar, K.	2015							n/a	2	n/a	100
Barnard, S.	2014		X					n/a	3	n/a	100
Barnes, M.	2017							n/a	0	n/a	100
Barnstone, W.	2011		X					n/a	6	n/a	100
Baron, M.	2012		X					n/a	5	n/a	100
Barrio, C.	2006				29		9	n/a	11	n/a	100
Barry, T.	2011							n/a	6	n/a	100

Barthol, S.	2017							n/a	0	n/a	100
Bates, S.	2013		X					n/a	4	n/a	100
Bedrossian, W.	2012							n/a	5	n/a	100
Belardo, J.	2013							n/a	4	n/a	100
Bell, D.	2013							n/a	4	n/a	100
Bengtson, V.	2010							n/a	7	n/a	100
Benson, J.	2017							n/a	0	n/a	100
Berl, D.	2012		X					n/a	5	n/a	100
Berry, L.	2013		X					n/a	4	n/a	100
Bikson, K.	2012				5		3	n/a	5	n/a	100
Blair, A.	2011							n/a	6	n/a	100
Blair, S.	2012							n/a	5	n/a	100
Bracaliello, G.	2012							n/a	5	n/a	100
Branzburg, A.	2013		X		26			n/a	4	n/a	100
Braun, P.	2013							n/a	4	n/a	100
Bray, D.	2015							n/a	2	n/a	100
Brekke, J.	1984				29			n/a	33	n/a	25
Bright-Davis, R.	2005		X					n/a	12	n/a	100
Bringhurst, D.	2013		X					n/a	4	n/a	100
Brooks, D.	1999				15			n/a	18	n/a	100
Brown, A.	2012				15			n/a	5	n/a	100
Brown, Da.	2011		X					n/a	6	n/a	100
Brown, Do.	2012							n/a	5	n/a	100
Brown, L.	2015							n/a	2	n/a	100
Brumer, S.	2014		X					n/a	3	n/a	100

Bucholtz, J.	2011		X					n/a	6	n/a	100
Bueker, S.	2011							n/a	6	n/a	100
Bush, S.	2005		X		25			n/a	12	n/a	100
Buttacavoli, S.	2013		X					n/a	4	n/a	100
Caballero, D.	2010							n/a	7	n/a	100
Caliboso-Soto, S.	2011		X		18			n/a	6	n/a	100
Campbell, L.	2016		X					n/a	1	n/a	100
Campbell, R.	2014		X					n/a	3	n/a	100
Cardinal, L.	2014		X		12			n/a	3	n/a	100
Carter, S.	2013		X					n/a	4	n/a	100
Casillas, R.	2016							n/a	1	n/a	100
Castro, C.	2013						11	n/a	4	n/a	100
Cavalier, N.	2010		X		27			n/a	7	n/a	100
Cederbaum, J.	2009		X		3		8	n/a	8	n/a	100
Cepeda, A.	2011							n/a	6	n/a	100
Chavez, H.	2015							n/a	2	n/a	100
Cheng, D.	2014							n/a	3	n/a	100
Chi, I.	2002				28		19	n/a	15	n/a	100
Cislowski, R.	2011		X		15			n/a	6	n/a	100
Cohen, R.	2017							n/a	0	n/a	100
Cole, C.	2014		X					n/a	3	n/a	100
Cole-Kelly, A.	2013		X		5			n/a	4	n/a	100
Cordero, E.	2016							n/a	1	n/a	100
Cox, L.	2010		X					n/a	7	n/a	100
Cox, R.	2016						7	n/a	1	n/a	100

Cox, T.	2010				12			n/a	7	n/a	100
Crabson, C.	2012							n/a	5	n/a	100
Creager, T.	2011							n/a	6	n/a	100
Crenshaw, G.	2013							n/a	4	n/a	100
Crippens, D.	2013							n/a	4	n/a	100
Crouch, T.	2015							n/a	2	n/a	100
Cunha, E.	2011							n/a	6	n/a	100
Cunha, M.	2012		X					n/a	5	n/a	100
D'Agostino, C.	2013		X					n/a	4	n/a	100
Darby, A.	2012							n/a	5	n/a	100
Darrell, S.	2004		X					n/a	13	n/a	100
Datta, M.	2016							n/a	1	n/a	100
Davis, A.	2014				9			n/a	3	n/a	100
Davis, E.	2014		X					n/a	3	n/a	100
Davis, J.	2011		X		14		7	n/a	6	n/a	100
Davis, L.	2011		X					n/a	6	n/a	100
De Castro, W.	2012		X					n/a	5	n/a	100
De La Rosa, V.	2014		X					n/a	3	n/a	100
Decker, K.	2016							n/a	1	n/a	100
DeCrescenzo, T.	2015							n/a	2	n/a	100
Degarmoe, E.	2014							n/a	3	n/a	100
Demi, L.	2011							n/a	6	n/a	100
Dillard, E.	2016							n/a	1	n/a	100
Dominick, D.	2013							n/a	4	n/a	100

Dorsey, M.	2015							n/a	2	n/a	100
Doyle, K.	2011		X		12			n/a	6	n/a	100
Drake, C.	2013		X					n/a	4	n/a	100
Driscoll, K.	2012		X					n/a	5	n/a	100
Dugard, C.	2014							n/a	3	n/a	100
Duggan, M.	2013		X					n/a	4	n/a	100
Dunn, K.	2016							n/a	1	n/a	100
Edwards, S.	2013		X					n/a	4	n/a	100
Ein, A.	2005		X		4			n/a	12	n/a	100
Ell, K.	1980				52			n/a	37	n/a	25
Emmer, J.	2011							n/a	6	n/a	100
Englehart, J.	2013		X					n/a	4	n/a	100
Enrile, A.	2004				8		2	n/a	13	n/a	100
Enriquez, M.	2014				7			n/a	3	n/a	100
Epstein, A.	2016				10			n/a	1	n/a	100
Evans, P.	2011		X					n/a	6	n/a	100
Farina, L.	2014		X					n/a	3	n/a	100
Feuerborn, W.	2011		X					n/a	6	n/a	100
Field, D.	2011		X					n/a	6	n/a	100
Fietsam, T.	2012		X					n/a	5	n/a	100
Finazzo, C.	2014		X					n/a	3	n/a	100
Finney, K.	2012				23			n/a	5	n/a	100

Fishel, P.	2016							n/a	1	n/a	100
Fitzgerald, T.	2013		X		11			n/a	4	n/a	100
Fitzpatrick, E.	2016							n/a	1	n/a	100
Flax-Plaza, N.	2004		X					n/a	13	n/a	100
Flood, T.	2016							n/a	1	n/a	100
Floyd, K.	2013							n/a	4	n/a	100
Flynn, M.	1997				44		20	n/a	20	n/a	100
Fong, T.	2011		X					n/a	6	n/a	100
Ford, A.	2012				8			n/a	5	n/a	100
Formigoni, M.	2012				19			n/a	5	n/a	100
Foster, R.	2015							n/a	2	n/a	100
Frank, E.	2013		X					n/a	4	n/a	100
Franklin, U.	2014		X		13			n/a	3	n/a	100
Franzwa, P.	2009		X		30			n/a	8	n/a	100
Fuentes, C.	2009		X		9		8	n/a	8	n/a	100
Fulcher, D.	2015							n/a	2	n/a	100
Gale, L.	2011		X		14			n/a	6	n/a	100
Gallego, S.	2014		X					n/a	3	n/a	100
Gamulin, L.	2013							n/a	4	n/a	100
Garcia, B.	2016							n/a	1	n/a	100
Garcia-Sanda, E.	2014		X					n/a	3	n/a	100
Gardenhire, K.	2015		X					n/a	2	n/a	100
Gasser-Ordaz, L.	2017							n/a	0	n/a	100
Gauto, A.	2013							n/a	4	n/a	100
Gentle, M.	2012							n/a	5	n/a	100

George, S.	2013		X		6			n/a	4	n/a	100
Gibbs, M.	2013							n/a	4	n/a	100
Gibson Chi, A.	2014				16			n/a	3	n/a	100
Giesler, A.	2012		X		20			n/a	5	n/a	100
Goldbach, J.	2011				6			n/a	6	n/a	100
Goldstein, B.	2006		X					n/a	11	n/a	100
Gonzalez, A.	2013							n/a	4	n/a	100
Gonzalez-Thrash, I.	2001		X					n/a	16	n/a	100
Goodman, K.	2004		X		7			n/a	13	n/a	100
Gould, W.	2011							n/a	6	n/a	100
Gramuglia, J.	2013		X					n/a	4	n/a	100
Gratwick, S.	2017							n/a	0	n/a	100
Green, K.	2014		X					n/a	3	n/a	100
Green, R.	2013							n/a	4	n/a	100
Green, T.	2011		X					n/a	6	n/a	100
Greene, A.	2016				20			n/a	1	n/a	100
Guerrero, E.	2009				13			n/a	8	n/a	100
Hackman, D.	2016							n/a	1	n/a	100
Halperin, H.	1983		X		36		1	n/a	34	n/a	100
Hamamchian, A.	2013		X					n/a	4	n/a	100
Handel, T.	2013		X					n/a	4	n/a	100
Hankins, J.	2013		X					n/a	4	n/a	100
Hanzlicek, L.	2012							n/a	5	n/a	100
Hardin, S.	2016							n/a	1	n/a	100
Hardy Robinson, D.	2013		X					n/a	4	n/a	100

Harley, J.	2011							n/a	6	n/a	100
Harper, B.	2013				9			n/a	4	n/a	100
Harper, J.	2012		X					n/a	5	n/a	100
Harris, D.	2012							n/a	5	n/a	100
Harris, M.	2008				18		3	n/a	9	n/a	100
Harwood, M.	2014							n/a	3	n/a	100
Hatanaka, H.	1986							n/a	31	n/a	100
Hayden, C.	2016							n/a	1	n/a	100
Johnson Hayes, D.	2012							n/a	5	n/a	100
Heidemann, G.	2016							n/a	1	n/a	100
Heit, L.	2013		X					n/a	4	n/a	100
Henwood, B.	2012				2			n/a	5	n/a	100
Hernandez, M.	2015							n/a	2	n/a	100
Hernandez, R.	2005		X		17			n/a	12	n/a	100
Hernandez, V.	2013		X					n/a	4	n/a	100
Hernandez-Paez, S.	2014							n/a	3	n/a	100
Hess, S.	2011		X					n/a	6	n/a	100
Higgs, N.	2013							n/a	4	n/a	100
Hileman, W.	2014		X					n/a	3	n/a	100
Hill-Glover, S.	2012		X					n/a	5	n/a	100
Hoang, T.	2011		X					n/a	6	n/a	100
Hollingsworth, J.	2017							n/a	0	n/a	100
Hollis Ochetti, M.	2016							n/a	1	n/a	100
Holmes, K.	2013							n/a	4	n/a	100

Howard, K.	2012		X					n/a	5	n/a	100
Hozack, N.	2014							n/a	3	n/a	100
Hsiao, H.	2014		X					n/a	3	n/a	100
Hsiao, S.	2010				20			n/a	7	n/a	100
Hsieh, S.	2014							n/a	3	n/a	100
Hu-Cordova, M.	2012		X		10			n/a	5	n/a	100
Hudson, M.	2016							n/a	1	n/a	100
Huey, L.	2011							n/a	6	n/a	100
Hunter, H.	2012		X		37			n/a	5	n/a	100
Hunter, J.	2013		X					n/a	4	n/a	100
Hurlburt, M.	2009							n/a	8	n/a	0
Hydon, S.	2000		X		13			n/a	17	n/a	100
Islam, N.	2011		X		10			n/a	6	n/a	100
Jackson, J.	2011		X					n/a	6	n/a	100
Jacob, D.	2014		X					n/a	3	n/a	100
James, J.	2011		X		9		8	n/a	6	n/a	100
Jansson, B.	1973				51			n/a	44	n/a	25
Jewell, W.	1986		X					n/a	31	n/a	100
Johnson, M.	2016		X					n/a	1	n/a	100
Jones, L.	2011							n/a	6	n/a	100
Jones-Dix, C.	2016							n/a	1	n/a	100

Joosten-Hagye, D.	2010				15			n/a	7	n/a	100
Jordan, B.	2016							n/a	1	n/a	100
Jordan, T.	2010		X					n/a	7	n/a	100
Kabot, L.	2010		X					n/a	7	n/a	100
Kaltenbach, M.	2012							n/a	5	n/a	100
Kaplan, C.	2011					45		n/a	6	n/a	100
Katz, A.	2014		X		14			n/a	3	n/a	100
Kay, K.	2014		X					n/a	3	n/a	100
Kaye, L.	2012		X					n/a	5	n/a	100
Kennedy, A.	2016							n/a	1	n/a	100
Kennedy, M.	2016							n/a	1	n/a	100
Khalil, H.	2012		X					n/a	5	n/a	100
Kim, E.	2016				1			n/a	1	n/a	100
Kim, S.	2015							n/a	2	n/a	100
King, M.	2016							n/a	1	n/a	100
Kintzle, S.	2013							n/a	4	n/a	100
Klein, J.	2015		X					n/a	2	n/a	100
Knapp, H.	2013							n/a	4	n/a	100
Koffman, S.	2008							n/a	9	n/a	100
Kratz, S.	2011		X		6			n/a	6	n/a	100
Kronberg, R.	2013		X					n/a	4	n/a	100
Krygier, L.	2016							n/a	1	n/a	100
Kurzban, S.	2008		X		14			n/a	9	n/a	100
Lagunas, K.	2016							n/a	1	n/a	100
Lamb, R.	2010							n/a	7	n/a	100
Land, H.	1983				33			n/a	34	n/a	75

Landguth, J.	2011		X					n/a	6	n/a	100
Leaf, K.	2009		X					n/a	8	n/a	100
Lee, D.	2014							n/a	3	n/a	100
Lee, J.	2004							n/a	13	n/a	100
Lee, N.	2011		X					n/a	6	n/a	100
Lee, O.	2014				2			n/a	3		
Lee, T.	2011				21			n/a	6	n/a	100
Lemus, E.	2012		X					n/a	5	n/a	100
Lenahan, P.	2010		X					n/a	7	n/a	100
Lesnick, K.	2012		X		8			n/a	5	n/a	100
Levin, S.	2009		X					n/a	8	n/a	100
Levine, M.	2016							n/a	1	n/a	100
Levy, J.	2015		X					n/a	2	n/a	100
Lewis, J.	2012		X		20		4	n/a	5	n/a	100
Lim, E.	2014							n/a	3	n/a	100
Lincoln, K.	2007				13		4	n/a	10	n/a	100
Lindau, S.	2006		X					n/a	11	n/a	100
Lipscomb, A.	2009		X					n/a	8	n/a	
Lloyd, D.	2010						8	n/a	7	n/a	100
Long, L.	2014							n/a	3	n/a	100
Lopez, O.	2010				8		1	n/a	7	n/a	100

Love Manning, P.	2014							n/a	3	n/a	100
Lowe, L.	2016							n/a	1	n/a	100
Lyon-Levine, M.	2010		X		36			n/a	7	n/a	100
Macias, M.	2012							n/a	5	n/a	100
Macon-Oliver, C.	2003							n/a	14	n/a	100
Macon-Richard, A.	2012		X					n/a	5	n/a	100
Magnabosco, J.	2011		X					n/a	6	n/a	100
Maiden, P.	2007				31		21	n/a	10	n/a	100
Malatesta, M.	2012		X					n/a	5	n/a	100
Kaiser, S.	2007		X					n/a	10	n/a	100
Martin Mollard, M.	2014							n/a	3	n/a	100
Martinez, M.	2016							n/a	1	n/a	100
Martinez, S.	2011		X					n/a	6	n/a	100
Mathai Mathew, S.	2017							n/a	0	n/a	100
Mathews, D.	2016		X					n/a	1	n/a	100
Mayeda, S.	2003		X		15			n/a	14	n/a	100
Maze, J.	2011							n/a	6	n/a	100
McCarrell, K.	2016							n/a	1	n/a	100
McCroskey, J.	1984				34			n/a	33	n/a	100
McSweyn, S.	2000				30			n/a	17	n/a	100
Meadow, D.	1992							n/a	25	n/a	100
Evans Mellenthin, C.	2012		X					n/a	5	n/a	100
Mennen, F.	1988		X		35		7	n/a	29	n/a	75
Meyer, P.	2016		X					n/a	1	n/a	100
Michelsen, R.	2012		X		23		5	n/a	5	n/a	100

Misener, E.	2011		X					n/a	6	n/a	100
Mishael, N.	2009							n/a	8	n/a	100
Mistrano, S.	2004		X					n/a	13	n/a	100
Monaghan, S.	2011							n/a	6	n/a	100
Montemayor, M.	2016							n/a	1	n/a	100
Mor Barak, M.	1988				27			n/a	29	n/a	75
Morales, A.	2017							n/a	0	n/a	100
Moran, C.	2012							n/a	5	n/a	100
Morgan, H.	2010							n/a	7	n/a	100
Morris, B.	2012							n/a	5	n/a	100
Murad, D.	2010							n/a	7	n/a	100
Nader, S.	2009		X					n/a	8	n/a	100
Nair, M.	2012				26		36	n/a	5	n/a	100
Naito-Chan, E.	2013		X					n/a	4	n/a	100
Nakamura, E.	2017							n/a	0	n/a	100
Navarro, E.	2013							n/a	4	n/a	100
Navone, A.	2016							n/a	1	n/a	100
Negriff, S.	2009							n/a	8	n/a	100
Newmyer, R.	2011		X		20			n/a	6	n/a	100
Nieto Manzer, D.	2014							n/a	3	n/a	100
Nishi, L.			X					n/a	2017	n/a	
Nissly, J.	2001				12			n/a	16	n/a	100
Nolan, J.			X					n/a	2017	n/a	100

Norville, D.	2014		X					n/a	3	n/a	100
November, K.	2011							n/a	6	n/a	100
O'Brien, A.	2009							n/a	8	n/a	100
Odette, A.	2013		X		17			n/a	4	n/a	100
Olive, R.	2012							n/a	5	n/a	100
Kelfer, S.	1998		X					n/a	19	n/a	100
Ornelas, R.	2016							n/a	1	n/a	100
Orras, G.	2004		X					n/a	13	n/a	100
Owen, L.	2012		X					n/a	5	n/a	100
Paddock, C.	2013		X		7			n/a	4	n/a	100
Palacio, G.	2009							n/a	8	n/a	100
Palinkas, L.	2005							n/a	12	n/a	100
Parga, J.	2012		X					n/a	5	n/a	100
Parker-Dominguez, T.	2001				13			n/a	16	n/a	100
Parra, M.	2008							n/a	9	n/a	100
Payne, L.	2012							n/a	5	n/a	100
Penny, S.	2015							n/a	2	n/a	100
Perez Jolles, M.	2016				4			n/a	1	n/a	100
Perks, A.	2016				18		5	n/a	1	n/a	100
Peterson, C.	2004							n/a	13	n/a	100
Peterson, T.	2010							n/a	7	n/a	100
Phillips, E.	2006				8			n/a	11	n/a	100
Phipps, E.	2016							n/a	1	n/a	100
Pier, T.	2015		X					n/a	1	n/a	

Pinkney, K.	2012							n/a	5	n/a	100
Pohle, C.	2014		X					n/a	3	n/a	100
Pomerantz, B.	2007		X					n/a	10	n/a	100
Ponder, W.											
Prentice, S.	2012		X					n/a	5	n/a	100
Priebe Sotelo, H.	2016				26			n/a	1	n/a	100
Prietto, M.	2011							n/a	6	n/a	100
Puentes, M.	2014		X					n/a	3	n/a	100
Pugh, D.	2014							n/a	3	n/a	100
Putnam-Hornstein, E.	2011							n/a	6	n/a	100
Rago, D.	2012		X					n/a	5	n/a	100
Ramirez, A.	2012		X		7			n/a	5	n/a	100
Randall, S.	2016							n/a	1	n/a	100
Rank, M.	2011				24		15	n/a	6	n/a	100
Rasmussen, R.	2013		X					n/a	4	n/a	100
Reddy, S.	2012							n/a	5	n/a	100
Reina, E.	2006							n/a	11	n/a	100
Reisch, J.	2013		X					n/a	4	n/a	100
Reiss, M.	2015							n/a	2	n/a	100
Reznik, D.	2015		X					n/a	2	n/a	
Rhoades, H.	2010							n/a	7	n/a	100
Rice, E.	2009							n/a	8	n/a	100
Rizzo-Fontanesi, S.	2016							n/a	1	n/a	100
Roberts, J.	2011							n/a	6	n/a	100
Robles, L.	2015							n/a	2	n/a	100

Rodriguez, A.	2016				20			n/a	1	n/a	100
Rodriguez, L.	2012		X					n/a	5	n/a	100
Roeschlein, A.	2011				18			n/a	6	n/a	100
Rogers, L.	2013		X					n/a	4	n/a	100
Rollo-Carlson, C.	2012				28		23	n/a	5	n/a	100
Ross, L.	2011		X					n/a	6	n/a	100
Rowles, R.	2011				17			n/a	6	n/a	100
Saadi, N.	2016							n/a	1	n/a	100
Sachnoff, K.	2012		X					n/a	5	n/a	100
Samaha, S.	2012							n/a	5	n/a	100
Sanchez, A.	2012		X		18			n/a	5	n/a	100
Sandhu, N.	2016							n/a	1	n/a	100
Saran, A.	2014				26		5	n/a	3	n/a	100
Sauer, V.	2016							n/a	1	n/a	100
Schneider, S.	2014							n/a	3	n/a	100
Schneiderman, J.	2004				26			n/a	13	n/a	100
Schnell-Cisneros, H.	2010							n/a	7	n/a	100
Schonfeld, D.	2015						20	n/a	2	n/a	100
Schott, E.	2005		X		18			n/a	12	n/a	100
Schwartz, S.	2012						5	n/a	5	n/a	100
Scott, B.	2016		X					n/a	1	n/a	100
Scott, C.	2014		X					n/a	3	n/a	100
Scott-Dixon, D.	2013		X					n/a	4	n/a	100
Sekely, N.	2010							n/a	7	n/a	100

Sela-Amit, M.	2007		X		18			n/a	10	n/a	100
Sentino, P.	2013							n/a	4	n/a	100
Shelton, M.	2009		X					n/a	8	n/a	100
Short, C.	2006				21			n/a	11	n/a	100
Siantz, E.	2015		X					n/a	2	n/a	100
Siegal, R.	2007							n/a	10	n/a	100
Siez, R.	2014		X					n/a	3	n/a	100
Simon, J.	2014							n/a	3	n/a	100
Singh, M.	2013		X		5		11	n/a	4	n/a	100
Smith, A.	2014							n/a	3	n/a	100
Smith, C.	2011		X		9		13	n/a	6	n/a	100
Smith, J.	2007							n/a	10	n/a	100
Smith, St.	2011							n/a	6	n/a	100
Smith, Su.	2011							n/a	6	n/a	100
Smith, W.	1998				41		2	n/a	19	n/a	100
Smith-Maddox, R.	2010						8	n/a	7	n/a	100
Smokovich Dorflinger, E.	2012							n/a	5	n/a	100
Southard, M.	2015				40		25	n/a	2	n/a	100
Soydan, H.	2005						32	n/a	12	n/a	100
Speckman, J.	2014							n/a	3	n/a	100
Starkey, E.	2017							n/a	0	n/a	100
Steinberg-Zauss, P.	2012		X					n/a	5	n/a	100
Stewart, P.	2014		X					n/a	3	n/a	100
Stone, F.	2012							n/a	5	n/a	100

Story, S.	2010		X					n/a	7	n/a	100
Sturgis, N.	2014							n/a	3	n/a	100
Supranovich, R.	2012		X		17			n/a	5	n/a	100
Swart, E.	2013							n/a	4	n/a	100
Sweet, T.	2010		X					n/a	7	n/a	100
Taranowski, C.	2014		X					n/a	3	n/a	100
Terry, R.	2011		X					n/a	6	n/a	100
Thomas, S.	2011							n/a	6	n/a	100
Thomas, V.	2016				9			n/a	1	n/a	100
Thompson, M.	2015							n/a	2	n/a	100
Thomson, H.	2011							n/a	6	n/a	100
Tinsley, K.	2016							n/a	1	n/a	100
Tippy, A.	2012		X					n/a	5	n/a	100
Topilow, A.	2016							n/a	1	n/a	100
Traube, D.	2006				7			n/a	11	n/a	100
Triandis, L.	2009		X					n/a	8	n/a	100
Trinh, C.	2014		X					n/a	3	n/a	100
Tucker, J.	2014							n/a	3	n/a	100
Tumin, R.	2013		X					n/a	4	n/a	100
Ullah, S.	2014		X					n/a	3	n/a	100
Vachani, S.	2011							n/a	6	n/a	100
Valdez, A.	2011							n/a	6	n/a	100
Vega, W.	2010						42	n/a	7	n/a	100
Velez-Garcia, L.	2012							n/a	5	n/a	100
Vergara, R.	2011							n/a	6	n/a	100

Villa, R.	2012							n/a	5	n/a	100
Villaverde, V.	2010		X		12			n/a	7	n/a	100
Wagner, M.	2016				5			n/a	1	n/a	100
Wallace, T.	2012							n/a	5	n/a	100
Waters-Roman, D.	2016				30			n/a	1	n/a	100
Webb, T.	2015							n/a	2	n/a	100
Weiss, E.	2008				13		2	n/a	9	n/a	100
Wells, M.	2011		X					n/a	6	n/a	100
Wenzel, S.	2009							n/a	8	n/a	100
Wheeler, S.	2011		X					n/a	6	n/a	100
White, R.	2013		X		19		11	n/a	4	n/a	100
White-Procel, C.	2009							n/a	8	n/a	100
Whitsett, D.	2006		X		41		13	n/a	11	n/a	100
Wilcox, S.	2012							n/a	5	n/a	100
Wiley, J.	2010						20	n/a	7	n/a	100
Williams Brooks, J.	2012		X					n/a	5	n/a	100
Williams, J.	2016							n/a	1	n/a	100
Williamson, H.	2016							n/a	1	n/a	100
Wilson, C.	2013		X					n/a	4	n/a	100

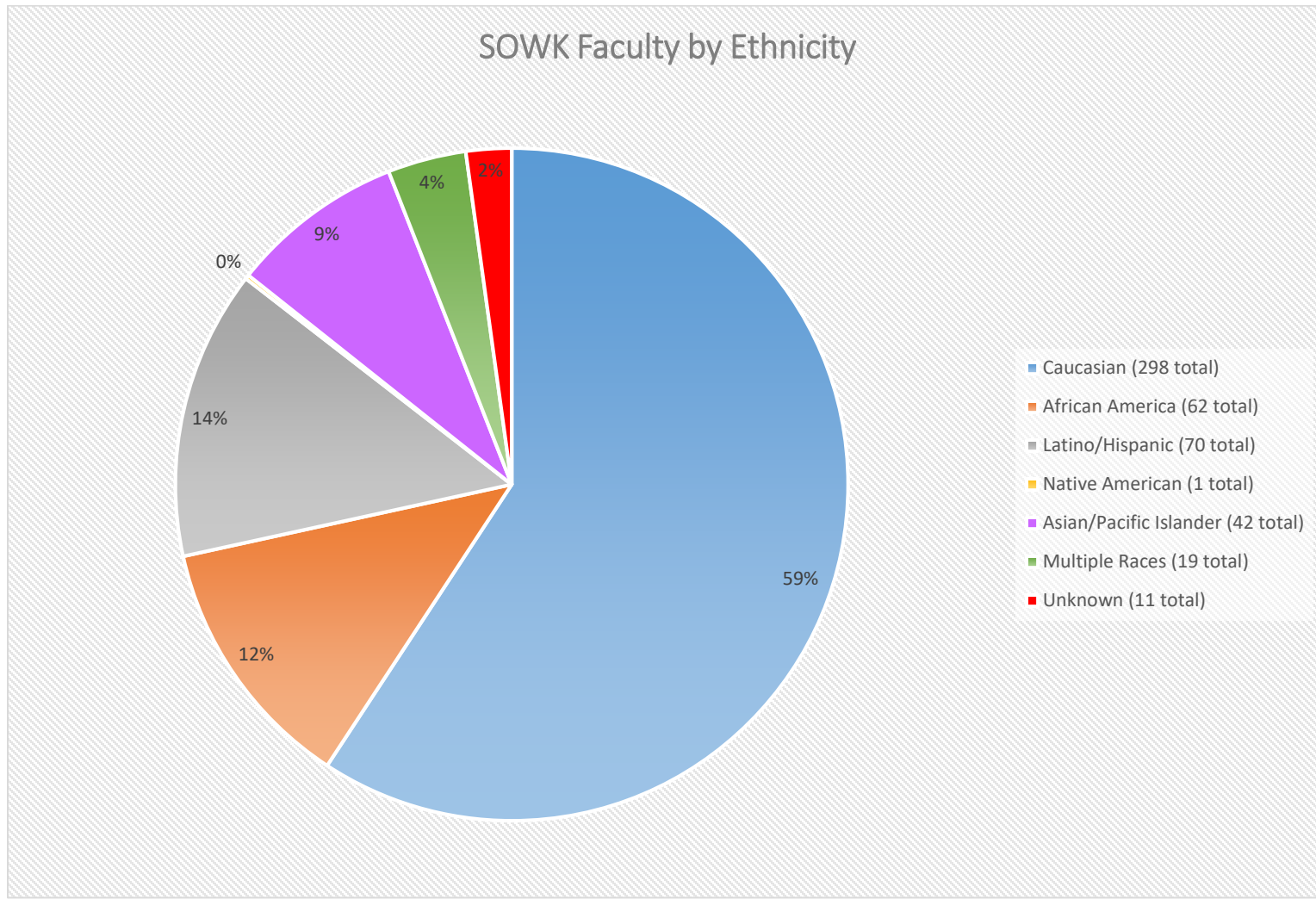
Wilson, M.	1992							n/a	25	n/a	100
Wind, L.	2008				20		14	n/a	9	n/a	100
Winsett, V.	2011		X					n/a	6	n/a	100
Winters, D.	2001		X		29			n/a	16	n/a	100
Witkin, A.	2011							n/a	6	n/a	100
Wittcoff, L.	2015		X					n/a	2	n/a	100
Wobbe-Veit, L.	2011		X		17		7	n/a	6	n/a	100
Wolf, M.	2015							n/a	2	n/a	100
Wong, M.	2008				37			n/a	9	n/a	100
Woo, D.	2008		X		2			n/a	9	n/a	100
Wren, B.	2016							n/a	1	n/a	100
Wu, F.	2015							n/a	2	n/a	100
Wu, S.	2008							n/a	9	n/a	100
Yamada, A.	2003				13			n/a	14	n/a	75
Yarvis, J.	2014							n/a	3	n/a	100
Young, E.	2013		X					n/a	4	n/a	100
Younger, B.	2011		X		15		9	n/a	6	n/a	100
Yuriar, N.	2013							n/a	4	n/a	100
Zaleski, K.	2012		X		3			n/a	5	n/a	100
Ziegler, M.	2003		X					n/a	14	n/a	100

Combine full-time and part-time work into a full-year equivalence years of full-time teaching.

** Should sum to total of years of full-time teaching.

***University policy, as issued by the USC Office of Compliance, permits the provision of aggregate data **only** on protected categories such as gender and ethnicity. Table 1 on the following page illustrates the distribution of ethnicity of our social work faculty.

Table 1: Faculty Ethnicity



Faculty Summary – Part 2
Identification and Qualifications of Faculty Members

The faculty summary below provides information for all faculty employed in full- and part-time positions within the past academic year.

Initials and Surname of Faculty Member	Current Rank or Title	(Check One)		Tenure-		Tenure		Gender
				Track				
				(Check One)		Yes	No	
		Full Time	Part Time	Yes	No			
Amaro, H.	Professor	X		X		X		
Astor, R.	Professor	X		X		X		
Brekke, J.	Professor	X		X		X		
Chi, I.	Professor	X		X		X		
Ell, K.	Professor	X		X		X		
Flynn, M.	Professor	X		X		X		
Jansson, B.	Professor	X		X		X		
Maiden, P.	Professor	X		X		X		
McCroskey, J.	Professor	X		X		X		
Mor Barak, M.	Professor	X		X		X		
Palinkas, L.	Professor	X		X		X		
Valdez, A.	Professor	X		X		X		
Vega, W.	Professor	X		X		X		

Wenzel, S.	Professor	X		X		X		
Aranda, M.	Associate Professor	X		X		X		
Barrio, C.	Associate Professor	X		X		X		
Brooks, D.	Associate Professor	X		X		X		
Castro, C.	Associate Professor	X		X		X		
Cederbaum, J.	Associate Professor	X		X		X		
Cepeda, A.	Associate Professor	X		X		X		
Guerrero, E.	Associate Professor	X		X		X		
Hurlburt, M.	Associate Professor	X		X		X		
Land, H.	Associate Professor	X		X		X		
Lincoln, K.	Associate Professor	X		X		X		
Mennen, F.	Associate Professor	X		X		X		
Putnam-Hornstein, E.	Associate Professor	X		X		X		
Rice, E.	Associate Professor	X		X		X		
Traube, D.	Associate Professor	X		X		X		
Wu, S.	Associate Professor	X		X		X		
Yamada, A.	Associate Professor	X		X		X		
Cox, R.	Assistant Professor	X		X				X
Goldbach, J.	Assistant Professor	X		X				X
Hackman, D.	Assistant Professor	X		X				X
Henwood, B.	Assistant Professor	X		X				X
Kim, E.	Assistant Professor	X		X				X

Lee, O.	Assistant Professor	X		X			X	
Perez Jolles, M.	Assistant Professor	X		X			X	
Short, C.	Professor of the Practice	X			X		X	
Schonfeld, D.	Professor of the Practice	X			X		X	
Southard, M.	Professor of the Practice	X			X		X	
Abel, E.	Clinical Professor	X			X		X	
Katz, A.	Clinical Professor	X			X		X	
Nair, M.	Clinical Professor	X			X		X	
Wong, M.	Clinical Professor	X			X		X	
Allgood, J.	Clinical Assoc Professor	X			X		X	
Andujo, E.	Clinical Assoc Professor	X			X		X	
Araque, J.	Clinical Assoc Professor	X			X		X	
Bikson, K.	Clinical Assoc Professor	X			X		X	
Bringhurst, D.	Clinical Assoc Professor	X			X		X	
Davis, J.	Clinical Assoc Professor	X			X		X	
Finney, K.	Clinical Assoc Professor	X			X		X	
Fitzgerald, T.	Clinical Assoc Professor	X			X		X	
Harper, B.	Clinical Assoc Professor	X			X		X	
Harris, M.	Clinical Assoc Professor	X			X		X	
Joosten-Hagye, D.	Clinical Assoc Professor	X			X		X	
Kurzban, S.	Clinical Assoc Professor	X			X		X	
Lee, T.	Clinical Assoc Professor	X			X		X	

Levin, S.	Clinical Assoc Professor	X			X		X	
Lyon-Levine, M.	Clinical Assoc Professor	X			X		X	
Rank, M.	Clinical Assoc Professor	X			X		X	
Schott, E.	Clinical Assoc Professor	X			X		X	
Smith, W.	Clinical Assoc Professor		X		X		X	
Smith-Maddox, R.	Clinical Assoc Professor	X			X		X	
Stone, F.	Clinical Assoc Professor	X			X		X	
White, R.	Clinical Assoc Professor	X			X		X	
Whitsett, D.	Clinical Assoc Professor	X			X		X	
Wiley, J.	Clinical Assoc Professor	X			X		X	
Younger, B.	Clinical Assoc Professor	X			X		X	
Zaleski, K.	Clinical Assoc Professor	X			X		X	
Alamo, R.	Clinical Assoc Professor-Field	X			X		X	
Angulo, R.	Clinical Assoc Professor-Field	X			X		X	
Artavia, M.	Clinical Assoc Professor-Field	X			X		X	
Axonovitz, J.	Clinical Assoc Professor-Field	X			X		X	
Cislowski, R.	Clinical Assoc Professor-Field	X			X		X	
Cox, T.	Clinical Assoc Professor-Field	X			X		X	
Ford, A.	Clinical Assoc Professor-Field	X			X		X	
Franzwa, P.	Clinical Assoc Professor-Field	X			X		X	
Fuentes, C.	Clinical Assoc Professor-Field	X			X		X	
George, S.	Clinical Assoc Professor-Field	X			X		X	

Hsiao, S.	Clinical Assoc Professor-Field	X			X		X	
Hu-Cordova, M.	Clinical Assoc Professor-Field	X			X		X	
Hydon, S.	Clinical Assoc Professor-Field	X			X		X	
Lopez, O.	Clinical Assoc Professor-Field	X			X		X	
Michelsen, R.	Clinical Assoc Professor-Field	X			X		X	
Paddock, C.	Clinical Assoc Professor-Field	X			X		X	
Phillips, E.	Clinical Assoc Professor-Field	X			X		X	
Ramirez, A.	Clinical Assoc Professor-Field	X			X		X	
Rowles, R.	Clinical Assoc Professor-Field	X			X		X	
Smith, C.	Clinical Assoc Professor-Field	X			X		X	
Villaverde, V.	Clinical Assoc Professor-Field	X			X		X	
Waters-Roman, D.	Clinical Assoc Professor-Field	X			X		X	
Wind, L.	Clinical Assoc Professor-Field	X			X		X	
Winters, D.	Clinical Assoc Professor-Field	X			X		X	
Wobbe-Veit, L.	Clinical Assoc Professor-Field	X			X		X	
Islam, N.	Associate Professor of Clinical Practice	X			X		X	
Parker-Dominguez, T.	Clinical Asst Professor	X		X			X	
Enrile, A.	Clinical Asst Professor	X			X		X	
Mayeda, S.	Clinical Asst Professor	X			X		X	
Sela-Amit, M.	Clinical Asst Professor	X			X		X	
Weiss, E.	Clinical Asst Professor	X			X		X	

Cardinal, L.	Clinical Asst Professor-Field	X			X		X	
Cavalier, N.	Clinical Asst Professor-Field	X			X		X	
Doyle, K.	Clinical Asst Professor-Field	X			X		X	
Franklin, U.	Clinical Asst Professor-Field	X			X		X	
Goodman, K.	Clinical Asst Professor-Field	X			X		X	
Lewis, J.	Clinical Asst Professor-Field	X			X		X	
Priebe Sotelo, H.	Clinical Asst Professor-Field	X			X		X	
Singh, M.	Clinical Asst Professor-Field	X			X		X	
Supranovich, R.	Clinical Asst Professor-Field	x			X		X	
Woo, D.	Clinical Asst Professor-Field	X			X		X	
Enriquez, M.	Assistant Professor of Clinical Practice	X			X		X	
Thomson, H.	Assistant Professor of Clinical Practice	X			X		X	
Wagner, M.	Assistant Professor of Clinical Practice	X			X		X	
Kaplan, C.	Research Professor	X			X		X	
Lee, J.	Research Professor	X			X		X	
Soydan, H.	Research Professor	X			X		X	
Lloyd, D.	Research Assoc Professor	X			X		X	
Schneiderman, J.	Research Assoc Professor	X			X		X	
Atuel, H.	Research Asst Professor	X			X		X	
Hsiao, H.	Research Asst Professor	X			X		X	
Kintzle, S.	Research Asst Professor	X			X		X	

