

SCHOOL OF SOCIAL WORK

UNIVERSITY *of* WASHINGTON

Self-Study Vol 1

Institution Name: University of Washington

Program Level: BASW

Program Options: In-person
Seattle, WA, USA

In-person
Tacoma, WA, USA

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Self-Study Volume 1
Narrative Responses to the Accreditation Standards
Includes all Required Forms, Matrices, and Supporting Documentation to
Demonstrate Compliance

Institution Name:	University of Washington School of Social Work
Program Level:	BASW
Program Options:	In-person Seattle, WA, USA In-person Tacoma, WA, USA
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Standard 4.0

Enclosed Separately:

Volume 2: Course Syllabi for Required Courses Identified on Curriculum Matrix(ices)

Volume 3: Student Handbook, Field Education Manual, and Faculty Data Forms (CVs)

Accreditation Standard 1.0 — Program Mission and Goals

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

1. *Compliance Statement:* Narrative provides the program's mission statement.

Program's Mission Statement:

The same School of Social Work (SSW) and Program **mission** serves as a unifying umbrella for all of the MSW and BASW degree programs on the Seattle and Tacoma campuses. The mission is consistent with the purposes, values, and vision of the social work profession to promote human and community well-being. Our mission is also consistent with the broader mission of the University of Washington and reflects important contextual factors impacting our students, community, and educational programs.

The SSW mission was adopted by the faculty in 1999 and available to the public in the student handbooks and online at <http://socialwork.uw.edu/about/our-mission>.

As members of the University of Washington School of Social Work, we commit ourselves to promoting social and economic justice for poor and oppressed populations and enhancing the quality of life for all. We strive to maximize human welfare through:

- Education of effective social work leaders, practitioners, and educators who will challenge injustice and promote a more humane society, and whose actions will be guided by vision, compassion, knowledge and disciplined discovery, and deep respect for cultural diversity and human strengths;
- Research that engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention; and
- Public Service that enhances the health, well-being, and empowerment of disadvantaged communities and populations at local, national, and international levels.

We embrace our position of leadership in the field of social work and join in partnership with others in society committed to solving human problems in the twenty-first century.

This mission is advanced through the School's programs, which provide an inclusive and rich learning environment for students supported by an engaged and vibrant community of scholars and practitioners.

2. *Compliance Statement:* Narrative explains how the program’s mission statement is consistent with the profession’s purpose and values.

Profession’s Purpose:

“The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.” (pg. 5, 2015 EPAS)

Profession’s 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.” (EP 1.0, 2015 EPAS)

The UW SSW mission is consistent with the profession’s purpose and values. The aspirations articulated in our mission statement are reflected throughout the explicit and implicit curriculum of our BASW and MSW programs. Our mission and organizing values are clearly consistent with the profession’s purpose to promote human and community well-being. The following chart details the alignment between the profession’s purpose and values and the SSW program mission statement:

Components of the Profession’s Purpose & Values	Components of the Program’s Mission Statement
Person-in-environment framework	The mission explicitly states that we perform service that “enhances the health, well-being, and empowerment of disadvantaged communities...” Implicit in this is a use of a person-in-environment framework.
Global perspective	The mission statement explicitly addresses our commitment to public service at “international levels.”
Respect for human diversity	The mission statement explicitly states that our educational program is guided by a “deep respect for cultural diversity and human strengths.”
Knowledge based on scientific inquiry	The mission explicitly notes our commitment to “research that engenders understanding of complex social problems.”

Quest for social and economic justice	The mission explicitly states that “we are committed to promoting social and economic justice for poor and oppressed populations....”
Prevention of conditions that limit human rights	The mission explicitly states that we work to “promote effective and timely social interventions.” Implicit to this is a commitment to prevention.
Elimination of poverty	The mission explicitly states that we “promote social and economic justice for poor and oppressed populations.”
Enhancement of the quality of life for all persons, locally and globally	The mission explicitly states that “we are committed to enhancing the quality of life for all,” and that we do so at “local, national, and international levels.”
Valuing service	The mission explicitly lists service as one of our three means of maximizing human welfare.
Valuing social justice	The mission explicitly states that we educate “social work leaders, practitioners, and educators who will challenge social injustice.”
Valuing dignity and worth of the person	The mission explicitly states that we “have a deep respect for cultural diversity and human strengths. Implicit in this is the valuing of the individual.
Valuing importance of human relationships	The mission explicitly states that we “join in partnership with others in society committed to solving human problems....”
Valuing integrity	The mission explicitly states that we educate practitioners who will be guided by “compassion, knowledge and disciplined discovery.” Implicit in this is the importance of practicing with integrity.
Valuing competence	The mission explicitly states that we promote “knowledge and disciplined discovery” in those we educate. Implicit in this is a commitment to competent practice.
Valuing human rights	The mission explicitly states a commitment to “promoting social and economic justice.” Human rights are implicit to social and economic justice.
Valuing scientific inquiry	The mission states that we work towards human welfare through “[r]esearch that engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention.”

3. *Compliance Statement:* The narrative should discuss any ways in which the program option mission differs from the on-campus program (if applicable).

n/a

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

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

1. *Compliance Statement:* Narrative explains how the program’s mission is consistent with the institutional mission.

Explanation of Consistency of Program’s Mission with the Institutional Mission

The mission of the SSW is consistent with the institutional mission—both sharing the underlying values of integrity, diversity, excellence, collaboration, innovation, and respect with a goal of enhancing the quality of lives through public service, research, teaching, professional practice, and community participation. Both missions are also aligned with the historic purpose and contemporary goals of the social work profession to promote human and community well-being guided by a global perspective, respect for human diversity, and knowledge based on scientific inquiry.

The UW mission for all campuses was adopted by the Board of Regents in February 1998 and is published in the *University Handbook* and online at <https://www.washington.edu/admin/rules/policies/BRG/RP1.html>

The University’s vision and values statement is available online at <https://www.washington.edu/about/visionvalues/>.

University of Washington’s Mission:

Founded 4 November 1861, the University of Washington is one of the oldest state-supported institutions of higher education on the Pacific coast. The University is composed of three campuses: the Seattle campus is made up of sixteen schools and colleges whose faculty offer educational opportunities to students ranging from first-year undergraduates through doctoral-level candidates; the Bothell and Tacoma campuses, each developing a distinctive identity and undergoing rapid growth, offer diverse programs to undergraduates and to graduate students.

The primary mission of the University of Washington is the preservation, advancement, and dissemination of knowledge. The University preserves knowledge through its libraries and collections, its courses, and the scholarship of its faculty. It advances new knowledge through many forms of research, inquiry and discussion; and disseminates it through the classroom and the laboratory, scholarly exchanges, creative practice, international education, and public service. As one of the nation's outstanding teaching and research institutions, the University is committed to maintaining an environment for objectivity and imaginative inquiry and for the original scholarship and research that ensure the production of new knowledge in the free exchange of facts, theories, and ideas.

To promote their capacity to make humane and informed decisions, the University fosters an environment in which its students can develop mature and independent judgment and an appreciation of the range and diversity of human achievement. The University cultivates in its students both critical thinking and the effective articulation of that thinking.

As an integral part of a large and diverse community, the University seeks broad representation of and encourages sustained participation in that community by its students, its faculty, and its staff. It serves both non-traditional and traditional students. Through its three-campus system and through continuing education and distance learning, it extends educational opportunities to many who would not otherwise have access to them.

The academic core of the University of Washington Seattle campus is its College of Arts and Sciences; the teaching and research of the University's many professional schools provide essential complements to these programs in the arts, humanities, social sciences, and natural and mathematical sciences. Programs in law, oceanography and fisheries, library science, and aeronautics are offered exclusively (in accord with state law) by the University of Washington. In addition, the University of Washington has assumed primary responsibility for the health science fields of dentistry and public health, and offers education and training in medicine for a multi-state region of the Pacific Northwest and Alaska. The schools and colleges of built environments, business, education, engineering, environment, information, nursing, pharmacy, public policy, and social work have a long tradition of educating students for service to the region and the nation. These schools and colleges make indispensable contributions to the state and, with the rest of the University, share a long tradition of educating undergraduate and graduate students toward achieving an excellence that well serves the state, the region, and the nation.

Components of the Institutional Mission and Components of the Program’s Mission Statement

In this section, we outline the alignment between the components of the institutional mission and the program mission in detail.

Components of the Institutional Mission	Components of the Program’s Mission Statement
<p>The primary mission of the University of Washington is the preservation, enhancement, and dissemination of knowledge. The University preserves knowledge through its libraries and collections, its courses, and the scholarship of its faculty.</p>	<p>In alignment with the UW mission, the SSW mission explicitly focuses on <i>“research that engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention.”</i> Further, our mission explicitly states that our core values revolve around <i>“education of effective social work leaders, practitioners and educators who will challenge injustice and promote a more humane society, and whose actions will be guided by vision, compassion, knowledge and disciplined discovery, and deep respect for cultural diversity and human strengths.”</i></p> <p>Disciplined scholarship and dissemination of knowledge shape our commitment to social work research, education, and practice. This is manifest in the scholarship our faculty engage in as well as our approach to social work education. As a member of the UW Health Sciences (HS) Schools, our faculty, staff, and librarian collaborate closely with the other HS programs in order to provide meaningful Interprofessional Education (IPE) training experiences and foster the development of innovative multidisciplinary teams of health care practitioners, trans-disciplinary research, and new interventions to address health inequities.</p>
<p>The University of Washington mission asserts that the institution advances new knowledge through many forms of research, inquiry, and discussion; and disseminates it through the classroom and the laboratory, scholarly exchanges, creative practice, international education, and public service.</p>	<p>The SSW mission explicitly focuses on <i>“research that engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention.”</i> Our mission explicitly states that we center <i>“public service that enhances the health, well-being, and empowerment of disadvantaged communities and populations at local, national, and international levels.”</i></p>

	<p>The advancement and application of knowledge and a commitment to public service are central to both the mission of the University and to the School. Congruent with the rapid expansion of knowledge-based industries in the region and with the progressive, problem-solving orientation of many of our local public, nonprofit, and philanthropic partners, we work to address significant social problems via faculty research, public advocacy, work-force development, and active engagement with our many institutional and community partnerships involved in systems change.</p> <p>Our commitment to public service is grounded in the values of <i>collaboration, cultural relevance, and community empowerment</i>. The most sustained and important collaborations for the SSW are those between the School and the more than 650 public and nonprofit agencies that serve as Field Education Sites for BASW and MSW students. The expertise and diversity of Practicum (Field Education) Instructors at these sites allows the SSW to provide programs of study in generalist BASW and MSW generalist and specialized practice at all levels, including practice with individuals, families, organizations, communities, and policy systems.</p>
<p>As one of the nation's outstanding teaching and research institutions, the University is committed to maintaining an environment for objectivity and imaginative inquiry and for the original scholarship and research that ensure the production of new knowledge in the free exchange of facts, theories, and ideas.</p>	<p><i>The SSW mission explicitly focuses on “research that engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention....”</i></p> <p>The innovative body of faculty scholarship at SSW addresses a broad array of social welfare and health issues. Our commitment to expanding and adding to the social work knowledge base is grounded in the reciprocal exchange of facts, theories, and ideas not only with other scholars but also with the communities we serve. Our research is carried out in a wide ecosystem of institutional partnerships. These collaborations include, for example, the Indigenous Wellness Research Institute (IWRI), which works with local tribes and Indigenous communities across the nation and globe to develop strategies for improving health and mental health outcomes for Native Americans and other Indigenous groups; the Latino</p>

	<p>Center for Health, which partners with organizations like the Washington Immigrant Solidarity Network to assess and address the health needs of Latinx communities across Washington State; and the Social Development Research Group (SDRG), which addresses health promotion behavior and positive social development among a variety of populations.</p> <p>Further, many of our research and institutional collaborations facilitate rapid systemic change in both practice and social welfare policy. These include the Partners for Our Children (P4C) initiative, a unique collaboration between the School, the Washington State Department of Social and Health Services (DSHS), and private sector partners to advance positive change in the state’s child welfare system. Also addressing the child welfare system, the Alliance for Child Welfare Excellence is a partnership among Schools of Social Work at the University of Washington, Eastern Washington University, and the Department of Youth and Family Services—to collaborate on improving the professional expertise of the state's child welfare workers and foster care providers. The nationally renowned GenPride Center in Seattle provides a variety of services to address social isolation, including an upcoming housing community in partnership with Community Roots Housing. Our Forefront Suicide Prevention Center of Excellence advocates for policy change and dissemination of evidence-based practices for preventing suicide and improving mental health services. In addition, the West Coast Poverty Center connects scholars, policymakers, and practitioners on projects related to poverty and inequality, including supporting doctoral training and research as well as informing policy.</p>
<p>The University of Washington mission asserts that the institution promotes students’ capacity to make humane and informed decisions, the University fosters an environment in which its students can develop mature and independent judgment and an appreciation of the range and</p>	<p>The SSW mission explicitly centers the <i>“education of effective social work leaders, practitioners and educators who will challenge injustice and promote a more humane society, and whose actions will be guided by vision, compassion, knowledge and disciplined discovery, and deep respect for cultural diversity and human strengths.”</i></p>

<p>diversity of human achievement. The University cultivates in its students both critical thinking and the effective articulation of that thinking.</p>	<p>We are dedicated to educating social workers who are intellectually equipped to critically analyze, test, and contribute to the knowledge base of the profession. This means that students must be skilled in critical thinking and have the capacity to make well-reasoned, theory- and evidence-informed judgments in their day-to-day practice. Our programs educate students to be evidence-based in their practice, with an inclusive definition of evidence that respects scientific, community, cultural, and professional knowledge. We stress the importance of a <i>person and environment perspective</i> to understand the context and larger systems within which evidence is produced and applied; the ability to translate evidence into effective and culturally appropriate and contextualized practice; the skills to create and test well-reasoned intervention and social change interventions; and the commitment to interrogate the social justice implications of prevailing practice and service models.</p>
<p>As an integral part of a large and diverse community, the University seeks broad representation of and encourages sustained participation in that community by its students, its faculty, and its staff. It serves both non-traditional and traditional students. Through its three-campus system, and through continuing education and distance learning, it extends educational opportunities to many who would not otherwise have access to them.</p>	<p>The organizing values for our SSW programs are <i>respect for diversity, inclusion, and most significantly, <u>a commitment to equity</u></i>. We build upon the principle of <i>cultural diversity</i>, which includes the belief that all people are shaped by co-existing cultural systems and that the diversity of systems should be respected rather than supplanted with a single cultural ideal. We extend this principle to a model of inclusion and equity that recognizes the interplay of culture and power in structures that constrain and enable people’s behaviors and options. These structures interact to create a context that (re)produces inequitable distributions of power and advantages for certain social groups. They also foster unique human strengths that form the basis for contextualized, strengths-based interventions at the individual, family, community, organizational, and public policy levels.</p> <p>This analysis undergirds both the School’s educational offerings and the scholarship of our faculty. As will be demonstrated in Accreditation Standards 2.0 and 3.0, our programs are located on both the UW Seattle and UW Tacoma campuses, drawing students from the entire Puget Sound region and beyond. A growing</p>

	<p>number of our students come from across the state of Washington, the United States, and abroad. Offering a variety of program formats, including evening, weekend, and part-time, allows a variety of students to earn their degrees. Furthermore, as our data demonstrates, our programs serve demographically diverse student populations. Our BASW program in particular draws many first-generation students representing myriad local communities. The School provides a variety of traineeships that give students the opportunity to explore various fields of social work, including behavioral health, international social work, child welfare, practice with Latinx communities, and oncology medical social work. These unique training programs offer students specialized skill-building support to help them reach their professional goals.</p>
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2. *Compliance Statement:* Narrative explains how the program’s mission is consistent with the program’s context across all program options.

The School of Social Work (SSW) mission is consistent with the historical and contemporary purposes of social work and with the context in which our programs operate.

Context for the SSW and the BASW Program

Key elements of the **context** that inform the School’s mission and goals include our role as part of *a public research university* that has both a global reach and a particular connection with the state of Washington and surrounding region; the *diversity* of the population in the region and of the individuals, families, and communities served by the social work profession; economic and social transformations that are exacerbating *economic insecurity, inequalities, and injustice*; the proximity of *public, private, and community partners* committed to educational and research collaborations; the mission of the University to *advance knowledge* and contribute to knowledge-informed social work practice; and the shared commitment of the University and social work profession to principles of *participation, inclusion, and social justice*.

The SSW is part of the University of Washington (UW), founded in 1881, which is the oldest state-funded institution of higher education on the Pacific Coast. The University draws talented students from across the United States and international students from around the globe. As a public university, the UW also plays a critical role in educating the residents of Washington State. The UW serves state residents through three

campuses: the Seattle campus, which provides educational opportunities ranging from undergraduate through doctoral training; and the Bothell and Tacoma campuses, which offer a variety of undergraduate and graduate programs in the North and South Sound area, respectively.

The SSW is an independent unit within the University. On the Seattle campus, the School is part of the UW Health Sciences, which, in addition to Social Work, includes the Schools of Medicine, Nursing, Pharmacy, Public Health, and Dentistry. On the Tacoma campus, the program is integrated into an urban-serving campus of the UW that is closely linked with the City of Tacoma and the South Puget Sound region.

The UW is the premier public university in the Pacific Northwest and one of the leading research universities in the country. It provides institutional, faculty, laboratory, library, and other resources to advance knowledge through scholarship and research. The SSW is also widely recognized for its educational and research contributions and has been consistently ranked among the top schools of social work in the country. In 2021 the School was ranked third by the *U.S. News and World Report*. (See: <https://www.usnews.com/best-graduate-schools/top-health-schools/social-work-rankings?name=University%20of%20Washington>.)

The SSW was established at the UW in 1934 and began offering degree programs on the Tacoma campus in 1998. The SSW serves students both within and beyond the state of Washington. As part of a public university, the School is committed to providing access to students in the region, including those who are “place bound” by where they live and/or “time bound” by their professional and family responsibilities. The School also plays a role in accepting students from the state’s many community colleges who continue on to a Baccalaureate degree in social work. To serve this diversity of student needs, the School has grown into a large and complex unit, providing BASW, full- and part-time MSW, and advanced standing MSW programs on both the Seattle and Tacoma campuses. In the 2020/21 academic year, there were 106 BASW students enrolled at the Seattle campus and 137 BASW students enrolled at the Tacoma campus.

As a gateway for new immigrants and the home to over 30 Indigenous American Indian tribes, the population of Washington State and the overall Pacific Northwest region reflects the increasingly diverse racial, ethnic, language, religious, and cultural composition of United States as a whole. The region is also home to numerous populations with special and often hidden needs, reflecting the social diversity and experiences of oppression that social work professionals must be prepared to understand at the intersections of race, ethnicity, national origin, color, sex, sexual orientation, gender identity/expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

To cite just a few examples of these intersections, many adults in the region's large and thriving LGBTQTSI+ communities are facing unique challenges as caregivers for ill or aging partners. The uncertain legal status of many immigrants who work as seasonal farm workers in agricultural areas of the region place them at heightened risk for both poverty and physical and mental health problems. Native Americans living on or near many of the region's tribal reservations have deep economic, health, and social challenges, while the presence and needs of a large, urban Native population often go unnoticed. The Pacific Northwest is also home to several U.S. military bases, where military personnel and their families with a diversity of political and religious identities often face challenges relating to disability, health, and economic and family well-being. The region is also a hub for new immigrants. This provides more community and interpersonal support for individuals and families with non-majority identities, languages, and traditions. The changing face of immigration also calls us to meet the challenge of providing culturally relevant and inclusive social, health, mental health, economic, and other services.

On both the Seattle and Tacoma campuses, the UW and SSW serve a region with a mixed economy that mirrors national and global transformations. The region's economy has been altered in recent years by the decline of traditional industrial, agricultural, and resource-extraction sectors; the dramatic growth of high-tech and knowledge-based employment alongside service jobs; and the great expansion of contingent and other nontraditional employment arrangements. Like other regions of the country, these economic changes and the economic dislocations of recent recessions and the pandemic have increased inequality and economic insecurity. The social and economic geography of poverty is complex and varied, with pockets of poverty in large decentralized urban centers, rapidly growing suburban and exurban communities, and rural areas traditionally dependent on agricultural and natural resource extraction industries.

These social, economic, and policy contexts also provide opportunities for innovative collaborative partnerships in social work education, research, and practice. The urban centers of the region are in the forefront of new knowledge-based industries and businesses that benefit from the synergy between the intellectual capital of the University and the technological resources of local entrepreneurs. The success of many of these businesses has increased private resources available for progressive philanthropy focused on solving important social problems. The region also has a history of progressive public policies and of collaboration between the University and major social, health, and welfare organizations in the public and nonprofit sectors. The increasing diversity of the population brings important community and cultural capital to the region and new opportunities for community-based research and education. The

visible presence and leadership of Tribal communities provides a link to important dimensions of the region's history, and its natural and human resources.

3. *Compliance Statement:* The narrative should discuss any ways in which the program option mission differs from the on-campus program (if applicable).

n/a

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

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

1. *Compliance Statement:* Narrative identifies the program's goals.

In this section we identify the overarching goals of the BASW program and demonstrate how they are derived from our mission and values.

The SSW mission is operationalized through the *BASW program goals* for the 2-year curricula on the Seattle and Tacoma campuses. Our program goals are consistent with our mission and social work values, noted above, and establish the broad educational framework and components of the School's programs. Program goals are made public in several places, including in the *BASW Student Handbook* (see Volume 3).

The following four goals underlie the BASW curriculum.

1. To prepare entry-level baccalaureate social workers for generalist practice in a multicultural context that is rooted in knowledge and skills for understanding and solving complex social problems within the values of professional social work.
2. To prepare generalist social workers who can be informed and effective leaders able to understand and take action to challenge injustice and promote social and economic justice.
3. To foster a comparative and critical examination of social welfare and social work history, policies, research, and practice interventions in the education of social work practitioners dedicated to public service that promotes a more humane society.

4. To prepare generalist social work students for graduate education.

2. *Compliance Statement:* Narrative demonstrates how the program’s goals are derived from the program’s mission

Program’s Goals and the Components of the Program’s Mission

Program’s Goals	Components of the Program’s Mission
<p>1.The first program goal is to prepare entry-level baccalaureate social workers for generalist practice in a multicultural context that is rooted in knowledge and skills for understanding and solving complex social problems within the values of professional social work.</p>	<p>This goal is derived from our mission to “strive to maximize human welfare through... education of effective social work leaders, practitioners and educators...whose actions will be guided by social work values such as vision, compassion, knowledge and disciplined discovery, and deep respect for cultural diversity and human strengths...”</p>
<p>2.The second program goal is to prepare generalist social workers who can be informed and effective leaders able to understand and take action to challenge injustice and promote social and economic justice.</p>	<p>This goal is derived from the component of our mission that we conduct <i>research that engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention; and that we...embrace our position of leadership in the field of social work and join in partnership with others in society committed to solving human problems in the twenty-first century.</i></p>
<p>3.The third program goal is to foster a comparative and critical examination of social welfare and social work history, policies, research, and practice interventions in the education of social work practitioners dedicated to public service that promotes a more humane society.</p>	<p>This goal stems from the component of our mission to engage in public service that enhances the health, well-being, and empowerment of disadvantaged communities and populations at local, national, and international levels.</p> <p>Furthermore, as Assessment Standard 2.0 will demonstrate, our BASW curriculum is built on a firm foundation of critical and comparative examination of social welfare and social work history, policies, research and practice interventions. This is particularly evident in courses such as Soc Wf 320 Social Welfare and Soc Wf 404 Cultural Diversity and Social Justice.</p>

<p>4. The fourth goal of the SSW is to prepare for graduate education.</p>	<p>This goal relates to the component of our mission to strive to <i>maximize human welfare through... education of effective social work leaders, practitioners and educators...whose actions will be guided by [social work values such as] vision, compassion, knowledge and disciplined discovery, and deep respect for cultural diversity and human strengths.</i></p> <p>As will be demonstrated in Accreditation Standard 2.0, our BASW curriculum includes all the elements necessary to provide students with a foundation in Generalist practice, preparing students academically to pursue their advanced year of training as advanced standing MSW students.</p>
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3. *Compliance Statement:* The narrative should discuss goals for all program options (if different from one option to the other) and demonstrate how they are derived from the program’s mission.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

In addition to its commitment to the educational goals of the Seattle campus degree programs, the Tacoma campus has a fifth goal which reflects the intent of the Washington State Legislature when it created the Tacoma campus in the 1980s: to provide access to social work education to residents of the South Puget Sound region. While students apply to the Tacoma social work degree programs from all over the region, a special emphasis is placed on recruitment of students in South King, Pierce, Thurston, Kitsap, Mason, and Lewis counties.