Negriff, S.	Research Asst Professor	X			X		X	
Rhoades, H.	Research Asst Professor	X			X		X	
Bush, S.	Senior Lecturer	X			X		X	
Caliboso-Soto, S.	Senior Lecturer	X			X		X	
Ein, A.	Senior Lecturer	X			X		X	
Formigoni, M.	Senior Lecturer	X			X		X	
Gale, L.	Senior Lecturer	X			X		X	
Hernandez, R.	Senior Lecturer	X			X		X	
Hess, S.	Senior Lecturer	X			X		X	
Hunter, H.	Senior Lecturer	X			X		X	
James, J.	Senior Lecturer	X			X		X	
Kratz, S.	Senior Lecturer	X			X		X	
Macon-Oliver, C.	Senior Lecturer	X			X		X	
McSweyn, S.	Senior Lecturer	X			X		X	
Newmyer, R.	Senior Lecturer	X			X		X	
Nissly, J.	Senior Lecturer	X			X		X	
Odette, A.	Senior Lecturer	X			X		X	
Parga, J.	Senior Lecturer	X			X		X	
Rollo-Carlson, C.	Senior Lecturer	X			X		X	
Schwartz, S.	Senior Lecturer	X			X		X	
Thomas, S.	Senior Lecturer	X			X		X	
Vachani, S.	Senior Lecturer	X			X		X	

Witkin, A.	Senior Lecturer	X			X		X	
Lesnick, K.	Clinical Practice Lecturer	X			X		X	
Bengtson, V.	Adjunct Professor		X		X		X	
Davis, L.	Adjunct Assoc Professor		X		X		X	
Gonzalez-Thrash, I.	Adjunct Assoc Professor		X		X		X	
Halperin, H.	Adjunct Assoc Professor		X		X		X	
Holmes, K.	Adjunct Assoc Professor		X		X		X	
Wilson, M.	Adjunct Assoc Professor		X		X		X	
Agahi, G.	Adjunct Asst Professor		X		X		X	
Alexander, A.	Adjunct Asst Professor		X		X		X	
Aparicio, L.	Adjunct Asst Professor		X		X		X	
Atkins, C.	Adjunct Asst Professor		X		X		X	
Barnstone, W.	Adjunct Asst Professor		X		X		X	
Baron, M.	Adjunct Asst Professor		X		X		X	
Berl, D.	Adjunct Asst Professor		X		X		X	
Blair, S.	Adjunct Asst Professor		X		X		X	
Brown, A.	Adjunct Asst Professor		X		X		X	
Bucholtz, J.	Adjunct Asst Professor		X		X		X	
Bueker, S.	Adjunct Asst Professor		X		X		X	
Caballero, D.	Adjunct Asst Professor		X		X		X	
Creager, T.	Adjunct Asst Professor		X		X		X	
Cunha, M.	Adjunct Asst Professor		X		X		X	

De Castro, W.	Adjunct Asst Professor		X		X		X	
Demi, L.	Adjunct Asst Professor		X		X		X	
Edwards, S.	Adjunct Asst Professor		X		X		X	
Emmer, J.	Adjunct Asst Professor		X		X		X	
Feuerborn, W.	Adjunct Asst Professor		X		X		X	
Field, D.	Adjunct Asst Professor		X		X		X	
Fietsam, T.	Adjunct Asst Professor		X		X		X	
Fong, T.	Adjunct Asst Professor		X		X		X	
Giesler, A.	Adjunct Asst Professor		X		X		X	
Hanzlicek, L.	Adjunct Asst Professor		X		X		X	
Harley, J.	Adjunct Asst Professor		X		X		X	
Harper, J.	Adjunct Asst Professor		X		X		X	
Hoang, T.	Adjunct Asst Professor		X		X		X	
Howard, K.	Adjunct Asst Professor		X		X		X	
Jackson, J.	Adjunct Asst Professor		X		X		X	
Jewell, W.	Adjunct Asst Professor		X		X		X	
Kabot, L.	Adjunct Asst Professor		X		X		X	
Koffman, S.	Adjunct Asst Professor		X		X		X	
Leaf, K.	Adjunct Asst Professor		X		X		X	
Lee, N.	Adjunct Asst Professor		X		X		X	
Lemus, E.	Adjunct Asst Professor		X		X		X	
Lipscomb, A.	Adjunct Asst Professor		X		X		X	

Malatesta, M.	Adjunct Asst Professor		X		X		X	
Marshall Kaiser, S.	Adjunct Asst Professor		X		X		X	
Martinez, S.	Adjunct Asst Professor		X		X		X	
Misener, E.	Adjunct Asst Professor		X		X		X	
Mishael, N.	Adjunct Asst Professor		X		X		X	
Monaghan, S.	Adjunct Asst Professor		X		X		X	
Morgan, H.	Adjunct Asst Professor		X		X		X	
Morris, B.	Adjunct Asst Professor		X		X		X	
Murad, D.	Adjunct Asst Professor		X		X		X	
Nader, S.	Adjunct Asst Professor		X		X		X	
Norville, D.	Adjunct Asst Professor		X		X		X	
November, K.	Adjunct Asst Professor		X		X		X	
Omens Kelfer, S.	Adjunct Asst Professor		X		X		X	
Owen, L.	Adjunct Asst Professor		X		X		X	
Peterson, T.	Adjunct Asst Professor		X		X		X	
Reddy, S.	Adjunct Asst Professor		X		X		X	
Roberts, J.	Adjunct Asst Professor		X		X		X	
Ross, L.	Adjunct Asst Professor		X		X		X	
Samaha, S.	Adjunct Asst Professor		X		X		X	
Schnell-Cisneros, H.	Adjunct Asst Professor		X		X		X	
Story, S.	Adjunct Asst Professor		X		X		X	
Terry, R.	Adjunct Asst Professor		X		X		X	

Tippy, A.	Adjunct Asst Professor		X		X		X	
Vergara, R.	Adjunct Asst Professor		X		X		X	
Wallace, T.	Adjunct Asst Professor		X		X		X	
Wells, M.	Adjunct Asst Professor		X		X		X	
Wheeler, S.	Adjunct Asst Professor		X		X		X	
Wilcox, S.	Adjunct Asst Professor		X		X		X	
Winsett, V.	Adjunct Asst Professor		X		X		X	
Abernathy, S.	Part Time Lecturer		X		X		X	
A'Hirataro, I.	Part Time Lecturer		X		X		X	
Alcantar Nelson, T.	Part Time Lecturer		X		X		X	
Alexander, C.	Part Time Lecturer		X		X		X	
Alvillar, D.	Part Time Lecturer		X		X		X	
Anderson, L.	Part Time Lecturer		X		X		X	
Arias, B.	Part Time Lecturer		X		X		X	
Ash, D.	Part Time Lecturer		X		X		X	
Babcock, P.	Part Time Lecturer		X		X		X	
Bargar, K.	Part Time Lecturer		X		X		X	
Barnard, S.	Part Time Lecturer		X		X		X	
Barnes, M.	Part Time Lecturer		X		X		X	
Barry, T.	Part Time Lecturer		X		X		X	
Barthol, S.	Part Time Lecturer		X		X		X	
Bates, S.	Part Time Lecturer		X		X		X	

Bedrossian, W.	Part Time Lecturer		X		X		X	
Belardo, J.	Part Time Lecturer		X		X		X	
Bell, D.	Part Time Lecturer		X		X		X	
Benson, J.	Part Time Lecturer		X		X		X	
Berry, L.	Part Time Lecturer		X		X		X	
Blair, A.	Part Time Lecturer		X		X		X	
Bracaliello, G.	Part Time Lecturer		X		X		X	
Branzburg, A.	Part Time Lecturer		X		X		X	
Braun, P.	Part Time Lecturer		X		X		X	
Bray, D.	Part Time Lecturer		X		X		X	
Bright-Davis, R.	Part Time Lecturer		X		X		X	
Brown, Da.	Part Time Lecturer		X		X		X	
Brown, Do.	Part Time Lecturer		X		X		X	
Brown, L.	Part Time Lecturer		X		X		X	
Brumer, S.	Part Time Lecturer		X		X		X	
Buttacavoli, S.	Part Time Lecturer		X		X		X	
Campbell, L.	Part Time Lecturer		X		X		X	
Campbell, R.	Part Time Lecturer		X		X		X	
Carter, S.	Part Time Lecturer		X		X		X	
Casillas, R.	Part Time Lecturer		X		X		X	
Chavez, H.	Part Time Lecturer		X		X		X	
Cheng, D.	Part Time Lecturer		X		X		X	

Cohen, R.	Part Time Lecturer		X		X		X	
Cole, C.	Part Time Lecturer		X		X		X	
Cole-Kelly, A.	Part Time Lecturer		X		X		X	
Cordero, E.	Part Time Lecturer		X		X		X	
Cox, L.	Part Time Lecturer		X		X		X	
Crabson, C.	Part Time Lecturer		X		X		X	
Crenshaw, G.	Part Time Lecturer		X		X		X	
Crippens, D.	Part Time Lecturer		X		X		X	
Crouch, T.	Part Time Lecturer		X		X		X	
Cunha, E.	Part Time Lecturer		X		X		X	
D'Agostino, C.	Part Time Lecturer		X		X		X	
Darby, A.	Part Time Lecturer		X		X		X	
Darrell, S.	Part Time Lecturer		X		X		X	
Datta, M.	Part Time Lecturer		X		X		X	
Davis, A.	Part Time Lecturer		X		X		X	
Davis, E.	Part Time Lecturer		X		X		X	
De La Rosa, V.	Part Time Lecturer		X		X		X	
Decker, K.	Part Time Lecturer		X		X		X	
DeCrescenzo, T.	Part Time Lecturer		X		X		X	
Degarmoe, E.	Part Time Lecturer		X		X		X	
Dillard, E.	Part Time Lecturer		X		X		X	
Dominick, D.	Part Time Lecturer		X		X		X	

Dorsey, M.	Part Time Lecturer		X		X		X	
Drake, C.	Part Time Lecturer		X		X		X	
Driscoll, K.	Part Time Lecturer		X		X		X	
Dugard, C.	Part Time Lecturer		X		X		X	
Duggan, M.	Part Time Lecturer		X		X		X	
Dunn, K.	Part Time Lecturer		X		X		X	
Englehart, J.	Part Time Lecturer		X		X		X	
Epstein, A.	Part Time Lecturer		X		X		X	
Evans, P.	Part Time Lecturer		X		X		X	
Farina, L.	Part Time Lecturer		X		X		X	
Finazzo, C.	Part Time Lecturer		X		X		X	
Fishel, P.	Part Time Lecturer		X		X		X	
Fitzpatrick, E.	Part Time Lecturer		X		X		X	
Flax-Plaza, N.	Part Time Lecturer		X		X		X	
Flood, T.	Part Time Lecturer		X		X		X	
Floyd, K.	Part Time Lecturer		X		X		X	
Foster, R.	Part Time Lecturer		X		X		X	
Frank, E.	Part Time Lecturer		X		X		X	
Fulcher, D.	Part Time Lecturer		X		X		X	
Gallego, S.	Part Time Lecturer		X		X		X	
Gamulin, L.	Part Time Lecturer		X		X		X	
Garcia, B.	Part Time Lecturer		X		X		X	

Garcia-Sanda, E.	Part Time Lecturer		X		X		X	
Gardenhire, K.	Part Time Lecturer		X		X		X	
Gasser-Ordaz, L.	Part Time Lecturer		X		X		X	
Gauto, A.	Part Time Lecturer		X		X		X	
Gentle, M.	Part Time Lecturer		X		X		X	
Gibbs, M.	Part Time Lecturer		X		X		X	
Gibson Chi, A.	Part Time Lecturer		X		X		X	
Goldstein, B.	Part Time Lecturer		X		X		X	
Gonzalez, A.	Part Time Lecturer		X		X		X	
Gould, W.	Part Time Lecturer		X		X		X	
Gramuglia, J.	Part Time Lecturer		X		X		X	
Gratwick, S.	Part Time Lecturer		X		X		X	
Green, K.	Part Time Lecturer		X		X		X	
Green, R.	Part Time Lecturer		X		X		X	
Green, T.	Part Time Lecturer		X		X		X	
Greene, A.	Part Time Lecturer		X		X		X	
Hamamchian, A.	Part Time Lecturer		X		X		X	
Handel, T.	Part Time Lecturer		X		X		X	
Hankins, J.	Part Time Lecturer		X		X		X	
Hardin, S.	Part Time Lecturer		X		X		X	
Hardy Robinson, D.	Part Time Lecturer		X		X		X	
Harris, D.	Part Time Lecturer		X		X		X	

Harwood, M.	Part Time Lecturer		X		X		X	
Hatanaka, H.	Part Time Lecturer		X		X		X	
Hayden, C.	Part Time Lecturer		X		X		X	
Hayes, D.	Part Time Lecturer		X		X		X	
Heidemann, G.	Part Time Lecturer		X		X		X	
Heit, L.	Part Time Lecturer		X		X		X	
Hernandez, M.	Part Time Lecturer		X		X		X	
Hernandez, V.	Part Time Lecturer		X		X		X	
Hernandez-Paez, S.	Part Time Lecturer		X		X		X	
Higgs, N.	Part Time Lecturer		X		X		X	
Hileman, W.	Part Time Lecturer		X		X		X	
Hill-Glover, S.	Part Time Lecturer		X		X		X	
Hollingsworth, J.	Part Time Lecturer		X		X		X	
Hollis Ochetti, M.	Part Time Lecturer		X		X		X	
Hozack, N.	Part Time Lecturer		X		X		X	
Hsieh, S.	Part Time Lecturer		X		X		X	
Hudson, M.	Part Time Lecturer		X		X		X	
Huey, L.	Part Time Lecturer		X		X		X	
Hunter, J.	Part Time Lecturer		X		X		X	
Jacob, D.	Part Time Lecturer		X		X		X	
Johnson, M.	Part Time Lecturer		X		X		X	
Jones, L.	Part Time Lecturer		X		X		X	

Jones-Dix, C.	Part Time Lecturer		X		X		X	
Jordan, B.	Part Time Lecturer		X		X		X	
Jordan, T.	Part Time Lecturer		X		X		X	
Kaltenbach, M.	Part Time Lecturer		X		X		X	
Kay, K.	Part Time Lecturer		X		X		X	
Kaye, L.	Part Time Lecturer		X		X		X	
Kennedy, A.	Part Time Lecturer		X		X		X	
Kennedy, M.	Part Time Lecturer		X		X		X	
Khalil, H.	Part Time Lecturer		X		X		X	
Kim, S.	Part Time Lecturer		X		X		X	
King, M.	Part Time Lecturer		X		X		X	
Klein, J.	Part Time Lecturer		X		X		X	
Knapp, H.	Part Time Lecturer		X		X		X	
Kronberg, R.	Part Time Lecturer		X		X		X	
Krygier, L.	Part Time Lecturer		X		X		X	
Lagunas, K.	Part Time Lecturer		X		X		X	
Lamb, R.	Part Time Lecturer		X		X		X	
Landguth, J.	Part Time Lecturer		X		X		X	
Lee, D.	Part Time Lecturer		X		X		X	
Lenahan, P.	Part Time Lecturer		X		X		X	
Levine, M.	Part Time Lecturer		X		X		X	
Levy, J.	Part Time Lecturer		X		X		X	

Lim, E.	Part Time Lecturer		X		X		X	
Lindau, S.	Part Time Lecturer		X		X		X	
Long, L.	Part Time Lecturer		X		X		X	
Love Manning, P.	Part Time Lecturer		X		X		X	
Lowe, L.	Part Time Lecturer		X		X		X	
Macias, M.	Part Time Lecturer		X		X		X	
Macon-Richard, A.	Part Time Lecturer		X		X		X	
Magnabosco, J.	Part Time Lecturer		X		X		X	
Martin Mollard, M.	Part Time Lecturer		X		X		X	
Martinez, M.	Part Time Lecturer		X		X		X	
Mathai Mathew, S.	Part Time Lecturer		X		X		X	
Mathews, D.	Part Time Lecturer		X		X		X	
Maze, J.	Part Time Lecturer		X		X		X	
McCarrell, K.	Part Time Lecturer		X		X		X	
Meadow, D.	Part Time Lecturer		X		X		X	
Mellenthin, C.	Part Time Lecturer		X		X		X	
Meyer, P.	Part Time Lecturer		X		X		X	
Mistrano, S.	Part Time Lecturer		X		X		X	
Montemayor, M.	Part Time Lecturer		X		X		X	
Morales, A.	Part Time Lecturer		X		X		X	
Moran, C.	Part Time Lecturer		X		X		X	
Naito-Chan, E.	Part Time Lecturer		X		X		X	

Nakamura, E.	Part Time Lecturer		X		X		X	
Navarro, E.	Part Time Lecturer		X		X		X	
Navone, A.	Part Time Lecturer		X		X		X	
Nieto Manzer, D.	Part Time Lecturer		X		X		X	
Nishi, L.	Part Time Lecturer		X		X		X	
Nolan, J.	Part Time Lecturer		X		X		X	
O'Brien, A.	Part Time Lecturer		X		X		X	
Olive, R.	Part Time Lecturer		X		X		X	
Ornelas, R.	Part Time Lecturer		X		X		X	
Orras, G.	Part Time Lecturer		X		X		X	
Palacio, G.	Part Time Lecturer		X		X		X	
Parra, M.	Part Time Lecturer		X		X		X	
Payne, L.	Part Time Lecturer		X		X		X	
Penny, S.	Part Time Lecturer		X		X		X	
Perks, A.	Part Time Lecturer		X		X		X	
Peterson, C.	Part Time Lecturer		X		X		X	
Phipps, E.	Part Time Lecturer		X		X		X	
Pier, T.	Part Time Lecturer		X		X		X	
Pinkney, K.	Part Time Lecturer		X		X		X	
Pohle, C.	Part Time Lecturer		X		X		X	
Pomerantz, B.	Part Time Lecturer		X		X		X	
Ponder, W.	Part Time Lecturer		X		X		X	

Prentice, S.	Part Time Lecturer		X		X		X	
Prietto, M.	Part Time Lecturer		X		X		X	
Puentes, M.	Part Time Lecturer		X		X		X	
Pugh, D.	Part Time Lecturer		X		X		X	
Rago, D.	Part Time Lecturer		X		X		X	
Randall, S.	Part Time Lecturer		X		X		X	
Rasmussen, R.	Part Time Lecturer		X		X		X	
Reina, E.	Part Time Lecturer		X		X		X	
Reisch, J.	Part Time Lecturer		X		X		X	
Reiss, M.	Part Time Lecturer		X		X		X	
Reznik, D.	Part Time Lecturer		X		X		X	
Rizzo-Fontanesi, S.	Part Time Lecturer		X		X		X	
Robles, L.	Part Time Lecturer		X		X		X	
Rodriguez, A.	Part Time Lecturer		X		X		X	
Rodriguez, L.	Part Time Lecturer		X		X		X	
Roeschlein, A.	Part Time Lecturer		X		X		X	
Rogers, L.	Part Time Lecturer		X		X		X	
Saadi, N.	Part Time Lecturer		X		X		X	
Sachnoff, K.	Part Time Lecturer		X		X		X	
Sanchez, A.	Part Time Lecturer		X		X		X	
Sandhu, N.	Part Time Lecturer		X		X		X	
Saran, A.	Part Time Lecturer		X		X		X	

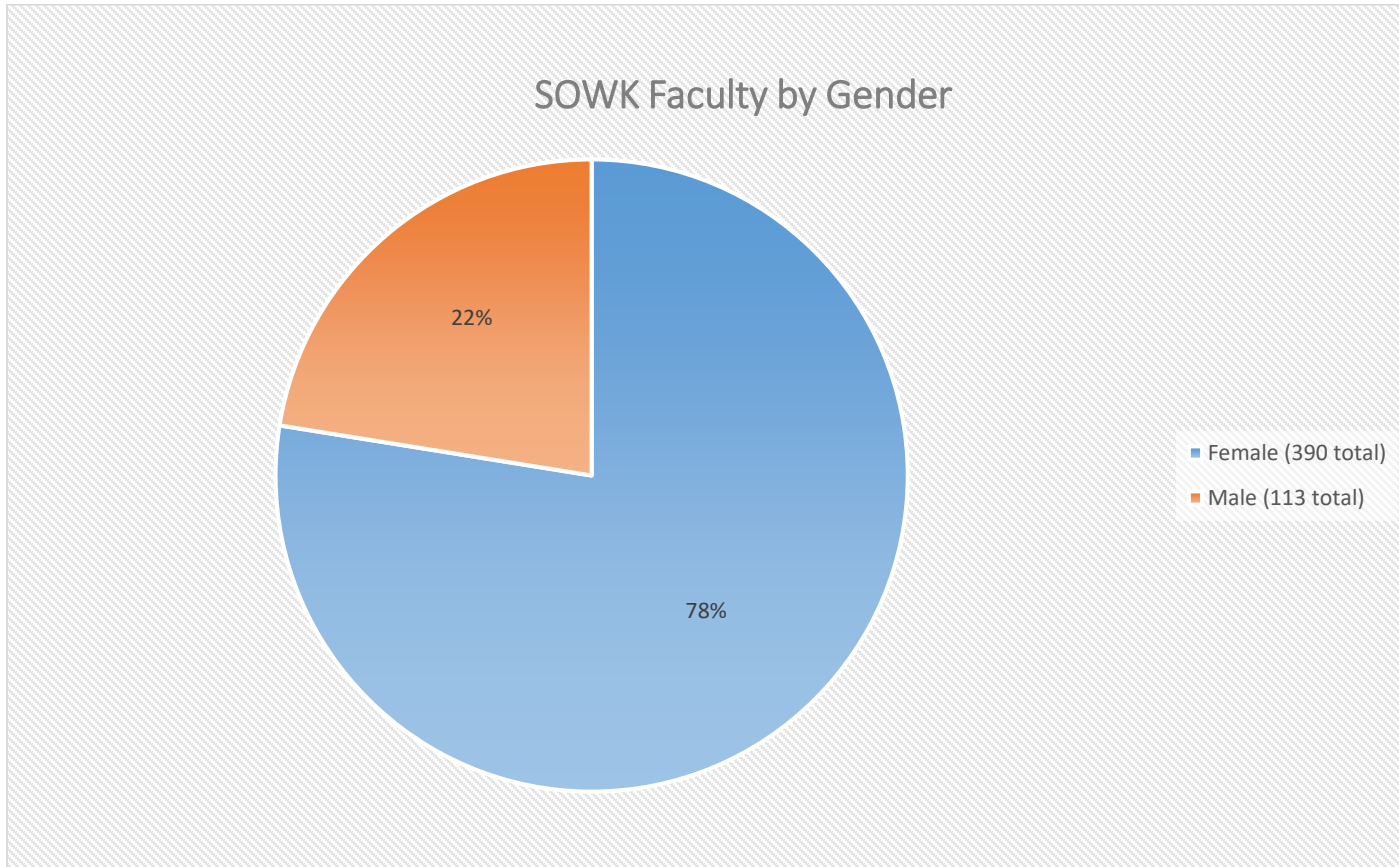
Sauer, V.	Part Time Lecturer		X		X		X	
Schneider, S.	Part Time Lecturer		X		X		X	
Scott, B.	Part Time Lecturer		X		X		X	
Scott, C.	Part Time Lecturer		X		X		X	
Scott-Dixon, D.	Part Time Lecturer		X		X		X	
Sekely, N.	Part Time Lecturer		X		X		X	
Sentino, P.	Part Time Lecturer		X		X		X	
Shelton, M.	Part Time Lecturer		X		X		X	
Siantz, E.	Part Time Lecturer		X		X		X	
Siegal, R.	Part Time Lecturer		X		X		X	
Siez, R.	Part Time Lecturer		X		X		X	
Simon, J.	Part Time Lecturer		X		X		X	
Smith, A.	Part Time Lecturer		X		X		X	
Smith, J.	Part Time Lecturer		X		X		X	
Smith, St.	Part Time Lecturer		X		X		X	
Smith, Su.	Part Time Lecturer		X		X		X	
Smokovich Dorflinger, E.	Part Time Lecturer		X		X		X	
Speckman, J.	Part Time Lecturer		X		X		X	
Starkey, E.	Part Time Lecturer		X		X		X	
Steinberg-Zauss, P.	Part Time Lecturer		X		X		X	
Stewart, P.	Part Time Lecturer		X		X		X	

Sturgis, N.	Part Time Lecturer		X		X		X	
Swart, E.	Part Time Lecturer		X		X		X	
Sweet, T.	Part Time Lecturer		X		X		X	
Taranowski, C.	Part Time Lecturer		X		X		X	
Thomas, V.	Part Time Lecturer		X		X		X	
Thompson, M.	Part Time Lecturer		X		X		X	
Tinsley, K.	Part Time Lecturer		X		X		X	
Topilow, A.	Part Time Lecturer		X		X		X	
Triandis, L.	Part Time Lecturer		X		X		X	
Trinh, C.	Part Time Lecturer		X		X		X	
Tucker, J.	Part Time Lecturer		X		X		X	
Tumin, R.	Part Time Lecturer		X		X		X	
Ullah, S.	Part Time Lecturer		X		X		X	
Velez-Garcia, L.	Part Time Lecturer		X		X		X	
Villa, R.	Part Time Lecturer		X		X		X	
Webb, T.	Part Time Lecturer		X		X		X	
White-Procel, C.	Part Time Lecturer		X		X		X	
Williams Brooks, J.	Part Time Lecturer		X		X		X	
Williams, J.	Part Time Lecturer		X		X		X	
Williamsen, H.	Part Time Lecturer		X		X		X	
Wilson, C.	Part Time Lecturer		X		X		X	
Wittcoff, L.	Part Time Lecturer		X		X		X	

Wolf, M.	Part Time Lecturer		X		X		X	
Wren, B.	Part Time Lecturer		X		X		X	
Wu, F.	Part Time Lecturer		X		X		X	
Yarvis, J.	Part Time Lecturer		X		X		X	
Young, E.	Part Time Lecturer		X		X		X	
Yuriar, N.	Part Time Lecturer		X		X		X	
Ziegler, M.	Part Time Lecturer		X		X		X	

***University policy, as issued by the USC Office of Compliance, permits the provision of aggregate data **only** on protected categories such as gender and ethnicity. Table 3 on the following page illustrates the distribution of gender of our social work faculty.

Table 3: Faculty Gender



Please note: Faculty Data Forms, containing detailed information for our **491** faculty members, which would ordinarily appear here, are voluminous; due to their combined inordinate length, we provide them as **Appendix 13** in **Volume III** of this self-study document.

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 two years of post-master’s social work degree practice experience.

Definition of social work practice courses

Social work practice courses are those courses that teach students social work values, principles, and interventions that can be applied at the micro, mezzo, and macro level to promote human and community well-being.

Faculty teaching practice courses.

The USC Suzanne Dworak-Peck School of Social Work employs 204 social work professionals who engage students in training for social work practice, building skills in the application of social work values, principles, and evidence-based interventions to be implemented at the micro, mezzo, and macro levels thereby promoting well-being among individuals, families, and communities. The vast majority of our faculty teaching practice courses hold a minimum of a Master’s degree in social work; many of whom also hold a doctorate in a variety of disciplines. Among the 204 faculty teaching practice courses only three do not hold a MSW degree, but hold advanced degrees in Psychology, Social Policy Administration and Community Mental Health, and Community Development,. In these few instances, these faculty have been vetted and found to have exemplary skills that positively diversify the overall contributions of the practice faculty. For those individuals, Jennifer Magnabosco, Samuel Mistrano, and Martha Lyon-Levine, applications for waivers have been submitted to CSWE, and are pending.

Table 4 lists the faculty who were engaged to teach social work practice courses in Academic Year 2015-2016:

Table 4: Faculty teaching practice

Name	Current Rank or Title
Alexander, A.	Adjunct Asst Professor
Alexander, C.	Part Time Lecturer
Andujo, E.	Clinical Assoc Professor
Angulo, R.	Clinical Assoc Professor-Field
Aparicio, L.	Adjunct Asst Professor
Arias, B.	Part Time Lecturer
Artavia, M.	Clinical Assoc Professor-Field
Axonovitz, J.	Clinical Assoc Professor-Field
Barnard, S.	Part Time Lecturer

Barnstone, W.	Adjunct Asst Professor
Baron, M.	Adjunct Asst Professor
Bates, S.	Part Time Lecturer
Berl, D.	Adjunct Asst Professor
Berry, L.	Part Time Lecturer
Black, K.	Part Time Lecturer
Branzburg, A.	Part Time Lecturer
Bright-Davis, R.	Part Time Lecturer
Briley-Balkan, K.	Part Time Lecturer
Bringhurst, D.	Clinical Assoc Professor
Brown, Da.	Part Time Lecturer
Brumer, S.	Part Time Lecturer
Bucholtz, J.	Adjunct Asst Professor
Bush, S.	Senior Lecturer
Buttacavoli, S.	Part Time Lecturer
Caliboso-Soto, S.	Senior Lecturer
Campbell, L.	Part Time Lecturer
Campbell, R.	Part Time Lecturer
Cardinal, L.	Clinical Asst Professor- Field
Carter, S.	Part Time Lecturer
Cavalier, N.	Clinical Asst Professor- Field
Cederbaum, J.	Associate Professor
Church, B.	Part Time Lecturer
Cislowski, R.	Clinical Assoc Professor- Field
Cole, C.	Part Time Lecturer
Cole-Kelly, A.	Part Time Lecturer
Cox, L.	Part Time Lecturer
Cunha, M.	Adjunct Asst Professor
D'Agostino, C.	Part Time Lecturer
Darrell, S.	Part Time Lecturer
Davis, E.	Part Time Lecturer
Davis, J.	Clinical Assoc Professor
Davis, L.	Adjunct Assoc Professor
De Castro, W.	Adjunct Asst Professor
De La Rosa, V.	Part Time Lecturer
Doyle, K.	Clinical Asst Professor- Field
Drake, C.	Part Time Lecturer
Driscoll, K.	Part Time Lecturer
Duggan, M.	Part-Time Lecturer
Edwards, S.	Adjunct Asst Professor
Ein, A.	Senior Lecturer
Englehart, J.	Part Time Lecturer

Evans Mellenthin, C.	Part Time Lecturer
Evans, P.	Part Time Lecturer
Farina, L.	Part Time Lecturer
Feuerborn, W.	Adjunct Asst Professor
Field, D.	Adjunct Asst Professor
Fietsam, T.	Adjunct Asst Professor
Finazzo, C.	Part Time Lecturer
Fitzgerald, T.	Clinical Assoc Professor
Flax-Plaza, N.	Part Time Lecturer
Fong, T.	Adjunct Asst Professor
Frank, E.	Part-Time Lecturer
Franklin, U.	Clinical Asst Professor- Field
Franzwa, P.	Clinical Assoc Professor- Field
Fuentes, C.	Clinical Assoc Professor- Field
Gale, L.	Senior Lecturer
Gallego, S.	Part Time Lecturer
Garcia-Sanda, E.	Part Time Lecturer
Gardenhire, K.	Part-Time Lecturer
George, S.	Clinical Assoc Professor- Field
Giesler, A.	Adjunct Asst Professor
Goldstein, B.	Part Time Lecturer
Gonzalez-Thrash, I.	Adjunct Assoc Professor
Goodman, K.	Clinical Asst Professor- Field
Gramuglia, J.	Part-Time Lecturer
Green, K.	Part Time Lecturer
Green, T.	Part-Time Lecturer
Halperin, H.	Adjunct Assoc Professor
Hamamchian, A.	Part Time Lecturer
Handel, T.	Part Time Lecturer
Hankins, J.	Part Time Lecturer
Harper, J.	Adjunct Asst Professor
Heit, L.	Part Time Lecturer
Hernandez, R.	Senior Lecturer
Hernandez, V.	Part Time Lecturer
Hess, S.	Senior Lecturer
Hileman, W.	Part Time Lecturer
Hill-Glover, S.	Part Time Lecturer
Hoang, T.	Adjunct Asst Professor
Howard, K.	Adjunct Asst Professor
Hsiao, H.	Research Asst Professor

Hu-Cordova, M.	Clinical Assoc Professor-Field
Hunter, H.	Senior Lecturer
Hunter, J.	Part Time Lecturer
Hydon, S.	Clinical Assoc Professor-Field
Islam, N.	Clinical Director, Telehealth, Associate Professor of Clinical Practice, Social Work
Jackson, J.	Adjunct Asst Professor
Jacob, D.	Part Time Lecturer
James, A.	Part Time Lecturer
James, J.	Senior Lecturer
Jewell, W.	Adjunct Asst Professor
Johnson, M.	Part Time Lecturer
Jordan, T.	Part Time Lecturer
Kabot, L.	Adjunct Asst Professor
Kaiser, S.	Adjunct Asst Professor
Katz, A.	Clinical Professor
Kay, K.	Part Time Lecturer
Kaye, L.	Part-Time Lecturer
Kelfer, S.	Adjunct Asst Professor
Khalil, H.	Part Time Lecturer
Klein, J.	Part-time Lecturer
Kratz, S.	Senior Lecturer
Kronberg, R.	Part- Time Lecturer
Kurzban, S.	Clinical Assoc Professor
Landguth, J.	Part Time Lecturer
Leaf, K.	Adjunct Asst Professor
Lee, N.	Adjunct Asst Professor
Lemus, E.	Adjunct Asst Professor
Lenahan, P.	Part Time Lecturer
Lesnick, K.	Clinical Practice Lecturer
Levin, S.	Clinical Assoc Professor
Levy, J.	Part Time Lecturer
Lewis, J.	Clinical Asst Professor-Field
Lindau, S.	Part Time Lecturer
Lipscomb, A.	Adjunct Asst Professor
*Lyon-Levine, M.	Clinical Assoc Professor
Macon-Richard, A.	Part Time Lecturer
*Magnabosco, J.	Part Time Lecturer
Malatesta, M.	Adjunct Asst Professor
Martinez, S.	Adjunct Asst Professor
Mathews, D.	Part Time Lecturer

Mayeda, S.	Clinical Asst Professor
Mennen, F.	Associate Professor
Meyer, P.	Part Time Lecturer
Michelsen, R.	Clinical Assoc Professor-Field
Misener, E.	Adjunct Asst Professor
*Mistrano, S.	Part Time Lecturer
Mulligan, C.	Part Time Lecturer
Nader, S.	Adjunct Asst Professor
Naito-Chan, E.	Part Time Lecturer
Nelson, T.	Part Time Lecturer
Newmyer, R.	Senior Lecturer
Nishi, L.	Part Time Lecturer
Nolan, J.	Part Time Lecturer
Norville, D.	Adjunct Asst Professor
Odette, A.	Senior Lecturer
Orras, G.	Part Time Lecturer
Owen, L.	Adjunct Asst Professor
Paddock, C.	Clinical Assoc Professor-Field
Parga, J.	Senior Lecturer
Pier, T.	Part Time Lecturer
Pohle, C.	Part Time Lecturer
Pomerantz, B.	Part Time Lecturer
Prentice, S.	Part Time Lecturer
Puentes, M.	Part Time Lecturer
Rago, D.	Part-Time Lecturer
Ramirez, A.	Clinical Assoc Professor-Field
Rasmussen, R.	Part-Time Lecturer
Reisch, J.	Part Time Lecturer
Reznik, D.	Part Time Lecturer
Robinson, D.	Part Time Lecturer
Rodriguez, L.	Part Time Lecturer
Rogers, L.	Part-Time Lecturer
Ross, L.	Adjunct Asst Professor
Sachnoff, K.	Part Time Lecturer
Sanchez, A.	Part Time Lecturer
Schott, E.	Clinical Assoc Professor
Scott, B.	Part Time Lecturer
Scott, C.	Part Time Lecturer
Scott-Dixon, D.	Part Time Lecturer
Sela-Amit, M.	Clinical Asst Professor
Shelton, M.	Part Time Lecturer
Siantz, E.	Part Time Lecturer
Siez, R.	Part Time Lecturer

Singh, M.	Clinical Asst Professor-Field
Smith, C.	Clinical Assoc Professor-Field
Steinberg-Zauss, P.	Part Time Lecturer
Stewart, P.	Part Time Lecturer
Story, S.	Adjunct Asst Professor
Supranovich, R.	Clinical Asst Professor-Field
Sweet, T.	Part Time Lecturer
Taranowski, C.	Part-Time Lecturer
Terry, R.	Adjunct Asst Professor
Tippy, A.	Adjunct Asst Professor
Triandis, L.	Part Time Lecturer
Trinh, C.	Part Time Lecturer
Tumin, R.	Part Time Lecturer
Ullah, S.	Part Time Lecturer
Villaverde, V.	Clinical Assoc Professor-Field
Wells, M.	Adjunct Asst Professor
Wheeler, S.	Adjunct Asst Professor
White, R.	Clinical Assoc Professor
Whitsett, D.	Clinical Assoc Professor
Williams Brooks, J.	Part Time Lecturer
Wilson, C.	Part Time Lecturer
Wind, L.	Clinical Assoc Professor
Winsett, V.	Adjunct Asst Professor
Winters, D.	Clinical Assoc Professor-Field
Wittcoff, L.	Part Time Lecturer
Wobbe-Veit, L.	Clinical Assoc Professor-Field
Woo, D.	Clinical Asst Professor-Field
Young, E.	Part Time Lecturer
Younger, B.	Clinical Assoc Professor
Zaleski, K.	Clinical Assoc Professor
Ziegler, M.	Part Time Lecturer

*Waiver application pending.

3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 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.

During AY 2015-2016, 3,468 students were enrolled in the MSW program, 1,109 of whom were full-time and 2,359 part-time. Our faculty-to-student ratio of 1:11 is based on our FTE faculty count of 293, divided by number of students enrolled, both full- and part-time.

AY 2015-2016:
1109 Full-time MSW Students
2359 Part-time MSW Students
3,468 Total MSW Students (1109 + 2359)
3468 Students to 293 FTE Faculty: 1:11 Ratio

In AY 2015-16, new generalist and departmental specialized practice curriculum was launched in our two on ground program options, while pre-existing generalist and concentration specialized continued for entering and continuing students in the virtual program. In AY 2015-2016, 134 generalist practice sections were offered on the ground and 948 generalist practice sections in the virtual program. We offered 208 specialized practice course sections on the ground and 316 specialized practice course sections in the virtual program. Class size varies slightly depending on the type of course, with practice classes typically limited to 18-20 students, while research, policy, theory, and elective classes may have up to 21 students. Our 293 faculty FTEs allowed us to provide this large number of courses, while maintaining the desired class size.

Field education. A total of 135 field faculty taught 544 sections of field education classes, including 395 sections of practice courses and 149 sections related to liaising only. The field education department employed a total of 27 full-time and 108 part-time faculty: 14 full-time and 41 part-time faculty in on ground programs and 13 full-time and 67 part-time faculty in our virtual program. Four field faculty also serve as Regional Field Directors in our virtual program. Field practice courses were offered in both new curriculum (290 sections) and in pre-existing (old) curriculum (105 sections). The remaining 149 sections of field courses involved liaising only of students in field placements.