<p>5. To provide access to social work education to residents of the South Puget Sound region.</p>	<p>This goal is derived from our mission to “strive to maximize human welfare through... education of effective social work leaders, practitioners and educators...whose actions will be guided by social work values such as vision, compassion,</p>
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	knowledge and disciplined discovery, and deep respect for cultural diversity and human strengths.”
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Accreditation Standard B2.0 — Generalist Practice

Accreditation Standard B2.0.1: The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.

1. *Compliance Statement:* Narrative explains how the program's mission is consistent with generalist practice.

The BASW program's mission is consistent with generalist practice.

Generalist Practice Definition:

“Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.” (EP 2.0, 2015 EPAS)

Program Mission

As members of the University of Washington School of Social Work, we commit ourselves to promoting social and economic justice for poor and oppressed populations and enhancing the quality of life for all. We strive to maximize human welfare through:

- **Education** of effective social work leaders, practitioners, and educators who will challenge injustice and promote a more humane society, and whose actions will be guided by vision, compassion, knowledge and disciplined discovery, and deep respect for cultural diversity and human strengths;
- **Research** that engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention; and
- **Public service** that enhances the health, well-being, and empowerment of disadvantaged communities and populations at local, national, and international levels.

We embrace our position of leadership in the field of social work and join in partnership with others in society committed to solving social problems.

How the UW SSW Mission is Consistent with Generalist Practice

As stated in EP2.0, defining elements of generalist practice are to “promote human and social well-being” and to “advocate for human rights and social and economic justice.” This aspect of generalist practice is consistent with our mission statement in that we seek to educate practitioners who will both challenge injustice and promote a more humane society. A central organizing value for the UW SSW program mission and BASW program is the promotion of social justice. Our program embodies a commitment to a just and diverse society and seeks to challenge injustice and promote a more humane society. Within our mission we include the “education of effective social work leaders, practitioners, and educators who will challenge injustice and promote a more humane society.”

EP2.0 also emphasizes “the incorporation of diversity in practice,” which is a central theme in our school and program mission and in our organizing value of respect for diversity and commitment to anti-racism and equity work. Our mission statement speaks to the preparation of social workers whose practice is guided by “deep respect for cultural diversity and human strengths.” The BASW program is informed and responsive to these commitments throughout the classroom and field education curricula.

As stated in EP 2.0, generalist social workers “engage in research-informed practice and are proactive in responding to the impact of context on professional practice.” The emphasis in the SSW and its program mission on practice guided by knowledge and disciplined discovery is fully consistent with this, as are our organizing values of the *advancement and application of knowledge while fostering leadership in the field*, recognizing that generalist practitioners contribute to the advancement of effective social work practice. A distinguishing feature of professional practice is the ability to integrate knowledge, values, and skills, and generalist practice requires a breadth of knowledge from various social and behavioral sciences (e.g., sociology, psychology). The UW SSW generalist curriculum builds on this liberal arts base and is organized around an ecological and social systems framework. A strengths-based perspective is central to the generalist practice perspective embraced by the program and highlights the promotion of empowerment and self-determination for diverse client systems. Across practice areas and contexts, our program prepares BASW level practitioners to use research to evaluate and inform their practice.

A number of organizing values elaborate the key themes in our School’s mission. The following example illustrates how generalist practice is intertwined with two of our organizing values (promotion of social justice and respect for diversity and commitment

to anti-racism and equity work). Generalist social work practitioners are particularly sensitive to multi-layered and intertwined issues such as the persistence of social and economic inequality and its negative effects on the lives of the poor, racial and ethnic minorities, women, those with disabilities, and LGBTQ+ communities. A social worker trained as an entry-level generalist may be assisting a chemically dependent person to change destructive behavior patterns; facilitating a social support network for battered women; working to develop resources within a refugee community; ensuring that a person with a developmental disability receives necessary services; or advocating for the maintenance of affirmative action policies. In performing these tasks, the worker may assume the role of counselor, group leader, community organizer, case manager, and/or advocate/lobbyist.

As illustrated above, the defining elements of generalist practice as written in EP 2.0 are reflected in our mission. As described in greater detail in our response below, we incorporate all of the EPAS 9 core competencies in our generalist curriculum. Related behaviors are articulated that incorporate the knowledge, values, and skills for each of the core competencies as they apply to generalist practice.

2. *Compliance Statement:* Narrative explains how the program's goals are consistent with generalist practice.

The SSW mission is operationalized through the BASW program goals for generalist practice. Our program goals are consistent with our mission and values above, and establish the broad educational framework and components of the School's programs.

The overarching purpose of the generalist curriculum in the BASW program is to prepare students with foundational theory, knowledge, and skills to enter the field of social work.

The following section identifies the BASW program goals for Seattle and Tacoma and explains how they are consistent with generalist practice:

BASW Program Goals

1. To prepare entry-level baccalaureate social workers for generalist practice in a multicultural context that is rooted in knowledge and skills for understanding and solving complex social problems within the values of professional social work.
2. To prepare generalist social workers who can be informed and effective leaders able to understand and take action to challenge injustice and promote social and economic justice.

3. To foster a comparative and critical examination of social welfare and social work history, policies, research, and practice interventions in the education of social work practitioners dedicated to public service that promotes a more humane society.
4. To prepare generalist social work students for graduate education.

In line with BASW program goal 1, our curriculum prepares students for entry-level “generalist practice in a multicultural context rooted in knowledge and skills for understanding and solving complex social problems within the values of professional social work.” Our BASW program also emphasizes the incorporation of ethics and critical thinking in all forms of practice, as articulated in BASW program goal 3 to foster in students a “comparative and critical examination of social welfare and social work history, policies, research, and practice interventions in the education of social work practitioners.”

Generalist practice as defined by EP 2.0 includes a range of prevention and intervention methods for social work practice “with diverse individuals, families, groups, organizations, and communities.” As reflected in goal 2, we train entry-level generalist practitioners who have essential knowledge about fields of practice, social problems, and diverse populations, and can work under supervision. Students are prepared to become generalist social work professionals able to work with individuals, families, groups, communities, and organizations to enhance the health, well-being, and empowerment of disadvantaged communities across the lifespan.

Other defining characteristics of generalist practitioners as defined by EP 2.0 are that they “recognize, support, and build on the strengths and resiliency of all human beings” and are “proactive in responding to the impact of context on professional practice.” Congruent with this, our BASW curriculum reflects a contextual perspective on assessment, intervention, and evaluation across all practice areas. This contextualization is reflected in the organizing values for our educational programs of social justice grounded in a person-in-environment perspective; of the advancement and application of knowledge in culturally appropriate and contextualized practice; in the respect for diversity and commitment to anti-racism that form the basis for contextualized, strengths-based interventions; and in the emphasis on collaboration and empowerment in service and social change efforts that address the interacting sources of social problems.

In accordance with goal 4, the strong generalist practice foundation of the BASW program also prepares students for successful careers in the field or pursuing graduate education by way of eligibility for the MSW Advanced Standing program.

The following table illustrates the strong alignment of the components of generalist practice, the program mission, and the program goals:

Component of the Generalist Practice Definition	Components of the Program’s Mission	Components of the Program’s Goals
Grounded in the liberal arts	Defining elements of generalist practice are to “promote human and social well-being” and to “advocate for human rights and social justice.” This aspect of generalist practice is consistent with our mission statement in that we seek to educate practitioners who will both challenge injustice and promote a more humane society. A central organizing value for the UW SSW program mission and BASW program is the promotion of social justice.	The BASW program aligns with the requirements for an undergraduate liberal arts degree at the University of Washington, including a breadth of both program prerequisites and general education requirements. Skills in social work generalist practice are built on a foundation of academic coursework in the liberal arts. A distinguishing feature of professional practice is the ability to integrate knowledge, values, and skills. Generalist practice, therefore, requires a breadth of knowledge from social and behavioral sciences (e.g., sociology, psychology). The UW SSW generalist curriculum builds on this liberal arts base and is organized around an ecological and social systems framework.
Person-in-environment framework	The mission of the School of Social Work orients us to consider the environment and context that individuals are experiencing. Solving complex social problems requires a lens that goes beyond the individual.	Our BASW curriculum reflects a contextual perspective on assessment, intervention, and evaluation in all practice areas. This contextualization is reflected in the organizing values for our educational programs of social justice grounded in a person-in-environment perspective.
Promote human and social well-being	The Social Work mission is “promoting social and economic justice for poor and oppressed	Our goal is to educate entry-level social workers for solving complex social problems, “dedicated to public service that promotes a more

	populations and enhancing the quality of life for all.”	humane society.” We also strive to promote student well-being during their time within the program.
Range of prevention and intervention methods	Our mission is to engage in research that “illuminates human capacities for problem-solving, and promotes effective and timely social intervention.” Prevention methods are designed to improve outcomes of vulnerable populations.	A program goal is to support students to build skills and familiarity with “practice interventions in the education of social work practitioners dedicated to public service that promotes a more humane society.” Addressing social injustice broadly can prevent many forms of suffering and harm.
Practice with diverse individuals, families, groups, organizations, and communities	Our mission is to “join in partnership” with others to solve social problems. This engagement requires a “deep respect for cultural diversity.” The school strives to prepare students to participate in “public service that enhances the health, well-being, and empowerment of disadvantaged communities and populations at local, national, and international levels.”	Our students engage in practice with diverse individuals, families, groups, organizations, and communities through both their Community Service Learning in junior year and their Practicum placement in senior year.
Scientific inquiry and best practices	We emphasize the importance of evidence-based practice, engaging in “research that engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention.” Engaging in evidence-based practices is integral to the social work profession.	Students learn critical thinking and practice engaging in scientific inquiry in their coursework, and then enact those practices in their practicum placements. Generalist practice occurs “in a multicultural context that is rooted in knowledge and skills for understanding and solving complex social problems within the values of professional social work.”
Practitioner identifies with the social work profession	We embrace our position of leadership in the field of social work and collaborate across disciplines.	Our goal is to “prepare generalist social workers who can be informed and effective leaders,” identifying as social workers and frequently pursuing graduate study and/or licensure in the field of social work.

Applies ethical principles	Our mission is to educate “effective social work leaders, practitioners, and educators who will challenge injustice and promote a more humane society.” Applying ethical principles to challenge injustice at all levels of their practice, with individuals, groups, families, organizations, and communities.	The generalist social work practitioner identifies with the profession and applies ethical principles and critical thinking in practice.
Critical thinking	Critical thinking is at the core of social work practice and is necessary to enact our mission.	Our program strives to “foster a comparative and critical examination of social welfare and social work history, policies, research, and practice interventions.”
Practice at the micro, mezzo, and macro levels	The School of Social Work mission involves evaluating and addressing social problems at the micro, mezzo, and macro levels.	The program seeks to prepare students through practice classes at the micro, mezzo, and macro levels, and then provides opportunities to engage in their practicum at these levels of practice.
Engage diversity in practice	The School of Social Work mission is designed to address the needs of diverse groups.	It is critical that we prepare students to engage across difference in order for them to become “informed and effective leaders able to understand and take action to challenge injustice and promote social and economic justice.”
Advocate for human rights and social and economic justice	Human rights and social and economic justice drive the mission of social work practice.	It is a program goal that students will gain the knowledge and skills to take action and “challenge injustice.”
Recognize, support, and build on the strengths and resiliency of all human beings	The mission of social work is grounded in “ <i>deep respect for cultural diversity and human strengths.</i> ”	Recognizing, supporting, and building on people’s strengths is essential as we “take action to challenge injustice and promote social and economic justice.” Students build and apply a strengths-based lens in their social work practice coursework.

Engage in research-informed practice	Social work practice that will move us towards achieving the mission must be informed by evolving research.	We prepare our students to be able to engage in “a comparative and critical examination of social welfare and social work history, policies, [and] research,” in order to be effective practitioners.
Proactive in responding to the impact of context on professional practice	The mission of the School of Social Work recognizes the importance of context in addressing the needs of vulnerable populations.	The goal of the program is to focus on how context affects micro, mezzo, and macro outcomes.

3. *Compliance Statement:* If program options have different missions and/or goals, discuss for each program option.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

The UW Tacoma BASW program shares a common Mission and Program Goals with the UW Seattle campus (see Standard 1.0.1). In addition, the Tacoma campus, by legislative directive, has an additional, fifth program goal:

5. To provide access to social work education to residents of the south Puget Sound Region.

Component of the Generalist Practice Definition	Components of the Program’s Mission	Components of the Program’s Goals
Proactive in responding to the impact of context on professional practice	The mission of the School of Social Work recognizes the importance of context in addressing the needs of vulnerable populations.	This goal most directly addresses the context of professional practice in vulnerable populations such as small-town and rural residents.

Accreditation Standard B2.0.2: The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.

1. *Compliance Statement:* Narrative provides a rationale for the program's formal curriculum design across all program options

The rationale for the BASW curriculum design is captured in four pedagogical concepts that have informed its development: (1) infusion of the organizing values of the SSW and BASW program centered on social and racial justice throughout the curriculum; (2) a developmental structure that supports students' mastery of knowledge, values, and skills over the duration of the program; (3) integration of classroom and field learning opportunities and content; and a model of (4) generative pedagogy as a foundation for adult learning. The first two concepts are discussed below and the second two concepts are discussed in the next section.

Infusion of Organizing Values

The organizing values of the SSW and the BASW program flow from our mission statement and the program context, and reflect the purposes and values of the social work profession. They provide a conceptual framework of values and ethics that are integrated throughout the classroom and field education curricula. The BASW curriculum has a robust and clearly identifiable commitment to the principles and values of social, economic, and racial justice, and students are exposed to concepts relevant for direct practice, in practice with organizations and communities, in policy practice, and in research and evaluation methods. The organizing value of advancing and applying knowledge to practice is infused into research courses that provide students a foundation in the conduct of research for informing practice and infused into practice courses and field education such that students learn to critically assess and apply knowledge to practice. The values of respect for cultural diversity, equity, human capacity, and a commitment to anti-racism are fundamental to the BASW goal of preparing students for effective practice in a diverse and multicultural context and are reflected repeatedly in the impressive range of innovative instructional materials centering on diversity, equity, inclusion, and social justice perspectives in the classroom and field.

The values of collaboration and empowerment underlie generalist practice at all levels of practice and are infused throughout the curriculum, reflected in content on perspectives such as strengths-based practice, culturally relevant practice models, and participatory research approaches. The contextual perspective that informs our curriculum underscores that the personal problems of individuals, families, and communities are a function of larger social structural factors and also emphasizes

collaborative, collective, and empowering processes that build on client and community strengths.

Developmental Structure

The developmental structure of the curriculum is reflected in the logical and sequential order of classroom and field learning opportunities that support students' growing competency in the SSW foundational practice behaviors. Grounded in the liberal arts, our BASW curriculum reflects an intentional design in which core competencies are developed across the 2 years of the BASW program. Our curriculum is informed by Learning Progression Theory, which posits a developmental progression in learning from 1) awareness to 2) recognition to 3) recall to 4) application of principles to 5) practice evaluation to 6) the ability to synthesize disparate material to 7) the capacity to create new knowledge. As students progress in their learning, their course work engages them in integrating the knowledge and skills developed across the BASW program of study. They build competency across the entire curriculum, develop the ability to analyze and synthesize material, and develop new knowledge and understandings as they apply classroom content in field settings.

The core competencies and related behaviors are integrated developmentally across the BASW curriculum with the introduction of behaviors sequentially and at greater levels of complexity over the duration of the program. We pair and sequence courses to support complementarity of content and developmental progression through the curriculum. Courses in the first year provide classroom learning opportunities at the developmental level of beginning generalist social work values, skills, and knowledge. Courses in the second year build systematically upon knowledge, values, and skills gained in the first year of the BASW curriculum and allow for application of these behaviors to a social work practice setting over the course of students' second year. We also have a developmental and integrative perspective on learning across both classroom and field, and structure our field-learning experiences to support students progressing developmentally in field work across the curriculum as students build competency in generalist practice.

2. *Compliance Statement:* Narrative explains how the program's curriculum design is used to develop a coherent and integrated curriculum for both classroom **and** field across all program options.

The competency-based approach to curriculum design and SSW pedagogical concepts are reflected in both the structure and content of the BASW curriculum. These approaches and concepts create coherence in the overall program of study and are important to the integration of content and practice experience. **In the following**

section, we provide model programs of study for the Seattle and Tacoma BASW program options and demonstrate how the curriculum design provides a coherent and integrated curriculum for both class and field on both campuses.

BASW Curriculum and Model Program of Study

The BASW curriculum begins in students’ junior year. The competency-based curriculum design builds on the liberal arts base described above. The integrated and sequential curriculum design provides learning opportunities for students to develop and demonstrate competence in the SSW core competencies and associated behaviors for foundational practice.

The table below illustrates the model program of study for a student entering the Seattle campus BASW program option in the junior year. The next table shows the model program of study on the Tacoma campus.

Model Program of Study: Seattle Campus BASW Option

First Year		
AUTUMN	WINTER	SPRING
SocWf 200 Introduction to Social Work Practice1 (5)* SocWf 310 Social Welfare Practice I (3) SocWf 402 Human Behavior & Social Environment I (5)	SocWf 311 Social Welfare Practice II (3) SocWf 315 Community Service Learning (2) SocWf 404 Cultural Diversity and Social Justice (5)	SocWf 312 Social Welfare Practice III (3) SocWf 315 Community Service Learning (2) SocWf 320 Social Welfare History/Policy (5)
Second Year		
AUTUMN	WINTER	SPRING
SocWf 390 Social Welfare Research (5) SocWf 405 Practicum Seminar (3) SocWf 415 Practicum (4)	SocWf 410 Evidence-Based Social Work Practice (3) SocWf 415 Practicum (4) SocWf 435 Social Welfare Practice Seminar(1)	Social Welfare Practice Selective SocWf 415 Practicum (4) SocWf 465 Social Welfare Capstone Seminar (1)

*Number of credits in parentheses.

Model Program of Study: Tacoma Campus BASW Program Option

First Year		
AUTUMN	WINTER	SPRING
TSOCWF 301 Professionalism in Social Work Practice (2)* TSOCWF 300 Historical Approaches to Social Welfare(5) TSOCWF 402 Human Behavior & Social Environment I (5)	TSOCWF 310 Social Welfare Practice I (3) TSOCWF 320 Social Welfare History/Policy (5) SW or general elective (5)	TSOCWF 311 Social Welfare Practice II (3) TSOCWF 404 Cultural Diversity and Social Justice (5) TSOCWF 414 Introduction to Practicum (1) SW or general elective (5)
Second Year		
AUTUMN	WINTER	SPRING
TSOCWF 390 Social Welfare Research (5) TSOCWF 405 Field Seminar I (3) TSOCWF 415 Practicum (4)	TSOCWF 312 Social Welfare Practice III (5) TSOCWF 415 Practicum (3) General Elective (5) SW or general elective (5)	TSOCWF 406 Practicum Seminar II (3) TSOCWF 415 Practicum (4) SW or General Elective (5)

*Number of credits in parentheses.

Curriculum Coherence and Integration

These BASW curriculum models target the core competencies and related behaviors, and provide instruction in the knowledge, values, and skills required for effective, accountable, beginning generalist social work practice with individuals, families, groups, organizations, and communities, and in policy arenas. These models also incorporate content aimed at socializing students to the profession: its values, ethics, and history. All of our courses emphasize the importance of reflecting upon person in their environment, what we typically refer to as a *contextual* perspective, which situates social work practice as located within and being influenced by the larger socioeconomic and cultural context. Below, we provide an outline of the developmental sequencing of required courses, describe the infusion of content related to our organizing values, describe how generative pedagogy informs the curriculum, and offer examples of how we attend to horizontal and vertical integration of classroom and field.

The Seattle and Tacoma program options are built on the same core competencies and behaviors although they have slightly differing course structures. Because differences between the program options are few, the description below applies to both campuses with any differences noted.

The BASW curriculum is composed of core courses and the required field education placement. Seattle students take 16 required courses and 1 practice elective, and Tacoma students have 15 required courses and 4 electives. Our curriculum aims to prepare students across all levels of social work practice; therefore, we require all students to take courses addressing behaviors of relevance to both direct practice with individuals, families, and groups, and macro practice with organizations, communities, and policy systems.

Our curriculum is structured to sequence content developmentally. The discussion of the general education requirements and prerequisites, noted above, describes the building blocks that create a foundation for the BASW curriculum. The first BASW course students take, *Introduction to Social Work* (SocWf 200 in Seattle and TSOCWF 300 in Tacoma), provides a next layer of foundational knowledge, values, and skills. These courses provide an overview of the historical roots and value base of the profession, and introduce students to issues of poverty and its relation to social work practice. This content frames the values, history, and contextual influences that help students develop an orientation to social work practice informed by professional ethics and anchored in a commitment to social and economic justice.

The developmental sequence continues as generalist practice content is covered in required courses across the 2-year program. The generalist practice sequence, *Social Welfare Practice I, II, and III* (T SocWf 310, 311, 312), integrates generalist practice knowledge and empirically based practice to prepare students for beginning generalist practice with diverse and marginalized populations. In this sequence students develop skills in engagement, assessment, intervention, and evaluation across practice with individuals, families, groups, organizations, and communities. Content in the practice sequence is guided by the principles of economic and social justice, multiculturalism, and anti-oppression practice. These courses introduce students to key concepts and skills that are used in subsequent BASW coursework.

In the second year, students take a second sequence of practice courses, timed to be concurrent with their field education placement. In Tacoma, students take 2 quarters of *Field Seminar* (T SOCWF 405), which uses case presentations and discussion to help students to apply practice theories, concepts, and skills from the first-year practice courses to their field education experiences. In Seattle, second-year BASW students take *Practicum Seminar* (SocWf 405), *Social Welfare Practice Seminar* (SocWf 435), *Evidence-Based Social Work Practice* (SocWf 410), and *Social Welfare Capstone Seminar* (SocWf 465) that are similarly linked to their field education placement. This supports the integration of classroom learning with practice opportunities in field education sites.

During their first year in the BASW program, students' development of practice knowledge and skills is supported by *Human Behavior and the Social Environment course* (T/SocWf 402), which integrates biological, psychological, structural, environmental, political, global, and socio-cultural perspectives to understand human development across the lifespan. The *Social Welfare Policy* course (T/SocWf 320) exposes students to issues in the broader social, economic, and policy context that influence human development and individual and community well-being. In addition, this course provides an overview of social work policy practice. The spring quarter *Cultural Diversity and Social Justice* course (T/SocWf 404) provides students with the foundation knowledge necessary for generalist social work practice with those disadvantaged and oppressed populations who are underserved in the public sector.

All BASW classes are informed by the core organizing values of social justice, respect for diversity, and anti-racist practice, as well as the values of collaboration and empowerment, which are reflected in course syllabi, classroom activities, and class assignments. For example, *Cultural Diversity and Social Justice* (T/SocWf 404) explores human diversity and the nature of social justice. It provides the conceptual, theoretical, and empirical knowledge base related to disadvantage and oppression, as well as focusing on the importance of identity and cultural strengths—knowledge necessary for generalist social work practice in a multicultural society. The course content deals with sociopolitical patterns of power and privilege, and examines accessibility to structures of socioeconomic opportunities so as to understand the marginalization, invisibility, and devaluation of some individuals based on their social group memberships (such as race, class, gender, sexuality, religion, language, and ability status). The course helps student develop an appreciation for the analysis of social power crucial for social work practitioners given that it permeates every level of interaction with clients and client systems. Assignments in the course enhance self-reflective learning and have students engage in exploring personal systems of meaning in the context of the professional values of social justice, equity, inclusion, and empowerment.

The social work and UW SSW value of advancing and applying knowledge is conveyed in practice as well as research courses in the BASW Program. *Research in Social Work* (T SocWf 390) provides students with the basic principles and skills for evaluating their social work practice and prepares students to be effective consumers of published research. In this course students learn about the interrelationship of research and social work practice and develop an understanding of, and ability to use, empirically based strategies to improve social work practice, policy, and service delivery. In Seattle, *Evidence-based Social Work Practice* (SocWf 410) provides students with knowledge and skills to strengthen their use of theory-driven, empirically supported, and appropriately tailored interventions for individuals, families, groups, organizations, and

communities. Students critically examine programs and current models of service delivery, as well as strategies and models of intervention planning and evaluation. In Tacoma, comparable content on evidence-based social work practice is covered in the *Field Seminars*.

Consistent with the underlying generative pedagogy that emphasizes the benefits of problem-focused learning, the *Practicum Seminar* courses (T SocWf 405) use a case-focused approach to explore, compare, and analyze issues arising from the field experience. Its primary purpose is to facilitate the student's integration of social work knowledge with the acquisition of the skills necessary for entering the field of social work as a beginning generalist practitioner.