Classroom courses. In the classroom, 9 tenure track faculty, 34 clinical teaching faculty, 21 senior lecturers, and 355 part-time faculty taught 134 generalist practice courses on the ground and 474 generalist practice courses in our virtual program. A total of 208 sections of specialized practice courses were taught on the ground and 158 specialized practice courses were taught in the virtual program, including both new and old curriculum. For all of our faculty, course load assignments varied according to faculty line and other factors, such as course conversions to the virtual platform or course buyouts.

Advisement. During AY 2015-16, three staff in our Advising Office provided academic advisement to 1200 students in on ground program options, assigned by department affiliation. Academic advisement for students in the virtual program is provided by the advisement staff of our technology partner (2U); these staff are trained and supported by the Associate Dean of Operations at the USC Suzanne Dworak-

Peck School of Social Work.

Faculty teaching, scholarly and service responsibilities. Faculty responsibilities are differentiated by faculty line. Tenure track faculty are responsible for a 2:2 course load unless they have earned course buyouts or sabbatical. Funded research and scholarship are their primary responsibilities. Clinical teaching faculty carry a 3:3 course load along with secondary expectations for scholarship in a variety of forms. Clinical field faculty have a primary responsibility to provide oversight of field placements, including placement and liaison activities, and teach a minimum of one section of the field integrative seminar. They have secondary responsibilities for non-funded scholarship. Senior lecturers carry a course load of 3:3:3 with no expectations of scholarship or service. Research faculty have a primary responsibility for carrying out funded research activities. They are allowed, but not required, to teach one course per year. Clinical practice faculty are full-time faculty whose entire role is to provide clinical practice and intern oversight in specialized entities within the school, such as Telehealth. They have no responsibility for scholarship or service. Professors of the practice hold leadership positions in specialized programs in the school and often teach one course per semester. Tenure track faculty, clinical teaching faculty, and clinical field faculty are expected to engage in service to the school, the University, the profession, and the community. (Please see **AS 3.2.5** below for detailed descriptions of faculty workload and responsibilities, and Faculty Guidebook, **Appendix 9 in Volume III.**)

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 doctoral degree, preferably in social work.

All tenure line, clinical teaching faculty, clinical research faculty, and professors of the practice hold doctoral degrees, with the exception of one faculty member who is a Yale-trained developmental pediatrician. (Only three other faculty hold doctorates in other disciplines and do not have a MSW degree; two are full-time clinical teaching faculty and one is a part-time faculty member.) When part-time faculty are included, there are a total of 293 FTEs assigned to teach in the MSW program, representing a total of 491 instructors. Among these 491 faculty, 417 or nearly 85%, hold MSW degrees, and 90 (or 22%) of those holding MSW degrees hold a PhD/DSW in social work as well. The principal assignment of our teaching faculty is to the master’s program, whether online or on ground.

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

Faculty workload policy.

The USC Suzanne Dworak-Peck School of Social Work has six lines or types of faculty: tenure track, research, teaching, practice, and clinical faculty (identified in the university by the acronym “RTPC”). Workload varies across faculty lines, with differing primary responsibilities that combine to support the mission and goals of the School.

Tenure track faculty are expected to teach lead curriculum policy development, conduct significant scholarly research, participate in appropriate university and school committees, and maintain a strong scientific leadership presence.. As a primary responsibility, the school requires all tenure-track faculty to make significant contributions to the state of knowledge in their fields through externally funded research, publication in refereed venues, and/or other scholarly activities with demonstrable national

impact. In this way, they advance the mission of the university as a global research institution and the aims of the program. Both the school and the university insist that tenure line faculty must demonstrate proficiency in the classroom and participate more broadly in the delivery of the full curriculum. The normative teaching load for tenure track faculty is four classes per year. Service to the University, profession, and community is also an expectation.

Clinical teaching faculty carry a full instructional load of six classes per academic year, share in leadership of the curriculum, and make substantive contributions to school committees, administrative responsibilities, advising of student organizations, and organization of important school events. They are expected to add to the professional knowledge base, especially as it relates to social work pedagogy, and to engage in creative or scholarly activity related to instruction. Clinical faculty have recently published textbooks, presented at national and international conferences in their areas of expertise, convened local conferences, developed the school's relationships with congress, and played key roles in introducing innovative teaching practices.

Clinical field faculty are appointed because of their ability to enhance academic and professional development through experiential learning. Clinical field faculty have a primary responsibility to provide learning and skills training in the context of clinical and macro practice settings (field agencies). They are expected to teach a minimum of one section of field integrative seminar each semester, participate in student internship placement processes, and act as liaisons between the school and agency partners. They are also expected to engage service activities and scholarship activity related to field instruction. The school's field faculty have been among the most creative in introducing innovations that allow the school to take advantage of our size and geographic reach. Most are currently enrolled in doctoral programs as part of the school's effort to raise the national profile and influence of field educators. They regularly present at national conferences, assist in chairing the departments, lead cultural immersions during spring break, and carry out interventions in communities stricken by disaster and violence around the world.

Both clinical teaching and field faculty are given continuing appointments following completion of a three-year probationary period. While this is not tenured status, these contracts constitute what the school treats as a permanent commitment. These ranks ensure that teaching excellence in the MSW program is sustained over time even as research demands increasingly absorb the tenure line faculty

Senior lecturers occupy the highest rank in temporary appointments, advancing to this stage after a period of outstanding performance as a part-time lecturer or a demonstrated record of teaching at another institution. Unlike clinical faculty, they are not required to hold a PhD, but at the present time, many do. These faculty carry a seven-course load with one additional work assignment related to curriculum development or course conversion. However, there are no additional expectations for scholarship or service. The senior lecturer line was established to help create a pool of prospective clinical teaching faculty, under the assumption that there is desirable natural progression from part-time to full-time status over time.

Clinical practice faculty are social workers skilled in advanced clinical practice who work on a part-time or full-time basis in the school's TeleHealth Clinic or Cohen Veterans Family Clinic. Their workload is based on caseload assignment of patients and supervision of social work interns. The clinical practice faculty are a mainstay of the school's clinical programs and contribute to our ability to offer placements for students who have special learning needs and bring a rich clinical perspective to our curriculum.

Professors of the practice occupy a rank that is reserved in the university for persons of outstanding distinction in the community. For example, the former governor of California is a professor of the practice in the USC Price School of Public Policy. Only a few individuals in any school are invited to serve in this role. Professors of the practice are exemplars in their field and serve as an inspiration to faculty and students alike in demonstrating a grasp of their field. They model the highest standards of leadership. The school currently has three professors of the practice who provide the school with a network of higher level relationships and recognized special expertise. They have been especially important in building the strength of our macro faculty and contributing to curriculum in their areas.

Research faculty have the primary responsibility of developing and/or supporting externally funded research, administering research centers or institutes, providing data analysis, and promoting research dissemination. University policy now permits them to serve on doctoral committees, and they are active in engaging MSW students in scholarship through the school's honorary research society, Phi Alpha Phi. They may teach up to one course per year, but are not required to do so.

Contracts. Tenure track and clinical teaching faculty have 9-month, academic year contracts and are expected to be available for assigned duties from mid-August (prior to the start of the fall semester) through mid-May (shortly after spring commencement). In some cases, a small number of these faculty members may also teach during the summer semester. Field faculty, research faculty and senior lecturers have 12-month contract due to the nature of their responsibilities, and are entitled to ____ vacation. For example, field faculty must be active in summer months in order to ensure placements are concluded by the beginning of the academic year.

Teaching responsibilities. Faculty are expected to meet their classes at the appointed time, be accessible to their students through regularly scheduled office hours, and provide evaluation and grading of student work in a timely manner. Each class is provided with a syllabus outlining the goals and objectives of the course, the schedule and topics of class meetings, readings, requirements for assignments, criteria for grading, and the means by which students can contact the faculty member outside the classroom. Beyond these basic requirements, the school places special emphasis on faculty accessibility and engagement. Most faculty – including those in the VAC and others with part-time appointments - provide mobile telephone numbers, are available to talk beyond scheduled office hours, and meet informally with students at school events.

Research responsibilities. Tenure line faculty are expected to engage in cutting edge research that results in social impact that can be clearly demonstrated., Expectations for publication are high, in numbers, clarity of trajectory, and quality. Faculty are expected to mentor graduate students at the PhD and, where feasible, MSW levels; involve students in academic conferences; promote student presentations in academic venues; and assist students in expanding their research networks. Mentorship of junior faculty and postdoctoral students by senior faculty is a strong part of the school's research culture, institutionalized through 3-person development committees and responsibilities for primary research supervision. The university regularly monitors research advancement by the schools, as measured by numbers of federally sponsored research projects and related revenue, proposals submitted, and indirect costs recovered. The school is recognized as one of the most productive on campus outside of the bio-medical sciences, information sciences, and engineering, with multi-year federally funded research grants totaling \$118,000,000 since Fiscal Year 2011. This overall responsibility for maintaining a high research profile is one that is broadly shared by faculty and actively transmitted to students as a hallmark of social work science...

Service responsibilities. The school expects all full-time faculty from every rank to serve, if elected, on the Faculty Council, Curriculum Council, or Research Council, without exception. This policy is intended to underscore the centrality of faculty in decision-making and change processes. Tenure line faculty have more limited service expectations within the school but are expected to undertake leadership roles in major county, state, federal and international organizations – especially those dedicated to advancement of science and scholarship or the promotion of diversity. Full-time clinical teaching and clinical field faculty are expected to maintain a higher service profile in school and university committees, local nonprofit organizations, and social work professional groups at the local, state, national, and international levels. This distribution of emphasis and effort is in keeping with the policy of the university, which is seeking to create greater parity between clinical and tenure line ranks in university academic affairs. For example, the chair of the USC Academic Senate in 2015-2016 was a clinical faculty member. Service expectations are reduced for the first three years following appointment of a tenure line faculty member at the assistant professor level.

Faculty workload policies and the achievement of institutional priorities and program mission and goals. The school's faculty workload policy supports the achievement of USC's institutional mission and priorities and the school's mission and goals through its commitment to the science of social work and translation of research to social work practice that contributes to enhancement of the quality of human lives. With the exception of senior lecturers, all faculty have responsibility for scholarship, teaching, and service to the university and communities beyond. Primary responsibilities vary across faculty lines as indicated by teaching load, with tenure track faculty carrying primary responsibility for translational research and clinical faculty and senior lecturers carrying primary responsibility for teaching and service. School workload policies capitalize on the strengths in each line of faculty with all efforts contributing to the cultivation and enrichment of the human spirit, locally, nationally, and internationally. (See Faculty Guidebook, **Appendix 9 in Volume III.**)

Contract structures that include 12-month contracts with faculty utilizing both traditional and virtual technology, expectations regarding faculty availability to students, and detailed syllabi support the school's ground and virtual learning environments, thereby effectively delivering evidence based practice training that extends specialized, culturally responsive graduate social work education locally, nationally, and globally. Engagement in both scholarship and service activities expand our reach by sharing innovative practice and leadership methods that bring research to practice and build capacity to promote equity and eliminate disparities for vulnerable populations, thus supporting the institutional and school missions of advancing social justice and enhancing well-being.

School workload policies are aimed at equity and inclusion within the school community as well: our diverse faculty lines recognize the distinct contributions of each faculty group, and ensure that there is representation of many points of view, thus both supporting and modeling the school and institutional emphases on diversity and inclusion.

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.

The school's faculty are deeply engaged in a wide range of activities that demonstrate their commitment to professional development and support the achievement of the university's priorities and the school's

mission and goals. The types of activities vary to some extent by type of appointment, as might be expected.

School faculty are highly active in many professional associations within the field of social work and in allied organizations. Some examples for the 2016-17 academic year included:

- 22 tenure line and clinical faculty made presentations at the Society for Social Work and Research (SSWR),
- School faculty organized the first Special Interest Group (SIG) on organizations in SSWR – now one of the largest SIGs;
- School faculty organized the first Special Interest Group (SIG) on military and veteran populations at SSWR;
- Two USC faculty (one an assistant faculty member) were elected to the SSWR Board of Directors;
- Two of the Grand Challenges for Social Work of the American Academy of Social Work are being led by USC faculty, and our faculty are active in two other of the challenges;
- faculty were panelists or invited presenters at the annual program meeting of the Council on Social Work Education (CSWE);
- Four faculty serve on Commissions of the Council on Social Work Education;
- One faculty member is Associate Editor of the American Journal of Public Health and a second is an officer in the social work and public health specialty section;
- The Suzanne Dworak-Peck School of Social Work is the first school in California to support an active chapter of the National Association of Social Workers, which now is regularly attended by 30-40 faculty and many students. The chapter recently held a seminar on response to immigration policies of the new administration attended by over 100 faculty, students, and community members
- A faculty member chairs the NATO Committee on Military Mental Health, a group that is responsible for considering scholarship and interventions that promote and preserve the psychological well-being of the military in 8 NATO member nations.
- The school's Hamovitch Research Center for Science in the Human Services regularly holds symposia that bring national and international experts to the School to present on topics of special interest to our students and faculty. Recent examples include Examining the Mental Health Impact of Gender Transitioning; Examining the HIV Risk of Young African American Females; An Exploratory Study on Veteran Stereotype Threat; Improving the Quality of Health Care Services through Diversity and Inclusive Leadership; Adaptation of Assertive Community Treatment in the Context of LA County's MHS Innovation Program—to name just a few.
- Faculty have been successfully nominated by the dean and the university for participation in HERS, Harvard summer leadership courses, and other programs designed to develop individual for future administrative or leadership roles;
- The school fully supports participation by faculty in NIH and NIMH training workshops;
- The school fully supports participation by faculty when invited to serve on committees of the National Academy of Medicine and Science (formerly, the Institute of Medicine) and other distinguished scientific and professional bodies;

A prominent example of the school's creative commitment to professional development are the Islandwood Roundtables, introduced by the school in 2011. Held in a wooded retreat on Bainbridge Island in Puget Sound near Seattle, the roundtables bring together groups of 20-30 scholars from USC and

across the nation. The groups meet to explore the most fundamental questions facing our profession – the future of the professoriate, social work and social innovation, the science of social work, social work and the arts, and the intersection of social work and health. Funded by our school, the travel of all participants is paid. Attendees include emerging scholars as well as established senior academics. Products of the Islandwood Roundtables include the “birth” of the Grand Challenges initiative, a series of invited publications in JSWRR and others in innovation and science, and a forthcoming jointly written text on the science of social work.

In a similar vein, the school has recently hosted two national convenings on child welfare and child maltreatment, a select symposium in France on moral injury and veterans, and a national meeting on strategies to end homelessness. In China, we have regularly met for scholarly exchanges with colleagues from Nanjing University, Beijing Normal University, and Hong Kong University. We are presently planning an international roundtable comprised of major universities from the Association for Pacific Rim Universities to debate the need for a national veteran’s policy.

The School has also created a rich mechanism for exchange of knowledge with the practitioner community through what we have called “teaching institutions.” “Teaching Institutions” are large agencies able to accept 10-25 of our students as a cohort for field instruction. Moving well beyond the traditional field placement model, we create multiple linkages with agency staff and our faculty such as joint workshops, joint appointments and opportunities for sabbatical leave, access to university resources and other privileges. In this way, we hope to transform both the university and the agency setting and work together as learning institutions.

The USC Suzanne Dworak-Peck School of Social Work is highly committed to faculty development that contributes to the achievement of institutional priorities, program mission and goals, and the career aspirations and goals of faculty members. A variety of strategies are employed to build and maintain a committed, energized, and well-educated faculty who effectively build the knowledge base and prepare future professionals. For example, every full-time faculty member receives funds to hire the equivalent of .50FTE work study student and a research account that can be used for conference travel, purchase of books or other materials, home office equipment or other purposes that add to faculty scholarship or teaching capacity. Newly hired assistant professors are provided with additional funding that includes a .50FTE research assistant for two years; a research start-up fund of up to \$50,000; additional resources if needed for specialized software or research consultation; and, as has been mentioned, reduced teaching and service responsibilities for their first two-three years.

The school also maintains strong organizational supports for faculty development. The Associate Dean for Learning Excellence is responsible for supporting needs of clinical faculty for professional development to the extent resources permit, while the Associate Dean for Research, Part-time and Teaching Faculty surveys needs of part-time faculty. The Associate Dean for Tenure Line Faculty and the Assistant Dean for Faculty Development host monthly roundtables accessible to all faculty (ground and virtual) to discuss issues germane to scholarship and teaching such as classroom management, syllabus development, teaching strategies, and how to engage in inter-disciplinary research teams. The Assistant Dean of Faculty Development provides support and consultation to new and experienced clinical and adjunct faculty members, on the ground and virtually, on teaching and classroom-related issues, as well as on career trajectory and development.

Faculty activities, including scholarship and participation in professional and community organizations within the school and beyond, support the school’s mission of promoting social justice and well-being

through community engagement, scientific activity, advocacy, and professional leadership. The university prioritizes the use of research, artistic creation, and public service to cultivate and enrich the human mind and spirit.

Scholarship. The school prioritizes activities that support the achievements and dissemination of faculty scholarship, as well as advancement of the field in general. In 2015-16 our full-time faculty published well over 200 scholarly publications. Clinical faculty wrote and published five books related to their specialty areas. Faculty served on editorial boards for well-regarded journals in social work, public health, business, engineering, and other professions. The school supported scholarship on research and policy development for older African Americans and Latinos through its Roybal Institute on Aging, and together with UCLA, established the first urban scorecard on healthy aging in California. Our Center for Research on Veterans and Military Families generated a stream of findings on military sexual abuse, needs of transitioning veterans, and other topics. Other foci for scholarly activity include homelessness, where social work scholars have led the university's initiative to assess this problem; LGBT populations and social isolation; infant mental health; health disparities; substance use and gang culture; predictive analytics and administrative database integration; use of technology for social good; use of technology to promote recovery from disability; prevention in public child welfare; and diversity and inclusion in private sector organizations. While faculty are investigating other topics, this summary provides some sense of the range of interests.

One of our faculty, Professor Michalle MorBarak, has won the book award from the American Academy of Management, for her work on diversity and inclusion at the workplace. She is the first social worker to receive this recognition from the Academy; we noted that no faculty from the USC Marshall School of Business has yet been awarded this honor. Professor Ron Avi Astor received the national book award from the American Educational Research Organization, a 4,000 member group dedicated to research excellence in education. His publications are now among the 17 most downloaded articles on school bullying. The school values these scholarly recognitions by other highly competitive disciplines where the scholarly work of social workers is not often accepted or acknowledged.

Faculty members disseminate research outcomes through publication of articles in high impact journals and books with prestigious publishing houses. In addition, the school organizes national and international conferences for in-person communication of critical research. An outstanding example of a national conference was The Los Angeles Conference on Intervention Research in Social Work (<https://sowkweb.usc.edu/research/conferences/past-research-conferences>), the launching event for the school's national initiative for the advancement of science of social work.

Leadership in professional and community organizations. USC Suzanne Dworak-Peck School of Social Work has been a leader in social work professional organizations. Our faculty have served as local, regional and state officers in the National Association of Social Workers, California Chapter. We have contributed to NASW national conferences and are working with local chapters around involvement in the Grand Challenges. Our faculty serve on the Board of Directors for the national Network for Social Work Management, and the school has twice hosted the national conference for NSWM over the past 8 years. A faculty member has been appointed to the national board of directors for Research America!, a Washington-based organization which lobbies and informs Congress on research needs in health. As noted above, two of our faculty have been elected to the Board of Directors for the Society for Social Work and Research. Two others serve on the Board of Directors for the American Academy of Social Work and Social Welfare, where one was a member of the inaugural class of Fellows. The Dean of the school co-chairs the national steering committee for the Grand Challenges of Social Work.

We have especially high visibility in Los Angeles in the field of child welfare, where one faculty member serves as Chair of the Commission on Children, Youth, and Families and a second, as a member of that Commission. Faculty have been named to the Speaker's Blue Ribbon Commission on Early Childhood Education of the California State Assembly. The school has been invited by the Casey Foundation to develop a pilot program for training of all new child welfare executive directors in the nation, and one faculty member served as consultant to the Department of Children, Youth, and Families on predictive analytics.

Creative activities. In support of social justice and well-being, as well as the enrichment of human mind and spirit that is a university priority, school faculty members host an annual film festival, to which the university community is invited, that showcases films made by MSW students to shine light on issues of social injustice and challenges facing marginalized or underserved populations. The school has received strong indication of interest from the Screen Actors Guild Foundation for support of the course offered by our school for MSW students on public interest filmmaking. In the future, the school looks forward to closer collaboration with the USC School of Cinematic Arts, building on a long-standing project by a faculty member in the use of gaming to promote physical activity by disabled older persons.

The school supports and funds an Arts and Diversity Incubator, in which faculty and students consider how issues of race and inequality can be improved through the arts. The school has received a generous gift from a European donor to establish a series of Islandwood roundtables over the next three years on social work and the arts. The purpose is to debate and conceptualize how the arts and social work practice should intersect, with implications eventually for development of a new field of practice.

Since 2010, the School has been a leader in development and testing of the use of avatars and virtual reality in social work practice, especially with the military service members and veterans. Working with the USC Institute for Creative Technology, the faculty have used funding from the Department of Defense and private foundations to create simulations that may assist with healing, coaching, and human sense of connection. This work involves a mixture of social work practice knowledge, programming skill, artistic rendering, and neuroscience.

The school's Virtual Academic Center has offered an exceptional opportunity for creative experimentation in the construction of simulations, stories, and connection with human experience. One example is a year-long video that was written and enacted to accompany the life-span narrative of our human behavior and the social environment course. "Abby," the young woman featured in the video, ages over the academic year, producing developmental issues at each stage. Filming, interviews, and simulations that engage students with actors performing as clients exemplify some of the other original forays that faculty have taken in course development and coaching. The school has been fortunate in the level of technology support that it has received from our partner, 2U, allowing us to use green screens, animation, and many other enhancements for instruction.

Leadership in the field of social work. Four exemplary models of the school's leadership in the field of social work are highlighted below. Each of these examples resonates with the university's and school's intention of enhancing the quality of human lives with specific focus on vulnerable groups.

1. Associate Professor Karen Lincoln has established Advocates for African American Elders. This outreach and engagement partnership of academic, governmental, nonprofit, and community groups aims to help African American seniors in Los Angeles advocate for their health and mental

health needs. As well as catalyzing general advocacy efforts to improve the delivery of health services for African American communities in Los Angeles County, AAAE seeks to strengthen collaboration between agencies and community organizations, develop training programs and mental health interventions specifically tailored for African American seniors, and increase health literacy.

2. The USC Edward R. Roybal Institute on Aging at the USC School of Social Work produced the *2015 Los Angeles Healthy Aging Report* details important information about the health and overall well-being of adults age 50 or older living in Los Angeles County, with an emphasis on those in South Los Angeles, East Los Angeles and the Harbor area. One of the most comprehensive explorations of aging and quality of life ever conducted on LA's older residents, the study reports on health status, access to and use of health care, and social and economic factors affecting healthy aging.
3. "The State of the American Veteran: The Los Angeles County Veterans Study" by the USC School of Social Work's Center for Innovation and Research on Veterans & Military Families outlines the findings of a survey conducted fall 2013 of more than 1,350 veterans living in Los Angeles County. The first comprehensive study of a large urban military population, which also includes follow-up focus groups with 72 veterans, explored numerous areas, such as transition challenges, employment and finances, housing, health and access to veteran services. Key among the findings is that many service members leaving the military and returning to LA County are not prepared for the transition home and have a range of needs that cannot be easily provided by a single organization.

The school has exercised international leadership through its work with CSWE in China, where we worked with 30 different social work programs in the region around Nanjing for three years to introduce modern standards of curriculum and social work practice. Faculty from China were brought to the USC campus for seminars, and some remained as visiting scholars. Six USC faculty led summer training programs in Nanjing. At the conclusion of these collaborative efforts, significant gains had been made by almost all programs in the quality of their course content, their understanding of the aims of social work practice in the Chinese context, and their sense of continuing connection with American colleagues.

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

CSWE identifies core values that lay the groundwork for social work curriculum. They include service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry (2015 Educational Policy and Accreditation Standards, p.10). Below are some examples of how these values and the importance of social work competencies are modeled through the behaviors of our faculty in our program's educational environment.

Each year since 1992, following the civil unrest of the Los Angeles riots, we host a school-wide program to raise awareness on matters of diversity, and to engage students and faculty in an exchange of ideas that advance social, economic, and environmental justice. All School Day is an educational forum facilitated by both students and faculty in all program options, with the participation of high-profile community leaders and activists. Its purpose is for the entire school community to come together, to inspire self and collective reflection regarding the ways we communicate across differences in race, gender, sexual orientation, religion, age, social class, and disability. All faculty and staff attend this

event, modeling for students the importance of engaging in this discourse as life-long learners; many continue the discussion in their classrooms long past the day of the event. Technology provides the opportunity for school-wide discourse on the annual topic for weeks prior to the all-day event and for weeks after.

The USC Suzanne Dworak-Peck School of Social Work is committed to preparing students for evidence-based practice that incorporates the core values and competencies of social work. Faculty from all teaching lines teach evidence-based interventions in a variety of courses. In addition, all students engage in extended training in a minimum of two evidence-based interventions (e.g., problem solving therapy, cognitive behavioral therapy, and/or motivational interviewing) during which time instructors highlight the alignment of these approaches with the social work values of social justice, dignity and worth of the person, the importance of human relationships, integrity, competence, and human rights, and the research that supports them. Many of the same faculty provide pro bono training in these approaches for our community-based field instructors and other agency personnel as professional development, transferring research to practice competence, supporting student application of the skills learned in their field placement, and importantly, modeling service to the profession.

Our faculty model scientific inquiry through engaging in research, inviting the participation of students in their research projects, and encouraging students to engage in their own research through assignments. Students are encouraged to explore the literature for current best practices, and to think critically about the research that undergirds these practices. Faculty regularly update the curriculum to incorporate the latest scientific advances and utilize teaching strategies that require students to employ their powers of critical thinking to make culturally informed and ethical decisions in their work with client systems. For example, students participate in problem-based learning exercises to determine how to sensitively engage with trauma-exposed youth.

Teaching is conceived as a relational activity that exemplifies the importance of human relationships. Faculty use empathy, engagement, and interpersonal skills in order to communicate their respect for the dignity and worth of each student. They are responsible for creating a safe learning environment where students can explore issues of culture and diversity and confront personal biases. The practice of self-reflection is a valuable precursor to students' ability to understand that the effects of poverty, oppression, and marginalization, as well as privilege, often occur as a consequence of differences. This understanding can facilitate communication between intern and client, and foster healing. At the end of every semester each faculty member, regardless of course taught, is evaluated by students on their ability to increase students' understanding of one or more issues of diversity, and their ability to increase students' understanding of disadvantaged populations.

On a related note, faculty often use the expression "parallel process" as a way to say that what is happening in the classroom can be used as a learning opportunity to be applied in other situations. A teacher who is helping a student find her voice is modeling how the student can help her client find his voice. A faculty member who listens to a disgruntled student without defensiveness is modeling for his class how to listen to an opposing viewpoint with an open mind. An example of the latter is demonstrated at mid-semester, when students submit anonymous instructor evaluations. After reviewing the results, faculty share relevant comments with their students, and encourage discussion regarding how to adapt their teaching methods to better meet students' needs. Through this process they are modeling reflective practice, vulnerability, a willingness to grow, and graceful self-appraisal. These are sophisticated skills students can emulate when evaluating their own clinical practice.

Instructors at the school are held to a high standard of professional integrity and competence in classroom management, expertise in their subject areas, and attention to all of the responsibilities associated with teaching. They are expected to respond to student email or phone messages within 24-48 hours, thus modeling professional responsiveness, and return written work within two weeks, thereby demonstrating respect for the work of students and their need for constructive and timely feedback. Compliance with these expectations is monitored by the assistant dean of faculty development, a position created primarily to ensure that students have a learning experience of the highest quality, and provide faculty with the support and resources to increase their capacity to be engaging, creative, and competent instructors. When student evaluations or other feedback indicates that a faculty member may not be meeting these standards, the assistant dean reaches out to the faculty member to provide consultation, and to mutually develop a plan to address the problem. Such faculty development activities not only hone individual teaching skills through student evaluation, observation, and self-reflection, but also create a culture of self-evaluation and reflection. The success of this approach is demonstrated in improvements in teaching as described in student evaluations, and in increased instructor requests for classroom observation and consultation.

Educational Policy 3.3 – Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3 – Administrative and Governance Structure

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

The autonomy and spirit of decentralized leadership that the university accords its departments and schools, as well as the respect with which the university regards the school's vision and mission, are embedded in our organizational structure. While there are established central administrative principles and points of review by the provost and president, the school enjoys wide freedom in designing, adapting, and experimenting with its own strategies for planning and governance. This environment is critical for us, as a school dedicated to innovation and outreach; it allows us to truly attempt to embody the principles of a learning organization.

The profession has long recognized the significance of autonomy for schools of social work, a recognition shared by the recent donor to our school, Suzanne Dworak-Peck. When she named the school in 2016 with the largest endowment in the history of our profession, she insisted at the same time that the independence of the school be guaranteed in perpetuity. These terms are now part of a change in the by-laws of the University of Southern California. There could be no firmer guarantee for our future.

The dean of the school reports directly to the provost, who in turn reports to the USC president and Board of Trustees. Appointment and retention decisions affecting assistant professors are made by the dean in consultation with the school's elected Faculty Council. Faculty Council reviews evaluations provided by all faculty and recommendations of department chairs as part of their assessment.

Promotion and tenure decisions are first made by a review committee appointed by Faculty Council, which examines comments on the dossier by all faculty, external referee evaluations, curriculum vitae, and other documents. The dean prepares an independent review based on the same information. The standards for promotion and tenure reflect university expectations for excellence and impact in research and therefore include impact factors, H-scores, and other measures. However, the criteria for evaluation are also set by the school consistent with our vision and mission, and therefore have a distinctive and independently defined character. Final decisions regarding promotion and tenure are based on recommendations to the provost and president from the University Committee on Appointments, Promotion and Tenure (UCAPT), the provost's independent review, and final action by the USC president. It should be noted that the dean's letter is highly influential in this process. The

school has been markedly successful for several years in the level of support it has received for candidates recommended for tenure and promotion.

Financial planning and decision-making at the university is decentralized, based on a revenue-centered management model. The dean receives all revenues from tuition, gifts, grants, contracts, interest on endowment and other sources. She is free to make allocative decisions from these revenues that best serve the vision and mission of the school, subject to annual review by the university's budget officers and the provost. She is equally free to call upon school reserves for one-time-only purposes, as desired, subject to provost approval. At the same time, the school is "taxed" on revenues by the provost at a differential rate, ranging from 15-25%, depending on the revenue source. These taxes support operations of the provost's office including technology, central advancement and other university-level functions. Taxes are tied to revenue, and in the case of the school, have increased each year since 2005.

This decentralized model of revenue management enables the school to exercise exceptional latitude in allocation of resources, creating a highly favorable environment for achievement of its mission and flexibility for addressing unexpected internal or external program costs. The dean is ultimately responsible for the wisdom of the allocative recommendations that are made, is directly accountable for failure or unexplained revenue loss, and is held to a high standard of management quality. In return, she enjoys the confidence of the university's budget authorities and support for the school's budget proposals.

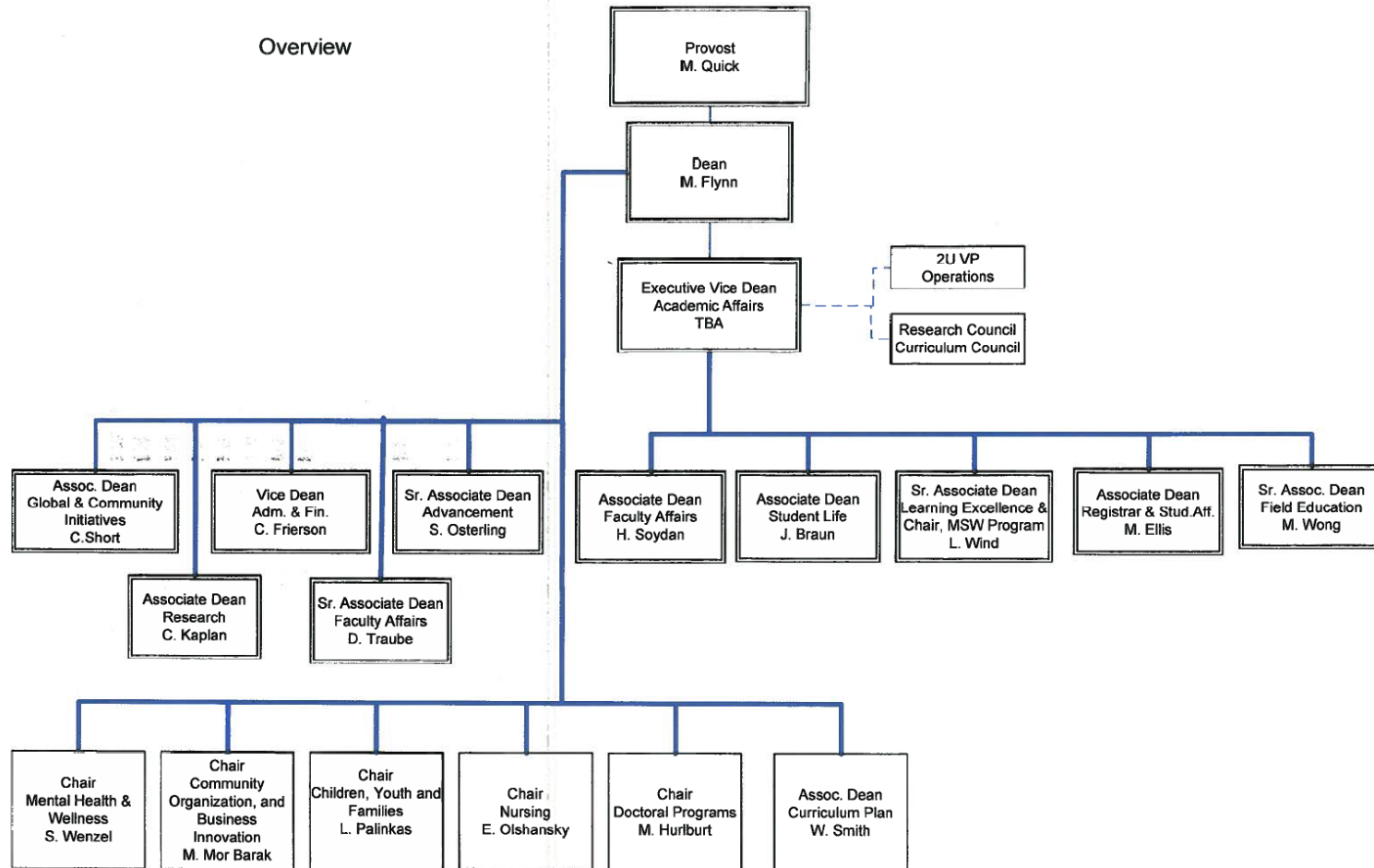
The current **administrative structure** of the school is an outgrowth of intensive planning and interaction of staff, faculty, and school leadership that began in 2011. At that point, there was clear need to ensure faculty interaction and improved representation in the context of a very large school with 127 full time faculty at several ranks. The aim was to move to a new form of internal organization that would facilitate communication, decision-making, and leadership at all levels. The structure that was adopted and ratified by the faculty established four new academic departments – three in social work, one in nursing. Conceptually, the pattern of administrative authority reflected that of the university. A new Executive Vice Dean was given responsibility for all functions related to implementation of student and faculty affairs, while the dean maintained direct oversight of departments, research, and general administration. The dean has exclusive responsibility for appointment of department chairs, who serve three year terms. Department vice chairs are selected based on recommendation of the department chair, subject to the dean's approval.

While the school community as a whole works to achieve program mission and goals, associate and vice deans, department chairs, vice chairs, and faculty councils have specific and defined roles that further operationalize aspects of our mission and are responsible for implementation of school goals.

Our structure today supports three principles: (1) academic departments represent the core of the school for initiation of curriculum ideas, faculty identity, mentorship, and signature research initiatives; (2) associate deans follow a collaborative planning model in offering support to students and faculty in the implementation of our degree programs, and (3) faculty consultation and engagement is strongly represented through the three elected councils that govern curriculum, allocation of research funds, setting of research policies, and faculty affairs. It should be noted that the school has designated an associate dean who is wholly responsible for adjunct and clinical faculty. Our school was the first in the university to identify this role as a way of developing and recognizing this important group.

The overall organizational structure of the school is shown in **Figure 1**. Organizational charts illustrating departments and divisions within the school are presented in **Appendix 12 in Volume III**.

Overview



February 2017

The autonomy of the school in organizing – or reorganizing its structure – is considerable, but subject to approval by the provost in the case of establishing departments, naming these departments, and ratifying their purposes. The organization chart of the school must also be approved by the provost’s office to ensure that titles and responsibilities are consistent with general university practices. The university has requested only that names of departments as chosen by the school are consistent with recognized domains of scholarship and that supervisory roles limit the number of direct reports. These were criteria already considered by the school and easily adopted.

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.

Within the framework of university and EPAS policies, the school attempts to impact curriculum content, pedagogy and learning outcomes at every level of faculty responsibility. This includes school wide elected Curriculum Council, departmental curriculum committees, a lead instructor system, and administrative leadership from an Associate Dean for Instructional Excellence (who is also MSW Chair) and an Associate Dean for Curriculum Planning and Assessment. The overall objective is to subject curriculum to scrutiny throughout the entire process of content development and implementation.

University policies. All major curriculum changes made by the school are forwarded to the University Committee on Curriculum for approval. The committee has been streamlined to avoid some of the worst bureaucratic delays and to advise rather than obstruct units seeking to modify curriculum. These changes have contributed to a smoother path for the school’s efforts toward a strengthened curriculum. The university is intent on assisting academic units like our school as they work to continuously improve responsiveness to students, employers, and changes in educational policy.

The University Committee on Curriculum advises the provost on all matters pertaining to the adoption, elimination, and revision of courses and programs. USC policy states “Academic units and faculty are primarily responsible for ensuring that the substance of courses and programs is appropriate and rigorous. We believe that decisions about curricular content and structure are best left to those with expertise in the field working with their colleagues to provide the most challenging, innovative, and rigorous academic program. Our goal is to streamline the process for approval of courses and programs and to assure that the primary responsibility for making decisions about curriculum belongs to the faculty and the academic leadership in the academic units.” The University curriculum handbook is available at the following link: http://arr.usc.edu/forms/Curriculum_Handbook.pdf

School Curriculum Council. The **Curriculum Council** of the school is elected by faculty in all program options and has responsibility for overall coordination and development of courses, including review, approval or revision of any content suggested by the departments. The Council has final responsibility for ensuring that curriculum is consistent with the Educational Policy and Accreditation Standards of the Council on Social Work Education and USC policies. (See Faculty Guidebook, Section 2, **Appendix 9 in Volume III.**)

The Curriculum Council provides leadership and oversight for all major curriculum reviews across departments, in close collaboration with departmental curriculum committees, and ensures that the curriculum remains responsive to the educational goals and philosophy of the school, the policies of the university, the Council on Social Work Education educational policies and accreditation standards, the changing characteristics of student and client populations, and to broad social developments.