Integration Between Classroom and Field:

Integration between classroom and field education is supported by our curriculum structure in which classroom and field credits are taken concurrently, providing opportunities for students to bring the knowledge, values, and skills they learn to the practice setting, and to bring practice experiences from the field education setting to the classroom. Wherever possible, classroom assignments are linked to field work, such as in the *Practicum Seminar* that students take in their second year and for which assignments are directly linked to their field placement (e.g., addressing ethical dilemmas, applying assessment frameworks to practice settings, and intervention planning). To emphasize the importance of classroom-field integration, students are required to provide their Field Instructor with a copy of all course syllabi by the third week of the quarter as an additional means of communicating classroom goals and objectives.

The competency-based approach to curriculum design promotes integration of classroom and field instruction by providing observable performance outcomes. Importantly, Field Faculty are actively involved in all phases of curriculum development in the School. Field and classroom faculty support the connection and integration between class and field by operationalizing the core competencies of social work practice as behaviors that can be demonstrated, observed, and assessed in the classroom and field. These behaviors provide common ground across the two learning environments for student engagement with the knowledge, values, and skills associated with social work practice.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard B2.0.3: 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.

1. *Compliance Statement:* Programs that add additional generalist-level competencies must provide the competency descriptive paragraph and corresponding behaviors in a narrative preceding the matrix (if applicable).

n/a

2. *Compliance Statement:* Program provides a matrix illustrating how the curriculum content implements the nine required social work competencies and any additional competencies added by the program across all program options.

Generalist Practice Curriculum Matrix					
Competency	Course Number & Title	Generalist Course Content	Dimension(s) (<i>Knowledge, Values, Skills, Cognitive & Affective Processes</i>)	Systems Levels (<i>Individuals, Families, Groups, Organizations, Communities</i>)	Page Number in Volume 2 (<i>Syllabi</i>) and/or Direct Link to Page of Syllabi
Competency 1: Demonstrate Ethical and Professional Behavior	SOC WF 310: Social Welfare Practice I	Ruffolo, Ch 4, Codes of Ethics, Ethics assignment, Weekly practice activities, Client assessment & write-up	Knowledge, Skills, Values, Cognitive and Affective Processes	Individuals	Vol. 2 Page 31
	SOC WF 315 Community Service Learning	Learning Contract Pre/Post Assessment Class Participation Building Your Anti-Racist Lens in the Field Professional Email Introduction to Supervisor Learning Contract Resume Workshops Service Logs Class Participation & Online Reflection Posts	Knowledge, Skills, Values, Cognitive and Affective Processes	Individuals, Organizations	Vol. 2 page 80

	SOC WF 405 Fieldwork Seminar	Reflection Paper 1: Self-Assessment Reflection Paper #2: Supervision Small Group Dialogue: Trauma Stewardship HIPPA & Blood Borne Pathogens Certificates Presentation on Agency or Special Topic	Knowledge, Skills, Values, Cognitive and Affective Processes	Individuals, Organizations	Vol. 2 Page 156
	SOC WF 465 Social Welfare Capstone Seminar	Pre-class Reflections Resume Mock Interview Personal Statement	Knowledge, Skills, Values, Cognitive and Affective Processes	Individuals, Organizations	Vol. 2 Page 213
Competency 2: Engage Diversity and Difference in Practice	SOC WF 315 Community Service Learning	Professional Email Introduction to Supervisor Learning Contract Resume Workshops Service Logs Class Participation & Online Reflection Posts	Knowledge, Skills, Values, Cognitive and Affective Processes	Individuals, Organizations	Vol. 2 Page 69
	SOC WF 404 Cultural Diversity and Justice	Intergroup Dialogue groups and weekly reflection papers Mid-Quarter Paper	Knowledge, Skills, Values, Cognitive and Affective Processes	Individuals, Groups	Vol. 2 Page 143

		Final Peka Kucha Presentation Class Participation			
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	SOC WF 320 Social Welfare Policy	Social Welfare Policy Research Paper Historical Foundations of Social Welfare Unit: Group Assignment Social Stratification Assignment Reading Summaries and Questions Participation & Engagement	Knowledge, Skills, Values, Cognitive and Affective Processes	Organizations, Communities	Vol. 2 Page 83
	SOC WF 404 Cultural Diversity and Justice	Intergroup Dialogue Groups and weekly reflection papers Mid-Quarter Paper Final Peka Kucha Presentation Class Participation	Knowledge, Skills, Values, Cognitive and Affective Processes	Individuals, Groups	Vol. 2 Page 143

Competency 4: Engage in Practice-informed Research and Research- informed Practice	SOC WF 390 Introduction to Social Welfare Research	Assignment 1: Scholarly Article Literature Review Research Proposal Assignment 2: Sampling Research Proposal Literature Review Assignment 3: Cost Effectiveness Assignment 4: Logic Models Final Research Proposal	Knowledge, Skills, Cognitive and Affective Processes	Organizations	Vol. 2 Page 97
	SOC WF 410 Evidence-Based Practices in Social Welfare	Weekly discussion board, reading groups. Final group presentation: Evidence-based Practice or Policy Implementation Class Participation	Knowledge, Skills, Values, Cognitive and Affective Processes	Organizations	Vol. 2 Page 175

Competency 5: Engage in Policy Practice	SOC WF 312 Social Welfare Practice III	Case to Cause Change Proposal Class Participation Virtual Event Reflection Reading Reaction/Reflection Assignments	Knowledge, Skills, Values, Cognitive and Affective Processes	Organizations, Communities	Vol. 2 Page 59
	SOC WF 320 Social Welfare Policy	Social Welfare Policy Research Paper Research Brief Reflection: Policies of Re/Distribution Reading Summaries and Questions Participation & Engagement	Knowledge, Skills, Values, Cognitive and Affective Processes	Organizations	Vol. 2 Page 83

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	SOC WF 311 Social Welfare Practice II	In class assignments & exercises Mutual Support Group assignment Standardized Family Assessment assignment Participation	Knowledge, Skills, Values, Cognitive and Affective Processes	Families, Groups	Vol. 2 Page 46
	SOC WF 402 Human Behavior and Social Environment I	Quiz 1 Annotated Bibliography & Poster Presentation: Applying Social Work Theories Class Participation & Team Review—Brief Written Reflection Participation Readings & Media; Summaries & Questions; Participation in class activities; Genograms & Ecomaps assignment; Quiz; Personal canon assignment	Knowledge, Skills, Values, Cognitive and Affective Processes	Individuals, Families, Groups	Vol. 2 Page 106

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	SOC WF 311 Social Welfare Practice II	Standardized Client— Family Assessment	Knowledge, Skills, Values, Cognitive and Affective Processes	Individuals, Families, Groups	Vol. 2 Page 46
	SOC WF 312 Social Welfare Practice III	Organizational Assessment Community Assessment Class Participation	Knowledge, Skills, Values, Cognitive and Affective Processes	Organizations, Communities	Vol. 2 Page 59
	SOC WF 402 Human Behavior and Social Environment I	Readings & Media; Summaries & Questions; Participation in class activities; Genograms & Ecomaps assignment; Quiz; Personal canon assignment	Knowledge, Skills, Values, Cognitive and Affective Processes	Individuals, Families, Groups	Vol. 2 Page 106
	SOC WF 405 Fieldwork Seminar	Reflection Paper 1: Self-Assessment Small Group Dialogue: Case Consultations Final Reflection Paper	Knowledge, Skills, Values, Cognitive and Affective Processes	Individual, Groups, Organizations	Vol. 2 Page 157

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	SOC WF 311 Social Welfare Practice II	In Class assignments Mutual Support Group Critical Reflective Essays Participation	Knowledge, Skills, Values, Cognitive and Affective Processes	Individuals, Families, Groups	Vol. 2 Page 46
	SOC WF 410 Evidence-Based Practices in Social Welfare	Weekly Quizzes Final Paper: EBP or Policy Implementation Class Participation	Knowledge, Skills, Values, Cognitive and Affective Processes	Groups, Organizations	Vol. 2 Page 175
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	SOC WF 465 Social Welfare Capstone Seminar	Pre-class Reflections Small Group, Partner, Peer Consultations Skill Identification: Part 1 Skill Identification: Part 2	Knowledge, Skills, Values, Cognitive and Affective Processes	Groups	Vol. 2 Page 213
	SOC WF 390 Introduction to Social Welfare Research	Assignment 1: Scholarly Article Literature Review Research Proposal Literature Review Final Research Proposal	Knowledge, Skills, Values, Cognitive and Affective Processes	Individuals, Communities	Vol. 2 Page 97

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

As there is some variance in curricular organization between Seattle and Tacoma, the following Curricular Matrix for the Tacoma program option is provided:

Generalist Practice Curriculum Matrix					
Competency	Course Number & Title	Generalist Course Content	Dimension(s) (Knowledge, Values, Skills, Cognitive & Affective Processes)]	Systems Levels (Individuals, Families, Groups, Organizations, Communities)	Page Number in Volume 2 (Syllabi) and/or Direct Link to Page of Syllabi
Competency 1: Demonstrate Ethical and Professional Behavior	TSOCWF 301: Professionalism in Social Welfare Practice	Ethics Paper	Knowledge Values Cognitive & Affective Processes Skills		Vol. 2 Page 240
		Application Worksheet	Knowledge Values Skills Cognitive & Affective Processes		

Competency 1: Demonstrate Ethical and Professional Behavior	TSOCWF 405: Field Seminar I	Professional Growth Plan	Knowledge Values Cognitive & Affective Processes Skills		Vol. 2 Page 338
Competency 1: Demonstrate Ethical and Professional Behavior	TSOCWF 406: Field Seminar II	Termination Scenario Paper Self-Care Plan	Knowledge Values Skills Cognitive & Affective Processes Values Affective Processes Skills		Vol. 2 Page 344
Competency 1: Demonstrate Ethical and Professional Behavior	TSOCWF 414: Introduction to Practicum	Ethics Paper Student Self- Assessment	Knowledge Values Cognitive & Affective Processes Knowledge Values Skills Cognitive & Affective Processes		Vol. 2 Page 354
Competency 2: Engage Diversity and Difference in Practice	TSOCWF 402: Human Behavior and the Social Environment I	Systems Theory Paper with Ecomap	Knowledge Values Skills Cognitive & Affective Processes		Vol. 2 Page 306

Competency 2: Engage Diversity and Difference in Practice	TSOCWF 404: Diversity and Social Justice	Social Identity Slide Presentation	Knowledge Values Cognitive & Affective Processes		Vol. 2 Page 326
		Reflection Papers	Knowledge Values Affective Processes		
		Group Presentation on Activism	Knowledge Values Skills Cognitive and Affective Processes		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	TSOCWF 312: Social Welfare Practice III: Communities & Organizations	Community Organization Group Presentation	Knowledge Values Skills Cognitive & Affective Processes		Vol. 2 Page 275
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	TSOCWF 320: Social Welfare: Contemporary Approaches	Social Policy Analysis Paper	Knowledge Values Skills Cognitive & Affective Processes		Vol. 2 Page 287
		Advocacy Activity	Knowledge Values Skills Cognitive and Affective Processes		

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	TSOCWF 404: Diversity and Social Justice	Group Presentation on Activism	Knowledge Values Skills Cognitive & Affective Processes		Vol. 2 Page 326
Competency 4: Engage in Practice-informed Research and Research-informed Practice	TSOCWF 390: Introduction to Social Welfare Research	Data Analysis mini-project Quizzes	Knowledge Values Skills Cognitive & Affective Processes Knowledge Skills Cognitive Processes		Vol. 2 Page 296
Competency 5: Engage in Policy Practice	TSOCWF 312: Social Welfare Practice III: Communities & Organizations	Community Organization Group Presentation	Knowledge Values Skills Cognitive & Affective Processes		Vol. 2 Page 275
Competency 5: Engage in Policy Practice	TSOCWF 320: Social Welfare: Contemporary Approaches	Social Policy Analysis Paper Advocacy Activity	Knowledge Values Skills Cognitive & Affective Processes Knowledge Values Skills		Vol. 2 Page 287

			Cognitive and Affective Processes		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	TSOCWF 300: Historical Approaches to Social Welfare	Interview Paper	Knowledge Values Skills Cognitive & Affective Processes	Individuals Communities Organizations	Vol. 2 Page 226
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	TSOCWF 310: Social Welfare Practice I: Social Welfare Practice with Individuals and Families	Practice Reflections	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families	Vol. 2 Page 248
		Videotaped Interview and Written Assessments	Knowledge Skills Values Cognitive & Affective Processes	Individuals	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	TSOCWF 311: Social Welfare Practice II: Social Welfare Practice with Groups	Group Roleplays	Knowledge Values Skills Cognitive & Affective Processes	Groups	Vol. 2 Page 258
		Proposed Group	Knowledge Values Skills Cognitive & Affective Processes	Groups	

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	TSOCWF 300: Historical Approaches to Social Welfare	Interview Paper	Knowledge Values Skills Cognitive & Affective Processes	Individuals Communities Organizations	Vol. 2 Page 226
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	TSOCWF 310: Social Welfare Practice I: Social Welfare Practice with Individuals and Families	Practice Reflections Videotaped Interview & Written Assessments	Knowledge Values Skills Cognitive & Affective Processes Knowledge Skills Values Cognitive & Affective Processes	Individuals Families Individuals	Vol. 2 Page 248
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	TSOCWF 311: Social Welfare Practice II: Social Welfare Practice with Groups	Group Roleplays	Knowledge Values Skills Cognitive & Affective Processes	Groups	Vol. 2 Page 258
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	TSOCWF 402: Human Behavior and the Social Environment I	Systems Theory Paper with Ecomap	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families Communities Organizations (depends on subject chosen)	Vol. 2 Page 306

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	TSOCWF 405: Field Seminar I	Professional Growth Plan	Knowledge Values Cognitive & Affective Processes Skills	Individuals	Vol. 2 Page 338
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	TSOCWF 310: Social Welfare Practice I: Social Welfare Practice with Individuals and Families	Practice Reflections	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families	Vol. 2 Page 248
		Videotaped Interview & Written Assessments	Knowledge Skills Values Cognitive & Affective Processes	Individuals	
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	TSOCWF 406: Field Seminar II	Termination Scenario Paper	Knowledge Values Skills Cognitive & Affective Processes	Individuals Families Groups	Vol. 2 Page 344
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	TSOCWF 312: Social Welfare Practice III: Communities and Organizations	Organizational Analysis	Knowledge Values Skills Cognitive & Affective Processes	Organizations	Vol. 2 Page 275

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	TSOCWF 390: Introduction to Social Welfare Research	Data Analysis mini- project	Knowledge Values Skills Cognitive & Affective Processes	Individuals Groups Communities Organizations (depending on option chosen by student)	Vol. 2 Page 296
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	TSOCWF 312: Social Welfare Practice III: Communities and Organizations	Organizational Analysis	Knowledge Values Skills Cognitive & Affective Processes	Organizations	Vol. 2 Page 275

Accreditation Standard 2.2 — Field Education

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

1. *Compliance Statement:* Narrative explains how the program's field education program connects the theoretical and conceptual contributions of classroom and field across all program options.

The field education program connects the theoretical and conceptual contributions of classroom and field across all program options. The Office of Field Education dedicates its work to the development and implementation of field curricula designed to guide students towards achievement of the nine Competencies, demonstrated through related behaviors.

Comprising 12 of the BASW student's required course credits, the University of Washington School of Social Work programs identify field education as the signature pedagogy of social work education. This signature pedagogy recognizes the unique need to both learn theoretical and conceptual content, while also implementing their learning through a professional practicum experience. The practicum experience then allows the student to explore and engage in evidence-based practice methods, while developing a professional social work identity based on knowledge, values, skills, ethics, and cognitive and affective processes. Given that social work education is designed for the teaching of and learning by adults, social work field education is guided by the needs of the adult learner.

The Generalist field placement is focused upon breadth of knowledge and skills; students are directed toward placements that will build new and expand beyond any previous social work experience to build a broad Generalist base of practice exposure. Students are encouraged to view the Generalist practicum as an opportunity to enhance their professional preparation through exposure to new areas of knowledge and service, skill sets, and/or populations.

During their participation in the BASW program, students are expected to demonstrate increasing sophistication in breadth and depth of knowledge, values, skills, ethics, and cognitive and affective processes. All placements are guided by the Competencies and related behaviors defined in the 2015 EPAS.

Connections between Classroom and Field

Connections between classroom and field education are supported with (1) concurrent enrollment in practice classes and field education; (2) a competency-based approach to curriculum design and evaluation; (3) adoption of the same core competencies and associated behaviors in the classroom and field curriculum; (4) a standardized format for Field Learning Contracts that identifies specific behaviors for students to demonstrate their growing Competencies in the field education placement; and (5) classroom and field learning activities that bridge classroom content and experience in evidence-informed practice.

Concurrent Enrollment

The SSW integrated curriculum model enrolls student concurrently in field placement and relevant practice and elective courses. The concurrent program model supports the integration of classroom and field learning, recognizes the two components as interrelated, and reinforces the development of the core competencies for professional social work practice.

Students can apply theories and concepts from the classroom in a vetted and approved agency under the supervision of an experienced social worker, and then bring their practice experience to the classroom for further discussion and integration. The Field/Practicum Seminar courses are specifically designed to allow for this sharing of experience with peers and thus provide students peer consultation experience.

Field Instructors are expected to discuss the integration of student coursework and assignments to the student's field experience during regularly scheduled social work supervision. Classroom instructors routinely draw on students' field placement experiences to provide examples for classroom and seminar discussions, and develop classroom assignments. To facilitate this, students are required to provide their Field Instructors with a copy of all course syllabi. Systematically tested theories and models, both from the literature and in agency practice, enable social work students to advance their learning and respond as increasingly knowledgeable professionals.

Competency-Based Curriculum Design

Field Faculty are actively involved in and help lead all phases of curriculum development in the School and collaborate regularly with classroom instructors and Program Directors to operationalize curricular goals. The field education curriculum is based on the nine core competencies used in the classroom curriculum, and each field

placement is designed to provide opportunities for the student to demonstrate increasing competency in each of the behaviors adopted by the UW SSW.

Standardized Field Learning Contracts

A standardized format for Field Learning Contracts, based on the core Competencies and associated practice behaviors, guides Field Instructors and students in their design of learning activities that connect classroom learning to the field. At the beginning of the field placement, students and Field Instructors plan specific activities that will provide students with opportunities to master each of the practice behaviors for all nine competencies during their field placement.

Bridging Assignments

To facilitate the coordination of classroom and field content and assignments, students are required to 1) provide copies of each of their class syllabi to their Field Instructors and 2) discuss the integration of learning and assignments between the practicum and coursework. This helps Field Instructors anticipate, implement, and debrief classroom concepts that a student must apply and master as they work toward increasing competency. Through classroom and seminar discussion and assignments, students are asked to process field experiences and critically examine the relevance of theories and concepts, evidence, and practice knowledge to their field experiences. Practice classes make use of relevant examples, presentations, case studies, and scenarios from students' field experiences to illustrate theoretical and conceptual material. Classroom instructors also develop assignments that must be completed at the students' field sites, further supporting the application of theoretical and conceptual material to practice.

Our concurrent, integrated model of classroom and field education fosters students' understanding and use of evidence-informed practice. The application of classroom learning in the practice setting supports the student's integration of evidence-based practices throughout their work as students and graduate social work practitioners. The student and Field Instructor are expected to identify and discuss the use of evidence-informed methods, assessment approaches, interventions, and other dimensions of practice.

Reinforcing the Integration of Classroom and Field Learning

In Seattle, the SSW Field Faculty employ multiple strategies to monitor, support, and reinforce the connection between classroom and field placement. The Assistant Dean of Field Education and Field Faculty are actively involved in the design of the School's explicit curriculum, serving on committees responsible for curriculum review, additions, and changes, including the BASW Program Committee and the Faculty Council. In

Tacoma, all Field Faculty are involved in development of classroom curriculum and sit on parallel committees to those of the Seattle campus.

Through committee work, Field Faculty ensure that the voice and perspective of field education are integrated into all aspects of curriculum development. The Field Instructor Training committee in the Office of Field Education offers training opportunities for both new and continuing Field Instructors. Field Faculty liaison visits also reinforce the integration of theory into practice. Field Instructors are trained in their role as educators and taught curricular concepts and SSW mission values that need reinforcement in the field. Beginning Field Instructors are required to participate in the introductory field educator training.

The Field Education Advisory Council on the Seattle campus provides the perspectives of deeply experienced Field Instructors regarding the programs, practices, and policies that influence the operations of the Office of Field Education, including feedback on the effectiveness of our integrated model, ideas for new methods for integrating class and field, and ways to enhance Field Instructor training.

Field education for Tacoma and Seattle programs are coordinated through both Tacoma and Seattle participation on the Office of Field Education (OFE) Committee. The Director of Field Education at UW Tacoma attends these meetings and collaborates directly with Seattle Field Faculty and the Assistant Dean of Field Education. Ongoing face-to-face and electronic communication allows for a close and cooperative relationship between the two campuses. Further, as an additional collaboration tool, both campuses utilize the STAR web-based program for placement referral, communication, evaluation, and documentation. While Affiliation Agreements with field agencies permit students from either campus to interview for placement at an agency, the administration of Affiliation Agreements remains headquartered at the Seattle campus.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard B2.2.2: 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.

1. *Compliance Statement:* Narrative explains how the field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities across all program options.

Explanation of how the field program across all program options ensures students have generalist opportunities to practice with each systems level (individuals, families, groups, organizations, and communities) in their field settings:

The BASW field education program is structured to both teach and reinforce the principles and values of Generalist social work education.

The core concept that a broadly prepared social worker is more effective than a narrowly prepared social worker informs our teaching and training. Students are expected to move beyond the scope of practice they might previously have acquired if they have human service work experience to broaden their knowledge and skills into new areas. We emphasize that the Generalist curriculum is for breadth of practice knowledge and skill development at the micro, mezzo, and macro levels of practice. Students are expected to participate in each level of practice in their placements. Field Faculty monitor Learning Contracts and learning activities very closely to ensure that the purpose of the Generalist education and field curriculum is operationalized for each student.

The development of evidence-based and anti-racist/anti-oppressive practice and skills for planned social change through collaboration and empowerment are integral to field education. The core competencies and related behaviors create the framework for integrating knowledge into practice skills through structured activities with clients, organizations, communities, and policy engagement under the supervision of experienced Field Instructors.

2. *Compliance Statement:* Narrative illustrates how these generalist practice opportunities are accomplished in field settings across all program options.

Systems Level	Examples of Tasks, Roles, and/or Opportunities to Practice with Each Systems Level in Field Settings
Individuals	Student will use interpersonal skills when engaging with clients such as reflective listening, motivational interviewing, and collaborative problem-solving, and discuss with Field Instructor.
Families	Complete psychosocial assessment with families in order to gain understanding of their cultural, spiritual, and social positionalities, maintaining a humble and open-minded stance toward their intersectional identities.
Groups	Participate in DBT group therapy modules.
Organizations	Participate in agency-wide conversations around Strategic Planning as part of the Outreach Team, taking into account our Team values. Consider cultural factors in our outreach and communication.
Communities	Support those in the Tribal Community who are involved with the legal process to stand by the ethics of the Tribe and historical practices such as restorative justice and community connection. Engage clients and their communities from a strengths-based perspective and build upon those strengths.

As they enter their Field Placement, BASW students work with their Field Instructors to develop individualized Field Learning Contracts that specify learning activities and methods through which the Field Instructor will observe and evaluate the students' competence on each of the behaviors. Students and Field Instructors are provided with:

- A list of the competencies and related behaviors.
- Reflection questions to aid the student and Field Instructor in identifying available learning opportunities and critical learning experiences.
- Examples of learning activities that promote the student's growth in each Competency.

The following are examples of Generalist practice learning activities implemented in field placement for three core competencies (1, 2, and 7). These examples of learning activities are drawn from the Field Learning Contract for a student in a Generalist placement at a large multi-service outpatient substance use treatment agency.

COMPETENCY	STUDENT LEARNING ACTIVITY
<p>Demonstrate Ethical and Professional Behavior</p>	<p>Student will arrive at supervision meetings with an agenda that may include questions for consultation from field instructor (FI), updates on client needs, and connections to classroom learning.</p> <p>Student and PI will apply the NASW Code of Ethics principles, including challenging social injustice and respecting the inherent dignity and worth of the person, while reviewing cases during supervision meetings. Ethical questions raised by activities throughout the practicum will be discussed during supervision.</p> <p>At the direction of the PI, student will read and review ETS confidentiality policies and procedures, and will demonstrate understanding of how to implement confidentiality when making disclosures and documentation of patient identifying information.</p>
<p>Engage Diversity and Difference in Practice</p>	<p>Student will observe operations of multiple departments in ETS's interdisciplinary staffing team, including SUDP counselors, medical providers, nurses, acupuncture, public safety, intake team, and front desk staff. Student will gain experience working within a diverse staffing team.</p> <p>Student will provide services to diverse ETS patients, including individual identities that vary along multiple dimensions of race and ethnicity, culture, gender, sexuality, socioeconomic status, age, (dis)ability, co-occurring health and mental health challenges, polysubstance use disorder, and criminal legal system involvement.</p> <p>In supervision meetings, student and PI will discuss how intersecting social identities and oppressions impact patients' experiences and needs. Through journaling and discussion with the PI, student will examine their own biases and identities, and how these surface in working with ETS patients.</p>

<p>Assess Individuals, Families, Groups, Organizations & Communities</p>	<p>Student will observe intake screenings and later conduct screenings with supervision from the PI and intake team manager. PI and intake team manager will provide student with feedback on skills such as rapport building, information gathering, and active listening.</p> <p>Student will become familiar with and, where appropriate, implement assessments commonly used in treating ETS patients. These assessments will include the ETS intake screening questionnaire, ASAM assessment, PCL-5, GAD-7, and PHQ-9.</p> <p>With supervision and feedback from the PI, student will develop documentation skills for case management and individual counseling with patients, and evaluate that the documentation is clear, concise, and thorough.</p>
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Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 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.

1. *Compliance Statement:* Narrative explains how students across all program options in the program’s field education program demonstrate social work competencies through in-person contact with clients and constituencies.

Across program options, the student is expected to attend the placement in person and have in-person contact with clients and constituencies.

Students complete the Generalist Learning Contract designed to fulfill the behaviors emphasized for Generalist learning. The Learning Contract specifies detailed plans for in-person involvement with the constituencies served by the organization. The student is expected to focus on building breadth of knowledge, values, skills, and cognitive and affective processes for each Competency and respective behaviors. In addition, they must be engaged in learning activities at micro, mezzo, and macro levels of practice.

The student is observed, assessed, and mentored by the Field Instructor. The Field Instructor's assessment of the student's growth in each of the nine Competencies requires that they can observe students on-site working with clients, colleagues, community members, and other professionals in related agencies.

Key to verifying and assessing the student's engagement in in-person practice is the use of professional supervision. Field Instructors and their students define a supervision plan for the entire placement when they develop the Learning Contract. The supervision plan must include the frequency of meetings, modalities that will be used (group meetings, individual meeting, student observation and debrief, consultation with other staff and review of student documentation). The supervision plan must be reviewed and approved by the Field Faculty assigned to that student and their placement. Agency staff who are not social workers sometimes provide support and oversight for students and Field Instructors and are referred to as Task Supervisors. Task Supervisors may assist the Field Instructor by providing students daily tasks and monitoring the student's involvement in learning activities on a day-to-day basis. If a Task Supervisor is involved in the placement, the Office of Field Education asks that they provide verbal and/or written feedback to the student and Field Instructor and participate fully in the quarterly evaluation process.

While formal evaluation occurs quarterly, the Field Instructor's assessment of the student's growth in the nine Competencies is ongoing and occurs through every interaction. We strongly recommend to Field Instructors that they communicate their observations to the student on an ongoing basis. The Quarterly evaluation, while a formal and standardized process, should contain no surprise content that the student and Field Instructor have not previously processed.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 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.

1. *Compliance Statement:* Narrative describes how the program's field education program provides a minimum of 400 hours of field education for baccalaureate programs across all program options.

BASW students complete 12 credits of field education, requiring 480 hours. The Field Education Manual, provided at orientations for students and Field Instructors, as well as course syllabi provide BASW classroom faculty, students, and Field Instructors with information about field hours and how they are set, monitored, and validated. Completed field hours are reported by the Field Instructor on the quarterly evaluation and approved by the student's Field Faculty.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 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.

1. *Compliance Statement:* Narrative provides the program's criteria for admission into field education across all program options.

The field education program allows participation only for those students who have met the program's specified criteria for field education. Students may not enter practicum unless they have met the following criteria:

- Demonstrated adherence to the SSW's "Essential Skills, Values, and Standards of Professional Conduct for Admission to and Continuance in the School of Social Work." i.e., the "Standards," indicating readiness for social work field education (described in detail in section AS 3.1 below). This is evaluated through Field Faculty observation and discussion with students and potential Field Instructors throughout the initial Introduction to Practicum class and placement process. Students are referred to the "Standards" during the class and in

individual meetings, if needed, to provide feedback and remind students of this evaluative component.

- Successful completion of all required BASW coursework that precedes practicum.
- Completion of Required Immunizations: The School of Social Work is part of the UW Health Sciences consortium of schools and programs. All students in the Health Sciences are required to establish and maintain compliance with the University of Washington Health Sciences Immunization Program. If a student does not establish or maintain compliance, they are not permitted to participate in placement. A student may not begin placement until compliance has been established and approved; students who fail to maintain compliance will be required to stop attending placement.

2. *Compliance Statement:* Narrative explains how the program's field education program admits only those students who have met the program's specified criteria across all program options.

If a student meets the criteria listed in Statement 1 above, they are eligible to enter a practicum placement. Students may not begin the practicum unless they have met the following criteria:

- Successful and satisfactory completion of all required BASW coursework that precedes practicum.
- Demonstrated adherence to the SSW's "[Essential Skills, Values, and Standards of Professional Conduct for Admission to and Continuance in the School of Social Work.](#)"
- Completion of required immunizations.

Field Faculty bring any concerns regarding a student meeting the "Standards" to the Assistant Dean for Field Education, who, in turn, consults with the Associate Dean for Academic Affairs. Classroom faculty monitor student academic performance and professional conduct and bring any concerns about student readiness to Field Faculty, the Assistant Dean for Field Education, the BASW Program Director, the Associate Dean for Academic Affairs, and the Director of Student Services. Tacoma students are assessed through an equivalent process and chain of consultation/decision-making.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 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.

1. *Compliance Statement:* Narrative describes how the program's field education program specifies policies, criteria, and procedures for **selecting field settings** across all program options.

In this section, we describe the policies, criteria, and procedures for selecting field settings across program options.

Policies:

The SSW affiliates with a broad array of agencies, public and private, that provide social services to or on behalf of client constituencies at all levels of social work practice. Agencies are vetted for their ability to provide social work field experience at the micro, mezzo, and macro levels for generalist placements.

Criteria:

- The Agency must demonstrate the capacity to provide learning experiences that will facilitate the student's growth in the nine core Competencies and associated behaviors.
- The agency affirms that it does not discriminate in services to clients, employment, or selection of field students under any category protected by federal law or laws of the State of Washington.
- Agencies must provide opportunities for work with individuals, groups, families, communities, and organizations for generalist practice.
- The Agency must enter into a legal agreement, known as an Agency Affiliation Agreement, with the University of Washington to provide field placements.

- Agencies must provide an experienced MSW or BASW staff to supervise the student and must submit biographical information and/or a resume for the proposed Field Instructor to confirm the date and accreditation status of their Social Work degree, and the extent of their post-graduate practice experience (a minimum of 2 years is required).
- The Agency must provide ample time for weekly supervision at the individual and/or group level.
- The Field Faculty assesses whether a Generalist placement at the Agency will expose the student to micro, mezzo, and macro levels of practice with individuals, groups, communities, and policy systems with diverse populations, and learn and demonstrate competence in the behaviors.

Procedures:

When an agency is identified as a possible field education site, a member of the Field Faculty confers with the agency representative and evaluates the agency's alignment with the mission and goals of the SSW and those of the Field Education program specifically.

The information gathered in the recruitment process includes:

- Identification of an Agency Contact who coordinates placements for the organization.
- Detailed descriptions of available placements, including services provided, populations served, and learning activities at the micro, mezzo, and macro levels.
- Names and educational credentials of and BASW Field Instructors.
- The Agency and placement's capacity to effectively provide learning experiences that reflect the SSW competency-based curriculum and the School's mission of social justice.
 - The Field Faculty determines whether a Generalist placement will expose the student to micro, mezzo, and macro levels of practice with individuals, groups, communities, and policy systems with diverse populations.
- If alignment is confirmed, the Office of Field Education initiates an Agency Affiliation Agreement, a formal contract required and approved by the UW Health Sciences administration, SSW, and the UW Attorney General's office. The Agreement outlines role and responsibilities of both agency personnel and SSW Field Faculty.

2. *Compliance Statement:* Narrative describes how the program's field education program specifies policies, criteria, and procedures for **placing and monitoring students** across all program options.

In this section, we describe the policies, criteria, and procedures for placing and monitoring students across all program options.

Placing Students across Program Options

Policies:

All students complete a 480-hour generalist field placement to obtain their BASW degree. Placements are made on an individual basis and take into consideration the students previous social service experience; future goals and professional interests; geographic location; disability accommodation needs; family and work commitments; and the student's self-identified learning style.

Students work in collaboration with their Field Faculty to determine the best fit between the considerations listed above and a particular agency's ability to meet the educational needs of the student. While students do not establish their own field placements, they are an equal participant in the placement process.

Criteria:

- BASW students must be placed with an agency that provides learning experiences at the micro, mezzo, and macro levels.
- BASW students must be in good academic standing at the time of placement.

Procedures:

- Students submit detailed questionnaires and current resumes to Field Faculty.
- The BASW Field Faculty team reviews their assigned student's questionnaires in depth, paying particular attention to the students' areas of interest as well as previous social work experience.
- Students attend an Information Session to review the placement process in detail and the basic requirements of field education, meet their Field Faculty, and spend time in small groups with their fellow cohort members. Information sessions also facilitate consistency in messaging regarding policies and procedures. Following the Information Session, Field Faculty send each of their students a detailed email that includes a sample list of potential placement agencies. Students review the list and identify 3-5 examples of the types of agencies, programs, and populations that interest them.

- Field Faculty provide group and individual meeting opportunities for students to ask procedural questions about practicum and discuss their placement plan in further depth. Field Faculty carefully review descriptions of Generalist field placements that have been recruited for the Fall quarter for full-time students and the summer quarter for part-time students.
- Field Faculty identify several potential educationally sound placements for each of their students. At the end of this period of student contact, educational assessment, and placement review, the BASW Field Faculty team meet to review each student, discuss the potential placements identified for each student, and consult as a group to determine the best match. Students then schedule meetings with their Field Faculty to determine if there is mutual agreement regarding the match. Students are asked to study the agency website before the meeting and to come with key questions about the available learning experiences.
- The field placement is confirmed with the agency and the student arranges to meet with the Field Instructor to begin their placement.

Monitoring Students across Program Options

Policies:

Field Faculty serve as liaisons between the SSW and Field Agencies during the course of a student's placement. It is their responsibility to maintain contact with both the student and the Field Instructor to ensure that educational goals are being met as outlined in the Field Learning Contract, and to ascertain that the student is receiving a rich and appropriate field experience.

On-site or remote field visits by the placement Field Faculty should occur at least twice during the placement, with additional contact, either in person or remotely, as needed to address any issues or concerns that arise during the course of the placement.

Criteria:

At a minimum, two site visits occur for each field placement.

- The first site visit is scheduled early in the placement to establish a baseline educational assessment and to assist in the successful launching of the student's placement experience, often primarily focused on the identification of learning activities that will enable the student to demonstrate behaviors defining a Competency.
- The final site visit usually takes place toward the end of the placement and is an opportunity to hear the student and Field Instructor reflect on the experience,

summarize their learning, describe their personal and professional growth, and begin the placement termination process.

Additional site visits or remote contacts will occur when requested by the student and/or Field Instructor, or when the Field Faculty believes such a visit is warranted to address challenges or concerns at the placement site.

Procedures:

- Required site visit scheduling is initiated by the Field Faculty and takes place at a mutually agreed upon time and location.
- Ongoing assessments of the student's progress and Field Instructor's effectiveness occur through additional site visits, phone calls, or virtual meetings. These connections are focused on assessment of the student's professional growth and progress in the Competencies, necessary changes to the Learning Contract, and continuing reinforcement of the integration of the student's field experiences and their coursework. The ongoing availability and accessibility of the Field Faculty are heavily emphasized messages throughout all communication with Field Instructors and students.
- Placements with ongoing concerns typically result in multiple meetings. In cases where the Field Faculty, Field Instructor, and/or student have concerns, the Field Faculty initiates contact right away with both the student and Field Instructor. Often, concerns are straightforwardly resolved either with student or Field Instructor coaching. If the concerns are not minimal and easily resolved, the Field Faculty will build a deep understanding of the dynamics between the student and Field Instructor to determine whether the placement can continue. If resolution is not attainable or would create unreasonable demands for the student or Field Instructor, the Field Faculty will determine if the student should be replaced.
- The Field Education Manual includes policies and procedures as reference for Field Instructors and students regarding placement termination. While the Field Manual is a substantive and useful resource, we do ask all Field Instructors and students to notify their Field Faculty immediately with even the smallest of concerns. It has been our experience that the earlier the notification, the better the outcome. Field Faculty assist all parties in managing the situation, even if it includes termination and/or transfer to a new placement.
- Difficult situations are reviewed in meetings between the Field Faculty and the Assistant Dean for Field Education, in regular meetings of Field Faculty, and in consultation with the BASW Program Director and the Director of Student Services. In addition to Field Faculty monitoring of academic progress, students are held accountable for ethical practice and the School's "Essential Skills,

Values, and Standards of Professional Conduct for Admission to and Continuance in the School of Social Work” referenced previously.

3. *Compliance Statement:* Narrative describes how the program’s field education program specifies policies, criteria, and procedures for **supporting student safety** across all program options

In this section, we describe the policies, criteria, and procedures for supporting student safety across program options.

Policies:

- Field agencies are required to provide a safety training program to students within the first 3 weeks of the placement.
- The University of Washington provides all students with general liability coverage as agents of the University while engaged in activity related to their field placement.
- Students are informed of the inherent risks associated with field placements and are provided with appropriate resources to address such risks. In addition, risks of physical injury, risks addressed include harassment and discrimination, errors and omissions, immunization requirements, and consent to emergency medical services.

Criteria:

Field agencies are required to have a safety training program in place in order to accept students and attest to this when they sign the Affiliation Agreement with the SSW.

Procedures:

1. Field Instructors attest that the student has been provided the agency’s safety training when they sign the Learning Contract; additionally, students attest that they were provided with safety training by the agency.
2. Agencies and students are provided with evidence of general liability insurance coverage by the University.
3. Students receive a copy of the “Acknowledgement of Risk” both in the BASW Field Manual and as part of their Learning Contract form. Students must read, and attest that they acknowledge the inherent risks of field education and that they have received information from the SSW concerning those risks. The Learning Contract is not accepted until the Acknowledgement of Risk is signed.

4. *Compliance Statement:* Narrative describes how the program's field education program specifies policies, criteria, and procedures for **evaluating student learning and field setting effectiveness** congruent with the social work competencies, including any additional competencies added by the program across all program options.

In this section, we describe the policies, criteria, and procedures for evaluating student learning and field setting effectiveness congruent with the social work competencies across program options.

Evaluating Student Learning is Congruent with the Social Work Competencies

Policies:

Across program options, all student placements are evaluated on a quarterly basis using a 5-point Likert scale. Each Competency behavior is evaluated quarterly by the Field Instructor, and narratives of progress toward overall competency are completed by both the Field Instructor and the student.

Criteria:

Emphasis is placed on the evaluation as a developmental process with the expectation that the student will achieve Competency (point 4 on the scale) on all behaviors by the end of the placement.

A quarterly evaluation must be submitted by the Field Instructor, then reviewed and approved by the Field Faculty before a grade of Credit or No Credit can be awarded.

Procedures:

- Several weeks before the end of a quarter, Field Instructors and students are notified of the upcoming due date for the Quarterly Field Evaluation, which is submitted electronically.
- The student completes their portion of the evaluation, which consists of a narrative describing their learning for the past quarter, including which Competencies have been the focus of activity and growth. They also describe activities they have been able to participate in (e.g., conferences, special trainings), and a more general description of their sense of progress. Finally, they provide a brief plan of learning for the coming quarter, including the Competencies to be addressed specifically.
- Upon completion of the student portion, the Field Instructor will provide a narrative on similar topics, including areas of focus for the coming quarter. They also rate the student's progress on the behaviors associated with each

Competency using a 5-point Likert scale. By the final evaluation, all behaviors must have been addressed and progress rated.

- The student and Field Instructor meet to review the evaluation and indicate the number of field hours to be reported for that quarter. The Field Instructor then recommends Credit or No Credit for the quarter and the evaluation is submitted.
- Upon submission, the designated Field Faculty reviews the evaluation for completeness and content. When they have approved the evaluation, a grade can be awarded.

Evaluating Field Setting Effectiveness is Congruent with the Social Work Competencies

Policies:

Across program options, Field Faculty engage in ongoing monitoring and evaluation of the effectiveness of field education settings and Field Instructors through their direct contact with these agencies and Instructors. Student assessment of their field experience and agency is also a factor in determining effectiveness of an Agency's congruence with the Competencies.

Criteria:

The learning activities developed for Field Learning Contracts demonstrate that the Agency is able to effectively address the Competencies.

Field Faculty, through their ongoing interactions with Field Instructors, attest that the agency and Instructor are working effectively with students within the context of Social Work Competencies.

Procedures:

- As a team, Field Faculty discuss concerns related to a particular field placement or Field Instructor to determine if the site may respond to further development efforts or should no longer be used as a field placement site. Field faculty intervene with sites or Field Instructors that receive poor evaluations and/or are not implementing the field curriculum and the student's progress toward Competencies.
- Field Faculty communicate openly with the Field Instructor and Agency Administration as needed, regarding specific student issues as well as general agency information that might inform a better understanding of the agency's educational capacity.

- During site visits, Field Faculty observe the dynamics of student/instructor communications and priorities and determine whether Field Instructors understand all the SSW requirements for integrating theory and practice in the field setting and for supporting students' development of practice behaviors.
- At the end of the placement, students have the opportunity to evaluate their Field Instructor, the field placement, the Field Faculty, and the Office of Field Education. Individual feedback results are shared with each Field Faculty and reviewed by the Assistant Dean for Field Education.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 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.

1. *Compliance Statement:* Narrative describes how the program's field education program maintains contact with field settings across all program options

Across program options, the Office of Field Education maintains frequent contact with personnel in all field placements: Field Instructors, Task Supervisors (non-social workers who provide supports to students and Field Instructors), and Agency Contacts. Throughout the calendar year, Agencies and Field Instructors receive information regarding critical field policies, educational standards and goals, instructions and rationale for the Learning Contract and quarterly evaluation design and completion, important deadlines, special events in the School of Social Work, and field education training opportunities provided by the Office of Field Education. Through frequent emails, distribution of the Welcome packet and the Field Manual, and reminders regarding deadlines and processes, the Office of Field Education maintains ongoing communication and contact with field sites.

2. *Compliance Statement:* Narrative explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness across all program options.

Across program options, on-site contact or other methods are used to monitor student learning and field setting effectiveness. Site visits play an important role in assessment. Across all program options, the first site visit is early in the student's first quarter and is focused on building teaching and learning relationships, reinforcing the integration of theory and practice as a primary goal of the placement, ensuring a positive learning environment, and assisting with the identification of learning activities that will allow students to practice and demonstrate behaviors and, thus, Competencies. The second site visit is typically focused on a review of student progress, learning activities, and any continuing educational needs of the student or Field Instructor. Additional site visits or separate meetings occur during the placement, as needed, to provide educational assessment, support, guidance, and problem-solving for any challenging developments in the placement.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard B2.2.9: 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 baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. 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.

1. *Compliance Statement:* Narrative describes how the program's 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 across all program options.

Required Field Instructor Credentials across Program Options

Field Instructors are selected by mutual agreement of the Office of Field Education and the Agency, vetted by the Office of Field Education, and required to meet the CSWE qualifications. The criteria and credentials required for Field Instructors are made public through the BASW Field Education Manual. For BASW students, Field Instructors are informed they must have either a CSWE-accredited social work BSW/BASW or MSW degree plus 2 years of post-degree experience.

All Field Instructors must supply the School with a resume and/or Field Instructor biographical form to verify their degree from an accredited social work program, date of graduation, and relevant experience. They are also required to attend an SSW Introduction to Field Instructor training that focuses on professional competency development, educational contracting, problem-solving, and student evaluations. Instructors unable to attend required field trainings may request site-specific training from their Field Faculty. In fact, whether Field Instructors attend the formal training provided by the Office of Field Education, Field Faculty frequently refresh and reinforce key content from the Field Instructor Training.

2. *Compliance Statement:* Narrative demonstrates that field instructors for baccalaureate students across all program options hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work.

Field Instructors for BASW students across program options hold a BASW or MSW from a CSWE-accredited program and have 2 years post-degree practice experience. All Field Instructors across program options must supply the School with a resume and/or Field Instructor biographical form to verify their degree from an accredited social work

program, date of graduation, and relevant experience. They are also required to attend an SSW Introduction to Field Instructor training that focuses on professional competency development, educational contracting, problem-solving, and student evaluations. Instructors unable to attend required field trainings may request site-specific training from their Field Faculty. In fact, whether Field Instructors attend the formal training provided by the Office of Field Education, Field Faculty frequently refresh and reinforce key content from the Field Instructor Training.

Field faculty and the Office of Field Education review the credentials and practice experiences of proposed Field Instructors to assess whether they are sufficient for a Field Instructor to construct agency learning opportunities that build and demonstrate Competencies and behaviors. Affiliation Agreements with field agencies also emphasize the requirement for experienced Field Instructors.

3. *Compliance Statement:* Narrative demonstrates that 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 across all program options.

When an appropriately credentialed field instructor is not available, the Office of Field Education assumes responsibility for reinforcing a social work perspective by assigning a contracted Off-Site Field Instructor to provide oversight and supervision for the student. The OSFI works in close partnership and collaboration with a non-social worker Task Supervisor employed by and onsite at the field site, and who has been vetted by the Office of Field Education. OSFIs typically are needed to support field placements in smaller agencies, new agencies serving emerging social problems or populations, and programs providing less traditional social work services.

OSFIs for BASW placements are required to have a BASW and/or an MSW degree from a CSWE-accredited social work program and 2 years of post-degree practice experience.

4. *Compliance Statement:* Narrative describes how the social work perspective is reinforced across all program options.

Across program options, when an appropriately credentialed field instructor is not available, the Office of Field Education assumes responsibility for reinforcing a social work perspective by assigning a contracted Off-Site Field Instructor to provide oversight and supervision for the student. The OSFI works in close partnership and collaboration with a non-social worker Task Supervisor employed by and onsite at the field site, and who has been vetted by the Office of Field Education. OSFIs typically are needed to

support field placements in smaller agencies, new agencies serving emerging social problems or populations, and programs providing less traditional social work services.

OSFIs for BASW field placements are required to have a BASW and/or MSW from a CSWE-accredited social work program and 2 years of post-degree practice experience.

The Task Supervisor provides the OSFI with detailed feedback on the student's daily activities, and educational and professional progress, and collaborates with the OSFI to implement key educational experiences identified as critical learning for social work students by the OSFI. The OSFI assumes responsibility for ongoing reinforcement of a social work perspective and works closely with the Field Faculty to review the student's learning activities, and educational and professional progress. In addition, the Field Faculty assigned to the student provides significant educational support and mentorship regarding social work perspectives to the Task Supervisor.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 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.

1. *Compliance Statement:* Narrative describes how the program's field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors across all program options.

Across program options, the Office of Field Education provides orientation, field instructor training, and continuing dialog with field education settings and field instructors as described below:

Orientation

Our Introduction to Field Instruction Training focuses on the Field Instructor's role and identity as a social work educator. All orientation and training for field education for students and practitioners reinforces social work principles of human behavior in the social environment, commitment to anti-racist and anti-oppressive practice, a strengths perspective, advocacy for social justice and social change, and integration of coursework and field experiences as critical to the development of a competent and

effective professional social worker. The concept of Field Instructor as social work educator and a member of a social work education team allows us to create this critical linkage between coursework-based theoretical teaching and field-based experiential teaching.

Field Instruction Training

For social workers new to field instruction and new to our School, we have prepared an online Field Instructor Training that covers the key components of beginning field education and field instruction, that we know to be essential to training for new field instructors.

Three specialized topics were identified for advanced trainings/workshops for Field Instructors and provided during the past year:

- Addressing microaggressions in Field Instruction
- Supporting social work students during the pandemic
- Integration of environmental justice in field learning

All three workshops were heavily attended and well evaluated, reinforcing our belief that advanced or specialized workshops/trainings should be determined annually according to the most pressing issues facing Field Instructors. We can identify these pressing issues through site visits, ongoing discussions with Field Instructors, and consultation from the Field Education Advisory Committee.