Implementation of an annual curriculum assessment and identification of areas for improvement based on assessment data is a responsibility of the Council. Instructional quality assurance also falls within its purview, and the Council can propose new strategies to enhance teaching and learning outcomes. In addition, the Council responds to requests by faculty for curriculum change.

The Council is comprised of seven voting members – four, tenure track; two, clinical teaching faculty; and one, clinical field faculty. Elected members come from both on ground and online program options. Ex officio members include the Chair of the MSW Program, the Executive Vice Dean, the Associate Dean for Curriculum Planning and Assessment, the Associate Dean for Student Life, and the Associate Dean for Academic Operations. Administrators may introduce ideas for consideration by the Curriculum Council, but are usually present to help the elected members think through impacts of change. For example, opening classes during the summer may have consequences for student financial aid or school budget planning. Administrators provide data on accreditation policies, enrollment, student retention, diversity, and other important elements that may guide Council decision-making. Curriculum Council meetings are held in smart classrooms to enable participation by faculty from the Virtual Academic Center.

The Council meets twice each month from August through May – and often carries on its work over the summer when curriculum needs require it. Schools of social work vary in the degree to which appointment or election to a curriculum committee is valued. In our school, curriculum is consistently a subject of intense interest and participation, attributable in part to our interest in leading edge ideas, exploration of learning outcomes, and adaptation to change in the human services community.

Faculty and student participation in curriculum policy. The school is invested in the broadest possible participation of faculty in defining curriculum policy and content. As a consequence, there is broad enfranchisement that recognizes the important role that full-time clinical teaching and field faculty play in the instruction of our students. There is considerable attention given to encouraging faculty in the virtual program option to participate by running for election and attending meetings virtually. Curriculum Council meetings are conducted as open meetings which any faculty member may attend. All full-time faculty from every rank are enfranchised, including tenure line, clinical teaching, clinical field, clinical research, professors of practice, and professors of clinical practice.

Representatives from Student Org and its elected leadership are also encouraged to attend meetings as their schedule permits. Adjunct faculty are eligible to participate on department curriculum committees, and are compensated for this time if they serve.

The departmental curriculum committees and Curriculum Council manage most of the review, monitoring, and change in the school's program. However, when a major innovation represents a transformation in philosophy, perspective or pedagogy, the question is brought to the faculty as a whole for discussion and a vote. Special working committees may be formed by Curriculum Council, with membership outside the elected members, to ensure that all faculty expertise is engaged during such periods of renewal and advancement.

Department curriculum committees. Each department in the school is empowered to create a curriculum committee that reviews and proposes curriculum content and policies related to the respective departmental specialization. These committees meet regularly to refine and update course content, take cognizance of input from students, and to formulate recommendations to Curriculum Council for resolution of significant curriculum issues that periodically arise. Department curriculum committees and lead faculty meet regularly in person and by videoconference, ensuring that the Virtual Academic Center is involved. One of the two vice chairs for each department is selected by the dean

and department chair from among the full-time clinical teaching faculty (all of whom hold an earned doctorate), giving this group a valued voice in leadership and curriculum planning, and the second vice chair is a clinical field faculty member, assuring the voice of field as well.

Lead instructor system. The school's large student body means that many sections of courses are needed each term. In academic year 2015-16, for example, a total of 783 sections in residence and 989 sections (or 1,264 sub-sections) in the Virtual Academic Center were offered. It has been clear to faculty and administration that a system of trained lead instructors is critical to guaranteeing consistency and quality in our classrooms, whether on the ground or in the virtual environment. To achieve this continuity and excellence across courses with many sections, lead instructors meet with faculty individually and in groups. They begin by providing orientation to the course, and over time, the group collaborates on modifications of syllabi, selection and upgrading of texts and other readings, and to improve the connection between course assignments and desired learning outcomes. Lead instructors serve as liaisons to department curriculum committees so that issues can be addressed in a broader context. Lead instructors for generalist practice courses are appointed by the associate dean of learning excellence; lead instructors for specialized practice courses are appointed by department chairs.

Administrative roles that support faculty leadership in curriculum policy. An additional level of curriculum quality assurance and policy guidance is afforded by regular meetings of department chairs and vice chairs with the Associate Dean of Learning Excellence (MSW Chair) and the Associate Dean of Academic Operations, for review and coordination of the scheduling of courses across all program options.

The Executive Vice Dean of the school is responsible for oversight of the systems that support its academic programs, including Academic Operations, Student Life, Learning Excellence, and Faculty Affairs. He ensures that the school has analytics, policies, and procedures that produce the learning outcomes, orientation toward diversity and inclusion, sense of belonging to the USC culture, and positive professional career development to which we aspire. His presence as an ad hoc member of the Curriculum Council is a vital point of connection between policy planning and the overall learning experience of students in our program, and a reminder of the value we place on the work of the Council.

The Associate Dean of Curriculum Planning and Assessment has responsibility for organizing faculty input into the reaffirmation process and serves as the primary point of contact with the Commission on Accreditation of the Council on Social Work Education. This role ensures that curriculum policies are in compliance with the educational policies and accreditation standards established by the Commission on Educational Policy Standards. The Associate Dean sits on the Subcommittee for Student Learning Outcomes, a standing committee of the Curriculum Council whose members are appointed by the chair of Curriculum Council to include faculty from the tenure line, clinical teaching, and clinical field lines. The subcommittee meets regularly to evaluate outcomes data and to develop, implement and oversee assessment of the MSW curriculum.

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

(a) Formulation of policies. Faculty Council is the most important elected representative faculty advisory and policy-making body in the school, and is advisory to both the dean and the faculty. Faculty Council consists of faculty from on ground and virtual program options: 4 tenured, 1 tenure track, 2 clinical teaching, 2 clinical field, and 1 at-large faculty member who represents clinical practice, professors of the practice, and senior lecturers. The dean and two associate deans of faculty affairs

serve as ex-officio members. The Council recommends to the faculty and/or the dean policies relating to faculty personnel matters, including recruitment, appointments, career development, merit standards, workload policies, and promotion and tenure procedures. The Council represents the school in the University Academic Senate. It organizes and interprets interests and concerns of faculty and students, advising on budget and administrative issues, as well as faculty personnel matters. The Council has the responsibility of reviewing issues and making recommendations to the dean and faculty that relate broadly to the performance and welfare of the school and its faculty, especially in regard to budget and personnel. Faculty Council represents the interests of the faculty and works closely with the dean in studying issues, developing policies, and informing faculty deliberations. A subcommittee on recruitment of faculty reports to the Council. Responsibility for the review of recruitment, hiring, retention, promotion, and tenure recommendations rests with the Faculty Council, which is charged with advising the dean on these matters. In the case of tenure decisions, Faculty Council recommends independently to the University Committee on Appointments, Promotions and Tenure (UCAPT), along with a separate and independent recommendation from the dean. Both are considered by the Provost, together with UCAPT's advisement, in all final actions. (See Faculty Guidebook, Section 4, **Appendix 9 in Volume III.**)

(b) Recruitment. The school is committed to creating a diverse faculty capable of offering mentorship at all ranks. Recruitment planning begins annually in the spring with the development of a strategic hiring plan by Faculty Council. The plan is based on data and recommendations from the dean, the associate dean for learning excellence, the school's Hamovitch Research Center, and the director of doctoral programs. Faculty Council balances needs in the MSW, DSW, and PhD programs, takes account of changing school and university priorities, and the school's scientific agenda. A search committee is appointed reflecting different school constituencies in order to implement the hiring plan. Faculty Council reviews reports by the search committee to determine who will be asked to interview on campus. An effort is made to ensure that outreach is made to specialized groups such as the Hispanic Science Network and the CSWE Minority Scholars program in order to build a sufficient pool of minority candidates. Departmental recommendations are solicited. Calls for applications are placed in major social work venues. All members of the search committee are supported by the school in attending the annual program meetings of the Council on Social Work Education and the Society for Social Work and Research for the purpose of interviewing applicants after a preliminary screening process.

(c) Hiring. Candidates invited to campus meet with department representatives, selected administrators, research groups, and are asked to present to the full faculty. Recommendations regarding hires are made by Faculty Council to the dean, who makes the final selection decisions. The dean may also recruit independently in the case of very senior hires, but in all cases, candidates are subject to full faculty review.

(d) Third year review. Retention decisions are regarded as a very serious matter in the school. At the third year, for both clinical and tenure line hires, the faculty member is reviewed by a committee appointed by Faculty Council. The review replicates expectations for a tenure and promotion review at the sixth year, although no external referees are invited at this stage. A decision is made by the dean and Faculty Council to continue the appointment, extend provisionally for an additional year to look for improvement, or to terminate. In all cases, the faculty member has a development committee, who helps to assess progress from the initial hire data through the third year.

(e) Promotion. For tenure line faculty, a promotion and tenure committee is appointed by Faculty Council. The associate dean for tenure line faculty assists the faculty member in preparing a dossier required by the university and to plan for all stages of internal review. Arms-length referees from peer

institutions are required for all tenure line faculty; external referees are sought only for cases of promotion to Full Professor for clinical faculty. The dossier is reviewed by all faculty, irrespective of rank, with evaluations forwarded to Faculty Council, together with a draft report by the faculty member's promotion and tenure committee. Faculty Council votes to recommend, recommend with reservations, deny, or in a few cases to present a majority/minority recommendation regarding promotion. The dean independently prepares her own letter, which is given considerable weight at the University level. The candidate's dossier is reviewed by the University's Committee on Appointments, Promotions, and Tenure and then sent to the Provost, who makes a recommendation to the President. At the University of Southern California, standards for promotion are extremely rigorous and benchmarked against the highest ranked institutions in the nation. The school has had a very successful record on promotions and tenure over the past ten years.

(f) Retention. The School has made significant efforts to retain productive faculty and to offer consistent support to faculty who were challenged by the rigorous environment at this university. Because of the school's positive financial position, it has been possible to offer housing subsidies to younger faculty who struggle with living costs in the Los Angeles area and to offer other benefits that allow them to advance their teaching and research agendas.

3.3.4 The program identifies the social work program director.

Leslie Wind, MSW, Ph.D., Associate Dean of Learning Excellence, is the chair (and director) of the USC Suzanne Dworak-Peck School of Social Work MSW program, across all program options.

M 3.3.4(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.

Dr. Wind holds a MSW degree from the University of California at Los Angeles (1988) and a PhD in social work from the University of Southern California (2003); both are CSWE-accredited schools.

Dr. Wind has held tenure line faculty appointments at the University of Texas at Austin and Boston College, where she was promoted to Associate Professor with tenure. At the University of Southern California, where she has served for 18 years, she has been extensively engaged in MSW curriculum development, teaching, research and publication, and administrative leadership. She has taught field education seminars, generalist practice and research courses (e.g., Human Behavior in the Social Environment I and II, Research Methods I, Assessment and Intervention with Individuals, Families, and Groups) and specialized practice and research courses (e.g., Mental Health Research and Evaluation, Play Therapy, Advanced Mental Health Practice and Evaluation, and Intervention with PTSD and Related Disorders). She has designed and implemented curriculum at all schools at which she has been a faculty member. In addition to social work curricula, Dr. Wind developed and implemented a multidisciplinary certification program in Disaster Mental Health Management and Research, as well as an international student immersion on intergenerational trauma and resilience in Northern Ireland. Dr. Wind has also engaged in research related to trauma in children and adolescents and their families, and was awarded a mentored research grant through Dartmouth College and the National Institutes of Mental Health focusing on child and family coping and resilience in the aftermath of disaster. She has engaged in cross-cultural research in Kenya, India, and New Orleans. Prior to her work in the academy, Dr. Wind

engaged in practice as a clinical social worker, administrator, and trainer in out-patient and in-patient mental health settings, and in for-profit, non-profit, and private practice arenas.

Prior to her 2016 appointment as MSW chair and associate dean of learning excellence, Dr. Wind was director of the USC Suzanne Dworak-Peck School of Social Work's Orange County Academic Center. She subsequently served as associate dean for academic programs, where she was responsible for administrative oversight of USC School of Social Work academic centers with three directors and an average of 2000+ students.

M 3.3.4(b). The program provides documentation that the director has a full-time appointment to the school of social work master's program.

Dr. Wind holds a full-time appointment as clinical associate professor with assignment as MSW chair and associate dean of learning excellence in the USC Suzanne Dworak-Peck School of Social Work.

M 3.3.4(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.

Dr. Wind's full time appointment is committed in its entirety to the administrative functions and educational leadership of the MSW program, with full release from teaching responsibilities.

3.3.5. The program identifies the field education director.

Marleen Wong, Ph.D., LCSW, Senior Associate Dean of Field Education, serves as the field education director.

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.

Marleen Wong, Ph.D., is Senior Associate Dean and clinical professor at the USC School of Social Work and has served as the Director of Field Education since 2008. She graduated from the USC MSW program in 1971, working immediately after graduation as an outpatient psychotherapist and inpatient social worker at St. John's Medical Center and Xavier Outpatient Clinic in Santa Monica, California, from 1971 through 1974. From 1974 through 1992 she worked as a psychiatric social worker in elementary, middle and high schools as well as in child development programs in the Los Angeles Unified School District. During this time she served as a field instructor for MSW students and was awarded the prestigious Jules Levine Prize for outstanding field instructor at USC.

From 1992 through 2008, Dr. Wong served as the LAUSD Director of Mental Health, Crisis Teams and Suicide Prevention Programs, which also included LA County Department of Mental Health outpatient clinics, special education, early education, and new immigrant programs for a population of 750,000

students in over 1000 schools and offices. From 1974 – 1992, she maintained a private psychotherapy practice for adults in Beverly Hills.

Dr. Wong has been engaged in a 20-year community based research partnership with RAND Health and the UCLA/National Institute of Mental Health Partnered Health Research Center. She is currently principal investigator for the SAMHSA funded Trauma Treatment Adaptation Center for Resilience, Hope and Wellness in Schools. Identified as one of the "pre-eminent experts in school crisis and disaster recovery" by the White House and the "architect of school-safety programs" by the *Wall Street Journal*, she has developed school based crisis intervention and disaster response and recovery training in the US, Canada, Israel, China, Japan, Taiwan and the Republic of the Philippines. She has served as principal investigator for research grants from the SAMHSA SBIRT initiative, the Department of Defense, and the Army.

Dr. Wong has been a consultant to the Educational Directorate/Pentagon, the US Departments of Education, Justice, Health and Human Services, RAND Health, the MacArthur Foundation, and the Rosalynn Carter Institute for Caregiving. She has served as a member on the SAMHSA National Advisory Council, the Advisory Board of the Center for School Mental Health at the University of Maryland, The Institute of Medicine Board of Neuroscience and Behavioral Health, the National Expert Advisory Committee for the National Native Children's Trauma Center at the University of Montana and the Robert Wood Johnson Clinical Scholars Program at UCLA Geffen School of Medicine

She is one of the original developers of the evidence based Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Psychological First Aid for Schools: Listen Protect Connect, authoring or co-authoring over 40 articles in peer reviewed journals, including the Journal of the American Medical Association, the American Journal of Preventive Medicine, and the Journal of the American Academy of Child and Adolescent Psychiatry among others.

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 with at least 2 years of post-master's social work degree practice experience.

Dr. Marleen Wong holds a MSW degree from the University of Southern California, a CSWE-accredited school. She graduated from the USC MSW program in 1971, and has more than twenty years of social work practice experience, working immediately after graduation as an outpatient psychotherapist and inpatient social worker at St. John's Medical Center and Xavier Outpatient Clinic in Santa Monica California from 1971 through 1974. Following that, she worked as a psychiatric social worker in elementary, middle and high schools as well as in child development programs in the Los Angeles Unified School District from 1974-1992.

M3.3.5(c). The program describes 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.

Dr. Wong has a full-time appointment at the school with 100% of her time assigned to her position as senior associate dean and director of field education of the MSW program. She oversees field

placements of all master of social work students across all program options, locally and nationally, on ground and online.

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.

The goal of the field education program at USC Suzanne Dworak-Peck School of Social Work is to provide learning opportunities for students in the applied and integrative learning seminars as well as in social work placements located in the communities where students reside.

Administrative structure for field education. The field education program is under the leadership of the senior associate dean and director of field education. Three assistant directors oversee the operations of the on-ground traditional program, the Virtual Academic Center (VAC) field department, and the Workforce Development and Stipends Program. The assistant directors are clinical field faculty members, with 50% of their time assigned to administering the field education of the master's program in collaboration with the field program director. The program is supported by 33 full-time faculty members, 71 part-time faculty, and 11 full-time administrative staff. All full time faculty have a teaching assignment with 50% of their time assigned to fulfill administrative duties, including student placements, acting as liaisons to field settings, and placement development. The field education program is supported by the school's substantial technological resources, as detailed in **AS 3.4**.

The director and assistant directors are members of one of the school's three departments (AHA, CYF and COBI) and, as faculty members, they contribute to the development of field curricula which is integrated into the overall plan of course offerings. They also provide technological and program support to field faculty and to community agencies.

The director of field education works closely with the associate deans of the MSW program, admissions, student life, and academic operations to maintain a focus on the quality of social work education and the mission of the school. The director is responsible for field education innovations, when new programs such as military social work and evidence-based practices training must be integrated into the field curricula and practicums.

Sufficiency of program resources for field education.

At the USC Suzanne Dworak-Peck School of Social Work, field education program resources are developed in 3 year cycles, estimating faculty needs, fiscal and administrative supports which are based on student enrollment. The school ensures that field faculty are able to work with MSW students to develop the skills, knowledge and behaviors that enable them to demonstrate the nine core social work competencies. Based on the cycle of planning, sufficient field faculty and adjunct faculty are engaged to establish and maintain personal relationships to work with community agencies across a range of organizations reflecting social work services to reduce poverty, ensure social justice, serve the underserved and promote community resilience. We are able to offer our students field experiences in integrated health and behavioral health settings; child, adult and geriatric protective services; juvenile and adult criminal justice settings; schools and social service agencies among many others. Staff supports have been increased by this 3 year planning process to establish contracts and Memoranda of Understanding with over 5,500 agencies to date.

Teaching and academic development for field faculty are provided by an annual faculty stipend for expenditures that support scholarly activity and advanced professional competence, including purchase of computers and/or travel to present at or attend regional and national conferences including CSWE APM. An additional stipend is awarded for a work study student who can provide clerical or research assistance as increasing numbers of field faculty are engaged in doctoral programs and assessment of teaching outcomes.

The director of field education is an active member of the Southern California Consortium of Field Directors, an appointed member of the CSWE Council of Field Educators, and a member of the North American Network of Field Educators and Directors (NANFED), a social work field education organization whose activities are supported by an annual contribution from USC. These affiliations and participation in regional and national networks further contribute to the capacity of the field education program to play its role in fulfilling the mission and goals of the school.

Educational Policy 4.0 – Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Introduction to Assessment.

Explicit curriculum assessment.

A newly revised curriculum was launched at the USC Suzanne Dworak-Peck School of Social Work in academic year 2015-2016, the year of record for this reaffirmation self study, and simultaneously, the pre-existing curriculum continued to be provided to students who had begun the program prior to fall 2015. Our assessment plan had to encompass and report on both curricula. The assessment framework that had been employed for the years just prior to curriculum revision had been found unsatisfactory in providing meaningful data for curriculum improvement. The faculty Curriculum Council and its Learning Outcomes Subcommittee therefore decided to employ a different methodology, an innovative and more holistic framework that was not linked exclusively to grades and could provide a more developmental view as students moved through the program.

We were most interested and concerned to evaluate the changes we had made to the curriculum. The fact that both curricula would be offered during the study year provided a unique opportunity to

compare the development of competencies in both, within the framework of the new social work competencies outlined in the 2015 EPAS.

The field education department had instituted an assessment framework that accounted for development of competency over time; using that framework as a model, our course assessment, described in **AS 4.0.1**, was designed with graduated benchmarks for demonstration of competency over time. Classroom faculty were asked to consider a student's performance in class discussion, role plays, and other classroom activities, as well as on assignments and papers, as they rated their students on demonstration of competencies.

Implicit curriculum assessment.

Employers constitute a key stakeholder group for a school of social work; our school had long been interested in developing more systematic ways of soliciting employer feedback regarding the preparedness of our students for professional practice. We therefore chose to implement an employer survey for formal assessment of this dimension of the learning environment. In **AS 4.0.5** we present the assessment plan, methodology, summary of findings, and implications for program renewal. The full report of the Employer Survey is provided as **Appendix 11 in Volume III**.

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 and specialized levels of practice. Assessment of competence is done by program designated faculty or field personnel.

The plan.

1. Assessment by designated faculty or field personnel.

The assessment plan used two measures, one in the field and one in the classroom. Assessment of competence in the field was done by school field instructors; assessment of competence in the classroom was done by faculty teaching the required courses in which competencies were measured.

2. Description of the assessment procedures detailing when, where, and how each competency is assessed for each program option.

Coursework.

All required generalist practice and specialized practice courses in both the new and existing (old) curricula were included in the assessment. For on ground program options, assessment included the new generalist curriculum and specialized practice courses in new curriculum (departments) for full-time students entering in fall 2016, and concentration curriculum for those who had entered prior to fall 2015. The new curriculum had not yet launched in the online program option, so assessment for AY 2015-2016 included generalist practice and specialized practice (concentrations) in the old curriculum.

Assessments were sought from instructors for all students in the following courses during the semesters they were offered (Fall 2015, Spring 2016, and Summer 2016). The courses assessed and their respective response rates are presented for the virtual program in **Table 1** (VAC) and for the on ground program options in **Table 2** (UPC and OCAC) below.

Table 1. Courses assessed and response rates: VAC

Course	Title	Assessments Received (Response Rate)
503	Human Behavior and the Social Environment I	810 (86%)
505	Human Behavior and the Social Environment II	832 (94%)
534	Policy and Practice in Social Service Organizations	821 (86%)
535	Social Welfare	831 (93%)
543	Social Work Practice with Individuals	775 (88%)
545	Social Work Practice with Families, Groups and Complex Cases	702 (86%)
562	Social Work Research	798 (86%)
587A	Integrative Learning for Social Work Practice	813 (92%)
587B	Integrative Learning for Social Work Practice	759 (94%)
600	Assessment in Social Work Practice	132 (99%)
601	Advanced Theories and Interventions with Children and Adolescents	228 (83%)
602	Advanced Theories and Clinical Interventions with Families	247 (96%)
603	Merging Policy, Planning and Research for Change in Families	205 (80%)

Course	Title	Assessments Received (Response Rate)
604	The Role of Evidence-Based Practice in Social Work	133 (100%)
605	Human Development and Mental Health	423 (93%)
606	Neuropsychological Development	123 (92%)
625	Evaluation of Research: Mental Health	369 (92%)
629	Research and Evaluation for Community, Organization, and Business Environments	81 (100%)
631	Advanced Theories and Clinical Interventions in Health Care	113 (100%)
632	Program Planning and Evaluation in Health Care	98 (83%)
636	Policy in the Health Care Sector	115 (100%)
639	Policy Advocacy and Social Change	86 (100%)
645	Clinical Practice in Mental Health Settings	438 (96%)
648	Management and Organizational Development for Social Workers	67 (82%)
665	Program Development and Grant Writing for Social Workers	60 (100%)
671	Micro Practice and Evaluation in Work-Related Environments	21 (100%)
672	Social Work and Business Settings	23 (100%)
673	Macro Practice and Evaluation in Work-Related Environments	16 (100%)
679	Organizational Group Behaviors and Interventions	13 (100%)

Table 2. Courses assessed and response rates: UPC and OCAC

Course	Title	UPC Assessments Received (Response Rate)	OCAC Assessments Received (Response Rate)
506	Human Behavior and the Social Environment	255 (63%)	74 (100%)
536	Policy and Advocacy in Professional Social Work	375 (92%)	75 (100%)
544	Social Work Practice with Individuals, Families, and Groups	450 (92%)	39 (38%)
546	Science of Social Work	430 (90%)	92 (100%)
601	Advanced Theories and Interventions with Children and Adolescents	77 (100%)	4 (100%)
602	Advanced Theories and Clinical Interventions with Families	121 (100%)	12 (100%)
603	Merging Policy, Planning and Research for Change in Families	121 (100%)	12 (100%)
605	Human Development and Mental Health	156 (100%)	31 (100%)
608	Research and Critical Analysis for Social Work with Children and Families	210 (93%)	29 (100%)
609	Introduction to Social Work Practice with Children, Youth and Families	203 (90%)	30 (100%)
610	Social Work Practice with Children and Families Across Settings	135 (71%)	16 (100%)
625	Evaluation of Research: Mental Health	74 (77%)	23 (100%)

Course	Title	UPC Assessments Received (Response Rate)	OCAC Assessments Received (Response Rate)
629	Research and Evaluation for Community, Organization, and Business Environments	139 (100%)	33 (100%)
631	Advanced Theories and Clinical Interventions in Health Care	48 (64%)	23 (100%)
632	Program Planning and Evaluation in Health Care	48 (98%)	20 (100%)
635	Research and Evaluation and Policy for Social Work with Adults and Older Adults	91 (84%)	30 (100%)
636	Policy in the Health Care Sector	65 (88%)	23 (100%)
637	Wellness, Recovery and Integrated Care	83 (99%)	16 (100%)
638	Policy in Integrated Care	117 (100%)	31 (100%)
639	Policy Advocacy and Social Change	68 (100%)	20 (100%)
645	Clinical Practice in Mental Health Settings	103 (69%)	30 (94%)
648	Management and Organizational Development for Social Workers	72 (51%)	33 (100%)
665	Program Development and Grant Writing for Social Workers	18 (100%)	n/a
671	Micro Practice and Evaluation in Work-Related Environments	16 (100%)	n/a
672	Social Work and Business Settings	89 (100%)	11 (100%)
673	Macro Practice and Evaluation in Work-Related Environments	20 (100%)	2 (100%)
679	Organizational Group Behaviors and Interventions	33 (100%)	2 (100%)
684	Community Practice for Social Change	11 (100%)	n/a

Coursework assessment procedures:

During the Fall 2015 and Spring 2016 assessments, course instructors received blank assessment forms (Excel sheets) via email. A separate assessment form was created for each section (for example, if course 506 had 20 sections, 20 different forms were created). Each form included a list of all the students in the section. Along with the Excel sheet, instructors received a Word document with instructions on how to complete the form and a link to a video which provided additional information about the assessment process. Instructors were asked to return the completed forms within two weeks. Instructors who did not return completed forms by the deadline received one or two reminder emails.

Instructors were asked to complete assessments as described above at the end of each semester. Students whose final grade was listed as “withdrawal” or “unofficial withdrawal” were not included in the analyses.

During the Summer 2016 assessments, behaviors were assessed online in a Salesforce system. Course instructors received an email asking them to log onto the Salesforce site to complete the assessments. Again, instructors were asked to complete the assessment within two weeks. Instructors who did not complete the forms by the deadline received one or two reminder emails.

Field Practice

All students enrolled in Field Practicum I (586A and 586B in the online program [VAC]; 589A and 589B for on ground program options [UPC and OCAC] and Field Practicum II (686A and 686B for VAC, UPC, and OCAC) in Fall 2015, Spring 2016, or Summer 2016 were included in the assessment. The number of assessments received from field instructors is presented in Table 3.

Table 3. Field practicums assessed and response rates

Course	Assessments Received (Response Rate)		
	VAC	UPC	OCAC
586A/589A	746 (85%)	385 (91%)	73 (92%)
586B/589B	674 (84%)	383 (92%)	72 (92%)
686A	626 (66%)	376 (95%)	77 (99%)
686B	308 (35%)	383 (98%)	78 (100%)

The overall response rate for VAC students taking 686B is low (35%) because VAC students taking this course in Fall 2015 were not assessed using the new assessment instrument for field, and in Spring 2016, only advanced standing students were assessed.

Field assessment procedures.

Field instructors were asked to complete assessments as described above at the end of each semester of field practicum/placement. Field instructors used online data entry systems to complete the assessments. For the VAC, field instructors used a system called OFE. For UPC and OCAC, field instructors used a system called IPT.

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

The school used two outcome measures to assessment each competency at both the generalist and specialized levels of practice. Measure 1 includes assessments of coursework. Measure 2 is based on demonstration of competency in real and simulated practice situations in field practice. Both measures used an 11-point rating scale. The benchmarks per measure were determined by the school based on assessment ratings and standards for coursework and field.

4. The assessment plan measures multiple dimensions of each competency, as described in EP 4.0.

Competence is multi-dimensional, including both performance and the values and knowledge that underpin performance, and assessment of student competency therefore must be multi-dimensional as well. To assess both performance and values/knowledge, students were rated both on coursework (which primarily assessed knowledge, values, critical thinking, etc.) and on field practice (which primarily assessed performance). For each competency, teaching and field faculty identified behaviors for measurement that would encompass multiple dimensions. In generalist practice, the behaviors prescribed by CSWE were written from a holistic perspectives, and these were used in the course and field assessments for generalist practice. For specialized practice, teaching and field faculty developed

behaviors that were also multi-dimensional, to be addressed in course and field work, and to be used in the assessment.

Coursework measures.

Faculty mapped the generalist and specialized practice competencies and behaviors across the required courses in both generalist and specialized practice. All faculty teaching generalist practice courses in both “old” and new curricula were provided with the generalist practice competencies and behaviors prescribed in the 2015 EPAS, and asked to identify those that could best be measured in their courses. This proved to be too general an approach, as many faculty listed almost all competencies. Faculty were then asked to select only the two or three competencies most centrally addressed in their courses, and these were used as the bases for competency mapping across both old and new generalist practice curricula.

Construction of specialized practice competencies.

Specialized practice proved to be more complicated, as the specialized practice competencies required by the new 2015 EPAS had not yet been created at the school and had to be written for each department and each concentration across our three program options. (Guidance for developing specialized practice competencies was underway, but not yet available from CSWE.) Specialized practice competencies were developed by departmental curriculum design teams for the new curriculum, and by lead instructors of required courses in concentrations for the old curriculum.

Mapping. All CSWE prescribed generalist practice behaviors across the nine competencies of the 2015 EPAS were measured for generalist practice courses, ensuring that at least two behaviors were assessed per competency. For specialized practice courses, new behaviors were developed and/or existing behaviors were modified to reflect specialized knowledge and skills taught in the areas of specialized practice. At least two behaviors for each competency were assessed in the specialized practice curriculum of each department and concentration.

Some behaviors were modified for better fit between the Fall 2015 and subsequent assessment periods. Only the behaviors currently used are reported here. For example, if behaviors 1a, 2b, and 3c were assessed in a particular course during Fall 2015, and behaviors 1a, 3c, and 4d were assessed in the course during subsequent assessment periods, behaviors 1a, 3c, and 4d are reported here.

Field measures.

For assessment in the field, behaviors were developed and/or modified to reflect both generalist and specialized knowledge and skills into one assessment instrument. These behaviors were assessed at the end of each semester for Fall 2015, Spring 2016, and Summer 2016. The assessment study design was intended to collect the same data (i.e., measure the same behaviors) across four points in time to capture the full program period in field practicum/placement. This design would allow a robust assessment of knowledge and skill progression over time. However, during the self-study period, the school was advised by CSWE that a design change was required for proper assessment of specialized practice, and necessitated a different assessment instrument for 686A and 686B (the field practicum courses) that could reflect competency in the area of specialized practice. This meant that for the self-study period, only generalist behaviors could be assessed and reported for field.

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

Measures for both coursework and field practice were assessed on an 11-point scale from 0 (skill is not developed) to 10 (skill is mastered; exceeds all standards). The expectation for student scores (that is, what score was needed to be considered at or above standard) was higher for more advanced courses. The expectations (benchmarks) for each course are shown in Table 4 below.

Benchmarks were determined empirically, based on a pilot study of 25 students. These students were purposively selected to collectively reflect the three expected ranges (i.e., below standard, at standard, or above standard) at the completion of 586A and 586B for VAC, 589A and 589B for UPC and OCAC, and 686A and 686B for VAC, UPC, and OCAC. Field instructors for these 25 students completed a field assessment for each student. The assessment data were analyzed, and the expected ranges were calculated using observed means and standard deviations. It is important to note that this approach was intended to allow for future changes using empirical data from ongoing assessments to modify benchmarks based on student performance and changing expectations of the School.

Table 4. Rating expectations for each course

503, 534, 543, 562, 586A, 587A, 589A										
0	1	2	3	4	5	6	7	8	9	10
505, 506, 535, 536, 544, 545, 546, 586B, 587B, 589B, 600, 604, 604										
0	1	2	3	4	5	6	7	8	9	10
601, 605, 629, 631, 636, 645, 648, 665, 671, 672, 673, 686A										
0	1	2	3	4	5	6	7	8	9	10
602, 603, 625, 632, 639, 679, 684, 686B										
0	1	2	3	4	5	6	7	8	9	10

Lavender = below expected range; Green = within expected range; Blue exceeds expected range

Instructors were directed to take into account each student's overall performance in the course when completing the assessment. Overall performance includes the student's performance on assignments, the quality of her/his contributions to class, the quality of participation in role plays and class exercises, and the nature and quality of questions that the student asked and answered over the course of the semester. Instructors were reminded that assessment of the students' competency is not the same as their grade, and they were also reminded that students may have mastered one competency very well in the course, yet may be at an earlier stage of mastery in another competency. Instructors were asked to consider and use the full range of the 11-point scale when making their assessments. Students were considered to be at or above standard if their score was within or exceeding the expected range (see Table 4).

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

Ratings for each behavior were compared to the rating expectations (benchmarks) as described above and were categorized as *below*, *at*, or *above* standard.

The percent of students achieving benchmarks in each of the nine competencies is presented separately for generalist practice and specialized practice courses. The generalist report includes generalist practice

courses and the first two field courses (589A and 589B for on ground program options; 586A and 586B for the virtual program). Specialized practice reports are broken out separately for each department and concentration; these reports include specialized practice courses and field courses 686A and 686B.

In each of the 24 assessment outcomes tables, the following data and information are provided:

- ***Competency Benchmark:*** This is the benchmark determined by the school, based on assessment ratings and standards for generalist and specialized practice courses. The competency benchmark was set at 90% for all nine competencies across all courses.
- ***Outcome Measure Benchmark:*** Two outcome measures were used in the School's assessment of student outcomes. Measure 1 includes assessments of coursework. Measure 2 includes assessments of field practice. Both measures used an 11-point rating scale. The benchmarks per measure were determined by the School based on assessment ratings and standards for coursework and field. Course numbers are provided in Measure 1 (e.g., 505) and Measure 2 (e.g., 586A) to indicate which courses were included in the assessment program-wide (not all competencies were assessed in each course).
- ***Percent Attaining:*** Instructors provided ratings of their students at the end of each term (Fall 2015, Spring 2016, and Summer 2016). Ratings from these three assessment periods were combined to represent the one-year self-study period. Ratings of students attaining each competency are based on both coursework (Measure 1) and field practice (Measure 2). All behaviors for coursework (Measure 1) were weighted and combined into one composite number, representing the percent of students attaining the competency in coursework. Behaviors for field practice (Measure 2) are presented individually.
- ***Weighted Percent of Ratings at or above Competency:*** Because courses represented in each competency differed in terms of the number of students assessed, the numbers of ratings differed by behavior. Therefore, within each competency, the percent of students attaining standard on each assessed behavior was combined to create a weighted, overall percent of students achieving or exceeding standard for that competency. The weighted percent attaining the competency benchmark is provided for Measure 1 (coursework) and Measure 2 (field practice).
- ***Competency Attained:*** This final percentage represents the proportion of assessments that met the competency benchmarks. This percentage is not weighted because Measure 1 and Measure 2 are treated equally in the final calculation of whether the competency was attained.

Limitations

The OFE site defaults scores to 0 rather than leaving cells blank when a score has not been recorded. This makes it difficult to differentiate missing data from ratings that are truly intended to be 0s. For the analyses presented here, if a student is scored as 0s for all ratings, this student is considered to be missing the assessment (the 0s were recoded as blanks). However, there were some students for whom some but not all competency areas were completed. For example, a student in 686B had student self-ratings of 5s and 6s in some competencies but all 0s in at least one competency. For the purposes of this report, this student's assessment was not considered missing because there were some ratings. Because of missing data, the proportion of students below standard may be artificially inflated; conversely, mean scores may be artificially deflated because of missing data.

7. Copies of all assessment measures used to assess all competencies.

Tables 6, 7, and 8 below illustrate the assessment measures used to assess competencies in generalist and specialized practice in coursework (Measure 1) and in the field (Measure 2).

Generalist practice measures for coursework (Measure 1).

Table 6 shows each behavior identified by number of competency as, for example, 1a is a behavior measuring Competency 1 (Ethical and Professional Behavior). In Table 6, we illustrate the mapping of these competencies across generalist practice, showing where in the curriculum (in which course) each competency is measured.

Table 6. Measures used in assessment of competencies in generalist practice courses.

Behaviors	Ground				VAC											
	506	536	544	546	503	505	534	535	543	545	562	587A	587B	600	604	606
1a. 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 as appropriate to context.			X		X	X								X	X	
1b. Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.			X					X				X			X	
1c. Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication.		X			X	X										
1d. Uses technology ethically and appropriately to facilitate practice outcomes.	X									X						
1e. Uses supervision and consultation to guide professional judgment and behavior.			X							X		X				
2a. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	X				X	X								X		

Behaviors	Ground				VAC											
	506	536	544	546	503	505	534	535	543	545	562	587A	587B	600	604	606
2b. Presents her/himself as a learner and engages clients and constituencies as experts of their own experiences.			X				X	X								
2c. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	X											X	X			
3a. Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	X						X									
3b. Engages in practices that advance social, economic, and environmental justice.		X					X	X								
4a. Uses practice experience and theory to inform scientific inquiry and research.				X	X						X				X	
4b. Applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.				X	X			X			X				X	X
4c. Uses and translates research evidence to inform and improve practice, policy, and service delivery.				X			X			X	X				X	
5a. Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.		X						X								

Behaviors	Ground				VAC											
	506	536	544	546	503	505	534	535	543	545	562	587A	587B	600	604	606
5b. Assesses how social welfare and economic policies impact the delivery of and access to social services.		X					X									
5c. Applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.		X						X								
6a. Applies knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituents.	X								X			X		X		X
6b. Uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.			X						X	X						
7a. Collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.							X		X							X
7b. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	X				X	X								X		X

Behaviors	Ground				VAC											
	506	536	544	546	503	505	534	535	543	545	562	587A	587B	600	604	606
7c. Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	X		X						X			X				
7d. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.			X							X		X				
8a. Critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.			X						X	X						
8b. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	X								X				X	X		X
8c. Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.													X			
8d. Negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.												X	X			

Behaviors	Ground				VAC											
	506	536	544	546	503	505	534	535	543	545	562	587A	587B	600	604	606
8e. Facilitates effective transitions and endings that advance mutually agreed-on goals.			X						X				X			
9a. Selects and uses appropriate methods for evaluation of outcomes.				X					X		X		X			
9b. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	X									X			X			
9c. Critically analyzes, monitors, and evaluates intervention and program processes and outcomes.										X						
9d. Applies evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.				X						X	X		X			

Specialized Practice assessment measures.

Table 7 illustrates the behaviors used to measure competence in the specialized practice curriculum. The table shows each behavior identified by number of competency as, for example, 1a is a behavior measuring Competency 1 (Ethical and Professional Behavior). In Table 7, we list each required specialized practice course, showing which competencies are measured in each course.

Table 7. Measures used in assessment of competencies in specialized practice coursework (Measure 1).

Specialized Course Behaviors
601 1a. Apply judgment and strategies of ethical reasoning to arrive at decisions in intervening with children and families. (VAC only) 2b. Continuously use self-regulation in managing personal biases and values when working with children and families from diverse backgrounds. (VAC only) 6a. Understand the complex and interactive nature of engagement and use reflections, empathy, and other interpersonal skills to effectively engage with children and families. 7b. Use developmental, person-in-environment, and other relevant theoretical frameworks in the collection and analysis of data when assessing children and families. 8a. Select and apply intervention strategies that represent best practices and best fit for the unique child or family client.
602 2a. Recognize and communicate understanding of the role of life experiences, religion & spirituality, immigration, poverty, oppression, marginalization or privilege in the formation of family culture and identity. 3a. Identify violations and barriers that families and children experience in the educational, juvenile, workplace, health and other settings as human rights and social and economic justice issues. 4b. Gather and utilize existing data, including public data and empirical data sources to inform their practice with children and families. 7a. Identify the child, family, and environment set of challenges and strengths in creating a comprehensive and balanced assessment. 8b. Recognize and communicate the importance of the child and family collaborative work and contributions in meeting the mutually agreed upon goals.
603 4a. Collect data, and create research evidence to inform and improve practice policy and service delivery with children and families. 5a. Understand and identify the ways by which policy implementation impacts welfare and social justice for children and families. 5b. Collaborate with other service providers and clients to create effective policy action on behalf of children and families. 9a. Develop an evaluation plan, analyze and evaluate the intervention, program processes and outcomes to determine the impact that the intervention or program had on children, families and services on their behalf.

9b. Recognize the importance of the children and families' perspectives in designing and conducting an evaluation plan of intervention and services.

605

2a. Understand the impact of demographic factors such as age, gender, ethnicity/race, sexual orientation, socioeconomic status, and religious preference on mental health functioning and how they may assert risk or protective influence against mental health problems.

2b. Evaluate the strengths and weaknesses of multiple theoretical perspectives and how they can be differentially applied to diverse clients. (VAC only)

3a. Appreciate the interrelationship between oppression, disempowerment, and mental health problems in the lives of individuals living with mental illnesses. (VAC only)

5a. Recognize that the deleterious effects of trauma across populations and stages of life are sufficiently pervasive to constitute a public health crisis that requires significant local, state, national, and international policy responses. (VAC only)

6b. Synthesize multiple frameworks and sources of information to develop strategies for engagement. (VAC only)

7a. Knowledgeably apply the major theories of human behavior that explain particular syndromes and psychopathology most commonly seen in mental health settings when assessing individuals with mental illnesses. (VAC only)

608

4a. Critically appraise research evidence in order to improve service delivery with regard to child, youth, and family services.

4b. Apply various forms of data to inform practice with children, youth, and families.

609

6a. Apply knowledge of human behavior and the social environment and development to engage with children, youth, and families in a culturally and developmentally appropriate manner.

7a. Create developmentally and culturally appropriate intervention strategies based on an ecological assessment, research knowledge, and values and preferences of children, youth, and families.

610

1a. Demonstrate understanding of social work role and interdisciplinary team roles within and across family service sectors.

6b. Utilize empathy, reflection, and interpersonal skills to effectively engage children, youth, and families and build collaborative relationship within and across family service sectors.

625

4b: Openly and honestly attempt to differentiate between personal knowledge, practice wisdom, and research derived knowledge.

8a: Critically assess the quality and clinical utility of empirically based studies that can be incorporated into the evidence based process of practice.

9a: Be able to apply research principles and techniques to systematically monitor one's own practice.

9b: Have an awareness and understanding of methodological and substantive issues in the conduct of mental health research with regard to oppressed and vulnerable populations.

629

1a. Understand ethical harm and risks inherent in practice (including decision-making and conflicting values), and use this knowledge to manage personal values and maintain professionalism in practice situations.

- 2a. Understand the importance of diversity and difference in shaping one's own and others' life experiences and biases and their possible impact on practice across micro, mezzo, and macro levels, occurring in communities and organizations and business environments.
- 6b. Use reflection to enhance the use of interpersonal skills in engaging diverse clients across systems levels to develop a mutually agreed upon focus of work and desired outcomes.
- 7b. Based upon knowledge of human and organizational behaviors, develop mutually agreed-upon intervention goals and objectives.
- 9a. Apply critical thinking to design a systematic process of collecting useful, ethical, culturally sensitive, valid, and reliable data about programs and outcomes that aid in case level and program level decision making.

631

- 1a. Promote awareness that disparities in health and wellness are social justice and human rights issues. (VAC only)
- 2a. Use self-awareness to substantially reduce the influence of personal biases and values in working with diverse groups. (VAC only)
- 2b. Affirm and respect their own and others' social/cultural identities as they interface with choices regarding health, wellness, illness, and treatment. (VAC only)
- 4a. Know the range of empirically supported treatments and know how to differentially select and apply these treatments across populations. (VAC only)
- 6a. Understand how personal experiences and affective reactions may affect their engagement with individuals, couples, families, and communities.
- 7a. Utilize compassion when conducting assessments with vulnerable populations. (VAC only)
- 7b. Promote and implement a wellness paradigm for assessment. (VAC only)
- 8b. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the client-social worker relationship. (VAC only)

632

- 3b. Integrate theory, research and advocacy strategies to promote social justice in healthcare services at clinical, community, legislative and global levels.
- 4b. Critically assess the range of information based on research evidence that can be incorporated in planning for programs and services to improve human well-being.
- 8a. Identify, analyze and select theoretically grounded evidence based interventions to be used in healthcare settings.
- 9a. Have awareness of and conduct cultural adaptation of outcomes assessments when appropriate.
- 9b. Embrace the opportunity to evaluate their own practice.

635

- 4a. Demonstrate capacity to critically assess the range of information based on research for development of evidence informed decision-making for effective clinical practice.
- 4b. Gather, translate and utilize existing research evidence to bridge the gap between research and practice.

636

- 1b. Use collaboration to positively impact the health and well-being of their clients in a variety of contexts. (VAC only)
- 3a. Understand health disparities affecting vulnerable, oppressed and stigmatized populations nationally and internationally.
- 5a. Understand and apply policy advocacy strategies and actions to engage in policy analysis, policy proposal writing and implementation healthcare planning in a variety of healthcare contexts.

5b. Critically evaluate potential solutions, identify stakeholders, and identify opponents and proponents of policy solutions to address issues affecting vulnerable, stigmatized, and oppressed populations in healthcare settings.

6b. Engage in collaboration with community members and organizational partners to address healthcare inequities. (VAC only)

637

9a. Choose appropriate prevention targets for clients and provide education on how clients can integrate prevention into their life styles.

9b. Monitor outcomes of intervention using clinical evaluation.

638

3a. Integrate theory, research, and economic, social and cultural factors when engaging in advocacy strategies to promote social justice, economic justice, and human rights.

3b. Master advocacy and policy analysis skills to inform advocacy efforts at multiple levels for mental and physical healthcare parity and reduction of disparities for diverse populations.

5a. Use understanding of how policy informs practice and how practice informs policy at organizational, community, and legislative levels to engage in advocacy when developing, implementing, and improving social policies that support people throughout the lifespan.

5b. Master policy advocacy strategies and actions to engage in policy analysis and policy proposal writing in health, behavioral health, and integrated care contexts.

639

3a. Understand and assess economic trends, business practices, social trends, and governmental actions nationally and globally to recognize the impact on the well-being of individuals, families, and communities.

4a. Identify, synthesize, and critically analyze the findings from research to inform the understanding of social issues and to guide the development of solutions for practice, policy, and social service delivery.

5a. Analyze, formulate, and advocate for policies that advance human rights and protect vulnerable populations in work environments or enhance access to employment across the life span.

645

1a: Develop and use knowledge of relationship dynamics, including power differentials, when making decisions.

1b: Tolerate ambiguity in resolving ethical conflicts.

3b: Incorporate into practice the understanding that every individual living with mental illness, regardless of position in society, has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. (VAC only)

4a: Be aware of the range of empirically supported treatments and have the ability to differentially select and apply evidence-informed interventions across populations. (VAC only)

6a: Recognize the dynamic, interactive, and reciprocal processes involved in engaging effectively with clients.

7b: Be aware of and be able to knowledgeably select various multidimensional bio-psycho-social-spiritual assessment tools. (VAC only)

8b: Understand the feelings, values, experiences, and culture of oneself and of the client as they influence motivation or reluctance in the treatment relationship. (VAC only)

648

6a. Apply theories of human behavior and the social environment to facilitate effective engagement with organizations and communities.

8a. Use knowledge of evidence-informed interventions to initiate actions that enhance the capacity and sustainability of organizations.

665

4b. Identify, synthesize and critically analyze findings from research to inform the understanding of social issues and to guide the development of solutions for micro and macro interventions.

9b. Critically analyze, monitor, and evaluate evidence-based interventions to improve policy, practice, and delivery systems.

671

2a. Appreciate the richness diversity brings to humanity.

4a. Draw upon knowledge of evidence-based models, method, or practices in work-related programs, critically evaluate the efficacy and fit of different models or interventions with the diverse needs of clients, groups, and organizations.

4b. Are sensitive to the ways in which research endeavors have harmed various groups in the past.

9b. Conduct cultural adaptations of program evaluation design, implementation, and reporting when relevant.

672

1b. Recognize and manage potential conflicts between personal feelings/expression and collective/institutional responsibility.

3a. Understand economic trends, social trends, and governmental actions nationally and globally to recognize the impact on the well-being of individuals, families, and communities.

5b. Analyze, formulate, and advocate for policies that protect vulnerable populations in work environments.

5c. Analyze and apply international, national, state, and organizational policies to specific problems and accompanying interventions that currently impact the workplace and the lives of workers.

673

1a. Understand the value dilemmas and ethical paradoxes inherent in macro practice in work-related organizations. (VAC only)

6a. Facilitate discussions with key constituents to uncover opportunities for engagement in collaborative, entrepreneurial, social, and economic projects. (VAC only)

7a. Conduct assessments drawing upon theory, knowledge of behaviors across systems levels, and best practices as appropriate to the client's or organization's environmental contexts. (VAC only)

9a. Recognize one's own limitations and reach out for expert knowledge in fields outside one's expertise (e.g. economists) and outside one's own experience when evaluating outcomes.

679

2b. Determine solutions that create inclusion and empowerment based upon a scholarly understanding of human behaviors that drive exclusion, disengagement, and conflict in diverse groups and organizations.

3b. Understand how organizational structures and cultures create oppressive, exclusive, and/or stressful environments, and identify opportunities to modify them to enhance well-being.

8a. Use knowledge of evidence-informed interventions to initiate actions that enhance the capacity and sustainability of organizations.

8b. Utilize group intervention skills including, training, facilitation, strategic planning and debriefing to address organizational needs such as organizational planning and development, team building, inclusion and conflict response.

684

7a. Demonstrate knowledge and practice skills needed to collect, organize, and interpret data at multiple levels.

9b. Critically analyze, monitor, and evaluate evidence-based interventions to improve practice, policy, and service delivery systems.

Field practice measures (Measure 2).

Table 8 lists all behaviors used to measure competence in the field (measure 2 of the assessment framework). Each behavior is identified by the number of competency being measured, as, for example, 1a is a behavior measuring Competency 1 (Ethical and Professional Behavior).

Table 8. Measures used in assessment of competencies in the field.

Field practice behaviors
1a. Applies strategies of ethical reasoning to arrive at principled decisions by applying the NASW Code of Ethics and relevant laws and regulations.
1b. Uses self-regulation and/or self-management to maintain professional roles and boundaries with clients.
1c. Uses self-regulation and/or self-management to maintain professional roles and boundaries with co-workers, field instructors, and/or colleagues/classmates.
1d. Tolerates ambiguity in resolving ethical conflicts.
1e. Demonstrates professional appearance.
1f. Demonstrates professionalism in oral communication.
1g. Demonstrates professionalism in written communication/documentation.
1h. Demonstrates professionalism in electronic communication.
1i. Demonstrates accountability in meeting field placement requirements in a timely manner (i.e., attendance, paperwork, and assigned casework or projects).
1j. Uses technology ethically and appropriately to facilitate practice outcomes.
1k. Uses supervision/field instruction and/or consultation to guide professional judgment and behavior.
2a. Communicates her/his understanding of the importance of diversity and differences in shaping life experiences as learners in practice.
2b. Engages clients and constituencies as experts of their own experiences. Constituencies include individuals, families, groups, organizations, and/or communities.
2c. Applies self-regulation and/or self-management to eliminate the influence of personal biases in working with diverse clients and constituencies.
3a. Applies principles of social, economic, and environmental justice to advocate for human rights within the scope of the agency's mission.
3b. Engages in practices that advance social, economic, and environmental justice within the scope of the agency's mission.
4a. Implements evidence-based interventions.
4b. Translates and integrates research findings with professional judgment to inform and improve practice.
5a. Demonstrates an understanding of how social welfare and/or agency policy affects the delivery of and access to social services.
5b. Applies policies that advance social well-being for individuals, groups, and/or communities.
5c. Collaborates across disciplines for effective policy action.

Field practice behaviors

- 6a. Applies knowledge of human behavior and the social environment to engage clients and constituencies. Constituencies include individuals, families, groups, organizations, and/or communities.**
- 6b. Uses knowledge of practice context to inform engagement with clients and constituencies.**
- 6c. Uses empathy to engage diverse clients and constituencies.**
- 6d. Uses interpersonal skills to engage diverse clients and constituencies.**
- 6e. Uses self-regulation and/or self-management to engage diverse clients and constituencies.**
- 7a. Applies knowledge of multi-disciplinary theoretical frameworks (i.e., human behavior and the social environment, person-and-environment, among others) in assessing information from clients and constituencies. Constituencies include individuals, families, groups, organizations, and/or communities.**
- 7b. Applies critical thinking in assessing information (e.g., client strengths, needs, and challenges) from clients and constituencies.**
- 7c. Develops mutually agreed-on intervention goals and objectives.**
- 8a. Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. Constituencies include individuals, families, groups, organizations, and/or communities.**
- 8b. Implements interventions to achieve practice goals of clients and constituencies.**
- 8c. Uses multidisciplinary collaboration as appropriate to achieve beneficial practice outcomes.**
- 8d. Intervenes on behalf of clients and constituencies through, for example, negotiation, mediation, and/or advocacy.**
- 8e. Facilitates effective transitions that advance mutually agreed-on goals.**
- 9a. Understands appropriate methods for evaluation of outcomes within the context of the agency.**
- 9b. Evaluates (e.g., monitors and critically analyses) intervention processes and outcomes.**
- 9c. Applies evaluation findings to improve practice effectiveness.**

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.

Introduction.

In the following pages, we provide the summary data and outcomes for the assessment of the nine social work competencies for Academic Year 2015-2016. The report includes assessments for students enrolled in generalist practice courses and in specialized practice courses in online and on ground program options at three academic centers (University Park Campus, UPC; Orange County Academic Center, OCAC; and the Virtual Academic Center, VAC).

A total of 24 summaries (reports) of data and outcomes for assessment of practice competencies is presented: 3 summaries for generalist practice in our three program options (UPC, OCAC and VAC) and 21 summaries for specialized practice in the recently designed department curriculum (Adults and Healthy Aging [AHA]; Communities, Organizations and Business Innovation [COBI]; Children, Youth, and Families [CYF]) and in the previous concentration structure (Business in a Global Society [BIGS]; Children & Families; Communities, Organizations and Public Administration [COPA]; Health; and Mental Health). For each concentration, summaries for all three program options are provided; for each department, summaries are provided for on ground program options only, as specialized practice in departments did not launch in the virtual program until Fall 2016, following the year of study. Each report includes identification of the courses assessed, main findings regarding percentages of students achieving program benchmarks, and a brief discussion of issues suggested by the findings. The table of findings is then presented.

Following the 24 individual reports, an overall summary is provided to conclude this section.

Report #1

Generalist Practice – UPC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for UPC students enrolled in generalist practice courses (506, 536, 544, and 546) and two field courses (589A/B) are presented in Table 1 (UPC) below.¹ The competency benchmark was set at 90% for all nine competency areas.

Summary of Findings

UPC students met or exceeded the competency benchmark in all nine areas. The percent of students achieving competency ranged from 93.0% for Competency 8 (Intervene with Individuals, Families, Groups, Organizations, and Communities) to 99.0% for Competency 5 (Engage in Policy Practice).

Discussion

The summary data and outcomes for UPC generalist practice provide evidence of consistent demonstration of competency at the 90% benchmark across all nine competencies. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the field practicum (measure 2). In all but one competency area, student outcomes show attainment at or above 95%. The single exception is Competency 8 (Intervene with Individuals, Families, Groups, Organizations, and Communities), where the attainment was 93.1%. Given that students are at the very beginning phase of their academic coursework (generalist practice), it is not surprising that assessment outcomes in theoretical knowledge and understanding of intervention areas are slightly lower than in other areas. At the same time, student assessment outcomes in field courses were considerably higher (98.7% to 100%) in this same area, suggesting that beginning skills are developing.

Overall, the findings indicate excellent outcomes in all competency areas for the UPC generalist practice curriculum. There is always room for improvement, however, and the findings on Competency 8 suggest that our program can further strengthen coursework in multi-intervention areas to meet the benchmark.

Table 1 presents the outcomes for the assessment of each of the nine social work competencies.

¹ Note that ratings from 589B for students who are studying within a department (and are therefore enrolled in 588) are not reported here; ratings for 588 are included in the reports for specialized courses.

Table 1: Ground UPC: Generalist Practice (Fall 2015, Spring 2016, and Summer 2016)

Ground UPC: GENERALIST PRACTICE					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency ²	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 506, 536, 544, 546: Score of 4 or above on a scale of 1 to 10	Measure 1: 1a: 90.4% 1b: 86.4% 1c: 97.3% 1d: 97.2% 1e: 93.0%	92.9% (N=2,200)	Yes 96.3%
		Measure 2 (Field): 589A: Score of 2 or above on a scale of 1 to 10 589B: Score of 4 or above on a scale of 1 to 10	Measure 2: 1a: 100.0% 1b: 99.5% 1c: 99.7% 1d: 99.0% 1e: 100.0% 1f: 100.0% 1g: 99.5% 1h: 99.5% 1i: 99.7% 1j: 99.7% 1k: 99.7%	99.7% (N=4,234)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 506, 536, 544, 546: Score of 4 or above on a scale of 1 to 10	Measure 1: 2a: 92.5% 2b: 89.1% 2c: 91.8%	90.7% (N=960)	Yes 95.1%
		Measure 2 (Field): 589A: Score of 2 or above on a scale of 1 to 10 589B: Score of 4 or above on a scale of 1 to 10	Measure 2: 2a: 99.2% 2b: 99.7% 2c: 99.7%	99.5% (N=1,155)	
Competency 3: Advance Human Rights and	90%	Measure 1 (Coursework):	Measure 1: 3a: 89.9%	93.8% (N=612)	Yes 96.9%

² N = the number of assessments per measure.

Ground UPC: GENERALIST PRACTICE					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency ²	Competency Attained?
Social, Economic, and Environmental Justice		506, 536, 544, 546: Score of 4 or above on a scale of 1 to 10	3b: 96.3%		
		Measure 2 (Field): 589A: Score of 2 or above on a scale of 1 to 10 589B: Score of 4 or above on a scale of 1 to 10	Measure 2: 3a: 100.0% 3b: 100.0%	100.0% (N=714)	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 506, 536, 544, 546: Score of 4 or above on a scale of 1 to 10	Measure 1: 4a: 95.3% 4b: 94.9% 4c: 95.1%	95.1% (N=1,288)	Yes 97.5%
		Measure 2 (Field): 589A: Score of 2 or above on a scale of 1 to 10 589B: Score of 4 or above on a scale of 1 to 10	Measure 2: 4a: 100.0% 4b: 99.7%	99.8% (N=767)	
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 506, 536, 544, 546: Score of 4 or above on a scale of 1 to 10	Measure 1: 5a: 98.4% 5b: 98.9% 5c: 98.1%	98.5% (N=1,125)	Yes 99.0%
		Measure 2 (Field): 589A: Score of 2 or above on a scale of 1 to 10 589B: Score of 4 or above on a scale of 1 to 10	Measure 2: 5a: 99.7% 5b: 99.7% 5c: 99.4%	99.6% (N=1,035)	

Ground UPC: GENERALIST PRACTICE					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency ²	Competency Attained?
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 506, 536, 544, 546: Score of 4 or above on a scale of 1 to 10	Measure 1: 6a: 85.2% 6b: 94.7%	91.8% (N=570)	Yes 95.8%
		Measure 2 (Field): 589A: Score of 2 or above on a scale of 1 to 10 589B: Score of 4 or above on a scale of 1 to 10	Measure 2: 6a: 99.7% 6b: 100.0% 6c: 99.7% 6d: 99.7% 6e: 100.0%	99.8% (N=1,925)	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 506, 536, 544, 546: Score of 4 or above on a scale of 1 to 10	Measure 1: 7a: 93.4% 7b: 93.0% 7c: 88.2% 7d: 87.5%	90.4% (N=1,867)	Yes 95.2%
		Measure 2 (Field): 589A: Score of 2 or above on a scale of 1 to 10 589B: Score of 4 or above on a scale of 1 to 10	Measure 2: 7a: 100.0% 7b: 100.0% 7c: 100.0%	100.0% (N=1,155)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 506, 536, 544, 546: Score of 4 or above on a scale of 1 to 10	Measure 1: 8a: 86.7% 8b: 85.9% 8e: 86.2%	86.3% (N=967)	Yes 93.0%
		Measure 2 (Field): 589A: Score of 2 or above on a scale of 1 to 10	Measure 2: 8a: 100.0% 8b: 100.0% 8c: 100.0% 8d: 99.5%	99.6% (N=1,912)	

Ground UPC: GENERALIST PRACTICE					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency ²	Competency Attained?
		589B: Score of 4 or above on a scale of 1 to 10	8e: 98.7%		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 506, 536, 544, 546: Score of 4 or above on a scale of 1 to 10	Measure 1: 9a: 93.7% 9b: 84.8% 9c: 94.0% 9d: 92.7%	92.3% (N=1,302)	Yes 96.2%
		Measure 2 (Field): 589A: Score of 2 or above on a scale of 1 to 10	Measure 2: 9a: 100.0% 9b: 100.0% 9c: 100.0%	100.0% (N=1,028)	
		589B: Score of 4 or above on a scale of 1 to 10			

Report #2

OCAC Generalist Practice - OCAC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in OCAC Generalist courses (506, 536, 544, and 546) and the first two field courses (589A and 589B) are presented in Tables 2 below.³ The competency benchmark was set at 90% for all nine competency areas.

Summary of Findings

OCAC students met or exceeded the competency benchmark in three of the nine areas. The percent of students achieving competency ranged from 91.2% for Competency 1 (Demonstrate Ethical and Professional Behavior) to 94.2% for Competency 4 (Engage in Practice-informed Research and Research-informed Practice). The six competency areas in which OCAC students did not meet the benchmark include:

- Competency 2: Engage Diversity and Difference in Practice (75.0%)
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice (86.9%)
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities (79.2%)
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities (83.7%)
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (69.3%)
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (86.8%)

Discussion

The summary data and outcomes for OCAC generalist practice provide evidence of consistent demonstration of competency at the 90% competency benchmark in competencies 1, 4, and 5. Findings for the six other competencies indicate levels were below the benchmark. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the field practicum (measure 2). A close examination of assessment data for the six areas revealed that the ratings of two instructors lowered the ratings. Both of these instructors consistently rated students lower in their courses than other instructors, which may be attributable to variation in understanding of the rating system or the measures, or another factor.

Overall, the findings indicate excellent outcomes in three areas and below standard outcomes in six areas for the OCAC generalist practice curriculum. We note that coursework measures are below benchmark in all competencies, although in some cases the combined measure put them over the benchmark. While it is encouraging that student assessment outcomes in field courses

³ Note that ratings from 589B for students who are studying within a department (and therefore have enrolled in 588) are not reported here; ratings for 588 are included in the reports for specialized courses.

were well above the standard in all nine areas (99% to 100%), the low ratings in six competencies suggest that further examination of the data and possible reasons is merited.

Table 2 presents the outcomes for the assessment of each of the nine social work competencies.

Table 2. Ground OCAC: Generalist Practice (Fall 2015, Spring 2016, and Summer 2016)

Ground OCAC: GENERALIST PRACTICE					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 506, 536, 544, 546: Score of 4 or above on a scale of 1 to 10	Measure 1: 1a: 94.9% 1b: 100.0% 1c: 100.0% 1d: 62.7% 1e: 100.0%	82.3% (N=311)	Yes 91.2%
		Measure 2 (Field): 589A: Score of 2 or above on a scale of 1 to 10 589B: Score of 4 or above on a scale of 1 to 10	Measure 2: 1a: 100.0% 1b: 100.0% 1c: 100.0% 1d: 100.0% 1e: 100.0% 1f: 100.0% 1g: 100.0% 1h: 100.0% 1i: 100.0% 1j: 100.0% 1k: 100.0%	100.0% (N=803)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 506, 536, 544, 546: Score of 4 or above on a scale of 1 to 10	Measure 1: 2a: 46.6% 2b: 59.0% 2c: 48.6%	50.0% (N=186)	No 75.0%
		Measure 2 (Field): 589A: Score of 2 or above on a scale of 1 to 10	Measure 2: 2a: 100.0% 2b: 100.0% 2c: 100.0%	100.0% (N=219)	

Ground OCAC: GENERALIST PRACTICE					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency	Competency Attained?
		589B: Score of 4 or above on a scale of 1 to 10			
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 506, 536, 544, 546: Score of 4 or above on a scale of 1 to 10	Measure 1: 3a: 47.3% 3b: 100.0%	73.8% (N=149)	No 86.9%
		Measure 2 (Field): 589A: Score of 2 or above on a scale of 1 to 10 589B: Score of 4 or above on a scale of 1 to 10	Measure 2: 3a: 100.0% 3b: 100.0%	100.0% (N=134)	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 506, 536, 544, 546: Score of 4 or above on a scale of 1 to 10	Measure 1: 4a: 85.9% 4b: 90.2% 4c: 89.1%	88.4% (N=276)	Yes 94.2%
		Measure 2 (Field): 589A: Score of 2 or above on a scale of 1 to 10 589B: Score of 4 or above on a scale of 1 to 10	Measure 2: 4a: 100.0% 4b: 100.0%	100.0% (N=145)	
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 506, 536, 544, 546: Score of 4 or above on a scale of 1 to 10	Measure 1: 5a: 100.0% 5b: 100.0% 5c: 48.0%	82.7% (N=225)	Yes 91.3%

Ground OCAC: GENERALIST PRACTICE					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency	Competency Attained?
		Measure 2 (Field): 589A: Score of 2 or above on a scale of 1 to 10 589B: Score of 4 or above on a scale of 1 to 10	Measure 2: 5a: 100.0% 5b: 100.0% 5c: 100.0%	100.0% (N=202)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 506, 536, 544, 546: Score of 4 or above on a scale of 1 to 10	Measure 1: 6a: 49.3% 6b: 100.0%	58.4% (N=89)	No 79.2%
		Measure 2 (Field): 589A: Score of 2 or above on a scale of 1 to 10 589B: Score of 4 or above on a scale of 1 to 10	Measure 2: 6a: 100.0% 6b: 100.0% 6c: 100.0% 6d: 100.0% 6e: 100.0%	100.0% (N=365)	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 506, 536, 544, 546: Score of 4 or above on a scale of 1 to 10	Measure 1: 7a: 88.4% 7b: 66.4% 7c: 40.4% 7d: 94.9%	67.3% (N=340)	No 83.7%
		Measure 2 (Field): 589A: Score of 2 or above on a scale of 1 to 10 589B: Score of 4 or above on a scale of 1 to 10	Measure 2: 7a: 100.0% 7b: 100.0% 7c: 100.0%	100.0% (N=219)	

Ground OCAC: GENERALIST PRACTICE					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or Above Competency	Competency Attained?
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 506, 536, 544, 546: Score of 4 or above on a scale of 1 to 10	Measure 1: 8a: 31.2% 8b: 27.0% 8e: 100.0%	38.7% (N=106)	No 69.3%
		Measure 2 (Field): 589A: Score of 2 or above on a scale of 1 to 10 589B: Score of 4 or above on a scale of 1 to 10	Measure 2: 8a: 100.0% 8b: 100.0% 8c: 100.0% 8d: 100.0% 8e: 100.0%	100.0% (N=361)	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 506, 536, 544, 546: Score of 4 or above on a scale of 1 to 10	Measure 1: 9a: 87.0% 9b: 27.0% 9c: 84.1% 9d: 93.5%	74.6% (N=327)	No 86.8%
		Measure 2 (Field): 589A: Score of 2 or above on a scale of 1 to 10 589B: Score of 4 or above on a scale of 1 to 10	Measure 2: 9a: 100.0% 9b: 98.5% 9c: 98.3%	99.0% (N=193)	

Report #3

Generalist Practice - VAC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in VAC generalist courses (503, 505, 534, 535, 543, 545, 562, 587A, 587B, 600, 604, 606) and the first two VAC field courses (586A and 586B) are presented in Table 3 below. The competency benchmark was set at 90% for all nine competency areas.

Summary of Findings

VAC students met or exceeded the competency benchmark in all nine areas. The percent of students achieving competency ranged from 93.8% for Competency 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities) to 98.0% for Competency 6 (Engage with Individuals, Families, Groups, Organizations, and Communities).

Discussion

The summary data and outcomes for VAC generalist practice provide evidence of consistent demonstration of competency at the 90% benchmark across all nine competencies. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the field practicum (measure 2).

Overall, the findings indicate student assessment outcomes exceeded the benchmark in all competency areas across all course work and field courses. This is an excellent achievement given that assessment outcomes include fourteen courses in our VAC generalist practice program.

Table 3 presents the outcomes for the assessment of each of the nine social work competencies.

Table 3. VAC: Generalist Practice (Fall 2015, Spring 2016, and Summer 2016)

VAC: GENERALIST PRACTICE					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency⁴	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 503, 534, 543, 562, 587A: Score of 2 or above on a scale of 1 to 10 505, 535, 545, 587B, 600, 604, 606: Score of 4 or above on a scale of 1 to 10	Measure 1: C1: 95.0%	95.0% (N=7,188)	Yes 96.0%
		Measure 2 (Field): 586A: Score of 2 or above on a scale of 1 to 10 586B: Score of 4 or above on a scale of 1 to 10	Measure 2: 1a: 96.1% 1b: 97.2% 1c: 97.7% 1d: 95.6% 1e: 98.3% 1f: 98.0% 1g: 96.8% 1h: 97.4% 1i: 95.8% 1j: 97.5% 1k: 97.5%	97.1% (N=15,598)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 503, 534, 543, 562, 587A: Score of 2 or above on a scale of 1 to 10 505, 535, 545, 587B, 600, 604, 606: Score of 4 or above on a scale of 1 to 10	Measure 1: C2: 94.9%	94.9% (N=4,654)	Yes 95.9%
		Measure 2 (Field):	Measure 2:	96.9% (N=4,245)	

⁴ N = the number of assessments per measure.

VAC: GENERALIST PRACTICE					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ⁴	Competency Attained?
		586A: Score of 2 or above on a scale of 1 to 10 586B: Score of 4 or above on a scale of 1 to 10	2a: 97.0% 2b: 97.0% 2c: 96.6%		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 503, 534, 543, 562, 587A: Score of 2 or above on a scale of 1 to 10 505, 535, 545, 587B, 600, 604, 606: Score of 4 or above on a scale of 1 to 10	Measure 1: C3: 97.6%	97.6% (N=2,381)	Yes 95.9%
		Measure 2 (Field): 586A: Score of 2 or above on a scale of 1 to 10 586B: Score of 4 or above on a scale of 1 to 10	Measure 2: 3a: 94.1% 3b: 94.3%	94.2% (N=2,290)	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 503, 534, 543, 562, 587A: Score of 2 or above on a scale of 1 to 10 505, 535, 545, 587B, 600, 604, 606: Score of 4 or above on a scale of 1 to 10	Measure 1: C4: 93.6%	93.6% (N=6,335)	Yes 94.7%
		Measure 2 (Field):	Measure 2:	95.8% (N=2,635)	

VAC: GENERALIST PRACTICE					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ⁴	Competency Attained?
		586A: Score of 2 or above on a scale of 1 to 10 586B: Score of 4 or above on a scale of 1 to 10	4a: 95.6% 4b: 96.0%		
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 503, 534, 543, 562, 587A: Score of 2 or above on a scale of 1 to 10 505, 535, 545, 587B, 600, 604, 606: Score of 4 or above on a scale of 1 to 10	Measure 1: C5: 96.0%	96.0% (N=2,718)	Yes 95.1%
		Measure 2 (Field): 586A: Score of 2 or above on a scale of 1 to 10 586B: Score of 4 or above on a scale of 1 to 10	Measure 2: 5a: 95.8% 5b: 94.1% 5c: 92.3%	94.1% (N=3,503)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 503, 534, 543, 562, 587A: Score of 2 or above on a scale of 1 to 10 505, 535, 545, 587B, 600, 604, 606: Score of 4 or above on a scale of 1 to 10	Measure 1: C6: 97.8%	97.8% (N=2,999)	Yes 98.0%
		Measure 2 (Field):	Measure 2:	98.2% (N=7,085)	

VAC: GENERALIST PRACTICE					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ⁴	Competency Attained?
		586A: Score of 2 or above on a scale of 1 to 10 586B: Score of 4 or above on a scale of 1 to 10	6a: 97.9% 6b: 98.2% 6c: 98.2% 6d: 98.5% 6e: 98.1%		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 503, 534, 543, 562, 587A: Score of 2 or above on a scale of 1 to 10 505, 535, 545, 587B, 600, 604, 606: Score of 4 or above on a scale of 1 to 10	Measure 1: C7: 94.8%	94.8% (N=6,079)	Yes 95.9%
		Measure 2 (Field): 586A: Score of 2 or above on a scale of 1 to 10 586B: Score of 4 or above on a scale of 1 to 10	Measure 2: 7a: 97.2% 7b: 97.5% 7c: 96.3%	97.0% (N=4,251)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 503, 534, 543, 562, 587A: Score of 2 or above on a scale of 1 to 10 505, 535, 545, 587B, 600, 604, 606: Score of 4 or above on a scale of 1 to 10	Measure 1: C8: 95.6%	95.6% (N=6,770)	Yes 95.2%
		Measure 2 (Field):	Measure 2:	94.8% (N=6,818)	

VAC: GENERALIST PRACTICE					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ⁴	Competency Attained?
		586A: Score of 2 or above on a scale of 1 to 10 586B: Score of 4 or above on a scale of 1 to 10	8a: 95.5% 8b: 95.2% 8c: 94.4% 8d: 94.8% 8e: 93.8%		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 503, 534, 543, 562, 587A: Score of 2 or above on a scale of 1 to 10 505, 535, 545, 587B, 600, 604, 606: Score of 4 or above on a scale of 1 to 10	Measure 1: C9: 93.8%	93.8% (N=6,392)	Yes 93.8%
		Measure 2 (Field): 586A: Score of 2 or above on a scale of 1 to 10 586B: Score of 4 or above on a scale of 1 to 10	Measure 2: 9a: 94.0% 9b: 94.0% 9c: 93.4%	93.8% (N=3,613)	

Report #4

Specialized Practice: Department of Adults and Healthy Aging

UPC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in UPC Department of Adults and Healthy Aging courses (635, 637, 638) and specialized field course 589B are presented in Table 1 below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

UPC students met or exceeded the competency benchmark in all nine competencies. The percent of students achieving competency ranged from 93.3% for Competency 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities) to 100.0% for Competency 7 (Assess Individuals, Families, Groups, Organizations, and Communities).

Discussion

The summary data and outcomes for UPC Adults and Healthy Aging students provide evidence of consistent demonstration of competency at the 90% benchmark across all nine competencies. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2).

Overall, the findings indicate excellent outcomes in all competency areas across specialized practice courses in Adults and Healthy Aging. These courses include advanced coursework in theory, practice and research, and specialized field courses in mental health, health and aging. Students exceeded the standard throughout this specialized curriculum.

Table 4 provides the outcomes for the assessment of each of the nine social work competencies.

Table 4. UPC: Department of Adults and Health Aging – Results (Fall 2015, Spring 2016, and Summer 2016)

UPC: ADULTS AND HEALTHY AGING DEPARTMENT RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ⁵	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 635, 637, 638: Score of 4 or above on a scale of 0 to 10	Measure 1: C1: Not measured	Not measured	Yes 99.3%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 1a: 99.1% 1b: 99.1% 1c: 100.0% 1d: 97.3% 1e: 99.1% 1f: 100.0% 1g: 100.0% 1h: 100.0% 1i: 98.2% 1j: 100.0% 1k: 99.1%	99.3% (N=1,243)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 635, 637, 638: Score of 4 or above on a scale of 0 to 10	Measure 1: C2: Not measured	Not measured	Yes 98.8%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 2a: 98.2% 2b: 99.1% 2c: 99.1%	98.8% (N=342)	
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 635, 637, 638: Score of 4 or above on a scale of 0 to 10	Measure 1: C3: 88.9%	88.9% (N=234)	Yes 94.0%
		Measure 2 (Field):	Measure 2:	99.1% (N=228)	

⁵ N = the number of assessments per measure.

UPC: ADULTS AND HEALTHY AGING DEPARTMENT RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competencies	Competency Attained?
		589B: Score of 4 or above on a scale of 0 to 10	3a: 99.1% 3b: 99.1%		
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 635, 637, 638: Score of 4 or above on a scale of 0 to 10	Measure 1: C4: 96.2%	96.2% (N=182)	Yes 98.1%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 4a: 100.0% 4b: 100.0%	100.0% (N=228)	
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 635, 637, 638: Score of 4 or above on a scale of 0 to 10	Measure 1: C5: 88.9%	88.9% (N=234)	Yes 94.0%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 5a: 100.0% 5b: 100.0% 5c: 97.3%	99.1% (N=341)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 635, 637, 638: Score of 4 or above on a scale of 0 to 10	Measure 1: C6: Not measured	Not measured	Yes 99.8%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 6a: 100.0% 6b: 100.0% 6c: 100.0% 6d: 100.0% 6e: 99.1%	99.8% (N=570)	
Competency 7: Assess Individuals, Families, Groups,	90%	Measure 1 (Coursework): 635, 637, 638: Score of 4 or above on a scale of 0 to 10	Measure 1: C7: Not measured	Not measured	Yes 100.0%

UPC: ADULTS AND HEALTHY AGING DEPARTMENT RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency _s	Competency Attained?
Organizations, and Communities		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 7a: 100.0% 7b: 100.0% 7c: 100.0%	100.0% (N=342)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 635, 637, 638: Score of 4 or above on a scale of 0 to 10	Measure 1: C8: Not measured	Not measured	Yes 99.8%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 8a: 100.0% 8b: 100.0% 8c: 99.1% 8d: 100.0% 8e: 100.0%	99.8% (N=567)	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 635, 637, 638: Score of 4 or above on a scale of 0 to 10	Measure 1: C9: 86.7%	86.7% (N=165)	Yes 93.3%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 9a: 100.0% 9b: 100.0% 9c: 100.0%	100.0% (N=342)	

Report #5

Specialized Practice: Department of Adults and Healthy Aging

OCAC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in OCAC Adults and Healthy Aging courses (635, 637, 638) and specialized field course 589B are presented in Table 2 below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

OCAC students met or exceeded the competency benchmark in all nine competencies. The percent of students achieving competency ranged from 99.5% for Competency 5 (Engage in Policy Practice) to 100.0% for seven competencies.