The following topics have been suggested by Field Instructors for future workshops/trainings:

- Ethics in Field Education
- Developing anti-racist Field Educator practice
- Current trends in Supervision
- Student mindfulness in Field Education
- Communicating and managing serious concerns regarding student performance/progress
- Infusing equity and social justice values in practice
- Student panel regarding effective supervision
- Strategies for course-field integration
- Promoting student engagement in reflective practice

Continuing Dialogue with Field Settings and Field Instructors

The Field Education Advisory Council (FEAC), composed of experienced Field Instructor/Practitioners, meets monthly with the Assistant Dean of Field Education, Field Faculty and OFE Program Coordinator to offer advice and guidance about current issues in local social work practice, Field Instructor training needs, and practicum policies and processes.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 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.

1. *Compliance Statement:* Narrative describes how the field education program develops policies regarding field placements in an organization in which the student is also employed across all program options.

Policy for Field Placements in Employment Settings

Across program options, the agency of employment (A of E) policy requires that student learning activities and field education supervision be distinct and different from the tasks and supervision for their employment. A Field Instructor who is not the student's employment supervisor is required to provide field supervision and instruction. The proposed Field Instructor also is required to express a full commitment to the role of Field Instructor. Students who request a field education placement at their place of employment are required to complete an application and provide documentation that the student learning activities and field education supervision will be distinct and separate from the tasks and supervision of their employment.

To be considered for an Agency of Employment placement, a student must be in good standing in the BASW program: current GPA of 2.5 or higher; not on any probationary status at the University of Washington or Warning status within the School of Social

Work; and not have been terminated from a placement for concerns related to the student's essential skills and abilities.

It is critically important for the success of the student's placement that they have the full support of their supervisor, Program Manager, and Executive Director or Agency Leadership (depending on the size of the agency).

2. *Compliance Statement:* Narrative describes how assignments and field education supervision are not the same as those of the student's employment across all program options.

Across programs, assignments and field education supervision are not the same as those of the student's employment.

Ensuring Separate Supervision from Employment

The BASW program is the student's opportunity to grow as a social work professional, so we want to be certain that the student is not losing learning opportunities by using their employment as a placement. The key is careful and deliberate planning for deep reflection of the student's role and responsibilities, supported by rich social work supervision.

The A of E proposal includes learning activities that would facilitate the student's development as a professional social worker, provide opportunities to pursue and achieve the applicable Generalist Competencies and practice behaviors, as well as a detailed description of the student's employment roles, tasks, and responsibilities. The Proposal requires a completed (proposed) Learning Contract, signatures of agreement from the student, proposed Field Instructor, employment supervisor, and program or agency administrator. The Proposal is carefully reviewed by the Field Faculty. Upon completion of their review, the Field Faculty provides the Assistant Dean for Field Education with the proposal and their recommendation for review and discussion. Through that process, a final decision to approve the A of E request is reached and communicated to all parties. If approved, plans for implementation of the placement proceed.

Ensuring Separate Supervision from Employment

Students may not use their regular employment supervisor as a Field Instructor when engaged in an A of E placement. They must identify another appropriately credentialed individual at the agency who is willing to serve as their A of E Field Instructor. This individual is included in development of the proposal and must sign off on the proposal before it is submitted to the School.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 3.0 — Diversity

Accreditation Standard 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.

1. *Compliance Statement:* Narrative describes the specific and continuous efforts the program makes to provide a learning environment that models affirmation and respect for diversity and difference across all program options.

Diversity in the Implicit Curriculum

“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.” (EP 3.0, 2015 EPAS)

In this section we describe the continuous efforts the School makes to provide a learning environment that models affirmation and respect for diversity and difference.

The SSW is deeply committed to embedding diversity, equity, and inclusion in all policies, procedures, and practices of the School, and to preparing students to practice effectively in increasingly complex social environments with an emphasis on social justice. Beyond the goal of building a model learning environment that *actively and intentionally* highlights justice, equity, and inclusion, the School has responded to the critical needs of contemporary society by foregrounding racial justice as one of the key principles and practices for its academic programs.

The curriculum requires faculty and students to critically investigate the historical precedent for systemic structures of white supremacy and seeks to provide students with the intellectual and theoretical knowledge and skills for practice in a rapidly and

increasingly diverse world that spans and crosses geographic and social boundaries. Highlighting racial, environmental, sex/gender, disability, age, and other social identity movements for justice is addressed in required and specialized courses that are integrated throughout the curriculum, as well as in other functions and activities external to formal coursework in the School, the University, and our surrounding communities.

In the SSW, we are committed to a learning and working environment in which every member of our community—student, faculty, and staff—intentionally demonstrates positive regard and honor for all persons and places in our learning environment. We work to integrate diversity, equity, and justice in all aspects of our community to create a learning environment that is inclusive, responsive, and reflective of diversity and equity by:

- using and contributing to available resources in the broad UW and SSW institutional setting
- engaging practicum settings and instructors that reflect the diversity of communities we prepare our students to serve as future professionals
- demonstrating diversity in the leadership of the School and BASW program
- actively recruiting diverse composition of program advisory or field committees
- mobilizing educational and social resources to support diversity, equity, inclusion, and justice opportunities for the School community
- planning and presenting special lectures, seminars, and other events that address critically emergent social and racial justice issues
- providing support and resources for affinity groups, ad hoc organizing, and other collective learning opportunities for students, faculty, and staff
- engaging in innovative, socially significant scholarship and research grounded in social justice ideals and principles
- actively recruiting and retaining students to build a diverse student body
- actively recruiting and retaining faculty and staff that reflect the rich diversity of intellectual scholars and teachers in our global environment

Diversity in the Institutional Setting

The SSW is fortunate to be located at the University of Washington, one of the nation's leading public universities that has made a significant and sustainable commitment reflecting diversity, equity, and inclusion throughout its learning communities. The School actively makes use of and contributes to initiatives that support diversity and equity across the UW campuses.

The UW commitment is expressed in the UW vision and values statement that speaks directly to the education of a diverse student body through recruiting and retaining “the best, most diverse, and innovative faculty and staff from around the world” <https://www.washington.edu/about/visionvalues/>. The University’s vision statement leads with the aspiration that the UW “educates a diverse student body to become responsible global citizens and future leaders through a challenging learning environment informed by cutting-edge scholarship” that “reflect core values and culture” situated in our Pacific Northwest locale. The six values of the university are integrity, diversity, excellence, collaboration, innovation, and respect. These values and commitments are supported in myriad ways that contribute to the learning environment for UW SSW students, from specialized student academic and financial support resources to campus-wide activities that bring attention to issues of diversity and difference.

The University appoints a Chief Diversity Officer, currently the Vice President for Minority Affairs and Diversity, Dr. Rickey Hall. The Office of Minority Affairs and Diversity (OMAD) on the Seattle campus grew out of Black student organizing in the 1960s over 50 years ago with a present-day mission to “create pathways for diverse populations to access postsecondary opportunities, nurture and support their academic success, and cultivate a campus climate that enriches the educational experience for all” (<https://www.washington.edu/omad/about-omad/>). OMAD programs and services reach over 25,000 students from high school to community colleges from around Washington state to create a pathway to UW, and annually, 6,000+ UW students are provided with orientation, academic advising, financial aid, and instructional supports. In 2020-2021, almost 1,600 American Indian and underrepresented freshmen entered UW, representing 22.6% of new students, along with 26.1% of incoming transfer students. One of the outstanding OMAD programs to serve socially marginalized and underrepresented students at UW, the Samuel E. Kelly Ethnic Cultural Center, named for the first Black administrator and inaugural Vice President of OMAD at UW, is the largest free-standing multicultural center on any college campus in the United States. The Kelly center includes study and meeting rooms, a dance studio, computer labs, a social justice library, and other supports for hundreds of student groups and leadership opportunities “aim[ed] to celebrate and enhance the communication and exchange of intersectional perspectives and values” <http://depts.washington.edu/ecc/mission/>.

OMAD also works collaboratively with and serves as a resource for UW colleges and administrative units to establish, coordinate, and assess their contributions to institutional diversity and equity goals.

On the UW Tacoma campus, oversight and coordination of programs related to equity, inclusion, and anti-racism are provided by Dr. James McShay, Vice Chancellor for Equity and Inclusion. Much of this work as it directly impacts students is embodied in

the Center for Equity and Inclusion, which “enhances the holistic education of all students by supporting the success of historically marginalized groups, empowering community members to engage difference toward justice, and build a more equitable campus” (<https://www.tacoma.uw.edu/equity-center>). The Center also highlights the following in their values and mission: “Antiracism Statement: We are committed to confronting and dismantling systemic racism, including anti-Blackness, colonialism, xenophobia, and all other forms of oppression, wherever we encounter them as we work toward institutional equity and social justice.”

In 2015, Ana Mari Cauce, the first female, lesbian, Cuban-American president in the 160-year history of the University of Washington, established the UW Race and Equity Initiative, which aimed to “confront bias and racism at the individual, institutional, and systemic levels.” Growing out of this initiative, UW went beyond a basic commitment to equal opportunity and affirmative action to embrace the challenge of creating an institutional setting that respects and supports diversity and equity across all units and campuses. The University of Washington’s first Diversity Blueprint 2010-2014, was followed by Diversity Blueprint 2017-2021, developed through a multi-year process and collaborative effort of students, staff, and faculty from the three campuses of the UW system. The Blueprint leads with major goals aimed at building a diverse campus climate, recruiting and retaining diverse faculty, staff, and students, assessing UW’s diversity needs, and striving for transparency and accountability towards diversity and equity in all UW functions. The plan includes priorities and measurable action strategies intended to guide units, colleges, and divisions in the UW system in developing their own localized initiatives and plans to achieve equity and justice. The SSW has been active in developing and monitoring progress on the UW Blueprint with appointed representatives from the School serving on UW’s Diversity, Equity, and Inclusion Council, which has also sponsored annual workshops to support and build upon unit-level activities, policies, and strategic initiatives to implement the UW Blueprint. The UW Diversity Blueprint can be accessed at <https://www.washington.edu/diversity/diversity-blueprint/>.

UW also has maintained a longstanding commitment across its tri-campus to diversity, equity, and inclusion through numerous, substantial, and sustained initiatives including programs such as [Disabilities, Opportunities, Internetworking and Technology \(DO-IT\)](#), providing accessibility resources for students, faculty, and staff members and the [Dream Project](#) partnering UW students with first-generation and low-income high school students to help them pursue higher education within a social change framework. Central to the UW’s mission is its commitment to our Indigenous, place-based roots in the culture and peoples of the Suquamish, Tulalip, Muckleshoot, and other Coast Salish nations. These relationships include strong ties with Tribal and Native advisors and dedicated resources and programs for Indigenous students, faculty

and staff, highlighted in the 2015 opening of **wələbʔaltx^w** — Intellectual House, a gathering space for American Indian and Alaska Native students, faculty, staff, and their allies. Further strengthening its commitment to Indigenous communities, in October 2021 the UW appointed Suquamish Tribal Chairman Leonard Forsman to the UW Board of Regents, the first Indigenous member in its history.

At the SSW, after an extensive and inclusive process that involved representation from SSW students, staff, and faculty, the School developed its own Diversity, Equity, and Inclusion (DEI) Master Plan. Completed in 2019, the plan was structured around the five goals of the UW Blueprint as applied to the SSW's unit-specific objectives, strategies, and activities. Due to COVID, the SSW was unable to finalize and publicly release its DEI Plan, but has included the most recent draft in this self-study (see Appendix 3.0 A). Many of the activities outlined in the SSW DEI Plan have already been achieved, reflecting a responsive, reflexive, transparent approach to diversity, equity, and inclusion at the School. DEI-specific activities as described in the SSW DEI plan are reported upon throughout this self-study.

Diversity in Selection of Field Education Settings and Their Clientele

Field education creates a responsive learning environment that integrates respect for and affirmation of diversity in both clients/constituents and students. Preparation for culturally relevant and meaningful practice is an organizing value that is communicated in all contacts with agencies and Field Instructors. Field education sites are selected to reflect diversity in the organizations and clientele, and Field Instructors are supported to provide students with opportunities to learn culturally responsive social work practice.

Field education faculty fully embrace and model respect for diversity and a commitment to multicultural practice as core values of the SSW. These core values are considered integral to social work practice—the self-awareness and self-reflective skills that social workers need to understand how their background and culture influences their practice, consciously and unconsciously. To support their continuous efforts to communicate and integrate these values into field education, field education faculty participate in a variety of faculty development activities, including the Quarterly Faculty Development sessions described below in AS 3.1.2.

Our selection of field education sites is based on their mission and diversity of their clientele, and of the ability of the assigned BASW instructor to identify needs and implement initiatives that would enhance agency programs and services regarding diversity. Sites that restrict services on the basis of religion, gender, race, or other category of difference are not selected as field placements. Core values of respect for diversity and difference are formally integrated into field placement agencies through the Affiliation Agreement between the SSW and field agencies.

Since mid-2019, the Office of Field Education has engaged in a deep and reflective review of our mission, curricula, policies, and procedures, which we refer to as our “Re-Imagining.” Through this reflection and in response to the extreme and persistent racism and danger faced by our community members of color, we have organized our curricula and our teaching to center anti-racist and anti-oppressive practice. In our work with students, whether individual mentorship, group meetings with individual Field Faculty, or Introduction to Practicum courses, we teach students that the foundation of all effective social work practice must be anti-racist and anti-oppressive practice, and we help students understand how to approach micro, mezzo, and macro practice with that central commitment and lens. In addition to re-focusing our curricula, we have developed a **Practicum Advisory Student Council** with a mission to center the voices of students with marginalized identities and to invite their recommendations and feedback about their field education experiences.

In addition to our anti-racist/anti-oppressive field curriculum, the members of the Office of Field Education have embarked on their own work as anti-racist, anti-oppressive individuals, social workers, and faculty. We have made a permanent commitment to the **Office of Field Education Anti-Racist Collective**. The Collective meets monthly throughout the calendar year to engage in activities that will foster our understanding, growth, and reflection regarding racism and oppression. The majority of the field education team are people of color and should be able to witness their white colleagues manifest this commitment in their relationships within the team and their approach to education. The white members of the field education team have made a permanent commitment to participating in a **White Caucus group**, whereas members of the team who are people of color have elected to caucus intermittently. The White Caucus focuses on growth as anti-racists through readings, discussion, and reflection activities. Our goal within the Office is to go beyond intermittent conversations about racism and oppression, and demonstrate our commitment and obligation through an ongoing, permanent commitment to action. We seek to not only teach students about centering anti-racist, anti-oppressive practice, but also to build an anti-racist workplace for our colleagues of color.

Students have responded with appreciation, focus, seriousness, and intentionality to our teaching of anti-racist/anti-oppressive practice in our Introduction to Practicum courses (Soc Wf 405 and TSoc Wf 415). Students come to the SSW with varying levels of awareness and experience, depending on their own backgrounds and racial/ethnic/marginalized identities. In Soc Wf 405 and TSoc Wf 4154, we seek to achieve three goals:

- Engaging white students to help them begin or continue this journey.
- Supporting students of color and/or other marginalized identities to expect a commitment to anti-racist/anti-oppressive practice from their fellow social workers.
- Modeling the truth that this is lifelong work by sharing our own commitment and journey as a team of field educators.

Our work with Field Instructors, whether in large workshops or individual visits, has also focused on the centering of anti-racist/oppressive practice in their work with students, as well as their own growth in understanding the experiences of students with marginalized identities. Again, just as with students, Field Instructors have responded with great investment, intentionality, and appreciation.

Above and beyond the selection of field education settings that respect and reflect diversity, the Field Faculty work closely with agency contacts and Field Instructors to emphasize respect for diversity and difference in practice. To demonstrate and reinforce these values, the Field Instructor Training Program addresses issues of diversity in several training modules, including diversity in students and student learning needs, respect for diversity and difference in agency structure and services, and values of multiculturalism and culturally competent practice at all levels of practice.

Field Instructor training emphasizes dialogue across difference and reviews the School's definitions of diversity, privilege, oppression, and multiple social identities. The trainer asks participants to respond to exercises and articles, including an assessment of their own identities that mirrors content in the generalist courses for students (Social Work for Social Justice in Seattle and Cultural Diversity and Societal Justice in Tacoma). The module has received particularly high ratings; comments from participants consistently praise the effectiveness and helpfulness of the training.

In their liaison role, Field Faculty work with agencies to monitor and address the effectiveness of the agency in providing a positive learning environment and addressing issues of diversity and differences. For example, some traditional and highly regulated sites, such as hospitals, may not clearly communicate their commitment to multiculturalism and respect for difference, or Field Instructors in those sites may be unaware of how the larger agency is advancing these values. If students raise concerns about these issues, the Field Faculty encourage them to explore how these issues are addressed through deeper questioning and discussions with administrators.

Diversity in Program Advisory or Field Committees

All full-time, voting members of the SSW faculty are required and are appointed to serve on one standing committee of the School, usually for 2-year terms. These internal SSW

service assignments include committees with responsibility for SSW curriculum across our BASW, MSW, and PhD programs. The program committees include representatives from all levels of faculty, as well as students from those programs. To support continuous efforts to create a learning environment that underscores respect for diversity and difference, the BASW Program Committee is structured to bring a multiplicity of perspectives, experiences, and backgrounds to oversight of curricular and program deliberations and decisions. The BASW Program Committee meets monthly throughout the academic year to discuss topics such as culturally relevant course content and pedagogies and sponsorship of special workshops or lectures on emerging social justice issues of the day. Substantive modifications in program structure, policy, or procedure must be reviewed by the SSW Faculty Council and formally approved by a recorded vote of the entire School faculty. This governing structure of the School includes input and guidance from faculty, staff, and students, and is intended to maintain transparency in policy deliberations, shared leadership and decision-making, and engagement of diverse groups in our SSW community.

In addition to the OFE Anti-Racist Collective and the Practicum Advisory Student Committee (described above), the **Practicum Advisory Council** at both the Seattle and Tacoma campuses brings other dimensions of diversity to the oversight of the programs, particularly the perspectives of social work practitioners in the field. Composed of representatives from the field, classroom faculty, and student body, the PAC meets monthly with the Director of Field Education and other Field Faculty and staff from the Office of Field Education to offer advice and guidance about practicum policies and procedures affecting and relevant to the field.

Diversity in Educational and Social Resources

The UW makes resource commitments at both the student and institutional levels to create a diverse institution and a learning environment that welcomes diversity and difference. The examples below illustrate how the UW and the SSW mobilize educational and social resources to support diversity efforts.

- 2020 Black Opportunity Fund: An endowment to acknowledge the harm that systemic racism has on the Black community and to fund a strategic agenda that meets immediate and ongoing needs of our Black students, faculty, and staff.
- Faculty Diversity Initiative: Designate \$3 million in bridge funding in this fiscal year 2021, and another \$2 million in fiscal year 2022, to support recruitment of faculty to the Seattle campus whose research, teaching, mentoring, service, and outreach will enhance the UW's diversity mission and goals for equity and inclusion.

- DEI Leadership Workshops: Reaches 1200 faculty and staff to date on anti-racism tools and strategies by national experts.
- Tri-Campus Climate Survey: Examines the full range of student, faculty, and staff experiences related to learning, working, and living on their respective UW campuses.
- Funding and resource support to build wələbʔaltx Intellectual House, as an Indigenous honoring and gathering space for Native staff, faculty, and students, along with the UW Native Life and Tribal Relations program, Native American Advisory Board, and Tribal Liaisons.

The School provides nearly \$5 million in student support every year, with a priority for students in need. SSW also devotes ongoing resources for curricular innovations that address issues of diversity and difference in both the classroom and field education. The School devotes financial and logistical/staffing support for identity, topical interest, and affinity groups initiated by students, faculty, and staff (see Support groups below). Discretionary funds from the Dean's Office are used to support special events, speakers, workshops, and seminars in the school (see Speaker's Series below). School resources are also devoted to continuous training of tenure-track and teaching faculty, part-time field supervisors, and classroom instructors to prepare them to create culturally responsive learning environments that reflect and respect diversity by intentionally supporting students' preparation for culturally engaged practice. In 2020, at the height of the COVID crisis, faculty, staff, and community donors raised \$94,000 to provide emergency funding for students. This unprecedented 2-month, rapid response titled the Student Emergency Fund supported COVID-related critical resources, including housing and living expenses, books, supplies, transportation, and child care for students in need. Other recent initiatives include:

- Hiring the first SSW Assistant Dean of Diversity, Equity, and Inclusion, a Native Hawaiian lesbian senior scholar.
- Coordinating the Workforce Development Initiative, a major component of a \$24.8 million grant from private family philanthropists, the Ballmer Group to, expand the diversity and numbers of well-prepared, debt-relieved students graduating from the state's Social Work programs. This innovative partnership between social work programs, state government, and philanthropy in Washington state is designed to recruit and graduate professional social workers who represent and serve individuals, families and communities, many of whom are also disproportionately BIPOC and face racism, poverty, and severe, long-term mental health or substance-use challenges.
- The Washington State Department of Children, Youth & Families (DCYF) recently renewed their historic partnership with the SW that created the Alliance

for Child Welfare Excellence. Led by the School, the Alliance encompasses all three MSW programs at public universities in the state that provide high quality, culturally responsive, evidence-based training for all public child welfare workers and caregivers for adopted and foster children and their families in Washington. Many of our BASW students are interested in an MSW degree and going on to work in public child welfare. Many families in the public child welfare system are BIPOC, and the Alliance leads by engaging their trainees in culturally responsive content and practices to best serve their clients and communities.

These diverse initiatives exemplify the ways the School engages with the greater UW community as an institution of higher education dedicated to meeting and responding to the diverse needs of our community, particularly related to inequitable structural and emergent conditions such as racism, poverty, discrimination, and health access.

Diversity in School and BASW Program Leadership

For several years, a notably diverse group of faculty and staff have provided senior administrative leadership in the School and BASW program. Dr. Eddie Uehara, Professor and Ballmer Endowed Dean in Social Work, is the first Asian American female dean at the University of Washington. Dr. Keva Miller, Dean and Professor, is the inaugural dean for the School of Social Work and Criminal Justice and first African American dean at the Tacoma campus. The Associate Dean of Academic Affairs is an enrolled member of the Snohomish Tribe, and the incoming ADAA is Native Hawaiian. The outgoing Associate Dean for Research is an enrolled member of the Choctaw Nation of Oklahoma and an openly lesbian faculty member. The inaugural Assistant Dean of Diversity, Equity, and Inclusion is a Native Hawaiian-Japanese American lesbian, the Director of Community Engagement is an African American woman, and the Assistant Dean for Advancement is Asian American. Women currently comprise the Dean's team, except for two men, one of whom is an Asian American scholar. The BASW Program Director is an African-American woman and the BASW Program Chair in Tacoma is an Asian-American woman. The majority of the School's research centers and special program initiatives are led by women, including Indigenous or women of color and lesbians.

Diversity in Speaker Series, Seminars, and Special Programs

Annual schedules of speaker's series, lectures, and seminars, as well as special events that respond to emerging and critical social issues are sponsored by the SSW and BASW program to increase understanding and awareness about diversity and equity across all dimensions of difference in our local, national, and global worlds.

The annual Practicum Kickoff brings Field Instructors to campus to connect with SSW classroom faculty and obtain information about new research relevant to culturally competent practice and new ways of working with diversity and difference in the field. In recent years speakers have included SSW Professor Karina Walters on the impact of microaggressions and historical trauma on the health and well-being of Native Americans and Dr. Kalei Kanuha on the history of the women’s anti-violence movement and best practices to address gender-based violence.

At this critical time in American history, the murder of George Floyd and other Black men and women by the police, as well as the devastating global COVID-19 pandemic of the past 2 years have created in us to a new awareness about gaps in social work practice regarding racial justice, disparities in health access, poverty, behavioral health, and other social challenges. The School has responded to these issues by sponsoring a diverse agenda of speakers, lectures, workshops, and other learning opportunities for the school community—including students, faculty, staff, Field Instructors, and other community partners—to increase their understanding of and practice with complex, intersecting issues in diverse communities. Some examples of these programs include:

- The Dean’s Leading Lights Speaker series—targeted specifically for students, Dean Uehara sponsored this speaker series to introduce students to outstanding scholars and teachers in the School with topics including historical trauma in American Indian communities, LGBTQ elderly health needs, and working with Black families.
- West Coast Poverty Center Seminar Series on Poverty and Public Policy—annual series with nationally renowned experts on topics such as undocumented Latinx immigrants, geographic disparities in birth outcomes, social demography of homelessness, information infrastructures in the wake of disasters, criminal justice debt, earned income credit, food security.
- Webinar on COVID-19 and conditions of racism and state violence on tenure and promotion with Professors Nancy Hooyman and Paula Nurius, sponsored by SSWR.
- Spanish-language panel on impact of COVID-19 on Latino communities, featuring Latino Center for Health, a research center at SSW.
- Webinar on Indigenous Land Acknowledgments by native faculty at the School
- Speaker series curated by the BASW, MSW, and PhD programs to address decarceration, prison abolition, and racial disparities in the criminal-legal system.
- Guest lectures sponsored by Diversity, Equity, and Inclusion programming on transformative and restorative justice alternatives to criminal-legal interventions,

engaging Black and Asian, queer youth in community organizing for social change, and prison abolition and decarceration.