Discussion

The summary data and outcomes for OCAC Adults and Healthy Aging students provide evidence of consistent demonstration of competency at the 90% benchmark across all nine competencies. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2).

Overall, the findings indicate outstanding outcomes in all competency areas across specialized practice courses in Adults and Healthy Aging. These courses include advanced coursework in theory, practice and research, and specialized field courses in mental health, health and aging. Students far exceeded the standard throughout this specialized curriculum.

Table 5 provides the outcomes for the assessment of each of the nine social work competencies.

Table 5. OCAC: Department of Adults and Healthy Aging – Results (Fall 2015, Spring 2016, and Summer 2016)

OCAC: ADULTS AND HEALTHY AGING DEPARTMENT RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency⁶	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 635, 637, 638: Score of 4 or above on a scale of 0 to 10	Measure 1: C1: Not measured	Not measured	Yes 99.7%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 1a: 100.0% 1b: 100.0% 1c: 100.0% 1d: 100.0% 1e: 100.0% 1f: 100.0% 1g: 100.0% 1h: 100.0% 1i: 96.7% 1j: 100.0% 1k: 100.0%	99.7% (N=330)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 635, 637, 638: Score of 4 or above on a scale of 0 to 10	Measure 1: C2: Not measured	Not measured	Yes 100.0%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 2a: 100.0% 2b: 100.0% 2c: 100.0%	100.0% (N=90)	
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 635, 637, 638: Score of 4 or above on a scale of 0 to 10	Measure 1: C3: 100.0%	100.0% (N=62)	Yes 100.0%
		Measure 2 (Field):	Measure 2:	100.0% (N=60)	

⁶ N = the number of assessments per measure.

		589B: Score of 4 or above on a scale of 0 to 10	3a: 100.0% 3b: 100.0%		
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 635, 637, 638: Score of 4 or above on a scale of 0 to 10	Measure 1: C4: 100.0%	100.0% (N=60)	Yes 100.0%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 4a: 100.0% 4b: 100.0%	100.0% (N=60)	
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 635, 637, 638: Score of 4 or above on a scale of 0 to 10	Measure 1: C5: 100.0%	100.0% (N=62)	Yes 99.5%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 5a: 100.0% 5b: 100.0% 5c: 96.7%	98.9% (N=90)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 635, 637, 638: Score of 4 or above on a scale of 0 to 10	Measure 1: C6: Not measured	Not measured	Yes 100.0%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 6a: 100.0% 6b: 100.0% 6c: 100.0% 6d: 100.0% 6e: 100.0%	100.0% (N=150)	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 635, 637, 638: Score of 4 or above on a scale of 0 to 10	Measure 1: C7: Not measured	Not measured	Yes 100.0%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 7a: 100.0% 7b: 100.0% 7c: 100.0%	100.0% (N=90)	
Competency 8:	90%	Measure 1 (Coursework):	Measure 1:	Not measured	Yes 100.0%

Intervene with Individuals, Families, Groups, Organizations, and Communities		635, 637, 638: Score of 4 or above on a scale of 0 to 10	C8: Not measured		
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 8a: 100.0% 8b: 100.0% 8c: 100.0% 8d: 100.0% 8e: 100.0%	100.0% (N=150)	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 635, 637, 638: Score of 4 or above on a scale of 0 to 10	Measure 1: C9: 100.0%	100.0% (N=32)	Yes 100.0%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 9a: 100.0% 9b: 100.0% 9c: 100.0%	100.0% (N=90)	

Report #6

Specialized Practice: Department of Children, Youth, and Families

UPC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in UPC Children, Youth, and Families courses (608, 609, 610) and specialized field course 589B are presented in Table 1 below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

UPC students met or exceeded the competency benchmark in all nine competencies. The percent of students achieving competency ranged from 96.0% for Competency 6 (Engage with Individuals, Families, Groups, Organizations, and Communities) to 99.8% for Competency 4 (Engage in Practice-informed Research and Research-informed Practice).

Discussion

The summary data and outcomes for UPC Children, Youth, and Families students provide evidence of consistent demonstration of competency at the 90% benchmark across all nine competencies. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2).

Overall, the findings indicate outstanding outcomes in all competency areas across specialized practice courses in Children, Youth, and Families. These courses include advanced coursework in theory, practice and research, and specialized field courses in this practice area. Students far exceeded the standard throughout this curriculum.

Table 6 provides the outcomes for the assessment of each of the nine social work competencies.

Table 6. UPC: Department of Children, Youth, and Families – Results (Fall 2015, Spring 2016, and Summer 2016)

UPC: CHILDREN, YOUTH, AND FAMILIES DEPARTMENT RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ⁷	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 608, 609, 610: Score of 4 or above on a scale of 0 to 10	Measure 1: C1: 100.0%	100.0% (N=135)	Yes 99.5%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 1a: 98.0% 1b: 99.0% 1c: 99.5% 1d: 98.5% 1e: 100.0% 1f: 99.5% 1g: 99.0% 1h: 99.5% 1i: 98.0% 1j: 98.0% 1k: 99.5%	99.0% (N=2,233)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 608, 609, 610: Score of 4 or above on a scale of 0 to 10	Measure 1: C2: Not measured	Not measured	Yes 99.0%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 2a: 99.0% 2b: 99.5% 2c: 98.5%	99.0% (N=609)	
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 608, 609, 610: Score of 4 or above on a scale of 0 to 10	Measure 1: C3: Not measured	Not measured	Yes 99.3%
		Measure 2 (Field):	Measure 2:	99.3% (N=406)	

⁷ N = the number of assessments per measure.

**UPC: CHILDREN, YOUTH, AND FAMILIES DEPARTMENT
RESULTS**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency⁷	Competency Attained?
		589B: Score of 4 or above on a scale of 0 to 10	3a: 99.5% 3b: 99.0%		
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 608, 609, 610: Score of 4 or above on a scale of 0 to 10	Measure 1: C4: 99.5%	99.5% (N=420)	Yes 99.8%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 4a: 100.0% 4b: 100.0%	100.0% (N=406)	
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 608, 609, 610: Score of 4 or above on a scale of 0 to 10	Measure 1: C5: Not measured	Not measured	Yes 97.2%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 5a: 99.5% 5b: 99.0% 5c: 93.1%	97.2% (N=609)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 608, 609, 610: Score of 4 or above on a scale of 0 to 10	Measure 1: C6: 92.0%	92.0% (N=338)	Yes 96.0%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 6a: 100.0% 6b: 100.0% 6c: 99.5% 6d: 100.0% 6e: 100.0%	99.9% (N=1,015)	
Competency 7: Assess Individuals, Families, Groups,	90%	Measure 1 (Coursework): 608, 609, 610: Score of 4 or above on a scale of 0 to 10	Measure 1: C7: 94.6%	94.6% (N=203)	Yes 97.3%

**UPC: CHILDREN, YOUTH, AND FAMILIES DEPARTMENT
RESULTS**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency⁷	Competency Attained?
Organizations, and Communities		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 7a: 100.0% 7b: 100.0% 7c: 100.0%	100.0% (N=609)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 608, 609, 610: Score of 4 or above on a scale of 0 to 10	Measure 1: C8: Not measured	Not measured	Yes 99.4%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 8a: 100.0% 8b: 100.0% 8c: 99.0% 8d: 98.0% 8e: 100.0%	99.4% (N=1,015)	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 608, 609, 610: Score of 4 or above on a scale of 0 to 10	Measure 1: C9: Not measured	Not measured	Yes 99.3%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 9a: 100.0% 9b: 100.0% 9c: 98.0%	99.3% (N=608)	

Report #7

Specialized Practice: Department of Children, Youth, and Families

OCAC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in OCAC Children, Youth, and Families courses (608, 609, 610) and specialized field course 589B are presented in Table 2 below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

OCAC students met or exceeded the competency benchmark in all nine competencies. The percent of students achieving competency was 100.0% for all nine competencies.

Discussion

The summary data and outcomes for OCAC Children, Youth, and Families students provide evidence of consistent demonstration of competency at the 90% benchmark across all nine competencies. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2).

Overall, the findings indicate outstanding outcomes in all competency areas across specialized practice courses in Children, Youth, and Families. These courses include advanced coursework in theory, practice and research, and specialized field courses in practice area. Students far exceeded the standard throughout this specialized curriculum.

Table 7 provides the outcomes for the assessment of each of the nine social work competencies.

Table 7. OCAC: Department of Children, Youth, and Families – Results (Fall 2015, Spring 2016, and Summer 2016)

OCAC: CHILDREN, YOUTH, AND FAMILIES DEPARTMENT RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency⁸	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 608, 609, 610: Score of 4 or above on a scale of 0 to 10	Measure 1: C1: 100.0%	100.0% (N=16)	Yes 100.0%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 1a: 100.0% 1b: 100.0% 1c: 100.0% 1d: 100.0% 1e: 100.0% 1f: 100.0% 1g: 100.0% 1h: 100.0% 1i: 100.0% 1j: 100.0% 1k: 100.0%	100.0% (N=330)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 608, 609, 610: Score of 4 or above on a scale of 0 to 10	Measure 1: C2: Not measured	Not measured	Yes 100.0%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 2a: 100.0% 2b: 100.0% 2c: 100.0%	100.0% (N=90)	
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 608, 609, 610: Score of 4 or above on a scale of 0 to 10	Measure 1: C3: Not measured	Not measured	Yes 100.0%
		Measure 2 (Field):	Measure 2:	100.0% (N=60)	

⁸ N = the number of assessments per measure.

		589B: Score of 4 or above on a scale of 0 to 10	3a: 100.0% 3b: 100.0%		
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 608, 609, 610: Score of 4 or above on a scale of 0 to 10	Measure 1: C4: 100.0%	100.0% (N=58)	Yes 100.0%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 4a: 100.0% 4b: 100.0%	100.0% (N=60)	
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 608, 609, 610: Score of 4 or above on a scale of 0 to 10	Measure 1: C5: Not measured	Not measured	Yes 100.0%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 5a: 100.0% 5b: 100.0% 5c: 100.0%	100.0% (N=90)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 608, 609, 610: Score of 4 or above on a scale of 0 to 10	Measure 1: C6: 100.0%	100.0% (N=46)	Yes 100.0%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 6a: 100.0% 6b: 100.0% 6c: 100.0% 6d: 100.0% 6e: 100.0%	100.0% (N=150)	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 608, 609, 610: Score of 4 or above on a scale of 0 to 10	Measure 1: C7: 100.0%	100.0% (N=30)	Yes 100.0%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 7a: 100.0% 7b: 100.0% 7c: 100.0%	100.0% (N=90)	
Competency 8:	90%	Measure 1 (Coursework):	Measure 1:	Not measured	Yes 100.0%

Intervene with Individuals, Families, Groups, Organizations, and Communities		608, 609, 610: Score of 4 or above on a scale of 0 to 10	C8: Not measured	100.0% (N=150)	
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 8a: 100.0% 8b: 100.0% 8c: 100.0% 8d: 100.0% 8e: 100.0%		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework):	Measure 1:	Not measured	Yes 100.0%
		608, 609, 610: Score of 4 or above on a scale of 0 to 10	C9: Not measured		
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 9a: 100.0% 9b: 100.0% 9c: 100.0%	100.0% (N=90)	

Report #8

Specialized Practice: Community, Organization,
and Business Innovation – UPC
Summary Data and Outcomes
Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in UPC Department of Community, Organization, and Business Innovation courses (629, 648, 672) and specialized field course 589B are presented in Table 1 below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

UPC students met or exceeded the competency benchmark in all nine competencies. The percent of students achieving competency ranged from 97.1% for Competency 5 (Engage in Policy Practice) to 100.0% for Competency 4 (Engage in Practice-informed Research and Research-informed Practice).

Discussion

The summary data and outcomes for UPC Department of Community, Organization, and Business Innovation students provide evidence of consistent demonstration of competency at the 90% benchmark across all nine competencies. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2).

Overall, the findings indicate outstanding outcomes in all competency areas across specialized practice courses in Community, Organization, and Business Innovation. These courses include advanced coursework in theory, practice and research, and specialized field courses in mental health practice. Students far exceeded the standard throughout this advanced curriculum.

Table 8 provides the outcomes for the assessment of each of the nine social work competencies.

Table 8. UPC: Community, Organization, and Business Innovation Department – Results (Fall 2015, Spring 2016, and Summer 2016)

UPC: COMMUNITY, ORGANIZATION, AND BUSINESS INNOVATION DEPARTMENT RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ⁹	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 629, 648, 672: Score of 5 or above on a scale of 0 to 10	Measure 1: C1: 97.4%	97.4% (N=116)	Yes 98.6%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 1a: 100.0% 1b: 100.0% 1c: 100.0% 1d: 100.0% 1e: 100.0% 1f: 100.0% 1g: 100.0% 1h: 100.0% 1i: 98.5% 1j: 100.0% 1k: 100.0%	99.9% (N=726)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 629, 648, 672: Score of 5 or above on a scale of 0 to 10	Measure 1: C2: 97.1%	97.1% (N=69)	Yes 98.6%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 2a: 100.0% 2b: 100.0% 2c: 100.0%	100.0% (N=198)	
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 629, 648, 672: Score of 5 or above on a scale of 0 to 10	Measure 1: C3: 95.7%	95.7% (N=47)	Yes 97.9%
		Measure 2 (Field):	Measure 2:	100.0% (N=132)	

⁹ N = the number of assessments per measure.

**UPC: COMMUNITY, ORGANIZATION, AND BUSINESS INNOVATION DEPARTMENT
RESULTS**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ⁹	Competency Attained?
		589B: Score of 4 or above on a scale of 0 to 10	3a: 100.0% 3b: 100.0%		
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 629, 648, 672: Score of 5 or above on a scale of 0 to 10	Measure 1: C4: Not measured	Not measured	Yes 100.0%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 4a: 100.0% 4b: 100.0%	100.0% (N=132)	
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 629, 648, 672: Score of 5 or above on a scale of 0 to 10	Measure 1: C5: 95.7%	95.7% (N=94)	Yes 97.1%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 5a: 98.5% 5b: 97.0% 5c: 100.0%	98.5% (N=198)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 629, 648, 672: Score of 5 or above on a scale of 0 to 10	Measure 1: C6: 95.1%	95.1% (N=121)	Yes 97.5%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 6a: 100.0% 6b: 100.0% 6c: 100.0% 6d: 100.0% 6e: 100.0%	100.0% (N=330)	
Competency 7: Assess Individuals, Families, Groups,	90%	Measure 1 (Coursework): 629, 648, 672: Score of 5 or above on a scale of 0 to 10	Measure 1: C7: 98.5%	98.5% (N=68)	Yes 99.3%

**UPC: COMMUNITY, ORGANIZATION, AND BUSINESS INNOVATION DEPARTMENT
RESULTS**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency⁹	Competency Attained?
Organizations, and Communities		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 7a: 100.0% 7b: 100.0% 7c: 100.0%	100.0% (N=198)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 629, 648, 672: Score of 5 or above on a scale of 0 to 10	Measure 1: C8: 96.2%	96.2% (N=52)	Yes 98.1%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 8a: 100.0% 8b: 100.0% 8c: 100.0% 8d: 100.0% 8e: 100.0%	100.0% (N=330)	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 629, 648, 672: Score of 5 or above on a scale of 0 to 10	Measure 1: C9: 98.6%	98.6% (N=69)	Yes 99.3%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 9a: 100.0% 9b: 100.0% 9c: 100.0%	100.0% (N=198)	

Report #9

Specialized Practice: Community, Organization, and Business Innovation – OCAC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in OCAC Department of Community, Organization, and Business Innovation courses (629, 648, 672) and specialized field course 589B are presented in Table 2 below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

OCAC students met or exceeded the competency benchmark in all nine competencies. The percent of students achieving competency ranged from 95.9% for Competency 5 (Engage in Policy Practice) to 100.0% for five competencies.

Discussion

The summary data and outcomes for OCAC Community, Organization, and Business Innovation students provide evidence of consistent demonstration of competency at the 90% benchmark across all nine competencies. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2).

Overall, the findings indicate outstanding outcomes in all competency areas across specialized practice courses in Community, Organization, and Business Innovation. These courses include advanced coursework in theory, practice and research, and specialized field courses in mental health practice. Students far exceeded the standard throughout this advanced curriculum.

Table 9 provides the outcomes for the assessment of each of the nine social work competencies.

Table 9. OCAC: Community, Organization, and Business Innovation Department – Results (Fall 2015, Spring 2016, and Summer 2016)

OCAC: COMMUNITY, ORGANIZATION, AND BUSINESS INNOVATION DEPARTMENT RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency¹⁰	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 629, 648, 672: Score of 5 or above on a scale of 0 to 10	Measure 1: C1: 100.0%	100.0% (N=22)	Yes 100.0%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 1a: 100.0% 1b: 100.0% 1c: 100.0% 1d: 100.0% 1e: 100.0% 1f: 100.0% 1g: 100.0% 1h: 100.0% 1i: 100.0% 1j: 100.0% 1k: 100.0%	100.0% (N=132)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 629, 648, 672: Score of 5 or above on a scale of 0 to 10	Measure 1: C2: 100.0%	100.0% (N=13)	Yes 100.0%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 2a: 100.0% 2b: 100.0% 2c: 100.0%	100.0% (N=36)	
Competency 3: Advance Human Rights and Social, Economic, and	90%	Measure 1 (Coursework): 629, 648, 672: Score of 5 or above on a scale of 0 to 10	Measure 1: C3: 100.0%	100.0% (N=9)	Yes 100.0%

¹⁰ N = the number of assessments per measure.

Environmental Justice		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 3a: 100.0% 3b: 100.0%	100.0% (N=24)	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 629, 648, 672: Score of 5 or above on a scale of 0 to 10	Measure 1: C4: Not measured	Not measured	Yes 100.0%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 4a: 100.0% 4b: 100.0%	100.0% (N=24)	
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 629, 648, 672: Score of 5 or above on a scale of 0 to 10	Measure 1: C5: 100.0%	100.0% (N=18)	Yes 95.9%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 5a: 91.7% 5b: 91.7% 5c: 91.7%	91.7% (N=36)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 629, 648, 672: Score of 5 or above on a scale of 0 to 10	Measure 1: C6: 96.0%	96.0% (N=25)	Yes 98.0%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 6a: 100.0% 6b: 100.0% 6c: 100.0% 6d: 100.0% 6e: 100.0%	100.0% (N=60)	
Competency 7: Assess Individuals, Families, Groups, Organizations,	90%	Measure 1 (Coursework): 629, 648, 672: Score of 5 or above on a scale of 0 to 10	Measure 1: C7: 100.0%	100.0% (N=13)	Yes 100.0%

and Communities		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 7a: 100.0% 7b: 100.0% 7c: 100.0%	100.0% (N=36)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 629, 648, 672: Score of 5 or above on a scale of 0 to 10	Measure 1: C8: 100.0%	100.0% (N=13)	Yes 99.2%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 8a: 100.0% 8b: 100.0% 8c: 91.7% 8d: 100.0% 8e: 100.0%	98.3% (N=60)	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 629, 648, 672: Score of 5 or above on a scale of 0 to 10	Measure 1: C9: 100.0%	100.0% (N=13)	Yes 98.6%
		Measure 2 (Field): 589B: Score of 4 or above on a scale of 0 to 10	Measure 2: 9a: 100.0% 9b: 91.7% 9c: 100.0%	97.2% (N=36)	

Report #10

Specialized Practice: Business in a Global Society – UPC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in UPC Business in a Global Society courses and specialized field courses 686A and 686B are presented in Table 1 below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

UPC students met or exceeded the competency benchmark in eight of nine competencies. The percent of students achieving competency ranged from 89.1% for competency 8 (Intervene with Individuals, Families, Groups, Organizations, and Communities) to 99.1% for Competency 6 (Engage with Individuals, Families, Groups, Organizations, and Communities).

The competency in which UPC Business in a Global Society students *did not* meet the benchmark is:

- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (89.1%)

Discussion

The summary data and outcomes for UPC Business in a Global Society students provide evidence of consistent demonstration of competency at the 90% benchmark across eight of nine competencies. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2). These courses include advanced coursework in theory, practice and research, and specialized field courses in Business in a Global Society.

The findings indicate excellent outcomes in most competency areas across specialized practice courses in Business in a Global Society. However, student learning outcomes for competency 8 were slightly below the standard, missing the benchmark by 0.9%. Ratings were low for the coursework measure, but not the field measure, pointing to a need to examine possible reasons for challenges in coursework, or in measurement, related to content on intervention.

Table 10 provides the outcomes for the assessment of each of the nine social work competencies.

Table 10. UPC: Business in a Global Society Concentration – Results (Fall 2015, Spring 2016, and Summer 2016)

UPC: BUSINESS IN A GLOBAL SOCIETY CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹¹	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C1: 95.8%	95.8% (N=48)	Yes 96.6%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 1a: 97.0% 1b: 98.5% 1c: 97.0% 1d: 93.9% 1e: 98.5% 1f: 97.0% 1g: 97.0% 1h: 100.0% 1i: 92.4% 1j: 100.0% 1k: 100.0%	97.4% (N=726)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C2: 80.5%	80.5% (N=82)	Yes 90.3%
		Measure 2 (Field):	Measure 2: 2a: 100.0%	100.0% (N=198)	

¹¹ N = the number of assessments per measure.

**UPC: BUSINESS IN A GLOBAL SOCIETY CONCENTRATION
RESULTS**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹¹	Competency Attained?
		686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	2b: 100.0% 2c: 100.0%		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C3: 82.9%	82.9% (N=82)	Yes 90.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 3a: 97.0% 3b: 97.0%	97.0% (N=132)	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C4: 95.0%	95.0% (N=20)	Yes 97.5%
		Measure 2 (Field):	Measure 2: 4a: 100.0% 4b: 100.0%	100.0% (N=132)	

**UPC: BUSINESS IN A GLOBAL SOCIETY CONCENTRATION
RESULTS**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹¹	Competency Attained?
		686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10			
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C5: 87.5%	87.5% (N=32)	Yes 92.8%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 5a: 98.5% 5b: 100.0% 5c: 95.5%	98.0% (N=198)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C6: 100.0%	100.0% (N=16)	Yes 99.1%
		Measure 2 (Field):	Measure 2: 6a: 97.0% 6b: 97.0%	98.2% (N=330)	

**UPC: BUSINESS IN A GLOBAL SOCIETY CONCENTRATION
RESULTS**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹¹	Competency Attained?
		686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	6c: 98.5% 6d: 98.5% 6e: 100.0%		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C7: 94.1%	94.1% (N=68)	Yes 96.6%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 7a: 97.0% 7b: 100.0% 7c: 100.0%	99.0% (N=198)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C8: 78.2%	78.2% (N=124)	No 89.1%
		Measure 2 (Field):	Measure 2: 8a: 100.0% 8b: 100.0%	100.0% (N=330)	

UPC: BUSINESS IN A GLOBAL SOCIETY CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹¹	Competency Attained?
		686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	8c: 100.0% 8d: 100.0% 8e: 100.0%		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C9: 95.0%	95.0% (N=20)	Yes 97.3%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 9a: 100.0% 9b: 100.0% 9c: 98.5%	99.5% (N=198)	

Report #11

Specialized Practice: Business in a Global Society - OCAC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in OCAC Business in a Global Society courses and specialized field courses 686A and 686B are presented in Tables 2 OCAC below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

OCAC students met or exceeded the competency benchmark all nine competencies. The percent of students achieving competency ranged from 91.7% for competency 8 (Intervene with Individuals, Families, Groups, Organizations, and Communities) to 100.0% for the other eight competencies.

Discussion

The summary data and outcomes for OCAC Business in a Global Society students provide evidence of consistent demonstration of competency at the 90% benchmark across seven of nine competencies. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2). These courses include advanced coursework in theory, practice and research, and specialized field courses in Business in a Global Society.

The findings indicate outstanding outcomes in all competency areas across specialized courses in Business in a Global Society. Students exceeded the standard throughout this advanced curriculum.

Table 11 provides the outcomes for the assessment of each of the nine competencies.

Table 11. OCAC: Business in a Global Society Concentration – Results (Fall 2015, Spring 2016, and Summer 2016)

OCAC: BUSINESS IN A GLOBAL SOCIETY CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency¹²	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C1: 100.0%	100.0% (N=2)	Yes 100.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 1a: 100.0% 1b: 100.0% 1c: 100.0% 1d: 100.0% 1e: 100.0% 1f: 100.0% 1g: 100.0% 1h: 100.0% 1i: 100.0% 1j: 100.0% 1k: 100.0%	100.0% (N=44)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C2: 100.0%	100.0% (N=6)	Yes 100.0%
		Measure 2 (Field):	Measure 2: 2a: 100.0%	100.0% (N=12)	

¹² N = the number of assessments per measure.

**OCAC: BUSINESS IN A GLOBAL SOCIETY CONCENTRATION
RESULTS**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹²	Competency Attained?
		686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	2b: 100.0% 2c: 100.0%		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C3: 100.0%	100.0% (N=6)	Yes 100.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 3a: 100.0% 3b: 100.0%	100.0% (N=8)	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C4: 100.0%	100.0% (N=2)	Yes 100.0%
		Measure 2 (Field):	Measure 2: 4a: 100.0% 4b: 100.0%	100.0% (N=8)	

**OCAC: BUSINESS IN A GLOBAL SOCIETY CONCENTRATION
RESULTS**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹²	Competency Attained?
		686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10			
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C5: 100.0%	100.0% (N=2)	Yes 100.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 5a: 100.0% 5b: 100.0% 5c: 100.0%	100.0% (N=12)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C6: Not measured	Not measured	Yes 100.0%
		Measure 2 (Field):	Measure 2: 6a: 100.0% 6b: 100.0%	100.0% (N=20)	

**OCAC: BUSINESS IN A GLOBAL SOCIETY CONCENTRATION
RESULTS**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹²	Competency Attained?
		686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	6c: 100.0% 6d: 100.0% 6e: 100.0%		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C7: 100.0%	100.0% (N=4)	Yes 100.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 7a: 100.0% 7b: 100.0% 7c: 100.0%	100.0% (N=12)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C8: 83.3%	83.3% (N=6)	Yes 91.7%
		Measure 2 (Field):	Measure 2: 8a: 100.0% 8b: 100.0%	100.0% (N=20)	

OCAC: BUSINESS IN A GLOBAL SOCIETY CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹²	Competency Attained?
		686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	8c: 100.0% 8d: 100.0% 8e: 100.0%		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C9: 100.0%	100.0% (N=2)	Yes 100.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 9a: 100.0% 9b: 100.0% 9c: 100.0%	100.0% (N=12)	

Report #12

Specialized Practice: Business in a Global Society – VAC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in VAC Business in a Global Society courses and specialized field courses 686A and 686B are presented in Table 1 below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

VAC students met or exceeded the competency benchmark in seven of nine competencies. The percent of students achieving competency ranged from 81.3% for Competency 3 (Advance Human Rights and Social, Economic, and Environmental Justice) to 100.0% for Competency 5 (Engage in Policy Practice).

The competencies in which VAC Business in a Global Society students *did not* meet the benchmark are:

- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice (81.3%)
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (89.6%)

Discussion

The summary data and outcomes for VAC Business in a Global Society students provide evidence of consistent demonstration of competency at the 90% benchmark across seven of nine competencies. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2). These courses include advanced coursework in theory, practice and research, and specialized field courses in Business in a Global Society.

The findings indicate excellent outcomes in most competency areas across specialized practice courses in Business in a Global Society. However, student learning outcomes for competency 8 were slightly below the standard, missing the benchmark by 0.4%, and for competency 3, results fell 8.7% below the benchmark. In both areas, ratings were low for the coursework measure, but not the field measure, pointing to a need to examine possible reasons for challenges in coursework, or in measurement, related to content on intervention and on human rights in the BIGS concentration.

Table 12 provides the outcomes for the assessment of each of the nine social work competencies.

Table 12. VAC: Business in a Global Society Concentration – Results (Fall 2015, Spring 2016, and Summer 2016)

VAC: BUSINESS IN A GLOBAL SOCIETY CONCENTRATION					
RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency¹³	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C1: 92.9%	92.9% (N=42)	Yes 95.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 1a: 94.7% 1b: 94.7% 1c: 100.0% 1d: 100.0% 1e: 100.0% 1f: 94.7% 1g: 94.7% 1h: 94.7% 1i: 94.7% 1j: 100.0% 1k: 100.0%	97.1% (N=209)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C2: 92.6%	92.6% (N=27)	Yes 94.5%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10	Measure 2: 2a: 94.7% 2b: 94.7% 2c: 100.0%	96.5% (N=57)	

¹³ N = the number of assessments per measure.

**VAC: BUSINESS IN A GLOBAL SOCIETY CONCENTRATION
RESULTS**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹³	Competency Attained?
		686B: Score of 7 or above on a scale of 0 to 10			
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C3: 62.5%	62.5% (N=32)	No 81.3%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 3a: 100.0% 3b: 100.0%	100.0% (N=38)	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C4: 87.5%	87.5% (N=32)	Yes 93.7%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 4a: 100.0% 4b: 100.0%	100.0% (N=38)	

VAC: BUSINESS IN A GLOBAL SOCIETY CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹³	Competency Attained?
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C5: 100.0%	100.0% (N=42)	Yes 100.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 5a: 100.0% 5b: 100.0% 5c: 100.0%	100.0% (N=57)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C6: 84.2%	84.2% (N=19)	Yes 92.1%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 6a: 100.0% 6b: 100.0% 6c: 100.0% 6d: 100.0% 6e: 100.0%	100.0% (N=95)	
Competency 7: Assess Individuals,	90%	Measure 1 (Coursework):	Measure 1: C7: 91.7%	91.7% (N=12)	Yes 95.9%

**VAC: BUSINESS IN A GLOBAL SOCIETY CONCENTRATION
RESULTS**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹³	Competency Attained?
Families, Groups, Organizations, and Communities		671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10			
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 7a: 100.0% 7b: 100.0% 7c: 100.0%	100.0% (N=57)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10 679: Score of 7 or above on a scale of 0 to 10	Measure 1: C8: 79.3%	79.3% (N=29)	No 89.6%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 8a: 100.0% 8b: 100.0% 8c: 100.0% 8d: 100.0% 8e: 100.0%	100.0% (N=95)	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations,	90%	Measure 1 (Coursework): 671, 672, 673: Score of 5 or above on a scale of 0 to 10	Measure 1: C9: 92.3%	92.3% (N=26)	Yes 96.2%

VAC: BUSINESS IN A GLOBAL SOCIETY CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹³	Competency Attained?
and Communities		679: Score of 7 or above on a scale of 0 to 10			
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 9a: 100.0% 9b: 100.0% 9c: 100.0%	100.0% (N=57)	

Report #13

Specialized Practice: Children and Families Concentration - UPC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in UPC Children and Families concentration courses and specialized field courses 686A and 686B are presented in Table 1 below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

UPC students met or exceeded the competency benchmark in eight of nine areas. The percent of students achieving competency ranged from 85.5% for Competency 2 (Engage Diversity and Difference in Practice) to 98.9% for Competency 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities).

The competency in which UPC Children and Families students *did not* meet the benchmark is:

- Competency 2: Engage Diversity and Difference in Practice (85.5%)

Discussion

The summary data and outcomes for UPC Children and Families students provide evidence of consistent demonstration of competency at the 90% benchmark across eight of nine competencies when considering the combined measure. These courses include advanced coursework in theory, practice and research, and specialized field courses in the Children and Families concentration. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2).

The findings indicate excellent outcomes in all but Competency 2 when considering the combined measure. However, a review of the coursework measure indicates that students were rated below the benchmark in the classroom on competencies 1, 2, 3, 4, 7, and 8. At the same time, student assessment outcomes in field courses were considerably higher, suggesting a need to explore the possible reasons (measurement, poor fit of measures with courses, rating issues, instructor variables, and others) for mixed findings on a number of competencies.

Table 13 provides outcomes for the assessment of each of the nine social work competencies.

Table 13. UPC: Children and Families Concentration – Results (Fall 2015, Spring 2016, and Summer 2016)

UPC: CHILDREN AND FAMILIES CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁴	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 1 to 10 602, 603: Score of 7 or above on a scale of 1 to 10	Measure 1: C1: 85.1%	85.1% (N=74)	Yes 91.3%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 1 to 10 686B: Score of 7 or above on a scale of 1 to 10	Measure 2: 1a: 97.2% 1b: 97.9% 1c: 97.9% 1d: 96.5% 1e: 100.0% 1f: 97.9% 1g: 96.5% 1h: 99.3% 1i: 94.4% 1j: 97.9% 1k: 97.9%	97.6% (N=1,562)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 1 to 10 602, 603: Score of 7 or above on a scale of 1 to 10	Measure 1: C2: 72.2%	72.2% (N=72)	No 85.5%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 1 to 10	Measure 2: 2a: 99.3% 2b: 99.3% 2c: 97.9%	98.8% (N=426)	

¹⁴ N = the number of assessments per measure.

UPC: CHILDREN AND FAMILIES CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁴	Competency Attained?
		686B: Score of 7 or above on a scale of 1 to 10			
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 1 to 10 602, 603: Score of 7 or above on a scale of 1 to 10	Measure 1: C3: 89.0%	89.0% (N=146)	Yes 93.5%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 1 to 10 686B: Score of 7 or above on a scale of 1 to 10	Measure 2: 3a: 98.6% 3b: 97.2%	97.9% (N=282)	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 1 to 10 602, 603: Score of 7 or above on a scale of 1 to 10	Measure 1: C4: 84.8%	84.8% (N=145)	Yes 92.4%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 1 to 10 686B: Score of 7 or above on a scale of 1 to 10	Measure 2: 4a: 100.0% 4b: 100.0%	100.0% (N=284)	

UPC: CHILDREN AND FAMILIES CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁴	Competency Attained?
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 1 to 10 602, 603: Score of 7 or above on a scale of 1 to 10	Measure 1: C5: 98.7%	98.7% (N=146)	Yes 98.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 1 to 10 686B: Score of 7 or above on a scale of 1 to 10	Measure 2: 5a: 98.6% 5b: 96.5% 5c: 97.1%	97.4% (N=422)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 1 to 10 602, 603: Score of 7 or above on a scale of 1 to 10	Measure 1: C6: 91.9%	91.9% (N=74)	Yes 95.6%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 1 to 10 686B: Score of 7 or above on a scale of 1 to 10	Measure 2: 6a: 98.6% 6b: 99.3% 6c: 100.0% 6d: 99.3% 6e: 99.3%	99.3% (N=705)	
Competency 7: Assess Individuals,	90%	Measure 1 (Coursework):	Measure 1: C7: 84.9%	84.9% (N=146)	Yes 91.4%

UPC: CHILDREN AND FAMILIES CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁴	Competency Attained?
Families, Groups, Organizations, and Communities		601: Score of 5 or above on a scale of 1 to 10 602, 603: Score of 7 or above on a scale of 1 to 10			
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 1 to 10 686B: Score of 7 or above on a scale of 1 to 10	Measure 2: 7a: 97.2% 7b: 98.6% 7c: 97.9%	97.9% (N=423)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 1 to 10 602, 603: Score of 7 or above on a scale of 1 to 10	Measure 1: C8: 89.4%	89.4% (N=217)	Yes 94.1%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 1 to 10 686B: Score of 7 or above on a scale of 1 to 10	Measure 2: 8a: 99.3% 8b: 100.0% 8c: 98.6% 8d: 98.6% 8e: 97.9%	98.9% (N=705)	
Competency 9: Evaluate Practice with Individuals, Families, Groups,	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 1 to 10	Measure 1: C9: 98.0%	98.0% (N=146)	Yes 98.9%

UPC: CHILDREN AND FAMILIES CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁴	Competency Attained?
Organizations, and Communities		602, 603: Score of 7 or above on a scale of 1 to 10			
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 1 to 10 686B: Score of 7 or above on a scale of 1 to 10	Measure 2: 9a: 100.0% 9b: 100.0% 9c: 99.3%	99.8% (N=423)	

Report #14

Specialized Practice: Children and Families Concentration - OCAC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in OCAC Children and Families concentration courses and specialized field courses 686A and 686B are presented in Table 2 below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

OCAC students met or exceeded the competency benchmark in eight of nine areas. The percent of students achieving competency ranged from 87.5% for Competency 2 (Engage Diversity and Difference in Practice) to 100.0% for six competency areas.

The competency in which OCAC Children and Families students *did not* meet the benchmark is:

- Competency 2: Engage Diversity and Difference in Practice (87.5%)

Discussion

The summary data and outcomes for OCAC Children and Families students provide evidence of consistent demonstration of competency at the 90% benchmark across eight of nine competencies. These courses include advanced coursework in theory, practice and research, and specialized field courses in the Children and Families concentration. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2).

Overall, the findings indicate excellent outcomes in all but one competency area. The single exception is Competency 2, where attainment was 2.5% below the benchmark. At the same time, student assessment outcomes in field courses were considerably higher in this same area (100%), suggesting that engagement of diversity in practice may be better demonstrated in field courses.

Table 14 provides outcomes for the assessment of each of the nine social work competencies.

Table 14. OCAC: Children and Families Concentration – Results (Fall 2015, Spring 2016, and Summer 2016)

OCAC: CHILDREN AND FAMILIES CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency¹⁵	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 1 to 10 602, 603: Score of 7 or above on a scale of 1 to 10	Measure 1: C1: 100.0%	100.0% (N=4)	Yes 99.5%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 1 to 10 686B: Score of 7 or above on a scale of 1 to 10	Measure 2: 1a: 100.0% 1b: 100.0% 1c: 100.0% 1d: 100.0% 1e: 100.0% 1f: 100.0% 1g: 100.0% 1h: 100.0% 1i: 90.0% 1j: 100.0% 1k: 100.0%	99.1% (N=110)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 1 to 10 602, 603: Score of 7 or above on a scale of 1 to 10	Measure 1: C2: 75.0%	75.0% (N=4)	No 87.5%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 1 to 10	Measure 2: 2a: 100.0% 2b: 100.0% 2c: 100.0%	100.0% (N=30)	

¹⁵ N = the number of assessments per measure.

**OCAC: CHILDREN AND FAMILIES CONCENTRATION
RESULTS**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency¹⁵	Competency Attained?
		686B: Score of 7 or above on a scale of 1 to 10			
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 1 to 10 602, 603: Score of 7 or above on a scale of 1 to 10	Measure 1: C3: 100.0%	100.0% (N=8)	Yes 100.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 1 to 10 686B: Score of 7 or above on a scale of 1 to 10	Measure 2: 3a: 100.0% 3b: 100.0%	100.0% (N=20)	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 1 to 10 602, 603: Score of 7 or above on a scale of 1 to 10	Measure 1: C4: 100.0%	100.0% (N=8)	Yes 100.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 1 to 10 686B: Score of 7 or above on a scale of 1 to 10	Measure 2: 4a: 100.0% 4b: 100.0%	100.0% (N=20)	

**OCAC: CHILDREN AND FAMILIES CONCENTRATION
RESULTS**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁵	Competency Attained?
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 1 to 10 602, 603: Score of 7 or above on a scale of 1 to 10	Measure 1: C5: 100.0%	100.0% (N=8)	Yes 100.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 1 to 10 686B: Score of 7 or above on a scale of 1 to 10	Measure 2: 5a: 100.0% 5b: 100.0% 5c: 100.0%	100.0% (N=30)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 1 to 10 602, 603: Score of 7 or above on a scale of 1 to 10	Measure 1: C6: 100.0%	100.0% (N=4)	Yes 100.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 1 to 10 686B: Score of 7 or above on a scale of 1 to 10	Measure 2: 6a: 100.0% 6b: 100.0% 6c: 100.0% 6d: 100.0% 6e: 100.0%	100.0% (N=50)	
Competency 7: Assess Individuals, Families,	90%	Measure 1 (Coursework):	Measure 1: C7: 87.5%	87.5% (N=8)	Yes 93.8%

OCAC: CHILDREN AND FAMILIES CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁵	Competency Attained?
Groups, Organizations, and Communities		601: Score of 5 or above on a scale of 1 to 10 602, 603: Score of 7 or above on a scale of 1 to 10			
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 1 to 10 686B: Score of 7 or above on a scale of 1 to 10	Measure 2: 7a: 100.0% 7b: 100.0% 7c: 100.0%	100.0% (N=30)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 1 to 10 602, 603: Score of 7 or above on a scale of 1 to 10	Measure 1: C8: 100.0%	100.0% (N=12)	Yes 100.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 1 to 10 686B: Score of 7 or above on a scale of 1 to 10	Measure 2: 8a: 100.0% 8b: 100.0% 8c: 100.0% 8d: 100.0% 8e: 100.0%	100.0% (N=50)	
Competency 9: Evaluate Practice with Individuals, Families, Groups,	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 1 to 10	Measure 1: C9: 100.0%	100.0% (N=8)	Yes 100.0%

OCAC: CHILDREN AND FAMILIES CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁵	Competency Attained?
Organizations, and Communities		602, 603: Score of 7 or above on a scale of 1 to 10			
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 1 to 10 686B: Score of 7 or above on a scale of 1 to 10	Measure 2: 9a: 100.0% 9b: 100.0% 9c: 100.0%	100.0% (N=30)	

Report #15

Specialized Practice: Children and Families Concentration – VAC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in VAC Children and Families concentration courses and specialized field courses 686A and 686B are presented in Table 1 below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

VAC students met or exceeded the competency benchmark in six of nine areas. The percent of students achieving competency ranged from 76.5% for Competency 5 (Engage in Policy Practice) to 95.1% for Competency 6 (Engage with Individuals, Families, Groups, Organizations, and Communities).

The three competencies in which VAC Children and Families students *did not* meet the benchmark include:

- Competency 4: Engage in Practice-informed Research and Research-informed Practice (85.9%)
- Competency 5: Engage in Policy Practice (76.5%)
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (80.2%)

Discussion

The summary data and outcomes for VAC Children and Families students provide evidence of consistent demonstration of competency at the 90% benchmark across six of nine competencies. These courses include advanced coursework in theory, practice and research, and specialized field courses in the Children and Families concentration. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2).

Overall, the findings indicate excellent outcomes in six of nine competency areas. Assessment outcomes in competencies 4 and 9 fell below the benchmark by 4.1% and 9.8% respectively, suggesting that content related to engagement in and evaluation of practice-informed research may present challenges for VAC students in this specialized practice area. The attainment for competency 5 was below the standard by 13.5%, possibly reflecting an even greater degree of challenge in coursework related to engagement in policy practice for VAC students. Student assessment outcomes were above the standard in the field measures compared to coursework for competencies 4 and 9, but not for competency 5, where ratings for field courses were slightly lower than for coursework ratings. This finding serves to underscore the difficulty that VAC students in Children and Families are demonstrating related to engagement in policy practice.

Table 15 provides outcomes for the assessment of each of the nine social work competencies.

Table 15. VAC: Children and Families Concentration – Results (Fall 2015, Spring 2016, and Summer 2016)

VAC: CHILDREN AND FAMILIES CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency¹⁶	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 0 to 10 602, 603: Score of 7 or above on a scale of 0 to 10	Measure 1: C1: 99.4%	99.4% (N=156)	Yes 94.3%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 1a: 85.8% 1b: 89.3% 1c: 89.3% 1d: 85.5% 1e: 94.8% 1f: 92.4% 1g: 89.3% 1h: 88.6% 1i: 82.7% 1j: 91.0% 1k: 92.0%	89.2% (N=3,179)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 0 to 10 602, 603: Score of 7 or above on a scale of 0 to 10	Measure 1: C2: 96.3%	96.3% (N=402)	Yes 92.1%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10	Measure 2: 2a: 88.5% 2b: 87.2% 2c: 88.2%	88.0% (N=864)	

¹⁶ N = the number of assessments per measure.

VAC: CHILDREN AND FAMILIES CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁶	Competency Attained?
		686B: Score of 7 or above on a scale of 0 to 10			
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 0 to 10 602, 603: Score of 7 or above on a scale of 0 to 10	Measure 1: C3: 94.5%	94.5% (N=311)	Yes 91.1%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 3a: 87.1% 3b: 88.2%	87.7% (N=574)	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 0 to 10 602, 603: Score of 7 or above on a scale of 0 to 10	Measure 1: C4: 79.5%	79.5% (N=376)	No 85.9%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10	Measure 2: 4a: 92.3% 4b: 92.3%	92.3% (N=574)	

VAC: CHILDREN AND FAMILIES CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁶	Competency Attained?
		686B: Score of 7 or above on a scale of 0 to 10			
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 0 to 10 602, 603: Score of 7 or above on a scale of 0 to 10	Measure 1: C5: 66.5%	66.5% (N=408)	No 76.5%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 5a: 89.6% 5b: 87.2% 5c: 82.9%	86.6% (N=863)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 0 to 10 602, 603: Score of 7 or above on a scale of 0 to 10	Measure 1: C6: 96.8%	96.8% (N=282)	Yes 95.1%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10	Measure 2: 6a: 93.1% 6b: 92.0% 6c: 95.8%	93.5% (N=1,440)	

VAC: CHILDREN AND FAMILIES CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁶	Competency Attained?
		686B: Score of 7 or above on a scale of 0 to 10	6d: 94.1% 6e: 92.4%		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 0 to 10 602, 603: Score of 7 or above on a scale of 0 to 10	Measure 1: C7: 97.6%	97.6% (N=411)	Yes 94.5%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 7a: 89.6% 7b: 93.1% 7c: 91.3%	91.3% (N=864)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 0 to 10 602, 603: Score of 7 or above on a scale of 0 to 10	Measure 1: C8: 95.8%	95.8% (N=515)	Yes 92.8%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10	Measure 2: 8a: 91.3% 8b: 92.0% 8c: 89.9%	89.8% (N=1,440)	

VAC: CHILDREN AND FAMILIES CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁶	Competency Attained?
		686B: Score of 7 or above on a scale of 0 to 10	8d: 88.2% 8e: 87.5%		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 601: Score of 5 or above on a scale of 0 to 10 602, 603: Score of 7 or above on a scale of 0 to 10	Measure 1: C9: 67.4%	67.4% (N=369)	No 80.2%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 9a: 93.7% 9b: 92.7% 9c: 92.7%	93.0% (N=864)	

Report #16

Specialized Practice: Community Organization,
Planning and Administration Concentration– UPC
Summary Data and Outcomes
Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in UPC Community Organization, Planning and Administration courses and specialized field courses 686A and 686B are presented in Table 1 below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

UPC students met or exceeded the competency benchmark in all nine competencies. The percent of students achieving competency ranged from 96.8% for Competency 1 (Demonstrate Ethical and Professional Behavior) to 99.9% for Competency 6 (Engage with Individuals, Families, Groups, Organizations, and Communities).

Discussion

The summary data and outcomes for UPC Community Organization, Planning and Administration students provide evidence of consistent demonstration of competency at the 90% benchmark across all nine competencies. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2).

Overall, the findings indicate excellent outcomes in all competency areas across all specialized practice courses in Community Organization, Planning and Administration. These courses include advanced coursework in theory, practice and research, and specialized field courses in Community Organization, Planning and Administration. Students exceeded the standard throughout this advanced curriculum.

Table 16 provides the outcomes for the assessment of each of the nine social work competencies.

Table 16. UPC: Community Organization, Planning and Administration Concentration – Results
(Fall 2015, Spring 2016, and Summer 2016)

UPC: COMMUNITY ORGANIZATION, PLANNING AND ADMINISTRATION CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency¹⁷	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 629, 648, 665: Score of 5 or above on a scale of 0 to 10 639, 684: Score of 7 or above on a scale of 0 to 10	Measure 1: C1: 95.0%	95.0% (N=40)	Yes 96.8%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 1a: 96.2% 1b: 99.2% 1c: 100.0% 1d: 96.9% 1e: 100.0% 1f: 98.5% 1g: 99.2% 1h: 97.7% 1i: 97.7% 1j: 100.0% 1k: 99.2%	98.6% (N=1,441)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 629, 648, 665: Score of 5 or above on a scale of 0 to 10 639, 684: Score of 7 or above on a scale of 0 to 10	Measure 1: C2: 95.0%	95.0% (N=20)	Yes 97.2%
		Measure 2 (Field):	Measure 2: 2a: 99.2%	99.5% (N=393)	

¹⁷ N = the number of assessments per measure.

UPC: COMMUNITY ORGANIZATION, PLANNING AND ADMINISTRATION CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁷	Competency Attained?
		686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	2b: 100.0% 2c: 99.2%		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 629, 648, 665: Score of 5 or above on a scale of 0 to 10 639, 684: Score of 7 or above on a scale of 0 to 10	Measure 1: C3: 100.0%	100.0% (N=68)	Yes 99.8%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 3a: 99.2% 3b: 100.0%	99.6% (N=262)	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 629, 648, 665: Score of 5 or above on a scale of 0 to 10 639, 684: Score of 7 or above on a scale of 0 to 10	Measure 1: C4: 98.7%	98.7% (N=150)	Yes 99.3%
		Measure 2 (Field):	Measure 2: 4a: 100.0% 4b: 100.0%	100.0% (N=262)	

UPC: COMMUNITY ORGANIZATION, PLANNING AND ADMINISTRATION CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁷	Competency Attained?
		686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10			
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 629, 648, 665: Score of 5 or above on a scale of 0 to 10 639, 684: Score of 7 or above on a scale of 0 to 10	Measure 1: C5: 94.1%	94.1% (N=68)	Yes 96.9%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 5a: 100.0% 5b: 100.0% 5c: 99.2%	99.7% (N=393)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 629, 648, 665: Score of 5 or above on a scale of 0 to 10 639, 684: Score of 7 or above on a scale of 0 to 10	Measure 1: C6: 100.0%	100.0% (N=20)	Yes 99.9%
		Measure 2 (Field):	Measure 2: 6a: 100.0% 6b: 99.2%	99.8% (N=655)	

UPC: COMMUNITY ORGANIZATION, PLANNING AND ADMINISTRATION CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁷	Competency Attained?
		686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	6c: 100.0% 6d: 100.0% 6e: 100.0%		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 629, 648, 665: Score of 5 or above on a scale of 0 to 10 639, 684: Score of 7 or above on a scale of 0 to 10	Measure 1: C7: 96.3%	96.3% (N=81)	Yes 97.7%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 7a: 98.5% 7b: 100.0% 7c: 98.5%	99.0% (N=393)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 629, 648, 665: Score of 5 or above on a scale of 0 to 10 639, 684: Score of 7 or above on a scale of 0 to 10	Measure 1: C8: 100.0%	100.0% (N=20)	Yes 99.3%
		Measure 2 (Field):	Measure 2: 8a: 99.2% 8b: 98.5%	98.6% (N=655)	

UPC: COMMUNITY ORGANIZATION, PLANNING AND ADMINISTRATION CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁷	Competency Attained?
		686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	8c: 97.7% 8d: 100.0% 8e: 97.7%		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 629, 648, 665: Score of 5 or above on a scale of 0 to 10 639, 684: Score of 7 or above on a scale of 0 to 10	Measure 1: C9: 97.9%	97.9% (N=93)	Yes 97.8%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 9a: 98.5% 9b: 97.7% 9c: 96.9%	97.7% (N=393)	

Report #17

Specialized Practice: Community Organization,
Planning and Administration Concentration – OCAC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in OCAC Community Organization, Planning and Administration concentration courses and specialized field courses 686A and 686B are presented in Table 2 below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

OCAC students met or exceeded the competency benchmark for all nine competencies. The percent of students achieving competency ranged from 99.1% for Competency 1 (Demonstrate Ethical and Professional Behavior) to 100.0% for four competencies.

Discussion

The summary data and outcomes for OCAC Community Organization, Planning and Administration students provide evidence of consistent demonstration of competency at the 90% benchmark across all nine competencies. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2).

Overall, the findings indicate outstanding outcomes in all competency areas across all specialized practice courses in the Community Organization, Planning and Administration concentration. These courses include advanced coursework in theory, practice and research, and specialized field courses in Community Organization, Planning and Administration. Students far exceeded the standard throughout this advanced curriculum.

Table 17 provides the outcomes for the assessment of each of the nine social work competencies.

Table 17. OCAC: Community Organization, Planning and Administration Concentration – Results
(Fall 2015, Spring 2016, and Summer 2016)

OCAC: COMMUNITY ORGANIZATION, PLANNING AND ADMINISTRATION CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency¹⁸	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 629, 648: Score of 5 or above on a scale of 0 to 10 639: Score of 7 or above on a scale of 0 to 10	Measure 1: C1: 100.0%	100.0% (N=40)	Yes 99.1%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 1a: 97.4% 1b: 97.4% 1c: 97.4% 1d: 97.4% 1e: 100.0% 1f: 100.0% 1g: 97.4% 1h: 100.0% 1i: 94.9% 1j: 100.0% 1k: 97.4%	98.1% (N=429)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 629, 648: Score of 5 or above on a scale of 0 to 10 639: Score of 7 or above on a scale of 0 to 10	Measure 1: C2: 100.0%	100.0% (N=20)	Yes 100.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10	Measure 2: 2a: 100.0% 2b: 100.0% 2c: 100.0%	100.0% (N=117)	

¹⁸ N = the number of assessments per measure.

OCAC: COMMUNITY ORGANIZATION, PLANNING AND ADMINISTRATION CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁸	Competency Attained?
		686B: Score of 7 or above on a scale of 0 to 10			
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 629, 648: Score of 5 or above on a scale of 0 to 10 639: Score of 7 or above on a scale of 0 to 10	Measure 1: C3: 100.0%	100.0% (N=20)	Yes 100.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 3a: 100.0% 3b: 100.0%	100.0% (N=78)	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 629, 648: Score of 5 or above on a scale of 0 to 10 639: Score of 7 or above on a scale of 0 to 10	Measure 1: C4: 100.0%	100.0% (N=40)	Yes 100.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 4a: 100.0% 4b: 100.0%	100.0% (N=78)	

OCAC: COMMUNITY ORGANIZATION, PLANNING AND ADMINISTRATION CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁸	Competency Attained?
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 629, 648: Score of 5 or above on a scale of 0 to 10 639: Score of 7 or above on a scale of 0 to 10	Measure 1: C5: 100.0%	100.0% (N=20)	Yes 100.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 5a: 100.0% 5b: 100.0% 5c: 100.0%	100.0% (N=117)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 629, 648: Score of 5 or above on a scale of 0 to 10 639: Score of 7 or above on a scale of 0 to 10	Measure 1: C6: 100.0%	100.0% (N=20)	Yes 99.7%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 6a: 100.0% 6b: 100.0% 6c: 100.0% 6d: 100.0% 6e: 97.4%	99.5% (N=195)	
Competency 7: Assess Individuals,	90%	Measure 1 (Coursework):	Measure 1: C7: 100.0%	100.0% (N=20)	Yes 99.2%

OCAC: COMMUNITY ORGANIZATION, PLANNING AND ADMINISTRATION CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁸	Competency Attained?
Families, Groups, Organizations, and Communities		629, 648: Score of 5 or above on a scale of 0 to 10 639: Score of 7 or above on a scale of 0 to 10			
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 7a: 100.0% 7b: 100.0% 7c: 94.9%	98.3% (N=117)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 629, 648: Score of 5 or above on a scale of 0 to 10 639: Score of 7 or above on a scale of 0 to 10	Measure 1: C8: 100.0%	100.0% (N=20)	Yes 99.2%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 8a: 100.0% 8b: 97.4% 8c: 100.0% 8d: 97.4% 8e: 97.4%	98.4% (N=195)	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations,	90%	Measure 1 (Coursework): 629, 648: Score of 5 or above on a scale of 0 to 10	Measure 1: C9: 100.0%	100.0% (N=20)	Yes 99.6%

OCAC: COMMUNITY ORGANIZATION, PLANNING AND ADMINISTRATION CONCENTRATION RESULTS

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁸	Competency Attained?
and Communities		639: Score of 7 or above on a scale of 0 to 10			
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 9a: 100.0% 9b: 97.4% 9c: 100.0%	99.1% (N=117)	

Report #18

Specialized Practice: Community Organization,
Planning and Administration Concentration – VAC
Summary Data and Outcomes
Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in VAC Community Organization, Planning and Administration concentration courses and specialized field courses 686A and 686B are presented in Table 1 below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

VAC students met or exceeded the competency benchmark in seven of nine competencies. The percent of students achieving competency ranged from 87.0% for Competency 5 (Engage in Policy Practice) to 97.5% for Competency 8 (Intervene with Individuals, Families, Groups, Organizations, and Communities).

The competencies in which VAC Community Organization, Planning and Administration students *did not* meet the benchmark are:

- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice (89.9%)
- Competency 5: Engage in Policy Practice (87.0%)

Discussion

The summary data and outcomes for VAC Community Organization, Planning and Administration students provide evidence of consistent demonstration of competency at the 90% benchmark across seven of nine competencies. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2). These courses include advanced coursework in theory, practice and research, and specialized field courses in Community Organization, Planning and Administration.

Overall, the findings indicate excellent outcomes in most competency areas across specialized practice courses in the Community Organization, Planning and Administration concentration. In competencies 3 and 5, student assessment outcomes were slightly below the standard, missing the benchmark by 0.1% and 3.0%, respectively. Notably, the lower ratings resulted in coursework but not in field courses. This suggests that there may be challenges associated with advanced coursework content related to human rights and policy practice, but that these are not reflected in measures of field performance.

Table 18 provides the outcomes for the assessment of each of the nine social work competencies.

Table 18. VAC: Community Organization, Planning and Administration Concentration – Results (Fall 2015, Spring 2016, and Summer 2016)

VAC: COMMUNITY ORGANIZATION, PLANNING AND ADMINISTRATION CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency¹⁹	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 629, 648, 665: Score of 5 or above on a scale of 0 to 10 639: Score of 7 or above on a scale of 0 to 10	Measure 1: C1: 91.7%	91.7% (N=60)	Yes 93.8%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 1a: 94.3% 1b: 97.7% 1c: 96.6% 1d: 93.2% 1e: 96.6% 1f: 95.5% 1g: 96.6% 1h: 97.7% 1i: 93.2% 1j: 97.7% 1k: 96.6%	96.0% (N=968)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 629, 648, 665: Score of 5 or above on a scale of 0 to 10 639: Score of 7 or above on a scale of 0 to 10	Measure 1: C2: 100.0%	100.0% (N=60)	Yes 97.4%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10	Measure 2: 2a: 96.6% 2b: 90.9% 2c: 96.6%	94.7% (N=264)	

¹⁹ N = the number of assessments per measure.

VAC: COMMUNITY ORGANIZATION, PLANNING AND ADMINISTRATION CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁹	Competency Attained?
		686B: Score of 7 or above on a scale of 0 to 10			
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 629, 648, 665: Score of 5 or above on a scale of 0 to 10 639: Score of 7 or above on a scale of 0 to 10	Measure 1: C3: 79.8%	79.8% (N=84)	No 89.9%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 3a: 100.0% 3b: 100.0%	100.0% (N=176)	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 629, 648, 665: Score of 5 or above on a scale of 0 to 10 639: Score of 7 or above on a scale of 0 to 10	Measure 1: C4: 88.3%	88.3% (N=103)	Yes 93.3%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 4a: 97.7% 4b: 98.9%	98.3% (N=174)	

VAC: COMMUNITY ORGANIZATION, PLANNING AND ADMINISTRATION CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁹	Competency Attained?
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 629, 648, 665: Score of 5 or above on a scale of 0 to 10 639: Score of 7 or above on a scale of 0 to 10	Measure 1: C5: 76.2%	76.2% (N=84)	No 87.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 5a: 98.9% 5b: 97.7% 5c: 96.6%	97.7% (N=261)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 629, 648, 665: Score of 5 or above on a scale of 0 to 10 639: Score of 7 or above on a scale of 0 to 10	Measure 1: C6: 89.7%	89.7% (N=127)	Yes 94.2%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 6a: 100.0% 6b: 100.0% 6c: 97.7% 6d: 97.7% 6e: 97.7%	98.6% (N=440)	
Competency 7: Assess Individuals,	90%	Measure 1 (Coursework):	Measure 1: C7: 90.0%	90.0% (N=60)	Yes 94.1%

VAC: COMMUNITY ORGANIZATION, PLANNING AND ADMINISTRATION CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁹	Competency Attained?
Families, Groups, Organizations, and Communities		629, 648, 665: Score of 5 or above on a scale of 0 to 10 639: Score of 7 or above on a scale of 0 to 10			
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 7a: 98.9% 7b: 98.9% 7c: 96.6%	98.1% (N=261)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 629, 648, 665: Score of 5 or above on a scale of 0 to 10 639: Score of 7 or above on a scale of 0 to 10	Measure 1: C8: 95.5%	95.5% (N=67)	Yes 97.5%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 8a: 100.0% 8b: 100.0% 8c: 98.9% 8d: 98.9% 8e: 100.0%	99.6% (N=440)	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations,	90%	Measure 1 (Coursework): 629, 648, 665: Score of 5 or above on a scale of 0 to 10	Measure 1: C9: 91.2%	91.2% (N=114)	Yes 94.5%

VAC: COMMUNITY ORGANIZATION, PLANNING AND ADMINISTRATION CONCENTRATION RESULTS

Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ¹⁹	Competency Attained?
and Communities		639: Score of 7 or above on a scale of 0 to 10			
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 9a: 97.7% 9b: 97.7% 9c: 97.7%	97.7% (N=261)	

Report #19

Specialized Practice: Health Concentration - UPC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in UPC Health concentration courses and specialized field courses 686A and 686B are presented in Table 1 below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

UPC students met or exceeded the competency benchmark in seven of nine competencies. The percent of students achieving competency ranged from 79.5% for Competency 4 (Engage in Practice-informed Research and Research-informed Practice) to 99.2% for Competency 6 (Engage with Individuals, Families, Groups, Organizations, and Communities).

The competencies in which UPC Health Concentration students *did not* meet the benchmark are:

- Competency 4: Engage in Practice-informed Research and Research-informed Practice (79.5%)
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (87.7%)

Discussion

The summary data and outcomes for UPC Health concentration students provide evidence of consistent demonstration of competency at the 90% benchmark across seven of nine competencies. These courses include advanced coursework in theory, practice and research, and specialized field courses in Health Practice. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2).

Overall, the findings indicate excellent outcomes in the majority of the competency areas. However, assessment outcomes in competencies 4 and 8, where attainment was below the benchmark by 10.5% to 2.3%, respectively, suggest that challenges exist in the content areas of practice-informed research and micro and macro practice interventions in coursework in specialized practice in the Health concentration. At the same time, student assessment outcomes in field courses were well above the standard.

Table 19 provides the outcomes for the assessment of each of the nine social work competencies.

Table 19. UPC: Health Concentration – Results (Fall 2015, Spring 2016, and Summer 2016)

UPC: HEALTH PRACTICE CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²⁰	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C1: 99.1%	99.1% (N=112)	Yes 97.6%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 1a: 97.2% 1b: 96.5% 1c: 99.3% 1d: 94.4% 1e: 97.9% 1f: 95.1% 1g: 89.6% 1h: 97.9% 1i: 93.7% 1j: 97.9% 1k: 97.2%	96.1% (N=1,584)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C2: 100.0%	100.0% (N=64)	Yes 99.1%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10	Measure 2: 2a: 99.3% 2b: 96.5% 2c: 98.6%	98.1% (N=432)	

²⁰ N = the number of assessments per measure.

UPC: HEALTH PRACTICE CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²⁰	Competency Attained?
		686B: Score of 7 or above on a scale of 0 to 10			
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C3: 91.1%	91.1% (N=112)	Yes 94.7%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 3a: 98.6% 3b: 97.9%	98.3% (N=288)	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C4: 60.4%	60.4% (N=48)	No 79.5%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 4a: 98.6% 4b: 98.6%	98.6% (N=288)	

UPC: HEALTH PRACTICE CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²⁰	Competency Attained?
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C5: 99.2%	99.2% (N=128)	Yes 98.7%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 5a: 99.3% 5b: 97.9% 5c: 97.2%	98.1% (N=432)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C6: 100.0%	100.0% (N=96)	Yes 99.2%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 6a: 97.2% 6b: 97.9% 6c: 100.0% 6d: 99.3% 6e: 97.2%	98.3% (N=720)	
Competency 7: Assess Individuals,	90%	Measure 1 (Coursework):	Measure 1: C7: 100.0%	100.0% (N=47)	Yes 98.8%

UPC: HEALTH PRACTICE CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²⁰	Competency Attained?
Families, Groups, Organizations, and Communities		631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10			
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 7a: 97.9% 7b: 95.8% 7c: 99.3%	97.7% (N=432)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C8: 77.1%	77.1% (N=96)	No 87.7%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 8a: 97.9% 8b: 98.6% 8c: 99.3% 8d: 98.6% 8e: 97.2%	98.3% (N=720)	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations,	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10	Measure 1: C9: 89.6%	89.6% (N=96)	Yes 94.8%

UPC: HEALTH PRACTICE CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²⁰	Competency Attained?
and Communities		632: Score of 7 or above on a scale of 0 to 10			
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 9a: 100.0% 9b: 100.0% 9c: 100.0%	100.0% (N=432)	

Report #20

Specialized Practice: Health Concentration – OCAC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in OCAC Health concentration courses and specialized field courses 686A and 686B are presented in Table 2 below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

OCAC students met or exceeded the competency benchmark in five of nine competencies. The percent of students achieving competency ranged from 56.9% for Competency 4 (Engage in Practice-informed Research and Research-informed Practice) to 99.5% for Competency 6 (Engage with Individuals, Families, Groups, Organizations, and Communities).

The competencies in which OCAC Health Practice students *did not* meet the benchmark are:

- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice (79.1%)
- Competency 4: Engage in Practice-informed Research and Research-informed Practice (56.9%)
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (81.7%)
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (72.5%)

Discussion

The summary data and outcomes for UPC Health Practice students provide evidence of consistent demonstration of competency at the 90% benchmark across five of nine competencies. These courses include advanced coursework in theory, practice and research, and specialized field courses in Health Practice. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2).

Overall, the findings indicate excellent outcomes in five of nine competency areas. Assessment outcomes in competencies 3, 4, 8, and 9 indicate that attainment fell below the standard. Findings for competencies 3 and 8, relating to human rights and micro and macro practice interventions respectively, may reflect challenges associated with covering these issues in courses for students in the Health concentration. Further, for competencies 4 and 9, representing content on research and evaluation of practice, student assessment outcomes were considerably lower than the benchmark. Here again, the findings may suggest difficulties in addressing these areas in specialized practice coursework in the Health concentration. At the same time, student assessment outcomes were well above the standard in the field courses in competencies 3, 4, 8, and 9.

Table 20 provides the outcomes for the assessment of each of the nine social work competencies.

Table 20. OCAC: Health Concentration – Results (Fall 2015, Spring 2016, and Summer 2016)

OCAC: HEALTH PRACTICE CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²¹	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C1: 100.0%	100.0% (N=44)	Yes 97.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 1a: 85.0% 1b: 95.0% 1c: 97.5% 1d: 80.0% 1e: 100.0% 1f: 95.0% 1g: 90.0% 1h: 100.0% 1i: 95.0% 1j: 100.0% 1k: 97.5%	94.1% (N=440)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C2: 100.0%	100.0% (N=22)	Yes 97.9%

²¹ N = the number of assessments per measure.

OCAC: HEALTH PRACTICE CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²¹	Competency Attained?
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 2a: 97.5% 2b: 97.5% 2c: 92.5%	95.8% (N=120)	
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C3: 59.5%	59.5% (N=42)	No 79.1%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 3a: 100.0% 3b: 97.5%	98.8% (N=80)	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C4: 15.0%	15.0% (N=20)	No 56.9%
		Measure 2 (Field):	Measure 2: 4a: 100.0% 4b: 97.5%	98.8% (N=80)	

OCAC: HEALTH PRACTICE CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²¹	Competency Attained?
		686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10			
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C5: 100.0%	100.0% (N=44)	Yes 99.2%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 5a: 100.0% 5b: 100.0% 5c: 95.0%	98.3% (N=120)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C6: 100.0%	100.0% (N=44)	Yes 99.5%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10	Measure 2: 6a: 97.5% 6b: 100.0% 6c: 100.0% 6d: 97.5%	99.0% (N=200)	

OCAC: HEALTH PRACTICE CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²¹	Competency Attained?
		686B: Score of 7 or above on a scale of 0 to 10	6e: 100.0%		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C7: 100.0%	100.0% (N=22)	Yes 98.8%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 7a: 97.5% 7b: 97.5% 7c: 97.5%	97.5% (N=120)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C8: 64.3%	64.3% (N=42)	No 81.7%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 8a: 100.0% 8b: 97.5% 8c: 97.5% 8d: 100.0% 8e: 100.0%	99.0% (N=200)	

OCAC: HEALTH PRACTICE CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²¹	Competency Attained?
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C9: 45.0%	45.0% (N=40)	No 72.5%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 9a: 100.0% 9b: 100.0% 9c: 100.0%	100.0% (N=120)	

Report #21

Specialized Practice: Health Concentration - VAC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in VAC Health concentration courses and specialized field courses 686A and 686B are presented in Table 1 below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

VAC students met or exceeded the competency benchmark in eight of nine competencies. The percent of students achieving competency ranged from 89.7% for Competency 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities) to 96.1% for Competency 6 (Engage with Individuals, Families, Groups, Organizations, and Communities). The competency in which VAC Health Practice students *did not* meet the benchmark is:

- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (89.7%)

Discussion

The summary data and outcomes for VAC Health concentration students provide evidence of consistent demonstration of competency at the 90% benchmark across eight of nine competencies. These courses include advanced coursework in theory, practice and research, and specialized field courses in Health Practice. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2).

Overall, the findings indicate excellent outcomes across eight of nine competency areas. The single exception is Competency 9, which relates to coursework content on evaluation of practice across micro and macro areas, and where the attainment was below the standard by a very small margin (0.3%). The high rating for this competency in the field measure suggests that there may be greater challenges associated with content related to evaluation in advanced coursework than is the case in the field practicum.

Table 21 provides the outcomes for the assessment of each of the nine social work competencies.

Table 21. VAC: Health Concentration – Results (Fall 2015, Spring 2016, and Summer 2016)

VAC: HEALTH PRACTICE CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency²²	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C1: 95.6%	95.6% (N=227)	Yes 94.6%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 1a: 93.2% 1b: 95.7% 1c: 94.9% 1d: 90.6% 1e: 94.0% 1f: 93.2% 1g: 94.0% 1h: 94.9% 1i: 91.5% 1j: 94.9% 1k: 92.3%	93.6% (N=1,287)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C2: 99.1%	99.1% (N=214)	Yes 95.1%
		Measure 2 (Field):	Measure 2: 2a: 91.5%	91.2% (N=351)	

²² N = the number of assessments per measure.

VAC: HEALTH PRACTICE CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²²	Competency Attained?
		686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	2b: 90.6% 2c: 91.5%		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C3: 90.9%	90.9% (N=174)	Yes 90.6%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 3a: 91.2% 3b: 89.7%	90.4% (N=230)	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C4: 93.3%	93.3% (N=208)	Yes 94.3%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10	Measure 2: 4a: 95.7% 4b: 94.8%	95.3% (N=232)	

VAC: HEALTH PRACTICE CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²²	Competency Attained?
		686B: Score of 7 or above on a scale of 0 to 10			
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C5: 93.0%	93.0% (N=230)	Yes 93.4%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 5a: 96.6% 5b: 93.1% 5c: 91.4%	93.7% (N=348)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C6: 96.9%	96.9% (N=227)	Yes 96.1%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 6a: 94.8% 6b: 94.0% 6c: 96.6% 6d: 96.6% 6e: 94.8%	95.4% (N=580)	

VAC: HEALTH PRACTICE CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²²	Competency Attained?
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C7: 98.4%	98.4% (N=183)	Yes 94.9%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 7a: 92.3% 7b: 92.3% 7c: 89.7%	91.4% (N=351)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 631, 636: Score of 5 or above on a scale of 0 to 10 632: Score of 7 or above on a scale of 0 to 10	Measure 1: C8: 91.8%	91.8% (N=171)	Yes 92.8%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 8a: 93.0% 8b: 93.0% 8c: 97.3% 8d: 93.9% 8e: 92.2%	93.9% (N=572)	
Competency 9: Evaluate Practice with	90%	Measure 1 (Coursework):	Measure 1: C9: 84.1%	84.1% (N=157)	No 89.7%

VAC: HEALTH PRACTICE CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²²	Competency Attained?
Individuals, Families, Groups, Organizations, and Communities		631, 636: Score of 5 or above on a scale of 0 to 10			
		632: Score of 7 or above on a scale of 0 to 10			
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 9a: 97.3% 9b: 95.5% 9c: 92.9%	95.2% (N=337)	

Report #22

Specialized Practice: Mental Health - UPC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in UPC Mental Health concentration courses and specialized field courses 686A and 686B are presented in Table 1 below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

UPC students met or exceeded the competency benchmark in all nine competencies. The percent of students achieving competency ranged from 92.9% for Competency 1 (Demonstrate Ethical and Professional Behavior) to 97.8% for Competency 7 (Assess Individuals, Families, Groups, Organizations, and Communities).

Discussion

The summary data and outcomes for UPC Mental Health students provide evidence of consistent demonstration of competency at the 90% benchmark across all nine competencies. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2).

Overall, the findings indicate excellent outcomes in all competency areas across all specialized practice courses in mental health. These courses include advanced coursework in theory, practice and research, and specialized field courses in mental health practice. Students exceeded the standard throughout this advanced curriculum.

Table 22 provides the outcomes for the assessment of each of the nine social work competencies.

Table 22. UPC: Mental Health Concentration – Results (Fall 2015, Spring 2016, and Summer 2016)

UPC: MENTAL HEALTH CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency²³	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C1: 90.0%	90.0% (N=200)	Yes 92.9%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 1a: 96.4% 1b: 94.9% 1c: 95.7% 1d: 94.2% 1e: 98.6% 1f: 96.8% 1g: 93.1% 1h: 97.8% 1i: 91.0% 1j: 98.2% 1k: 97.8%	95.9% (N=3,047)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C2: 95.2%	95.2% (N=231)	Yes 97.1%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10	Measure 2: 2a: 99.3% 2b: 98.9% 2c: 98.9%	99.0% (N=831)	

²³ N = the number of assessments per measure.

UPC: MENTAL HEALTH CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²³	Competency Attained?
		686B: Score of 7 or above on a scale of 0 to 10			
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C3: 92.0%	92.0% (N=100)	Yes 95.4%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 3a: 98.6% 3b: 98.9%	98.8% (N=554)	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C4: 90.5%	90.5% (N=74)	Yes 95.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 4a: 99.3% 4b: 99.6%	99.5% (N=554)	

UPC: MENTAL HEALTH CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²³	Competency Attained?
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C5: 90.9%	90.9% (N=99)	Yes 94.5%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 5a: 98.9% 5b: 98.6% 5c: 96.8%	98.1% (N=831)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C6: 96.0%	96.0% (N=247)	Yes 97.7%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 6a: 98.6% 6b: 99.6% 6c: 100.0% 6d: 99.3% 6e: 99.3%	99.4% (N=1,385)	
Competency 7: Assess Individuals,	90%	Measure 1 (Coursework):	Measure 1: C7: 96.6%	96.6% (N=147)	Yes 97.8%

UPC: MENTAL HEALTH CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²³	Competency Attained?
Families, Groups, Organizations, and Communities		605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10			
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 7a: 100.0% 7b: 97.8% 7c: 99.3%	99.0% (N=831)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C8: 94.0%	94.0% (N=217)	Yes 96.7%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 8a: 99.3% 8b: 99.6% 8c: 99.6% 8d: 99.3% 8e: 99.6%	99.5% (N=1,385)	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations,	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10	Measure 1: C9: 89.2%	89.2% (N=148)	Yes 94.3%

UPC: MENTAL HEALTH CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²³	Competency Attained?
and Communities		625: Score of 7 or above on a scale of 0 to 10			
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 9a: 99.3% 9b: 99.3% 9c: 99.6%	99.4% (N=831)	

Report #23

Specialized Practice: Mental Health Concentration – OCAC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in OCAC Mental Health concentration courses and specialized field courses 686A and 686B are presented in Table 2 below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

OCAC students met or exceeded the competency benchmark in eight of nine competencies. The percent of students achieving competency ranged from 89.5% for Competency 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities) to 99.5% for Competency 2 (Engage Diversity and Difference in Practice).

The competency in which OCAC Mental Health students *did not* meet the benchmark is:

- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (89.5%)

Discussion

The summary data and outcomes for OCAC Mental Health students provide evidence of consistent demonstration of competency at the 90% benchmark for eight of nine competencies. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2). These courses include advanced coursework in theory, practice and research, and specialized field courses in mental health practice.

Overall, the findings indicate excellent outcomes in eight of nine competency areas across specialized practice courses in mental health. In competency 9, student assessment outcomes were only slightly below the standard, missing the benchmark by 0.5%. Notably, the lower rating resulted in coursework but not in field courses, indicating that there may be greater challenges associated with coursework related to evaluation than is the case in the field practicum.