- Training workshops for faculty and staff in UW Health Sciences to use intergroup dialogue as a method to address and resolve racial and other bias-related interactions in the classroom and workplace, co-sponsored by the Center for Health Sciences Interprofessional Education and SSW. SSW faculty and staff were the primary workshop leaders and facilitators for this series.

In 2018, the SSW initiated an MSW Student Traineeship focused on practice with Latinx Families and Communities. The Traineeship includes a dedicated field practicum at a Latinx-serving agency or organization, a yearlong seminar for students in the specialized training program, and two additional approved courses on Latinx history, culture, and/or contemporary issues offered by the SSW or other UW units. Led by Aida Wells, Associate Teaching Professor in the Office of Field Education, this unique program has been very well-received by Latinx students in the School and our BASW Latinx students are invited to program presentations and events. One of the life-changing opportunities for students in the Traineeship was a trip to the South Texas Family Residential Center, the largest immigration detention facility in the United States, located in Dilley, TX. Three faculty and two students from the Seattle and Tacoma social work programs joined a team from UCLA's Luskin School of Social Work to assist in preparing immigration paperwork and providing supportive counseling to immigrant families at the border. As one of our students stated, "I feel like I won the lottery because that's why I entered into the social work program, because I really wanted to help people. I wish more students can get involved in this kind of work because it's needed." In addition to the Traineeship, the Colectiva de Latin American Social Workers was formed as a support, resource, and social group for Latinx students and faculty at the SSW.

Issues of diversity and difference are also central to the research of SSW faculty, and the School's faculty and research centers create additional resources for increasing awareness and understanding of diversity issues. Many of our research and policy centers engage, analyze, and disseminate culturally relevant research that advances equity and justice for socially vulnerable communities. A few examples include the Indigenous Wellness Research Institute, the Latino Center for Health, and the West Coast Poverty Center. The **Indigenous Wellness Research Institute**—a designated Center of Excellence—collaborates with Indigenous People in three areas: research, tribal capacity building, and knowledge sharing. The Institute brings together community, tribal, academic, and government resources, increasing its capacity to develop innovative, culture-centered, and interdisciplinary social and behavioral research and education. The **Latino Center for Health**, established in partnership with the UW School of Social Work and the UW Graduate School in 2014, provides

leadership for community-engaged research through authentic partnerships and capacity-building with community stakeholders to promote impactful improvements in the health and well-being of Latinx communities in Washington state, regionally, and nationally. The **West Coast Poverty Center**, a partnership of the School of Social Work, the Daniel J. Evans School of Public Policy & Governance, and the College of Arts and Sciences, facilitates nationally significant, locally relevant social policy research. The Center connects scholars, policymakers, and practitioners on projects related to poverty and inequality.

Diversity in Support Groups for Students, Faculty, and Staff

The SSW supports interest and affiliate groups that provide community support and a voice for students from backgrounds that have traditionally been underrepresented in higher education. On the Seattle campus, in AY2020-2021 these groups included the Association of Black Social Work Students, the Disability Committee, Trans* Student Group, and BIPOC Student Group. On the Tacoma campus, affinity groups, like all student organizations, are operated through the campus Offices of Student Services and Student Involvement. These groups include the Black Student Union, Muslim Student Association, Queer Student Union, and the Asian-Pacific Islander Student Union. During the 2020-21 academic year, a student was instrumental in creating a support organization for students who have been formerly incarcerated and serves as the president of that campus-wide group.

Recognizing that our School includes members from under-represented and diverse communities who often face similar challenges in the higher education and UW environment, several groups have organized to include staff, faculty, and students: Social Work Q's (Lesbian, Gay, Bisexual, Transgender, Queer, Two Spirit & Intersex); SSW Biracial-Multi Racial Affinity Group; SSW Student, Staff, and Faculty of Color Affinity Group; and Justice 2.3, addressing prison abolition and decarceration issues. The Anti-Racism and Learning White Allyship Group (ARWAG) was created for white-identified students, faculty, and staff to address white privilege in their own interpersonal interactions and in macro-level social structures.

Alongside established support and affinity groups, the School supports students (along with faculty and staff) who wish to organize among the SSW community to address emerging issues and identities. SSW student-led groups include:

- PhD Social Justice Committee
- Anti-Racism and White Allyship Group (ARWAG)
- Association of Black Social Work Students
- Transracial Adoptee Group (TAG)

- SSW QT Group
- Native Circle Alliance
- UW SSW Diversability Collective
- Sizeism and Weightism Advocacy Group (SWAG)
- Biracial Support Group
- BIPOC Student, Staff, and Faculty Affinity Group
- Social Work Asian and Pacific Islanders (SWAPI)
- Environmental Justice Club
- Justice 2.3/Abolition and Social Work

In Tacoma, the campus Center for Equity and Inclusion offers a variety of programs and student-led activities related to the full diversity spectrum, including disabilities, military status, and ethnic and religious affiliation. On the Seattle campus, a few recently established student groups in the SSW (Association of Black Social Work Students, Native Circle Alliance, SSW QT, Disability Collective) suggest the importance of continual support to model affirmation and respect for individuals who are historically under-represented and often marginalized in the University setting.

The UW and SSW also support students from groups that are more traditionally under-represented in the social work profession. For example, the Tacoma campus is located within a few miles of Joint Base Lewis-McChord, one of the largest military installations in the country. The program makes special efforts to recruit and accommodate the needs of students who are active duty, veterans, and/or dependents of these groups. These and other efforts have led to the Tacoma campus being designated “military-friendly” by “GI Jobs” magazine. To support students affiliated with the military base, a full-time Veterans Negotiator is employed by the Disability Resource Center (DRC) on campus to advocate on behalf of military-related students.

Diversity in Demographic Make-Up of Faculty, Staff, and Student Body

Demographics of Faculty and Staff

The SSW demonstrates its commitment to diversity and difference and to a learning environment that promotes understanding of diversity and difference through faculty recruitment practices that maintain diversity in the demographic makeup of the faculty. Across ranks and appointments, the SSW is strongly committed to recruiting and supporting the career success of faculty and staff who reflect the diversity of our student body and of the communities and populations served by the social work profession.

The School makes active efforts to diversify its tenure-track faculty through targeted recruitment, including “early recruitment” of promising doctoral students at a point just prior to when they would typically go on the job market. By identifying candidates and mobilizing resources to provide a transition period during which they can complete their dissertations and launch their research programs, the School has been very successful in recruiting and retaining an exceptionally talented and diverse group of newer faculty in tenure-track positions.

Field Faculty in the SSW are appointed as Teaching Professors, and most hold full-time faculty positions. These faculty bring a diversity of practice backgrounds and personal characteristics and experiences to the faculty as a whole. A number of half- and part-time Lecturers provide classroom instruction. These instructors are recruited on the basis of their educational preparation; their practice and teaching experience; their commitment to diversity, equity, and inclusion; and their expertise in specific areas of social work practice. They also bring many dimensions of diversity to the faculty and enhance the learning environment.

Attention to diversity in the recruitment of faculty has yielded diverse faculties and staffs on the UW campus, which supports a learning environment that models affirmation and respect for diversity and difference. (See the current [UW Diversity Blueprint](#).)

Demographics of Student Body

The SSW makes active and continuous efforts to sustain the diversity of our student body. Although not sufficient to sustain an equitable, dynamic, and responsive learning environment, broad diversity in the student body is a critical step in creating a learning community that demonstrates commitment to diversity, equity, and inclusion for all of our student body.

The SSW student body has for many years been among the most diverse on the UW Seattle campus. In AY2020-2021, over half of enrolled students were students of color or international students. In addition, the School has a relatively high number of LGBTQ+ students and several student groups dedicated to related student support and community advocacy.

**Demographic distribution, BASW AY2020-2021
(Enrolled students, Seattle and Tacoma)**

	Number	Percentage
White (non-Hispanic)	91	45
African American/Other Black	29	15
Chicano/Mexican American*	-	-
Puerto Rican*	-	-
Other Latino/Hispanic	51	27
American Indian/Native American	3	.01
Asian American/Other Asian	27	13
Pacific Islander	4	.02
Other	0	0
Multiple Race/Ethnicity	4	.02
Unknown	5	.02

** Numbers included in 'Other Latino/Hispanic'*

Recruitment

The diversity of the students who apply to and enroll in the BASW program reflects sustained and successful efforts by the Director of Admissions and their staff to reach potential students who might not be aware of nor consider the UW and social work as post-high school or four-year college options. The School regularly partners with the UW Office of Minority Affairs in outreach, recruitment, and retention activities designed to increase the applicant pool, admissions, and successful graduation of students from historically underrepresented groups.

The SSW has developed other innovative approaches to reaching and attracting individuals from underserved populations. The School has a formal relationship with a foundation that supports an underrepresented student demographic at the undergraduate level and attracts students from a diversity of backgrounds into our BASW program as a pipeline to the MSW program. The Admissions Office works continuously to develop and sustain a feeder school relationship with the community college system in Washington state, which serves a highly diverse population, and also with the Northwest Indian College and Heritage University.

To encourage admitted students to attend the SSW, the Admissions Office also has a well-developed visitation program for students who choose to spend a day on campus visiting classes and meeting with students, staff, and faculty. The Office has recently developed a new program that employs a current BASW student to provide more customized outreach and support to applicants from underrepresented racial and ethnic groups and also to applicants with disabilities.

On the Tacoma campus, SSW faculty and staff make special efforts to recruit students from The Evergreen State College-Tacoma, a branch of the state college system that serves a large number of students of color from Washington. Targeted recruitment also occurs at the annual Native American Symposium sponsored by the Center for Equity and Inclusion (CEI) and at other CEI events. Reflecting its location in an area with one of the largest military installations in the country, the Tacoma campus also makes special efforts to reach and recruit active-duty military members and veterans to their social work program.

Admissions

The SSW commitment to admitting students with a diversity of backgrounds to support a diverse learning environment is brought directly into the admissions process for the Seattle and Tacoma programs in several ways. The BASW program follows federal Title VII, Title IX, and Washington Law Against Discrimination (WLAD), Chapter 49.60 RCW. Applications are also evaluated for evidence of personal characteristics, skills, and experience that reflect understanding of equity and justice, and candidate readiness to succeed in a diverse, multicultural learning environment to prepare them for culturally responsive practice.

As described below, the BASW Admissions Committee includes both elected and appointed members, including staff, faculty, and students, and is balanced to represent several dimensions of diversity within the school. Following their detailed review of individual applications, the members of the BASW Admissions Committee meet together to conduct an intensive, cohort-level discussion to determine outstanding applicants. At the level of the cohort review, committee members are able to consider the composition of the incoming cohort, as a whole, and the special contributions that individual students will make to the diversity of the student body and towards enriching the overall learning and teaching environment at the SSW.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

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

1. *Compliance Statement:* Narrative explains how these efforts provide a supportive and inclusive learning environment across all program options.

Our Efforts Provide a Supportive and Inclusive Learning Environment

The SSW learning environment models affirmation and respect for diversity and difference through specific efforts that demonstrate that these issues are a high priority for the School. Examples include attention to diversity and difference in regular faculty development sessions; modifications to the use of space in the SSW buildings; revisions to promotion and tenure guidelines; and development of student orientations that introduce students to issues of social justice, including respect for diversity and difference.

Ongoing Faculty Development:

One issue of consistent concern in modeling affirmation and respect for diversity throughout the learning environment is supporting faculty in the development of pedagogical approaches and skills for addressing these topics and engaging in sometimes difficult classroom interactions on sensitive and challenging issues.

All new faculty are encouraged to attend the Faculty Fellows program in early Fall. This weeklong program focuses on teaching and mentoring with a number of sessions focused on issues of diversity, equity, and inclusion. In addition, the SSW holds a **New Instructor Orientation** each Fall that includes sessions to help support new faculty in their teaching and foster inclusive classrooms. TAs and doctoral student instructors are invited to all sessions.

The SSW hosts **Quarterly Faculty Development** sessions three times during the academic year following the regular faculty meetings. These sessions are open to all teaching and field faculty and faculty at all ranks are encouraged to attend. Sessions are videotaped and posted online for all instructors to access. Faculty Development sessions address teaching and curriculum issues that relate directly to the creation of a responsive learning environment. In recent years topics have included “Working with Gay, Lesbian, Bisexual, Transgendered, Queer/Questioning, and Intersex Students,” “Handling Difficult Conversations in the Classroom,” and “Power and Privilege in the Classroom.”

The Office of Academic Affairs hosts **weekly instructor check-in sessions** where a range of topics are discussed. At these sessions a primary focus is on inclusion and equity in the classroom as we co-create inclusive and equitable learning environments.

In addition, the SSW hosts an Instructor Teaching Resources Canvas site that includes many resources for integrating diversity in coursework.

All instructors also have access to the UW's **Center for Teaching and Learning**. The Center has a wealth of resources related to supporting diversity in the classroom, working with underrepresented students, and integrating inclusive course content. The Center hosts regular programs for faculty and TAs, and many SSW faculty access these sessions. In addition, the Center hosts the Theater for Change UW. Theater for Change UW uses interactive and participatory theater to advance community dialogue and address issues related to classroom and institutional climate. During sessions, faculty generate and rehearse a variety of responses to challenging situations related to inequity, institutional climate, and interpersonal conflicts.

Modifications to the Use of Space:

In recent years the SSW has made at least two significant changes in the use of building space in order to accommodate various forms of diversity and difference and to create a more inclusive and affirming environment for students, faculty, and staff.

An increase in religious diversity at UW and the SSW raised the issue of protected space for religious and spiritual practice. The issue seemed most urgent for Muslim students who needed a private space in which to practice ritual ablution and prayers. Upon investigation the SSW identified other individuals and groups in need of appropriate space for their practices. Two spaces in the SSW building, within the Student Lounge and the Research Commons, are now reserved for private individual and small group prayer, meditation, and other practices. Such space also exists on the Tacoma campus.

A more substantial alteration of space was required to address the needs of transgendered students and allies who were not accommodated by male and female restrooms. After review and discussion of various options, two of the single sex restrooms in the center of the SSW building were converted to a lockable "All Gender" restroom that can be accessed without the need to disclose gender identity. In Tacoma, all-gender restrooms were built into several buildings of the campus as part of their design in the mid-1990s, and across both campuses all new buildings are designed with such facilities.

Respect for diversity and difference is also reflected in the artwork shown in the School building. The SSW Art Committee, which includes faculty, staff, and student members, administers and coordinates a variety of thought-provoking visual and performing art for the first floor gallery in the SSW building, contributing to its thriving, passionate community. The quarterly exhibits emphasize social justice issues and allow for an exchange of diverse viewpoints. The most recent exhibit, "Social Movements: The

Personal Becomes the Political,” reflected student philosophies on how personal passions are able to create political action.

Revising Promotion and Tenure Guidelines:

The values of diversity and multiculturalism are reinforced for SSW faculty through tenure and promotion policies at both the UW and the SSW that bring attention to the importance of diversity in teaching, research, and service activities.

By a vote of the faculty, the [UW Faculty Code](#) (Chapter 24: *Section 24-32*) was recently amended to affirm that faculty efforts in research, teaching, and service that enriches diversity at the UW be recognized in the processes of appointment and promotion. The SSW revised its Policy Guidelines for Tenure, Promotion, and Continuation of Appointment for Tenure-Track Faculty even earlier, in 2008, to explicitly address the priority given to diversity issues in the School (see Appendix 3.0 E). The revised guidelines include specific language about the School’s commitment to social justice and diversity along with specific criteria against which candidates’ materials are to be evaluated.

The Guidelines begin with a statement of the relationship of promotion and tenure criteria to the SSW mission and values:

Applications for tenure or promotion in rank shall be evaluated in light of the SSW’s overall mission to promote social and economic justice for poor and oppressed populations and to enhance the quality of life for all.

More specifically, these values are reflected in criteria for the review of applicant materials. Along with criteria for excellence in teaching, research, and service, the guidelines describe how candidates’ commitment to diversity and social justice may be considered in the review.

In teaching:

The development of new scholars and the implementation of diversity- and equity-oriented goals of the University are shared responsibilities among all faculty, and faculty should be encouraged to pursue these activities and be rewarded for meritorious achievement wherever engaged in the proper work of faculty members. Accordingly, teaching, independent work with and mentoring of students, particularly those of underrepresented groups entering the University community, are to be encouraged and given recognition in tenure and promotion reviews.

In scholarship:

As a top ranked school in a research university, we value scholarly work that is at the frontier of knowledge building in social work education, practice, and policy. Consistent with our mission, we expect that such scholarly work will engender understanding of complex social problems, illuminate human capacities for problem-solving, and promote effective and timely social intervention.

In service:

Evaluation of professional service and community contributions shall reflect the SSW's commitment to public service that enhances the health, well-being, and empowerment of disadvantaged communities and populations at local, national, and international levels.

and

As noted in the section on teaching and mentoring, above, faculty are also responsible for the development of new scholars and the implementation of diversity- and equity-oriented goals of the University. Mentoring of junior faculty, particularly those of underrepresented groups entering the University community, is to be encouraged and given recognition in reviews for tenure or promotion.

Specialized Student Orientations:

Several years ago, student and faculty feedback identified a need for greater preparation of incoming students for productive and respectful engagement with issues of diversity and difference in the school environment. The SSW organizes a student retreat and orientation prior to the formal start of the academic year in Autumn Quarter for incoming BASW students. The goal of the retreat is to introduce students to issues of diversity and inclusion in the School learning environment and in social work practice. Students in the BASW program work with faculty and staff to design and deliver the student orientation. Senior year BASW students have also facilitated a series of community-building activities that provided a framework of social justice, introduced principles for engaging in critical dialogue, and provided opportunities to build a sense of common purpose among diverse learners.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

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

1. *Compliance Statement:* Narrative describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities across all program options.

Implicit Curriculum Plans

The School's commitment to diversity, equity, and inclusion is more than a static element in the curriculum. It challenges the School community to engage in ongoing self-reflection, innovation, and improvements in how we do business. Regular feedback from students, staff, and faculty is used by the school community to identify and address issues in the school's learning environment and to sensitize members of the school community to historical and contemporary discrimination and oppression by age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.

The following are a few current examples of the SSW specific plans to improve the learning environment to affirm and support persons with diverse identities.

Integration of students across program options. During AY2020-2021 faculty and students working through the BASW Program Committee and the Student Advisory Council (SAC) worked together to generate recommendations for improving the integration of students who enter the BASW program. Specific recommendations for creating inclusive and supporting learning environments in the classroom will be shared with all instructional faculty for the next academic year.

The Office of Field Education. There are several processes designed to review and improve the learning environment to better address diverse client populations and diverse students. Each year, student feedback on their experiences in field education, both at the agency site and with the Field Faculty, is reviewed and evaluated in terms of themes and areas that need improvement. Feedback is provided by Field Faculty to Field Instructors on student experience, although anonymity is often requested by the student.

Field Instructor Advanced Training. The Quarterly Faculty Development Series, described previously in our response to AS 3.0.2, has emphasized in the past 2 years our commitment to providing a forum for increasing the effectiveness of the Social Work community in affirming and supporting persons with diverse identities. This offers faculty the opportunity to communicate with each other on difficult topics, and to support growth and development in this arena. Field Faculty have attended these sessions, and

plans are being discussed to provide Field Instructors with similar opportunities through Advanced trainings.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

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

Admissions

Accreditation Standard B3.1.1: The program identifies the criteria it uses for admission to the social work program.

1. *Compliance Statement:* Narrative identifies the criteria the program uses for admission to the social work program across all program options.

In this section we identify the criteria used for admission to the BASW program.

For both BASW program options, the School seeks to enroll well-qualified students with diverse backgrounds, particularly students who have an emerging commitment to issues of social justice and social change, are able to take on challenges, possess leadership skills, and have significant experience in diverse communities. Admission to the BASW program is selective and based on consideration of academic performance and potential, clarity and appropriateness of career objectives, understanding of social issues, and relevant practice experience.

In both program options offered by the SSW, admission is based on a comprehensive review of admissions materials. Although the same materials and general procedures are used across program options, students seeking admission to the Seattle BASW program option are reviewed by Seattle faculty and staff, while Tacoma BASW applicants are reviewed by Tacoma faculty and staff.

Minimum criteria for admission:

The minimum eligibility criteria for admission to the BASW program are as follows: completion of 65 college-level quarter credits before beginning the program; an overall minimum GPA of 2.0; completion of introductory college-level courses in Psychology and Sociology, with a minimum performance of 2.0 grade point average or higher; and enrollment/admission to the University of Washington is required. Applicants do not need to have met all of these requirements prior to submitting an application. Candidates who are offered admission without all of the minimum requirements completed are required to submit proof of meeting these requirements before matriculating to the program. Applicants who are concurrently applying for admission as a transfer student to the University of Washington will receive an admission offer only if they are offered admission to the University. A satisfactory result of the Criminal Background Check is also a provision of admission that must be satisfied before the student matriculates to the program.

To document that the student meets minimum criteria, and provide additional information for use in admissions decision-making, application materials for the BASW program must include:

- The School of Social Work Application for Admission and signature form
- An unofficial copy of the applicant's transcripts from each college/university attended
- A resume of work and volunteer experiences
- Admissions Essay
- Social Service Experience Form

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 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.

1. **Compliance Statement:** Narrative describes the policies and procedures for **evaluating admission applications** across all program options.

In this section, we outline the policies and procedures for evaluating admission applications across all program options.

Policies:

The School of Social Work maintains a BASW Admissions Committee, consisting primarily of faculty/instructors who teach in the BASW Program and administrators. The Admissions Committee is responsible for reviewing applicant files, making recommendations of admission, alternate assignments or denial of candidates, and making recommendations to the BASW Committee for any policy revisions to consider. Applicants to the Seattle program option are reviewed by Seattle faculty and applicants to the BASW program on the Tacoma campus are reviewed by Tacoma faculty. Each

completed application is considered by a minimum of two members of the BASW Admissions Committee.

Procedures:

When an applicant's file is complete, it is reviewed and scored by two members of the Admissions Committee using the criteria defined and described in the BASW Admissions Handbook, which is only available for the committee's use. Each application is evaluated with three main criteria: academic preparedness, reasoned interest and experience in social work, and contributions to the learning community and profession. Reviewers will provide an overall judgment score to capture the candidate's readiness for the BASW program; this judgment score takes into consideration all three criteria. The two reviewers overall judgment scores are then combined and averaged. If the two numeric scores are widely discrepant, a third faculty reviewer will also score the file, and all three scores are used in determining the average score. This average overall judgment score is used to rank applicants. Admission to the program is determined based on this ranking and the number of spaces available in the program. The respective admissions committees in Seattle and Tacoma consider the entire group of applicants as a cohort, considering the merits of individual applicants and also what each individual might contribute to the full cohort. The Admissions Committee makes the final determination regarding admission, alternate list status, or denial.

2. *Compliance Statement:* Narrative describes the policies and procedures for **notifying applicants** of the admission decision across all program options.

Policies and Procedures for Notifying Applicants of Admissions Decisions:

All applicants are notified of the admission decision (admitted, denied, alternate) via email, by the School of Social Work's Admissions office in coordination with the UW Undergraduate Admissions office. In the offer letter, admitted applicants are notified of the process for satisfying any remaining admissions prerequisites and given instructions for completing the criminal background check; it is noted that the admissions offer is provisional pending satisfactory results of the background check. Any applicant with outstanding prerequisites will receive an additional email notification detailing the action required to satisfy these deficiencies.

3. *Compliance Statement:* Narrative describes the policies and procedures for **notifying applicants of any contingent conditions** associated with admission across all program options.

Policies and Procedures for Notifying Applicants of Contingent Conditions:

Across both program options, in the email/letter of notification, admitted applicants are informed that their admission is provisional upon the completion of any admissions criteria or prerequisites that were not met at the time of application, and pending the results of the Washington State Patrol Background Check.

In addition to the above, the School works closely with UW general admissions to monitor undergraduate UW admissions contingencies due to deficiencies upon application (CADRs generally). When possible, the BASW Advisor works with admitted students in academic planning to satisfy these conditional admissions deficiencies.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

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

1. *Compliance Statement:* Narrative describes the program's policies and procedures concerning the transfer of credits across all program options.

In this section we describe our policies and procedures for the transfer of credits.

Policies concerning the transfer of credits are listed on the School's website in the BASW Admissions Information and Instructions section and in the *BASW Student Handbook* (see Volume 3: Seattle, p. 20; Tacoma, p. 82).

Applicants who are admitted after completing part of the requirements for a BASW degree at another accredited BASW program may satisfy some of the School's requirements. Included with the other application materials, transfer applicants must submit course syllabi and a transcript providing evidence of having passed social work courses with a 2.0 (C) grade or better and having achieved a 2.5 cumulative GPA in

required Social Welfare courses. Whenever transfer credit is recognized, the decision is recorded in the School's and University's student databases and in the advising file.

Across programs, when transfer of credits is requested, syllabi and transcripts are reviewed by the BASW Assistant Program Director/Academic Adviser in consultation with the BASW Program Director.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 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.

1. *Compliance Statement:* Narrative submits the program's written policy indicating that it does not grant social work course credit for life experience or previous work experience across all program options.

In this section we document our written policy that we do not grant social work course credit for life experience or previous work experience.

Regardless of program level or option, students are never granted credit for life experience or previous work experience. Applicants to the SSW are informed of this policy through clear statements from both the SSW and the University.

2. *Compliance Statement:* Narrative documents how the program informs applicants and other constituents of this policy across all program options.

The program informs applicants and other constituents that it does not award course credit for life experience or previous work experience on the Admissions website and in the UW General Catalog and *BASW Student Handbook*.

The UW Seattle informs applicants that it "*does not award general credit for work or life experience*" in the [UW General Catalog](#). Further, the [BASW Admissions website](#) and the *BASW Student Handbook* state that "academic credit is not given for previous work experience nor for life experience" (*BASW Student Handbook*, Volume 3, p. 12).

Similarly, the Tacoma program option follows UW Tacoma requirements at the university level in the [UWT General Catalog](#) and “*does not award general credit for work or life experience.*” This policy is also stated on the Admissions website (<https://www.tacoma.uw.edu/swcj/basw-admissions>) and in the BASW program materials for the Tacoma option (*BASW Student Handbook*, Volume 3, p. 283).

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Advisement, Retention, and Termination

Accreditation Standard 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.

1. *Compliance Statement:* Narrative describes the program's academic **and** professional advising policies and procedures across all program options.

Academic and Professional Advising Policies and Procedures across Program Options

The SSW mobilizes considerable faculty, administrative, and other support to ensure the success of its students while they are in the program and as they transition into the next phases of their professional lives. The School has one of the most diverse student bodies on campus, and advising and other activities are provided by faculty and staff and tailored to support all students and to recognize and respond to particular needs of students from underrepresented groups. The School has a high level of completion in the BASW program options, due in part to regular and responsive advising by faculty and staff.

Student advising begins at the point of admission to the program in all program options. Informational meetings are held for newly admitted students in Spring and provide students with the opportunity to learn more about the program, courses, and field opportunities, and to meet program faculty. In addition, faculty and staff help students start to plan their academic and professional goals for their time in the program and beyond. Students also have a required orientation to the program shortly before their first quarter with more specific information they need to begin their program.

Students in the BASW program are provided regular academic advising by the Assistant Director of the BASW Program and as needed from staff in Student Services.

Professional advising is provided from the BASW Program Director and assigned faculty advisers. At the point of admission, all students are given information about which office/person they should contact for advising questions. These initial contacts are professional staff members at the university who are specifically trained to meet the needs of incoming students.

Academic Advising is provided by the Assistant Director of the BASW Program with backup support through the Office of Student Services, which includes the Director of Student Services, two Academic Advisors, and a Program Support Supervisor in Seattle. Students are supported in determining what general education courses remain

to complete and creating a plan to complete those required credits along with their BASW courses. The BASW Assistant Director also provides holistic support to students on navigating a wide range of common potential barriers that low-income and first-generation college students tend to face, such as applying for financial aid, petitioning for adjustments to financial aid awards, applying to scholarships, utilizing campus resources such as the food pantry, and accessing disability accommodations. In Tacoma, BASW students are advised by a professional academic advisor housed within the School.

Professional advising is provided by faculty advisers who help students with issues of professional and personal development, issues related to socialization to the profession, and career choices. Professional advising of BASW students is provided by faculty teaching in the program. These faculty are available for 1:1 advising, and also may provide group opportunities to assist students in developing their professional identities, further their understanding of career opportunities and development, and learn about and address current topics and issues emerging in the field and the world. The Program Director and Assistant Program Director also routinely meet with students to discuss professional development and goals and share resources related to career opportunities.

Across both BASW program options, students also meet individually with Field Faculty to plan their field education placement, provide professional advising, and to help socialize them to the profession. In addition, Field Faculty meet individually with students at their field education sites and as needed throughout the year to address any challenges in placements.

Assessment of student needs and early detection of student challenges is a priority. During the first weeks of the quarter, advisors maintain close contact with students to assist with registration and troubleshoot any logistical issues. Classroom and Field Faculty are encouraged to reach out to the Program Director and the Assistant Program Director if a student is encountering challenges. Faculty members may also consult with the Associate Dean for Academic Affairs and/or the Director of Student Services.

Throughout the academic year, the School also provides a regular program of academic and professional supports for BASW students, including workshops on study skills. Students are provided access to student success workshops (time management, stress management), and there are writing supports provided in the form of both workshops and writing skills elective courses in junior year that are available to students who are identified as needing additional support. In addition to the UW-wide writing supports, both undergraduate and graduate level writing centers, the School of Social Work staffs its own SSW Writing Center, which has one part-time staff member who hires, trains and supervises three MSW student peer writing tutors who provide 1:1 support, drop-in

writing studio time, and workshops—both course/assignment specific and more general workshops such as APA writing, using library resources, etc. Similarly, in Tacoma, professional staff and peer tutors, who are part of the UW Tacoma Teaching and Learning Center, have a primary assignment to social work students (BASW and MSW).

The School routinely brings professionals and agency representatives to campus as guest speakers and workshop leaders to support students' professional development and networking opportunities. There are also panels arranged around professional and career interests of students. In Seattle, the School sponsors an annual career fair during Spring Quarter, inviting 25-30 agencies and organizations to campus to feature employment opportunities for SSW graduates. The Tacoma campus holds a similar annual career fair, sponsored through the Student Life office; this fair includes a separate day for non-profit and human service-related agencies and organizations.

2. *Compliance Statement:* Narrative documents that professional advising is provided by social work program faculty, staff, or both across all program options.

Professional advising is provided by social work program faculty and staff across program options.

As outlined above, professional advising of BASW students on the Seattle Campus is provided by the Assistant Director of the BASW Program (a professional staff member), the Director of the BASW Program, and faculty advisors who typically teach in the BASW program. Additionally, the Director of Student Services provides support to the Assistant Director of the BASW Program as needed when there are concerns about academic or professional performance. In Tacoma, students are assigned to a faculty member upon admission as their professional advisor and may switch advisors by requesting such a change to the BASW Program Chair.

The Program Office and the Office of Student Services work together to provide career events and opportunities to all students—providing career workshops (resume-writing, interviewing, salary negotiation) and information about Advanced Standing programs and social work licensure.

Across both BASW program options, students also meet individually with Field Faculty to plan their field education placement and to help socialize them to the profession. In addition, Field education faculty meet individually with students at their field education sites and as needed throughout the year to address any challenges in placements.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

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

1. *Compliance Statement:* Narrative submits the program’s policies and procedures for evaluating student’s academic and professional performance, including grievance policies and procedures, across all program options.

In this section, we describe the policies and procedures for evaluating student academic and professional performance in Part 1, and SSW policies and procedures for responding to student grievances in Part 2.

Part 1: Evaluating Student Academic and Professional Performance:

Across both program options, students in the School of Social Work must adhere to the [University Student Conduct Code](#) as well as the following codes of conduct particular to social work: 1) [Academic Performance and Conduct Which May Result in a Review and Possible Dismissal from the School of Social Work](#) (see below) 2) [Essential Skills, Values and Standards of Professional Conduct](#) (Standards—see below); and 3) the [NASW Code of Ethics](#).

**Academic Performance and Conduct Which May Result in a Review
and Possible Dismissal from the School of Social Work**

Students may be terminated from the University of Washington School of Social Work for any of the following:

- Failure to meet or maintain academic grade-point requirements as established by the University of Washington and the School of Social Work. (This is automatic and may take place without a review or further procedure.)
- Academic cheating, lying, or plagiarism.
- Behavior judged to be in violation of the NASW Code of Ethics or unprofessional conduct as specified by RCW 18.130.180, Unprofessional Conduct, set down in the Regulation of Health Professions—Uniform Disciplinary Act.
- Documented evidence of conviction of a criminal act occurring during the course of study, or which occurred prior to admission to the School of Social Work and became known after admission.
- Failure to meet the standards for essential abilities and attributes for admission and continuance in the School of Social Work.

Essential Skills, Values and Standards of Professional Conduct (Standards)

Essential skills, values and standards of professional conduct for admission to and continuance in the School of Social Work are part of the School’s academic standards. They are the physical, cognitive, emotional, and character requirements necessary to participate fully in all aspects of social work education and the practice of social work. The expectation is that students will possess and develop these skills, values, and standards as they progress through all aspects of the program, including in the classroom, in their field placements, and in the professional practice of social work. Attention to them will be paid by faculty responsible for making admissions decisions and for evaluating students’ classroom and practicum performance. Violations of these Skills, Values, and Standards of Professional Conduct can also become grounds for dismissal from the program and from the profession. Thus, it is important that they are well understood.

Essential Skills

Motor and Sensory. Developing the competencies needed to become a social worker is a lengthy and complex process that requires students to participate in the full spectrum of experiences and requirements of the curriculum. The social work student must have sufficient motor abilities to attend class and perform all the responsibilities expected of students in practicum placement, at places such as hospitals and clinics. The student must also have the ability to acquire and integrate new information through the use of their senses to perform the functions that will be expected of them both as students and as professional social workers. Students who wish to request reasonable accommodations for

meeting the Essential Motor and Sensory Skills requirement should contact [Disability Resources for Students \(DRS\)](#). DRS provides services to enrolled students who have a documented permanent or temporary physical, psychological, or sensory disability that qualifies them for academic accommodations under the law. The professional activities of social work require that students be grounded in relevant social, behavioral, and biological science knowledge and research. This includes knowledge and skills in relationship building, data gathering, assessment, interventions, and evaluation of practice.

Interpersonal and Communication Skills. The social work student must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and other professionals. These include compassion, objectivity, integrity, and the demonstration of respect for and consideration of others. The social work student must communicate effectively and sensitively with other students, faculty, staff, clients, and professionals. They must express ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They must have sufficient skills in spoken and written English to understand the content presented in the program.

Values

For admission to and continuance in the School of Social Work at the University of Washington, students must demonstrate a commitment to the core values of social justice and diversity. These values are critical to social work education and practice.

Social Justice. The social work student must value social justice, which includes promoting equality and human rights and recognizing the dignity of every human being.

Diversity. The social work student must appreciate the value of human diversity. They must serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack thereof), gender, disability, sexual orientation and/or value system. Social work students must not impose their own personal, religious, sexual, and/or cultural values on their clients. The social work student must know how their values, attitudes, beliefs, emotions, and past experiences affect their thinking, behavior and relationships. The student must be willing to examine and change their behavior when it interferes with their working with clients and other professionals. The student must be able to work effectively with others in subordinate positions as well as with those in authority.

Professional Conduct

The social work student must abide by the ethical standards of the profession developed by the [National Association of Social Workers \(NASW\) Code of Ethics](#). In general, the social work student must behave professionally by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, and completing assignments on time. The social work student must learn to be resilient in the face of the undesirable effects of stress and avoid burnout by exercising appropriate self-care including the development of cooperative and facilitative relationships with colleagues and peers. Adapted from the NASW Code of Ethics.

Privacy and Confidentiality

- (a) Social work students and professionals should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research.
- (a) Social work students and professionals may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- (b) Social work students and professionals should protect the confidentiality of all information obtained in the course of professional service unless sharing confidential information is necessary to preventing serious, foreseeable, and imminent harm to a client or other identifiable person.

Sexual Relationships and Physical Contact

- (a) Under no circumstances should social work students and professionals engage in sexual activities or sexual contact with current or former clients, whether such contact is consensual or forced.
- (b) Social work students and professionals should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client.
- (c) Social work students and professionals—not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- (d) Social work students and professionals should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as hugging or massaging clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

Respect

- (a) Social work students and professionals should treat colleagues and clients with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social work students and professionals should avoid unwarranted negative criticism of colleagues and clients in communications with others. Unwarranted negative criticism may include demeaning comments that refer to level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

Unethical Conduct of Colleagues

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

Approved by SSW Faculty Council, June 2011. Updated November 2018 to reflect gender-inclusive language.

BASW Satisfactory Academic Standing

To maintain good academic standing, students must 1) Achieve a minimum 2.50 (low B-) cumulative GPA in required Social Welfare courses and a 2.00 (C) cumulative UW GPA; 2) Earn a minimum 2.0 (C) grade or better in each required departmental course; 3) Adhere to the Essential Skills, Values and Standards of Professional Conduct Important to Admissions and Continuance in the School and Profession of Social Work; 4) Complete prerequisite courses before beginning the required junior level courses; 5) Satisfactorily complete the first year of the program.

Unsatisfactory Academic Progress in the BASW Program

Undergraduate students whose cumulative or quarterly grade point average falls below 2.5 in required credits or who fail to earn at least a 2.0 or CR in required courses are reviewed as making unsatisfactory progress.

Students who have incomplete or X grades in required courses for longer than one quarter (or who have multiple I's or X's in a single quarter) may be placed on warning or probation. Other situations that could result in a student being placed on warning or probation include not completing a required prerequisite, training, or certification, or failing to become compliant with immunizations, testing, or background checks. Not successfully completing a required course will usually result in the student needing to re-take the course the following year, which may delay the student's practicum and graduation by a year.

Undergraduate students are assessed at the end of their first year in the program before being allowed to proceed to the senior year. This involves an assessment of not only the student's academic progress but also the student's professional behavior and commitment to social work.

Undergraduate students who aren't meeting the required grade point average levels are automatically put on warning, probation, or may be dropped for low scholarship by the University. Additionally, students who may be meeting the required grade point average but are challenged in the area of professional standards may be placed on warning, probation, or drop status by the BASW Program Director, following the policies and steps outlined in the [BASW Continuation Policy](#). The policy is summarized below:

The School regularly reviews students quarterly regarding satisfactory progress. If a student is found lacking in any of the criteria above, the following processes will be implemented. It is not imperative that all steps are completed, and more significant issues may be addressed at a higher level.

1. **Meeting with Academic Advisor:** The student about whom there is a concern will be contacted by the BASW Assistant Director/Academic Advisor and asked to meet. The discussion will involve a review of both contributing factors to the situation as well as resources available to the student to correct the situation. Ideally, this step will result in averting potential issues and help the student to get back on track.
2. **Warning Letter:** If there is still concern regarding the student, the student may be issued a Letter of Warning, outlining the areas of concern as well as the expectations, both academic and behavioral, that would remove the student from warning status. If a student receives a warning letter, the student must schedule a meeting with the advisor as soon as possible. This meeting may result in a written plan for improvement and will include resources for support and clarifications of expectations.
3. **Probation Letter:** If the student does not follow the plan above or has another quarter or incident of concern, or the concern is of more significant scope, the student may be issued a Letter of Probation, which outlines the issues of concern along with a timeline regarding what needs to happen for the student to regain satisfactory standing. When placed on probationary status, the letter will clearly outline continued expectations and may include conditions for continuing in the program. The student may also be given a registration hold with the requirement to meet with the advisor quarterly in order to be able to register.
4. **Student Review Committee (SRC) or Professional Standards Committee (PSC) Process:** If there are concerns regarding a student's performance,

professionalism, or suitability for the field of social work, or there are a number of complex, intertwined circumstances surrounding the student's performance in the program, the Program Director may choose to refer the student to the Student Review Committee (SRC) [SSW Student Review Process](#). for possible dismissal from the major. The SRC is a group of faculty appointed by the Executive Dean to deliberate on student academic and professional concerns. The Committee is also charged with updating student policies and procedures related to disciplinary action and termination and recommending to the faculty any changes that may become necessary. Students may also request a hearing of the SRC if they wish to do so.

In Tacoma, academic and performance concerns that cannot be remedied directly with the student may be referred to the Professional Standards Committee (PSC), which is Tacoma's equivalent to the SRC mentioned above. Students are invited to attend SRC or PSC meetings where their situation is addressed to provide their perspective on the issue, as well as to assist in mutual problem-solving and plans for moving forward.

5. **Dismissal from the Major:** If a student continues to fail to meet the academic or behavioral expectations while on probationary status and/or does not meet with the advisor or program director, the student may be dismissed from the BASW major by either the SRC or the Program Director. In this case, the student will be re-coded as an Arts and Sciences pre-major and notified of this change via a letter.

Exceptions and Appeals

Exceptions to the satisfactory progress and low scholarship policy or reinstatement to the program must be approved in writing by the Director of BASW Program. Students applying for reinstatement to the program will almost certainly, if they are reinstated, re-enter the program in probationary status.

Students who are placed on probation or dismissed from the major may request reconsideration of their status. This may be done for a number of reasons, but particularly if the student believes that some facts in the student's documentation have been overlooked or misinterpreted. Students have two options for appeal, both of which require a letter that explains the basis of the appeal and provides supporting documentation for why the student's status should be reconsidered. Students may only appeal through one route. Written appeal documentation needs to be submitted within 30 days of the date on the decision letter, which includes the status that the student would like to appeal:

1. Request a review by the SRC/PSC.
2. Submit a written appeal to the Associate Dean for Academic Affairs. A decision will be rendered within 14 days of receipt of the appeal.

Regularly throughout the year, the Program Directors and Assistant Directors, the Assistant Dean of Field Education, and the Director of Student Services meet, discussing any students who are struggling in the program and for whom there are concerns. Concerns typically include low course grades, poor attendance, professional behavior issues, termination from practicum, and lack of timely progress through the program. Concerns are reported to the leadership listed above by student services staff, instructors, SSW Field Faculty, and others, through regular meetings with instructors and Program Office staff. This administrative team acts as a consulting group and also may recommend, when appropriate, whether a student should be placed on warning, probation, or final probation, or in cases of serious professional and/or academic performance issues, if they should be referred to the SRC.

Professional Behavior for all Students

Across program options, students not receiving a satisfactory practicum evaluation, being denied credit for a practicum experience, and/or being terminated from a practicum site are reviewed for unsatisfactory progress and may also be put on warning, probation, final probation, or be dismissed.

The UW School of Social Work, because it is a professional program, also considers professional behavior an academic requirement of the program. As noted above, students are expected to adhere to the [NASW Code of Ethics](#) and the [Essential Skills, Values and Standards of Professional Conduct](#) (outlined previously). Sometimes a conversation with the student is enough to clear up confusion around expectations, but a student may be placed on academic warning or probation for a professional conduct issue by the Program Director after the Director has met with the student, outlined the concerns, and clarified the expectations for the program, especially if the behavior is presenting across multiple classes and/or classes and practicum. If these steps don't remedy the situation or the behavior is pervasive or egregious, the student may be referred to the SRC.

Students are also required to disclose any criminal convictions during the admissions process, as well as any arrests after the admissions offer, to the School of Social Work. Arrest or conviction won't in itself preclude students from attaining the degree, but we must assess the feasibility of placing a student at a practicum site or whether we will need to temporarily remove a student from a placement while the situation is being resolved.

Disciplinary Sanctions

All SSW students are, additionally, held to the [UW Code of Conduct](#) for disciplinary issues, which include academic misconduct. These issues are dealt with through the [UW Office of Community Standards and Student Conduct](#) processes.

Procedure for Review of Students: First Level through Student Review Committee

The School reviews students quarterly to ensure they are making satisfactory progress. If a student is found lacking in any of the criteria above, the following processes will be implemented. It is not imperative that all steps be completed and more significant issues may be addressed at a higher level.

To ensure integrity and equity in the academic review process, **every effort is made to provide a clear, thorough, fair, and expeditious review process.** Many situations can be resolved through direct communication and discussion with the student by faculty and/or administrators. Consultation among administrators and faculty regarding student concerns is also important to our educational mission and practice. It is the goal of the School of Social Work that all concerns regarding academic standards be handled at the lowest possible level. As noted above, as a Professional school, the School of Social Work considers the “Standards” to be part of its academic standards. Professional conduct may also include student conduct outside of the classroom and outside of field placement activities.

Part 2: Policies and Procedures for Responding to Student Grievances

For all Seattle and Tacoma options, policies and procedures for responding to student grievances are communicated to students in the *BASW Student Handbook* in the section on *Standards of Conduct and Grievance Procedures* and on the website. In Seattle, there is a newly updated [Student Concern and Grievance Procedure](#) document that outlines in detail the procedures to address a grievance and whom to contact about it at the School and the University level.

There are two different avenues to redress a grievance, depending on whether the grievance is academic (including practicum) or related to discrimination or unfair treatment. **The School as well as the University encourage the resolution of grievances at the lowest level. In addition, although the process will generally be followed in the order described below, no one phase in the process is required before another may be utilized.** If resolution of a grievance does not occur at a particular level, the appropriate referrals can be identified and discussed. It is against University policy to penalize or retaliate against any party for participation in grievance resolution.

Contact information for the parties mentioned in this section are listed in Student Concern and Grievance Procedure document and in the *BASW Student Handbook* (Volume 3: Seattle, p. 65; Tacoma, p. 102).

Academic Grievance

Within the SSW: If the complaint is related to a grade appeal, see [SSW procedure on grade appeals](#) for details and time limitations. The [SSW Ombud](#) is not part of the formal grievance procedure, but may be brought into the process at any point.

An academic grievance may be resolved by discussing the issue with the faculty member concerned; secondly with the faculty adviser, BASW Program Director or Chair, or Assistant Program Director; and thirdly with the Associate Dean for Academic Affairs.

For academic issues within practicum, resolution may be sought by discussion with the Field Education Instructor, Liaison or Field Faculty member; secondly with the Director of Field Education; thirdly with the Director of the Program.

The Director of the Program may refer an academic grievance to the Associate Dean for Academic Affairs or the SRC or an appropriate University office.

Within the University: Both undergraduate and graduate students have access to the UW Student Academic Grievance Procedure outlined at: <http://www.washington.edu/admin/rules/policies/PO/EO58.html>

Discrimination/Unfair Treatment Grievance

Students and employees of the University are protected by the University's equal opportunity policies (see the following section). If a student believes that they have been discriminated against or unfairly treated on the basis of race, color, creed, religion, national origin, sex, sexual or political orientation, age, marital status, disability, or disabled-veteran or Vietnam-era-veteran status procedures exist within the School and the University for the resolution of such a grievance. Students also have access to the complaint procedures in state and federal agencies as allowed by law.

Within the School: Students are first encouraged to discuss the issue and seek resolution with the individual involved. If it is unresolved, students should follow the same steps outlined above under—Academic Grievance. In the Grievance Procedures information, students are apprised of their right to confidentiality. In addition, they are provided information about how to report sexual harassment.

Within the University: Resolution of discrimination or unfair treatment complaints may be sought through the University Ombud, and then either through the Office of the Vice President for Student Affairs or the University Complaint Investigation & Resolution Office (UCIRO) depending on whether the complaint is about a student or a university employee. Complaints about students are directed to the Vice President for Student Affairs; complaints about University employees (which includes faculty) are directed to UCIRO. At these offices, resolution may be sought through informal conciliation or a formal complaint procedure.

The **University Ombud** uses education, consultation, conciliation, or mediation to reach a mutually satisfactory resolution of a dispute, or if a resolution does not occur, can identify and discuss appropriate referral options.

2. ***Compliance Statement:*** Narrative describes how the program informs students of the program's criteria for evaluating their academic and professional performance and its policies and procedures for grievance across all program options.

Informing Students of the Criteria for Evaluating their Academic and Professional Performance

At the time that they apply to the UW SSW, applicants are informed of the “Standards” described in the previous section and a [link](#) to the “Standards” document is provided as part of the online application. Applicants are asked to read these “Standards” prior to applying to the BASW program. The application also states that applicants understand that the *“School of Social Work reserves the right, on the basis of an educational judgment, to recommend that the applicant be denied admission or to recommend dismissal to the Office of Student Affairs of an admitted student whose academic record or performance in field instruction does not meet minimal expectations or whose performance is not consistent with the accepted standards for professional behavior.”* Students are also reminded about standards for professional conduct at the time of their orientation to the program. These include adherence to the [UW Code of Conduct](#) the [NASW Code of Ethics](#).

Students in both programs are informed of the requirements for Satisfactory Performance during new student orientations, and overview materials are also available for all students on the programs' respective Canvas or webpages. Students are further informed of the criteria for evaluating their academic and professional performance in individual course syllabi. Standards for remaining in good academic standing are also communicated to students in the *BASW Student Handbook* (Volume 3: Seattle, p. 26;

Tacoma, p. 87). The *Handbook* details for students the required program of study and includes a section on Standards of Conduct.