Table 23 provides the outcomes for the assessment of each of the nine social work competencies.

Table 23. OCAC: Mental Health Concentration – Results (Fall 2015, Spring 2016, and Summer 2016)

OCAC: MENTAL HEALTH CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²⁴	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C1: 100.0%	100.0% (N=58)	Yes 99.1%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 1a: 98.4% 1b: 98.4% 1c: 98.4% 1d: 100.0% 1e: 100.0% 1f: 100.0% 1g: 96.8% 1h: 100.0% 1i: 93.5% 1j: 95.2% 1k: 100.0%	98.2% (N=682)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C2: 100.0%	100.0% (N=59)	Yes 99.5%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10	Measure 2: 2a: 98.4% 2b: 98.4% 2c: 100.0%	98.9% (N=186)	

²⁴ N = the number of assessments per measure.

		686B: Score of 7 or above on a scale of 0 to 10			
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C3: 100.0%	100.0% (N=29)	Yes 99.2%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 3a: 98.4% 3b: 98.4%	98.4% (N=124)	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C4: 100.0%	100.0% (N=22)	Yes 99.2%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 4a: 100.0% 4b: 96.8%	98.4% (N=124)	
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10	Measure 1: C5: 100.0%	100.0% (N=29)	Yes 99.2%

		625: Score of 7 or above on a scale of 0 to 10			
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 5a: 100.0% 5b: 98.4% 5c: 96.8%	98.4% (N=186)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C6: 98.3%	98.3% (N=59)	Yes 99.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 6a: 98.4% 6b: 100.0% 6c: 100.0% 6d: 100.0% 6e: 100.0%	99.7% (N=310)	
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C7: 96.7%	96.7% (N=30)	Yes 98.4%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 7a: 100.0% 7b: 100.0% 7c: 100.0%	100.0% (N=186)	

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C8: 94.2%	94.2% (N=52)	Yes 97.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 8a: 100.0% 8b: 100.0% 8c: 98.4% 8d: 100.0% 8e: 100.0%	99.7% (N=310)	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C9: 79.6%	79.6% (N=44)	No 89.5%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 9a: 100.0% 9b: 100.0% 9c: 98.4%	99.5% (N=186)	

Report #24

Specialized Practice: Mental Health Concentration – VAC

Summary Data and Outcomes

Fall 2015, Spring 2016, Summer 2016

Courses Assessed

Assessments for students enrolled in VAC Mental Health concentration courses and specialized field courses 686A and 686B are presented in Table 1 below. The competency benchmark was set at 90% for all nine competencies.

Summary of Findings

VAC students met or exceeded the competency benchmark in all nine competencies. The percent of students achieving competency ranged from 91.6% for Competency 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities) to 96.4% for Competency 6 (Engage with Individuals, Families, Groups, Organizations, and Communities).

Discussion

The summary data and outcomes for VAC Mental Health students provide evidence of consistent demonstration of competency at the 90% benchmark across all nine competencies. Findings are based on two measures of demonstration of competency: in coursework (measure 1) and in the specialized field practicum (measure 2).

Overall, the findings indicate excellent outcomes in all competency areas across specialized practice courses in the Mental Health concentration. These courses include advanced coursework in theory, practice and research, and specialized field courses in mental health practice. Students exceeded the standard throughout this advanced curriculum.

Table 24 provides the outcomes for the assessment of each of the nine social work competencies.

Table 24. VAC: Mental Health Concentration – Results (Fall 2015, Spring 2016, and Summer 2016)

VAC: MENTAL HEALTH CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²⁵	Competency Attained?
Competency 1: Demonstrate Ethical and Professional Behavior	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C1: 97.7%	97.7% (N=980)	Yes 95.4%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 1a: 92.4% 1b: 92.9% 1c: 91.4% 1d: 89.1% 1e: 96.7% 1f: 95.2% 1g: 91.4% 1h: 93.8% 1i: 89.3% 1j: 95.5% 1k: 95.7%	93.0% (N=4,631)	
Competency 2: Engage Diversity and Difference in Practice	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C2: 96.9%	96.9% (N=840)	Yes 94.7%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10	Measure 2: 2a: 93.8% 2b: 93.8% 2c: 90.0%	92.5% (N=1,260)	

²⁵ N = the number of assessments per measure.

VAC: MENTAL HEALTH CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²⁵	Competency Attained?
		686B: Score of 7 or above on a scale of 0 to 10			
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C3: 98.8%	98.8% (N=739)	Yes 94.9%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 3a: 91.1% 3b: 91.1%	91.1% (N=831)	
Competency 4: Engage in Practice-informed Research and Research-informed Practice	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C4: 92.4%	92.4% (N=677)	Yes 94.1%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 4a: 96.4% 4b: 95.2%	95.8% (N=840)	

VAC: MENTAL HEALTH CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²⁵	Competency Attained?
Competency 5: Engage in Policy Practice	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C5: 98.4%	98.4% (N=434)	Yes 96.0%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 5a: 94.7% 5b: 93.0% 5c: 92.8%	93.5% (N=1,250)	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C6: 97.1%	97.1% (N=857)	Yes 96.4%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 6a: 94.8% 6b: 95.5% 6c: 97.1% 6d: 96.0% 6e: 94.8%	95.6% (N=2,105)	
Competency 7: Assess Individuals,	90%	Measure 1 (Coursework):	Measure 1: C7: 97.3%	97.3% (N=847)	Yes 95.8%

VAC: MENTAL HEALTH CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²⁵	Competency Attained?
Families, Groups, Organizations, and Communities		605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10			
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 7a: 93.6% 7b: 94.5% 7c: 95.2%	94.4% (N=1,263)	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10 625: Score of 7 or above on a scale of 0 to 10	Measure 1: C8: 92.7%	92.7% (N=792)	Yes 93.7%
		Measure 2 (Field): 686A: Score of 5 or above on a scale of 0 to 10 686B: Score of 7 or above on a scale of 0 to 10	Measure 2: 8a: 94.3% 8b: 95.2% 8c: 95.0% 8d: 95.0% 8e: 94.5%	94.8% (N=2,102)	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations,	90%	Measure 1 (Coursework): 605, 645: Score of 5 or above on a scale of 0 to 10	Measure 1: C9: 87.6%	87.6% (N=620)	Yes 91.6%

VAC: MENTAL HEALTH CONCENTRATION RESULTS					
Competency	Competency Benchmark	Outcome Measure Benchmark	Percent Attaining	Weighted Percent of Ratings at or above Competency ²⁵	Competency Attained?
and Communities		625: Score of 7 or above on a scale of 0 to 10			
		Measure 2 (Field):	Measure 2:		
		686A: Score of 5 or above on a scale of 0 to 10	9a: 95.7% 9b: 95.9% 9c: 95.0%	95.5% (N=1,253)	
		686B: Score of 7 or above on a scale of 0 to 10			

Summary of overall assessment outcomes.

Overall summary data and outcomes for generalist and specialized practice courses indicate a consistent demonstration of competency at the 90% benchmark across most of the competency areas. Specifically, in 13 of the 24 assessments of summary data, students met or exceeded the 90% benchmark for all nine competencies. The 13 assessments in which students achieved the program benchmark include generalist practice in the UPC and VAC program options; three specialized practice programs based on the concentration curriculum (BIGS at OCAC, COPA at UPC and OCAC, MH at UPC and VAC) and all three specialized practice programs based on the recently redesigned department curriculum at both ground options (AHA at UPC and OCAC, COBI at UPC and OCAC, CYF at UPC and OCAC). At the time of this curriculum assessment, the new curriculum in specialized practice had not yet launched in the virtual program.

Field practicum measures (measure 2) had higher ratings than coursework measures (measure 1), with few exceptions (for example, Children & Families concentration in the virtual program). Because the numbers for each measure were averaged to create the overall percent, higher ratings for the field measure raised the overall rating in meeting the benchmark for several competencies. This finding suggests that students are experiencing greater challenges in demonstrating achievement of competencies in academic coursework than in the field. The implications of this finding for program improvement will be discussed in Standard 4.0.4.

In regard to specific competencies for which assessment findings fell below the benchmark, competencies 8 (intervene) and 9 (evaluation of practice) fell below the benchmark five times, in generalist practice at OCAC, in the BIGS concentration at UPC and VAC, and in the Health concentration at UPC and OCAC. Findings for competency 3 (human rights) were below the benchmark four times, in generalist practice at OCAC, in the BIGS concentration at UPC and VAC, and in the COPA concentration in the VAC. Findings for competency 4 (practice-informed research and research-informed practice) were below the benchmark 3 times, in the Children Section 4.0 – Assessment of Student Learning Outcomes

and Families concentration in the VAC, and in the Health concentration at UPC and OCAC. Competency 2 (diversity and difference) was rated below the benchmark 3 times, in generalist practice at OCAC, and in Children and Families concentration at UPC and OCAC.

The frequency of the identified competencies below benchmark highlights specific content areas where the program's generalist curriculum can be strengthened to better prepare students for the specialized practice curriculum. We note, however, that the program option in which assessment findings in generalist practice were below benchmarks is the Orange County Academic Center (OCAC), and that this academic center is being phased out and will cease operations in Fall 2017. Similarly, specialized practice concentrations in which the benchmarks were not achieved are being replaced by the redesigned department-based specialized practice curriculum. The assessments for the department-based curriculum in on ground options met or exceeded benchmarks for all nine competencies.

In summary, the findings provide strong evidence that students are achieving program benchmarks for social work competencies in most areas and across program options, but there are indications that demonstration of competencies in academic coursework is less consistent and requires improvement to align consistently with field practicum coursework in achievement of higher levels of competency. However, it is promising that the initiation of the specialized practice departmental curriculum has brought improvements to demonstration of competency among our students. Further discussion of program changes related to assessment findings is found in **AS4.0.4**.

4.0.3. The program uses 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 updates (minimally every 2 years) its findings.

The USC Suzanne Dworak-Peck School of Social Work posts its assessment outcomes on the school's website, at the following location:

<https://sowkweb.usc.edu/social-work-programs/msw/msw-assessment-student-learning-outcomes>

The most recent update was made on March 10, 2017 and is updated annually.

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 assessment plan and instruments developed for the 2015 EPAS and employed for AY 2015-2016 were brand new for the school, and necessitated the parallel development of new processes and procedures for evaluating and making effective use of the outcomes data. In response, faculty and administration designed and have initiated a five-step process (with an

optional sixth step) for evaluation of assessment outcomes and their use for program renewal and improvement. Following description of the school's evaluation and program renewal process, we present tables illustrating overall generalist and specialized practice findings, and discuss the implications of these for program renewal. We describe some improvements instituted in advance of receipt of assessment outcomes data, and finally, we describe changes made or planned based on assessment outcomes data.

Outcomes evaluation and program renewal process.

Step 1: Presentation of assessment findings to Curriculum Council. Following the analysis of data by Clarus Research, our external partner on assessment, the Learning Outcomes Subcommittee, a standing subcommittee of Curriculum Council, reviews all curriculum assessment reports and findings. The subcommittee creates summary reports and presents findings at a dedicated special meeting of the Curriculum Council, a representative body of the faculty. The dean and department chairs are invited to hear the presentation and participate in the discussion.

Step 2: Referral to the Learning Outcomes Subcommittee. The subcommittee, consisting of Curriculum Council members including chair and co-chair, field faculty representative, and ex-officio members including associate deans for educational assessment and learning excellence, reviews findings in detail and discusses implications for program changes and renewal across program options. The subcommittee develops recommendations and disseminates these to department curriculum design committees. In addition, the subcommittee discusses and makes recommendations related to methodological issues.

Step 3: Referral of recommendations to the generalist practice and department curriculum design committees. The generalist practice committee and the three department curriculum design committees receive recommendations based on assessment data and conduct a review of changes that may be needed in specific courses and in the curriculum as a whole.

Step 4: Presentation of plans and recommendations for changes to curriculum across program options to Learning Outcomes Subcommittee. The subcommittee reviews plans presented by generalist practice and/or department curriculum design committees. Minor changes are approved; major changes are referred to Curriculum Council for review and approval.

Step 5: Referral to Curriculum Council. Major changes to a course (substantive changes to topics covered in a given week, assignments, pre-requisites, or course description) or to the curriculum (courses to be dropped or added), based on outcomes data and findings, are presented to Curriculum Council for review and approval. Major changes require university approval, in which case Step 6 is implemented.

Step 6: Referral to University Committee on Curriculum (UCOC) for approval in cases of major changes to a course or to the curriculum. Following approval, changes are made to the curriculum.

Implications for program renewal across program options.

Academic year 2015-2016 was an especially complicated year in which to assess our curriculum: we offered both a new and an “old” curriculum, we designed a new approach to assessment incorporating the 2015 EPAS (guidance for which was itself only evolving over the course of that year), and we had two on ground and a large virtual program option to report on. In order to fully report on the new and old curricula and to include each of our three program options, we produced 24 separate reports: 3 in generalist practice, and 21 in specialized practice. The discussion of implications is therefore somewhat complex as well.

Table 1 provides a quick overview of findings, by academic center (program option) and by department (new curriculum) and concentration (“old” curriculum). Included as well are the number of instances benchmarks were not met for each competency. Tables 1-3 (below), as well as the complete set of reports of findings from the curriculum assessment, were provided to the Curriculum Council for Step 1 of the evaluation of outcomes process described above.

Table 1 - Brief Summary of Assessment Findings

Generalist practice	Specialized practice	Academic Center	Meet benchmark	Competencies below benchmark										
				1	2	3	4	5	6	7	8	9		
UPC			yes											
VAC			yes											
OCAC			no		X	X				X	X	X	X	
	BIGS	UPC	no										X	
		VAC	no			X							X	
		OCAC	yes											
	Children&Families	UPC	no		X									
		VAC	no				X	X						X
		OCAC	no		X									
	COPA	UPC	yes											
		VAC	no			X		X						
		OCAC	yes											
	Health	UPC	no				X						X	
		VAC	no											X
		OCAC	no			X	X						X	X
	Mental Health	UPC	yes											
		VAC	yes											
		OCAC	no											X
	AHA	UPC	yes											
		OCAC	yes											
	COBI	UPC	yes											
		OCAC	yes											
	CYF	UPC	yes											
		OCAC	yes											
Total times				0	3	4	3	2	1	1	5	5		

Additional reports. In an effort to obtain data that would enable a closer look at specific courses and implications for program improvement, we requested that Clarus Research perform a course specific analysis of competency ratings, and we are using these data as well as the competency-based assessment reports contained herein as we plan for program improvement.

Table 2 provides a quick overview of the course-specific analyses for generalist practice. The table provides course number and name, academic center (program option), summary statement about findings, identification of competencies for which ratings were below benchmarks, and mean grades for each of the three semesters.

**Table 2 – Summary of Findings
Generalist Practice, course specific**
(unremarkable = approximately 90-99% of students meet benchmark)

Course	Title	Academic Center	Findings	Problem Competencies	Mean grade		
					Fall	Spring	Sum
SOWK 506	HBSE	UPC, OCAC	High number below benchmark	3, 6, 7, 8, 9	3.8		
SOWK 536	Policy and Advocacy in Professional Social Work	UPC, OCAC	High number meet benchmark		3.8		
SOWK 544	Social Work Practice with Individuals, Families and Groups	UPC, OCAC	High number below benchmark on 4 of 9 in fall; all competency areas below benchmark in spring	1, 2, 7, 8	3.7	3.6	
SOWK 546	Science of Social Work	UPC, OCAC	unremarkable		3.7	3.7	
SOWK 503	Human Behavior in the Social Environment I	VAC	unremarkable		3.6	3.5	3.4
SOWK 505	Human Behavior in the Social Environment II	VAC	unremarkable		3.2	3.5	3.4
SOWK 534	Policy and Practice in Social Service Organizations	VAC	unremarkable		3.7	3.8	3.8
SOWK 535	Social Welfare	VAC	unremarkable		3.7	3.8	3.8
SOWK 543	Social Work Practice with Individuals	VAC	Summer: 100% above benchmark		3.8	3.8	3.6
SOWK 545	Social Work Practice with Families and Groups	VAC	Summer: 11-16% below benchmark on #9; 15% below benchmark on #4	9, 4	3.9	3.9	3.9
SOWK 562	Social Work Research	VAC	unremarkable			3.1	3.2
SOWK 587a	Integrative Learning for Social Work Practice	VAC	Summer: 23% below benchmark on 1b	1	n/a	n/a	n/a
SOWK 587b	Integrative Learning for Social Work Practice	VAC	unremarkable		n/a	n/a	n/a
SOWK 600	Assessment in Social Work Practice	VAC	High number below benchmark in fall only; high grades	1, 2, 6, 7, 8	3.8	3.9	3.9
SOWK 604	The Role of Evidence-Based Practice in Social Work	VAC	High number below benchmark in all semesters; high grades	1, 4	3.9	4.0	4.0
SOWK 606	Neuropsychological Development	VAC	50% below benchmark on #4 in fall; 100% met benchmark in spring and summer; high grades	4	3.7	4.0	4.0

Implications for generalist practice curriculum. The “old” generalist practice curriculum was offered only in the virtual program (VAC) in AY 2015-2016; generalist practice courses met the benchmark in the VAC, with no competencies reported as problematic. It is important to note that generalist practice courses from the old curriculum are no longer offered in any program option.

1. The new generalist practice curriculum, offered at UPC and OCAC in AY 2015-2016, met the benchmark at UPC, but not at OCAC. The OCAC program option is in the process of being phased; admissions to OCAC will cease after spring 2016.
2. While the generalist practice curriculum (as a whole) achieved the benchmark, the course specific analysis indicated that for some competencies in SOWK 506 (HBSE) and in SOWK 544 (Social Work Practice with Individuals, Families & Groups), there were lower ratings on 4 of 9 competencies, but only in the spring semester. The content of SOWK 506 vis-à-vis the selected behaviors should be reviewed, both to determine if content is lacking that should be included and/or to consider whether the behaviors selected are the best ones to measure in that course. In SOWK 544, some changes, described below, were instituted almost immediately, in response to faculty feedback about content.

Table 3 provides a quick overview of course-specific analyses of specialized practice courses, however, only those courses in which students were rated as not achieving benchmarks in one or more competencies in one or more program options are included. For those courses, the table provides course number and name, department or concentration, academic center (program option), statement about findings, identification of competencies for which ratings were below benchmarks, and mean grades for all three semesters.

**Table 3 – Specialized Practice Findings:
Courses not Meeting Benchmarks**

(unremarkable = approximately 90-99% of students meet benchmark)

Course	Title	Dept./ Conc.	Acad Center	Findings	Problem Competencies	Mean grade		
						Fall	Spring	Sum
SOWK 602	Advanced Theories and Interventions with Families	Children & Families	UPC	20-29% below benchmark	2, 3, 4, 7, 8		3.5	
			VAC	unremarkable		3.7	3.9	3.9
SOWK 603	Merging Policy, Planning and Research for Change in Families and Children’s Settings	Children & Families	UPC	unremarkable			3.8	
			VAC	23-55% below benchmark	4, 5, 9	3.5	3.6	3.7
SOWK 608	Research and Critical Analysis for Social Work with Children and Families	CYF	UPC	1 of 2 behaviors 16% below benchmark	4		3.8	4.0
SOWK 625	Evaluation of Research: Mental Health	MH	UPC	unremarkable			3.8	
			VAC	20-30% below benchmark in summer; 43% below on 9b in spring; high grades	8, 9	3.8	3.8	3.9
SOWK 629	Research and Evaluation for Community, Organization and Business Environments	COBI	UPC	unremarkable		3.8	3.8	
		BIGS/COPA	VAC	Spring – 100% meet benchmark summer 17-29% below benchmark	6,7,9	3.7	3.8	3.6
SOWK 632	Program Planning and Evaluation in Healthcare	Health	UPC	21-54% below benchmark	3, 4, 8, 9		3.6	
			VAC	Spring: 30% below benchmark; low # of students rated; high grades	3, 4, 8, 9	3.9	3.8	3.9
SOWK 637	Wellness, Recovery and Integrated Care	AHA	UPC	15% below benchmark on 1 of 2 behaviors; high grades	9b		4.0	
SOWK 639	Policy Advocacy and Social Change	BIGS/COPA	VAC	18-26% below benchmark; high grades	3,4,5	3.7	3.7	4.0
SOWK 671	Micro Practice and Evaluation in Work Related Environments	BIGS	VAC	Spring-high % below benchmark on 2 of 4 competencies; 100% met benchmark in summer; low # of students rated	4,9		3.8	3.7
SOWK 672	Social Work in Business Settings	BIGS	UPC	unremarkable		3.9	3.6	
			VAC	100% met benchmark in fall & 90% in spring; summer-100% below on 1 item; low # of students rated	3	4.0	4.0	3.9

SOWK 679	Organizational Group Behaviors and Interventions	COBI	UPC	29-57% below benchmark in spring; low # of students rated	2,3,8		3.8	
		BIGS/COPA	VAC	33-67% below benchmark in spring	2,3,8	3.7	3.7	

Implications for specialized practice curriculum.

1. Concentrations (old curriculum). The concentration curriculum is no longer offered on the ground, and is being phased out in the VAC (the last cohort of part-time VAC students who enrolled prior to 2015 graduate in 2018). As of fall 2018, none of these classes will be offered. However, implications of findings for these courses must be considered for those students who will be taking them in AY 2017-2018.
 - a. The BIGS concentration met the benchmark in the OCAC program option, but not at UPC or the VAC.
 - b. The Children & Families concentration did not meet the benchmark at UPC, OCAC, or VAC.
 - c. The COPA concentration met the benchmark at UPC and OCAC, but not in the VAC.
 - d. Health concentration failed to meet benchmarks in any program option, and Mental Health met the benchmark at UPC and VAC, but not at OCAC.
2. Departments (new curriculum) – Overall, specialized practice curriculum in each of the three departments showed students meeting the benchmark in achievement of social work competencies. However, course specific analysis shed light on a few courses where ratings fell below the benchmark on some competencies.

Implications regarding specific competencies. We note that findings on specific competencies indicate that the curriculum overall may be less effective in preparing students to demonstrate some competencies than others. For example, as indicated in Table 1 above, Competencies 8 (Intervene) and 9 (Evaluate) were rated below the benchmark five times, whereas Competencies 6 (Engage) and 7 (Assess) fell below the benchmark only once. As noted below, this may suggest a need to examine the measures more closely, or the fit between course and measure, but it may also suggest that instruction related to these competencies needs strengthening.

Implications for assessment methodology

1. The fact that field measures were almost universally high, in some cases compensating for course measures that fell below benchmark, points to a need to explore the reasons for this discrepancy. It may result from the greater opportunities that field instructors have to observe student demonstration of competency, or from differences in training on the rating instrument for the two groups of raters, or from other problems with fit between course measures and course content.
2. Dimensions of the assessment methodology merit further examination in terms of inter-rater reliability, the benchmarks for specific measures, understanding of the benchmarks, the language of the specialized practice behaviors, and the assignment of behaviors to courses.
3. Level and amount of training and preparation provided to course lead faculty on assessment instruments and on benchmarks may need to increase to enable them to prepare and train instructors more effectively.

Curriculum changes made in response to faculty and student feedback. AY 2015-2016 was the inaugural year of our new curriculum. Even before we had completed the yearlong curriculum assessment, the results of which could not be analyzed or known until fall 2016, lead faculty began making changes to new courses (after the initial implementation) using feedback from both faculty and students. This section details some of the changes made prior to receiving assessment outcomes data.

1. Generalist practice courses.
 - a. **Social Work Practice with Individuals, Families, and Groups** (SOWK 544). In order to help students better meet learning outcomes, changes to content included more specific focus on biopsychosocial assessment; teaching of Solution Focused Therapy, and addition of a week on skills based facilitation of groups. Readings were changed to better meet student needs. Focus of the final assignment was changed from a group intervention to application of a high quality evidence based intervention with a population selected by the student.
 - b. **Human Behavior and the Social Environment** (SOWK 506). Changes were made to both content and assignments. A brief objective assessment of knowledge of major brain structures and neurotransmission was instituted to ensure careful study of this material. Case-based assignments took the place of two quizzes to better assess students' ability to apply explanatory behavior theories. The group final assignment was replaced with an individual assignment, the Life History Analysis and Oral Presentation, but competencies related to comprehensive theoretical analysis remained unchanged.
 - c. **Applied Learning in Field Education** (589b). Changes were made to permit greater flexibility with regard to the number of EBIs taught on ground and online, so that students in the virtual field practicum learn 3 EBIs and students engaged in in-person experiences on ground learn 2 EBIs, and any EBIs used in their field settings. Readings were added, along with additional material on field orientation, ethics and values, assessment, intervention, and social justice.
2. Specialized practice courses.
 - a. Department of Children, Youth, & Families (CYF)
 - i. **Research and Critical Analysis for Social Work with Children and Families** (SOWK 608). Virtual communications modules designed to help students develop skills in effective written and oral communication and group presentation did not add significantly to improved performance and were eliminated.
 - ii. **Introduction to Social Work Practice with Children, Youth, and Families** (SOWK 609). Changes were made to both assignments and content. A writing sample was incorporated into Part I of the paper, to enable faculty to provide feedback that could be addressed in the final paper. Instruction on skill building around Managing and Adapting Practice (MAP)/PracticeWise was added to provide a solid foundation for advanced department courses. SOWK 609 instructors are now certified MAP instructors.
 - iii. **Social Work Practice with Children and Families across Settings** (SOWK 610). Three units were revised to address organizational structure, communication and culture; social work practice in human trafficking settings; and social work practice in international social work settings. Readings were modified to capture the family experience in settings covered in the course; assignments were modified to enhance opportunities for critical thinking and analysis of systemic issues.
 - b. Department of Adults and Health Aging (AHA)

- i. **Research and Evaluation for Social Work with Adults and Older Adults (SOWK 635).** The syllabus was changed to incorporate a unit on program evaluation, introducing students to this important topic.
- ii. **Wellness, Recovery and Integrated Care (SOWK 637).** Additional time on assessment and engagement within interdisciplinary settings was added, so that the first five weeks of the course prepare students with both a micro and macro view of research and rationale for a range of social work practice assessments as a foundation for the practice of assessment itself, including how it is implemented in DSM 5.
- iii. **Policy in Integrated Care (SOWK 638).** The ordering of three units was changed, moving Integrated Care topics to the beginning of the semester.
- c. Department of Community, Organization, and Business Innovation (COBI)
 - i. **Evaluation and Research (SOWK 629).** Changes were made to focus of an assignment, emphasizing program data rather than organizational data; student workgroups will be required to submit a scope of work document describing deliverables and their evaluation project; and the latest edition of one of the texts was substituted for an older version.

Curriculum changes made or planned, based on assessment outcomes.

As mentioned, because of the simultaneous timing of the implementation of new curriculum, new EPAS, the school's newly developed assessment framework, and the timing of our self-study submission, standard processes for use of learning outcomes data, outlined above, have been established but not fully implemented. We are, however, able to report on some planned changes that are linked to assessment outcomes data.

1. *Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice – development of new course.* The school has historically infused human rights and social justice content and perspectives throughout the curriculum; however, assessment outcomes data revealed that instructors rated students below benchmarks on this competency in one program option (OCAC) in generalist practice and in online and on ground program options in specialized practice. Utilizing data from the curriculum assessment, along with survey data from students and faculty, the school's Curriculum Council initiated dialogue about the need for a specific course on equity, diversity, and inclusion that all students will take. The ever-present societal structural issues, along with current climate in the U.S., further raised awareness of the need for a specifically designated educational space where issues of inequality, equity, subjugation, oppression, and heteronormativity, among other topics, can be addressed more fully. The Council voted to create such a required course, and it is now being designed by faculty scholars within our school for implementation in academic year 2018-2019. Instructors for the course will receive training within the school on effective facilitation of conversations related to equity, diversity, and inclusion that can help students to understand and communicate their understanding of how issues of human rights and social justice influence clinical, organizational, and policy practice.
2. *Social Work Practice with Individuals, Families, and Groups (SOWK 506).* Based on outcomes data showing poor ratings on 4 of 9 competencies, despite overall achievement of benchmarks

for the course, course content, as amended this year, and measures will be reviewed by Subcommittee on Learning Outcomes and Generalist Practice Committee.

3. *Orange County Academic Center being phased out.* The new generalist practice curriculum, offered at UPC and OCAC in AY 2015-2016, met the benchmark at UPC, but not at OCAC. The OCAC program option is being phased out this year, and will no longer be offered as of fall 2017. The new generalist practice curriculum is now offered in both virtual as well as on ground programs.
4. *Concentrations ('old' curriculum) being phased out.* As of fall 2018, the concentration curriculum will no longer be offered, as students in online and on ground options will be completing department-based specialized practice curriculum going forward. Students completing specialized practice in the VAC in AY 2017-2018 will, however, be taking concentration courses. For this reason, the Learning Outcomes Subcommittee will work with concentration chairs to make course improvements and adjustments related to assessment outcomes in specific courses (see Table 3).
5. *Departments (new curriculum).* While assessment data indicated that the specialized practice curriculum in each of the three departments showed students meeting benchmarks, the finer-grained course specific analysis provided information about a few courses in which ratings fell below the benchmark on specific competencies. For example, students in Research and Critical Analysis for Social Work with Children and Families (Department of Children, Youth, & Families) were rated low on Competency 4; students in Wellness, Recovery and Integrated Care (Department of Adults and Health Aging) were rated low on Competency 9; and students in Organizational Group Behaviors and Interventions (Department of Communities, Organizations, Business, and Innovations) were rated low on Competencies 2, 3, and 8. As noted in the preceding section (Changes Made in Response to Faculty and Student Feedback), some changes have already been made to courses. The Learning Outcomes Subcommittee will review relevant outcome data with departmental curriculum design teams.
6. *Assessment training and methodology.*
 - a. Learning Outcomes Subcommittee will explore possible reasons for discrepancies between field and course measures and identify possible solutions.
 - b. Learning Outcomes Subcommittee, or designated individuals, will explore methods for testing inter-rater reliability to determine the validity of the assessment instrument.
 - c. Learning Outcomes Subcommittee, or designated faculty, will review fit of behavioral measures to course content in instances where courses did not meet benchmarks.
 - d. Training for faculty on use of assessment instrument will be delivered earlier in the semester, and greater attention will be given to preparing lead instructors for supporting faculty on assessment.

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.

The question of how well we are preparing professional social workers to develop the nine social work competencies is nowhere more importantly measured than in the work they do when they graduate. In a rapidly changing environment, these core competencies are fundamental to the capacity of social workers to respond to the shifting needs and nature of clients and constituencies. The school, therefore, had great interest in obtaining feedback from employers as to their observations and assessment of the

social work competencies of our recent graduates as demonstrated in the workplace. Employers are key stakeholders in the professional social work landscape, with on the ground knowledge of problems and challenges facing the communities they serve. Their observations and feedback regarding the effectiveness of our curriculum in developing competent professional social workers has an important role in program development and improvement.

Program options

The employer survey was designed to elicit feedback about new hires from both our online and on ground program options. The school does not currently track employment data for alumni or recent graduates by program option, but we were able to ask respondent employers to tell us as much as possible about the programs options of their employees. We asked employers of graduates from both program options to comment on their social work competencies, as compared to graduates from other programs, and to provide observations as to strengths or challenges unique to USC graduates. The data in this report encompasses graduates from both on ground and online program options, but are not disaggregated by program option.

Complete report. The complete **Employer Survey Report**, including methodology, quantitative and qualitative data and discussion, is contained in **Appendix 11 in Volume III**. Provided below is a summary of methodology and key findings, followed by implications for program renewal and changes to be made, based on assessment outcomes.

Assessment plan.

An online survey was developed and administered using the Survey Monkey platform. (See **Appendix 11 in Volume III**; a copy of the survey is contained within the Employer Survey Report) An aggregated e-mail distribution list was developed using three employer lists generated by the School for both on-ground and online (Virtual Academic Center or VAC) programs. An e-mail request to participate in the survey was sent November 3, 2016, and the surveys remained open until November 21, 2016. A total of 1,890 survey requests were sent and a total of 397 representatives responded to the survey for an approximate response rate of 21%.²⁶

The survey had 397 respondents from approximately 250 agencies. Survey data from Survey Monkey were downloaded into SPSS (version 23.0) for data cleaning and analysis. Descriptive statistics (i.e., frequencies, percentages, means, and standard deviations) were conducted. As well, inferential statistics (e.g., *t*-tests) were conducted when appropriate, and the significance level was set at .05 for these analyses. Responses to open-ended questions on the survey were content analyzed.

The survey included an open-ended section that asked respondents to provide feedback and comments on three areas: (1) unique strengths they have observed among recent USC MSW graduates from both the on-ground and online program options; (2) unique challenges they have observed among recent USC MSW graduates from both the on-ground and online program options; and (3) recommendations for improving the level of competence of USC MSW graduates. About 50% of respondents (n=195) provided at least one response to the open-ended questions in the survey. The findings from respondents' qualitative feedback are summarized in the following sections.

²⁶ Because recipients of the e-mail request were encouraged to forward the survey to colleagues (and formal tracking could not be done), an *approximate* response rate is provided.

Summary of findings. The findings from the structured and open-ended sections of the survey represent a range of input and feedback on the overall competence of USC MSW graduates in areas directly aligned with the nine social work competencies, gathered from a wide pool of current employers. While the survey distribution list was intended to reach as many employers as possible, it was not a complete list due to limited information on agencies and contacts within these agencies. Nonetheless, the close to 400 survey respondents, most of whom know about USC's program and have worked directly with USC graduates, provided important feedback about hundreds of graduates working in agencies throughout the country. As such, the purpose of the survey was met.

The **structured survey data** indicate that employers rated USC MSW graduates as strong in all nine competency areas. Further analyses show that employers who had more contact with USC graduates rated competency levels higher than respondents who had less contact. This finding suggests that colleagues and supervisors who spend more time with USC graduates in the workplace have greater opportunity to observe strengths in these areas. When asked to compare recent USC MSW graduates to recent MSW graduates from other institutions on overall professional competency, the majority of respondents reported that the competency level was equal, and about one quarter reported that USC graduates were higher in professional competency than graduates from other programs.

Qualitative feedback on the strengths observed among USC MSW graduates highlights a variety of positive intrinsic qualities, professional ethics and competence, specialized training, and strong clinical skills and corroborates the positive findings from the structured portion of the survey. Respondents viewed USC graduates as strong in taking initiative and filling leadership roles. Overall, the identified areas of strengths align well with the nine social work competencies.

Qualitative data on challenges observed among USC MSW graduates was based on a relatively smaller subset of responses. The observed challenges point to general professional practice issues and personal attitudes that are often associated with the early stage of career and professional development. Quantitative findings on professional behavior, however, indicate that professional behavior is seen as an overall strength for USC MSW graduates. Competency 1, "Demonstrate ethical and professional behavior," was the second highest rated competency.

The areas recommended for improvement of level of competence underscored additional training and further enrichment of professional behaviors and direct practice skills. However, we note that only one third of respondents offered recommendations.

Several **limitations** to the survey should be noted. The survey data draws from a purposive sample of employers and, therefore, the findings are not generalizable to other employers. Regarding the qualitative data, fewer than half of respondents provided at least one response to the open-ended survey questions. These limitations notwithstanding, the findings from the structured and qualitative sections suggest that the employers surveyed perceive USC MSW graduates in both on ground and online program options as meeting or surpassing the nine social work competencies and professional expectations set by the Council on Social Work Education's 2015 Educational Policies and Accreditation Standards.

Process used to evaluate outcomes.

The process used to evaluate outcomes of the employer survey and their implications for program renewal mirror the process used to evaluate student learning outcomes, with the addition of sharing relevant findings with the school's Career Development Department, for identification and planning of post-graduate relevant trainings and workshops.

Step 1: Presentation of assessment findings to Curriculum Council. Following the analysis of data by Clarus Research, our external partner on assessment, the Learning Outcomes Subcommittee, a standing subcommittee of Curriculum Council, reviews all curriculum assessment reports and findings. The subcommittee creates summary reports and presents findings at a dedicated special meeting of the Curriculum Council, a representative body of the faculty. The dean and department chairs are invited to hear the presentation and participate in the discussion.

Step 2: Referral to the Learning Outcomes Subcommittee. The subcommittee, consisting of Curriculum Council members including chair and co-chair, field faculty representative, and ex-officio members including associate deans for educational assessment and learning excellence discusses implications for program changes and renewal across program options. The subcommittee develops recommendations and disseminates to department curriculum design committees. In addition, the subcommittee discusses and makes recommendations related to methodological issues.

Step 3: Referral of recommendations to the generalist practice and department curriculum design committees. The generalist practice committee and the three department curriculum design committees receive recommendations based on assessment data and conduct a review of changes that may be needed in specific courses and in the curriculum as a whole.

Step 4: Plans and recommendations for changes to curriculum across program options are presented to Learning Outcomes Subcommittee. The subcommittee reviews plans presented by generalist practice and/or department curriculum design committees. Minor changes are approved; major changes are referred to Curriculum Council for review and approval.

Step 5: Referral to Curriculum Council. Major changes to a course (substantive changes to topics covered in a given week, assignments, pre-requisites, or course description) or to the curriculum (courses to be dropped or added), based on outcomes data and findings, are presented to Curriculum Council for review and approval. Major changes require university approval, in which case Step 6 is implemented.

Step 6: Referral to University Committee on Curriculum (UCOC) for approval in cases of major changes to a course or to the curriculum. Following approval, changes are made to the curriculum.

Implications for program improvement.

1. Quantitative data indicated that employers saw USC graduates as demonstrating moderate to strong levels of competence for all social work competencies, however Competency 5, engage in policy practice, was lowest rated. There are many possible reasons for this finding, including problems in understanding the application of this competency to a given work environment,

lack of opportunity to observe this competency, need for increased attention to policy practice in the curriculum.

2. Qualitative data suggested other areas that indicated need for attention: the need for strengthening clinical writing and diagnostic skills, and additional training or strengthening of professional behavior, including time management and maintaining professional boundaries.
3. Qualitative and quantitative findings on professional behavior were mixed regarding ethical and professional behavior, which was highly rated in the structured data. These data, and Competency 1, merit increased attention, both in the classroom and in the field.

Implications for assessment methodology.

1. Every effort should be made to increase number of individual and agency respondents
2. Particular attention should be paid to the need for identification and greater participation of those who employ graduates of the Virtual Academic Center
3. Consider addition of explanation and/or clarification of Competency 5, engaging in policy practice. There may be methodological complications impacting the findings on this competency.

Changes planned based on assessment outcomes.

The employer survey was newly designed and instituted in the fall semester of AY 2016-2017, thus findings were not available in sufficient time to implement the full process of evaluation and recommendation for changes and to include it in this document. The Learning Outcomes Subcommittee has met to review the employer survey findings contained in the report, and prepare recommendations to the Curriculum Council (Step 1). While it is too soon to identify specific changes to curriculum that the assessment outcomes might suggest would be beneficial, in the areas of policy practice, clinical writing, diagnostic skills, and professional behavior, it is clear that there will be attention to both classroom and field education, and that there may also be a place for career development in some aspects of program renewal related to these assessment outcomes.