Informing Students of the Policies and Procedures for Grievance across Programs

Students are informed about the policies and procedures for grievance in a variety of ways. Both programs have the **grievance policies and procedures** outlined in their respective *Student Handbooks*, on their websites, and on their respective Canvas pages. Program administrators summarize the policies and refer to the *Handbook* at new student orientation sessions. Notably, before a status change in academic standing can be made, the student will receive written notice of both the relevant policies and the grievance procedures they may want to pursue if they disagree with the decision.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 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.

1. *Compliance Statement:* Narrative submits the program's policies and procedures for terminating a student's enrollment in the social work program for reasons of academic **and** professional performance across all program options.

As noted previously, students in the School of Social Work must adhere to academic and professional standards of performance including the [University Student Conduct Code](#) as well as the following codes of conduct particular to social work: 1) [Essential Skills, Values and Standards of Professional Conduct](#); 2) [Academic Performance and Conduct Which May Result in a Review and Possible Dismissal from the School of Social Work](#); and 3) the [NASW Code of Ethics](#).

The SSW faculty and administrators regularly review the [Procedures for the Review of Students](#). These procedures are described in above in section 3.1.7 and cover both academic and professional performance and provide criteria and process steps from the initial level at which a concern is identified through the possible termination of a

student's enrollment in the Social Work program via the Student Review Committee process described in detail previously. The basis for invoking these procedures are the criteria described above for academic and professional performance. Similarly, the Tacoma faculty have articulated policies and procedures for terminating a student's enrollment. The Seattle and Tacoma procedures for review and possible dismissal of students are summarized in their respective *Student Handbooks* and available online.

Dismissal from the Major

If a student continues to fail to meet the academic or professional expectations while on probationary status and/or does not meet with the advisor or program director, the student may be dismissed from the Program by either the SRC/PSC or the Program Director.

Exceptions and Appeals

As noted previously, exceptions to the satisfactory progress and low scholarship policy or reinstatement to the program must be approved in writing by the Program Director. Students applying for reinstatement to the program will almost certainly, if they are reinstated, re-enter the program in probationary status.

Students who are placed on probation or dismissed from the major may request reconsideration of their status. This may be done for a number of reasons, but particularly if the student believes that some facts in the student's documentation have been overlooked or misinterpreted.

All students who have been placed on probation, final probation, or are dropped by the Program Director may, within 30 days, either request a review by the Student Review Committee OR submit a written appeal to the Associate Dean for Academic Affairs where a decision is rendered within 14 days of receipt of the appeal. Both options require a letter that explains the basis of the appeal and provides supporting documentation for why the student's status should be reconsidered.

2. *Compliance Statement:* Narrative describes how the program informs students of these policies and procedures across all program options.

In both program options, students are informed of policies and procedures related to termination as part of new student orientations, in the *BASW Student Handbooks*, on the SSW website, and on Canvas. Additionally, if there are any concerns raised about a specific student, the student is informed in writing again of the policies and procedures and given the option to address the concerns before any action may be taken against them. In cases where termination is a possibility, the student is asked to meet with the

Program Director and other Administrators who are relevant to the concern (e.g., Office of Field Education).

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

In Tacoma, the Professional Standards Committee (PSC) of the social work division has the authority to recommend dismissal from the BASW program if previous efforts by them to work with a student and resolve have been unsuccessful. Such dismissal requires a majority vote of the social work faculty. The decision may be appealed to the Dean of the SSWCJ, who will render a decision within 14 days of receipt.

Students are informed of this policy through the *Student Handbook* and on the program's webpage.

Student Participation

Accreditation Standard 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.

1. *Compliance Statement:* Narrative describes the program's policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs for each program option.

Policies and Procedures Specifying Students' Rights and Opportunities to Participate in Academic and Student Affairs Policymaking

Across programs, students at the UW SSW are actively and directly involved in school governance at the School and the University level. Our School's organizing value of *collaboration and empowerment* extends to our approach to working with BASW students. It is the students' right to actively join with us in Schoolwide decision-making and in developing and revising program policies and practices. Indeed, it is SSW policy that student representation is required on several key SSW committees including the BASW Program Committee, which is charged with developing and overseeing the implementation of programs, goals, policies, and procedures.

School-wide policy also mandates that standing committees maintain an open-meeting policy, and any student, staff, or faculty member may attend any regularly scheduled meetings (with the exception of meetings devoted to admissions decisions regarding an individual applicant or to discussion of individual student progress or student or faculty personnel issues).

The most direct student involvement in School policymaking and decisions is provided by voting membership on the Student Advisory Council (SAC), The Tacoma Social Work Program Advisory Council, and key SSW committees. Examples of student governance opportunities are outlined below:

Tacoma Student Advisory Council and Seattle Student Advisory Council. In Tacoma, students serve on the UW Tacoma Social Work Program Advisory Council, an advisory body composed of Social Work Program faculty, staff, students, alumni, practicum field supervisors, and community members. The Tacoma Program Advisory Council provides input to strengthen curriculum design and the development of program policies such as goals and student learning objectives. The Seattle campus, which has a wider range of social work degree options and complexity, including BASW, MSW, and PhD programs, has created the Student Advisory Council (SAC) to support student involvement in

School governance and policy decisions. Students in each of the Seattle programs elect representatives to the SAC, which works to advance the School's mission by facilitating communication between the student body and the faculty and administration through advocacy, active engagement, and support. The SAC is actively involved in providing input on a range of issues affecting students. Beginning in the 2012-2013 Academic Year, the SAC began advisory input to the Dean's Office on planning and budgeting issues for the school. The Dean's Office structures numerous opportunities for the Council to be briefed on budget issues and planning proposals, and seeks input on these issues to inform decisions regarding budgeting and strategic directions for the school.

BASW Program Committee. Each year all currently enrolled BASW students elect a representative from among their cohort members and this representative functions as a voting member of the BASW Program Committee (PC). The student representatives are responsible for keeping the BASW students informed of BASW PC initiatives and decisions, for soliciting student opinions and concerns and bringing these to the PC, and for recruiting other students to serve on ad hoc committees constituted by the PC. The PC is charged with formulating and modifying policies for the program, giving input on program priorities and initiatives, reviewing program evaluation findings, and recommending program and policy revisions, and approving new courses. Copies of the minutes of all BASW PC meetings are public. In addition to its regular meetings, the BASW PC also periodically invites students and faculty to join an open "forum" or discussion on timely curricular or program issues. These discussions are scheduled in advance and announced so that any student or faculty member who wants to speak to an issue may plan to attend.

Student Practicum Advisory Committee. Students are elected to the Student Practicum Advisory Committee and have a one year commitment. The Committee has a mission to center the voices of students with marginalized identities and to invite their recommendations and feedback about field education practices, student experiences, and policies.

Ad Hoc Committees. Students also serve on a variety of ad hoc committees throughout the year. Some of these are constituted annually (such as the Awards Committee), and some address specific issues being focused upon by the SSW during a particular quarter or year.

Student representation is also solicited in the process of recruiting and appointing tenure-track faculty at the UW SSW. Across Seattle and Tacoma, students serve on the recruitment committee and candidates meet with students during their campus visit. The School supports active collaboration with and leadership by the students, which often results in significant student participation in School activities.

Less formally, the School solicits feedback from students on an ongoing basis. On the Seattle campus, for example, students are invited to regularly scheduled student feedback sessions with school administrators, including Program Directors, Director of Student Services, Assistant Dean for Field Education, and the Associate Dean for Academic Affairs.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

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

1. *Compliance Statement:* Narrative demonstrates how the program provides opportunities and encourages students to organize in their interests for each program option.

Across programs, the SSW provides opportunities and encourages students to organize in their interests across program options. Students are informed about existing student groups and organizations at orientation and are encouraged to join those groups or to organize new groups to support their interests. A listing of student groups is provided in the *Student Handbook*. In Tacoma, students are referred to the campus Student Life office where student organizations are housed. In Seattle, encouragement to organize comes in the form of staff and student worker support from the Office of Student Services, financial support for activities, social media posts, and space to meet, hold activities, and host school-wide events. Each student group is provided \$150 yearly for activities and refreshments and have the option to request additional money (funded through the SSW Student fees) for larger events. In Tacoma, funding for student organizations is available through the designated committee of the campus's overall student government body.

The SAC (Student Advisory Council) discussed previously is an example of the students organizing in their interests in Seattle. The SSW supports the SAC by running the elections for this representative student body, by scheduling the first meeting of the year, and by providing refreshments for the meetings, which take place monthly. As

noted in our response above, the SAC serves as a means for students to build administrative and other skills, and to serve an advisory role for the School.

In Seattle, in addition to the SAC, a wide range of student groups are currently active. These include:

- The Organization of Student Social Workers
- The Association of Black Social Work Students
- UW SSW Diversability Collective
- SSW QT Group (Lesbian, Gay, Bisexual, Transgender, Queer, Two Spirit, & Intersex Students, Faculty and Staff, and their Allies)
- Multiracial/Mixed Students, Staff & Faculty
- BIPOC Students, Staff & Faculty
- Social Work Asian & Pacific Islanders
- Anti-Racism and Learning White Allyship
- Native Circle Alliance
- Collective de Latin American Social Workers
- Environmental Justice Club
- Justice 2.3/Abolition and Social Work
- Gerontology Social Work
- Transracial Adoptees
- Sizeism and Weightism Advocacy Group

Descriptions of the above groups can be found at:

<https://socialwork.uw.edu/students/student-groups>

The Organization of Student Social Workers is a very active group of elected BASW students on the Seattle campus who organize a range of activities, including fundraising, volunteering in the community, and mentoring. They provide student representation for different committees at the SSW, particularly around issues related to practicum, the curriculum, and diversity. They seek to involve undergraduates at the SSW and in the broader community.

Students in the Tacoma program are organized through the Student Social Work Organization (SSWO), a campus-recognized student organization. The SSWO's mission is to "empower individuals, groups, and communities towards social change by listening, advocating for social justice, and serving our community with competence and integrity." Students can join the SSWO by contacting the UW Tacoma Office of Student

Involvement, which supports student organizations. The Tacoma campus also sponsors a chapter of Phi Alpha, the social work honorary society. Both of these organizations are very active and have the support of a Tacoma social work faculty advisor.

Student organizations use students' energies, aptitudes, and knowledge to enhance opportunities for student learning and service on the Tacoma campus. In addition to SSWO, student groups that are active include "Queer Student Union" and "Voices for Planned Parenthood." On the UW Tacoma campus, the "Student Activities Board" is a student led organization responsible for planning, hosting, and sponsoring a wide variety of cultural, entertainment, and social issue events during the academic year. The Student Activities Board is committed to empowering students through diverse programming that focuses on building a positive and inclusive community, while encouraging student development through involvement. In addition, the UW Tacoma Student Life Office organizes military-related programming to support the needs of students who may be active duty military, veterans, or who are part of military families.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 3.2 — Faculty

Accreditation Standard 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.

1. *Compliance Statement:* The program submits a complete faculty summary form and uniform faculty data forms (CVs) for each full- or part-time faculty member teaching in the current academic year inclusive of faculty across all program options.

There are 25 faculty members who are assigned to our two BASW program options. Many of these faculty members have taught in the programs for over 10 years, and they mentor newer instructors who teach occasionally in the programs. As illustrated in the faculty summary forms, our BASW faculty have a wealth of practice experience that informs their teaching.

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

University of Washington—School of Social Work

Seattle Program Options Faculty Summary Form (September 16, 2020 – June 15, 2021)

Name of Each Full- and Part-time Faculty Member	Title of Faculty Member	Full-time Faculty Member? <i>Yes or No</i> (Per AS B/M3.2.4)	Degree from CSWE-Accredited Master's Program ¹ ? <i>Yes or No</i> (Per AS 3.2.1 and AS 3.2.2)	Doctoral Degree? <i>Yes or No</i> (Per AS 3.2.1 and AS M3.2.4)	Number of Years of Post-MSW Social Work Practice Experience ² (Per AS 3.2.2)	Teaching Practice Courses ³ ? <i>Yes or No</i> (Per AS 3.2.2)	Number of Years of Service to the Social Work Program (Per AS 3.2.1)	Percentage of Time Assigned to Program ⁴ (Per AS B/M3.2.4)	
								Baccalaureate	Master's
Aisenberg, G.	Associate Professor	Yes	Yes	Yes	6	Yes	18	0 %	100%
Amos, N.	Part-time Lecturer	No	Yes	No	10	Yes	.5	0%	17%
Andazola-Reza, P.	Part-time Lecturer	No	Yes	No	6	Yes	1	28%	0%
Bagshaw, M.	Assoc Teaching Prof	Yes	Yes	No	6	Yes	10	80%	20%
Bahl, S.	Part-time Lecturer	No	No	No	0	No	1	0%	17%
Bailey, J.	Part-time Lecturer	No	No	Yes	0	No	.5	0%	11%
Barrett, R.	Part-time Lecturer	No	Yes	No	13	Yes	2	28%	50%
Berridge, C.	Assistant Professor	Yes	Yes	Yes	0	No	4	0%	100%
Briner, L.	Part-time Lecturer	No	Yes	No	10	Yes	3	0%	67%
Brower, J.	Assoc Teaching Prof	Yes	Yes	No	8	No	8	0%	100%
Cantu, A.	Part-time Lecturer	No	Yes	No	13	Yes	2	28%	70%
Carcamo, G.	Part-time Lecturer	No	Yes	No	11	Yes	1	0%	17%
Clardy, S.	Part-time Lecturer	No	Yes	No	12	Yes	1	0%	33%
Cornwall, S.	Assist Teaching Prof	Yes	Yes	No	9	No	3	50%	50%
Day, A.	Associate Professor	Yes	Yes	Yes	6	No	3	0%	100%
DeFries, S.	Assoc Teaching Prof	Yes	Yes	No	10	Yes	11	30%	70%
de Mello, S.	Assist Teaching Prof	Yes	Yes	No	14	No	25	100%	0%

Delvalle, D.	Part-time Lecturer	No	Yes	No	11	Yes	.5	0%	17%
Do, L.	Part-time Lecturer	No	No	No	0	No	6	11%	0%
Dotolo, D.	Assoc Teaching Prof	Yes	Yes	Yes	15	Yes	3	0%	100%
Doyle, A.	Part-time Lecturer	No	Yes	Yes	38	No	.5	0%	17%
Duckworth, S.	Full-time Lecturer	Yes	Yes	No	2	No	2	0%	100%
Duran, B.	Professor	Yes	No	Yes	0	No	5	0%	50%
Ellis, M.	Part-time Lecturer	No	Yes	No	14	Yes	2	0%	17%
Epstein, M.	Part-time Lecturer	No	No	Yes	0	No	.5	0%	11%
Erosheva, E.	Professor (Joint)	No	No	Yes	0	No	10	0%	0%
Evans-Campbell, T.	Associate Professor	Yes	Yes	Yes	4	No	21	30%	40%
Foster, D.	Part-time Lecturer	No	Yes	No	3	No	1	0%	17%
Fredriksen-Goldsen, K.	Professor	Yes	Yes	Yes	3	No	22	0%	100%
Gallegos, D.	Part-time Lecturer	No	Yes	No	6	Yes	1.5	0%	17%
Ganti, Anjulie	Adjunct Assistant Teaching Professor	No	Yes	No	11	Yes	15	5%	0%
Gavin, A.	Associate Professor	Yes	Yes	Yes	3	Yes	16	50%	50%
Gonzalez, G.	Teaching Associate	Yes	Yes	No	7	No	10	0%	100%
Gran-O'Donnell, S.	Part-time Lecturer	No	Yes	No	11	Yes	4.5	0%	50%
Greene, M.	Part-time Lecturer	No	Yes	No	10	Yes	1.5	0%	33%
Haggerty, K.	Professor	Yes	Yes	Yes	21	No	6	0%	23%
Harachi, T.	Associate Professor	Yes	Yes	Yes	4	No	22	0%	100%
Hassan, S.	Part-time Lecturer	No	Yes	No	22	No	.5	0%	33%
Hellmann, A.	Part-time Lecturer	No	Yes	No	24	No	1	25%	25%
Hetherington, Z.	Assoc Teaching Prof	Yes	Yes	No	12	Yes	18	0%	100%
Huh, David	Assist Research Prof	Yes	No	Yes	0	No	0	0%	0%
Jackson, T.	Clinical Professor	No	Yes	No	32	Yes	36	0%	50%
James, C.	Full-time Lecturer	Yes	Yes	No	17	No	1	50%	50%

Johnson, S.	Teaching Associate	Yes	Yes	No	13	Yes	1	0%	100%
Kanuha, K.	Teaching Professor	Yes	Yes	Yes	33	No	3	25%	45%
La Fazia, D.	Part-time Lecturer	No	Yes	Yes	20	Yes	5	28%	67%
Lanza, C.	Assist Teaching Prof	Yes	Yes	Yes	13	Yes	9	50%	50%
Lee, J.	Assistant Professor	Yes	Yes	Yes	3	No	3	0%	100%
Lerner, J.	Assoc Teaching Prof	Yes	Yes	Yes	3	Yes	3	0%	100%
Levy, R.	Professor	Yes	Yes	Yes	5	No	36	0%	0%
Light, M.	Part-time Lecturer	No	Yes	No	7	Yes	.5	0%	17%
Lindhorst, T.	Professor	Yes	Yes	Yes	15	No	22	0%	0%
Lustbader, W.	Clinical Assoc Prof	No	Yes	No	21	Yes	20	0%	50%
Macy, J.	Part-time Lecturer	No	Yes	Yes	26	Yes	25	86%	0%
Marcenko, M.	Professor	Yes	Yes	Yes	5	No	24	0%	100%
Martinson, M.	Associate Professor	Yes	Yes	Yes	2	No	8	0%	100%
McConnell, A.	Part-time Lecturer	No	Yes	No	7	Yes	1	0%	33%
Moore, M.	Associate Professor	Yes	Yes	Yes	6	No	8	0%	100%
Mwamba, K.	Assist Teaching Prof	Yes	Yes	No	6	No	6	70%	30%
Myers, G.	Teaching Associate	Yes	Yes	No	16	No	15	0%	100%
Nieto, L.	Part-time Lecturer	No	No	Yes	0	No	.5	0%	17%
Nurius, P.	Professor	Yes	Yes	Yes	3	No	0	0%	0%
Okoloko, L.	Part-time Lecturer	No	Yes	No	13	Yes	4	0%	50%
Orellana, R.	Professor	Yes	Yes	Yes	4	No	1	0%	0%
Ozawa, J.	Part-time Lecturer	No	Yes	No	6	Yes	1.5	0%	33%
Pearson, C.	Research Professor	Yes	No	Yes	0	No	0	0%	0%
Pecora, P.	Professor WOT	No	Yes	Yes	20	No	17	0%	20%
Petros, R.	Assistant Professor	Yes	Yes	Yes	4	Yes	3	0%	100%
Pham, L.	Part-time Lecturer	No	Yes	No	10	Yes	2.5	0%	17%

Price, T.	Part-time Lecturer	No	Yes	No	8	No	1.5	0%	17%
Ranchigoda, T.	Part-time Lecturer	No	Yes	No	14	Yes	12	0%	50%
Reinbold, L.	Part-time Lecturer	No	Yes	No	13	No	12	0%	0%
Rivara, J.	Assoc Teaching Prof	Yes	Yes	No	13	No	35	0%	60%
Roberson, K.	Part-time Lecturer	No	Yes	Yes	19	Yes	18	0%	67%
Romanelli, M.	Assistant Professor	Yes	Yes	Yes	9	Yes	1	0%	100%
Romich, J.	Professor	Yes	No	Yes	0	No	20	0%	50%
Rubin, E.	Part-time Lecturer	No	Yes	No	10	Yes	.5	0%	50%
Ryan, A.	Part-time Lecturer	No	Yes	No	11	Yes	24	0%	67%
Sanders, C.	Teaching Associate	Yes	Yes	No	3	Yes	5	0%	100%
Sky-Tucker, J.	Part-time Lecturer	No	Yes	No	8	Yes	1.5	0%	50%
Spearmon, M.	Senior Lecturer Emer	No	Yes	Yes	15	No	25	0%	0%
Spencer, M.	Professor	Yes	Yes	Yes	4	No	2	17%	50%
Stuber, J.	Associate Professor	Yes	No	Yes	0	No	14	0%	0%
Sullenzino, J.	Part-time Lecturer	No	Yes	No	22	Yes	.5	0%	33%
Tajima, E.	Associate Professor	Yes	No	Yes	0	No	30	0%	50%
Takeuchi, D.	Professor	No	Yes	Yes	5	No	5	0%	0%
Taylor, K.	Teaching Associate	Yes	Yes	No	20	Yes	5	0%	100%
Thompson, L.	Teaching Associate	Yes	Yes	No	15	No	12	0%	100%
Tillery, Adriane	Part-time Lecturer	No	Yes	No	5	No	.5	17%	0%
Timbang, N.	Part-time Lecturer	No	Yes	No	12	Yes	18	28%	70%
Uehara, E.	Professor	Yes	Yes	Yes	5	No	40	0%	0%
Vesneski, W.	Assoc Teaching Prof	Yes	Yes	Yes	14	Yes	10	80%	0%
Vollendroff, J.	Part-time Lecturer	No	Yes	No	37	Yes	.5	0%	17%
Walker, D.	Research Professor	Yes	No	Yes	0	No	0	0%	0%
Waller, M.	Adjunct Part-time Lecturer	No	No	No	0	No	.5	11%	0%

Walters, K.	Professor	Yes	Yes	Yes	10	Yes	24	0%	50%
Walton, B.	Teaching Associate	Yes	Yes	No	4	No	1	0%	100%
Weber, J.	Part-time Lecturer	No	Yes	No	7	Yes	.5	0%	17%
Wells, A.	Assoc Teaching Prof	Yes	Yes	No	6	Yes	6	0%	100%
Wells, M.	Full-time Lecturer	Yes	Yes	No	13	Yes	1	0%	100%
Wilson, S.	Part-time Lecturer	No	Yes	Yes	31	Yes	21	0%	67%
Winn, S.	Part-time Lecturer	No	Yes	No	27	Yes	19	0%	50%
Wise, D.	Part-time Lecturer	No	Yes	No	21	No	.5	0%	17%
Wollemborg, K.	Part-time Lecturer	No	Yes	No	4	Yes	.5	25%	25%
Wrenn, R.	Assist Teaching Prof	Yes	Yes	Yes	3	No	4	40%	60%
Yu Simpson, B.	Teaching Associate	Yes	Yes	No	7	No	5	0%	100%
Zucker, E.	Part-time Lecturer	No	Yes	No	2	Yes	.5	0%	17%
Total FTE for all (107) Seattle Faculty								9.91%	48.79%
Total FTE for all (131) Seattle and Tacoma Faculty								18.65%	60.61%

¹ This includes degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service or covered under a memorandum of understanding with international social work accreditors.

² The minimum requirement of two (2) years of post-master's social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience. Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities. Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual's practice expertise (pg. 22, 2015 EPAS).

³ It is within the purview of the program to define and identify which courses they consider to be social work practice courses.

⁴ If the faculty member is part-time, identify the percentage of a full-time workload assigned to the program, based on your institution's workload policy. Workload policies may differ by rank or title. If the program has both a baccalaureate and master's program, include the faculty member's time assigned to each program.

⁵ While these columns require percentages to determine each faculty member's assigned time to each program level, the total full-time equivalent (FTE) at the bottom of each column should be presented as a number (#) rather than a percentage (%). At the program's discretion, this FTE calculation may be used to support compliance with AS 3.2.3, as the institution's faculty workload policy is commonly used to calculate the full-time equivalent (FTE) faculty-to-student ratio. However, programs may use any calculation or formula as long as the program clearly explains the calculation method.

University of Washington—School of Social Work

Tacoma Program Options Faculty Summary Form (September 16, 2020 – June 15, 2021)

Name of Each Full- and Part-time Faculty Member	Title of Faculty Member	Full-time Faculty Member? <i>Yes or No</i> (Per AS B/M3.2.4)	Degree from CSWE-Accredited Master's Program? <i>Yes or No</i> (Per AS 3.2.1 and AS 3.2.2)	Doctoral Degree? <i>Yes or No</i> (Per AS 3.2.1 and AS M3.2.4)	Number of Years of Post-MSW Social Work Practice Experience ² (Per AS 3.2.2)	Teaching Practice Courses ³ ? <i>Yes or No</i> (Per AS 3.2.2)	Number of Years of Service to the Social Work Program (Per AS 3.2.1)	Percentage of Time Assigned to Program ⁴ (Per AS B/M3.2.4)	
								Baccalaureate	Master's
Asbjornson, S.	Part-time Lecturer	No	Yes	No	16	No	4	25%	0%
Barrans, C.	Assist Teaching Prof	Yes	Yes	No	9	Yes	1	100%	0%
Bhattacharya, A.	Assistant Professor	Yes	Yes	Yes	2	Yes	4	20%	80%
Butt, R.	Teaching Associate	Yes	Yes	No	14	No	8	0%	100%
Casey, E.	Professor	Yes	Yes	Yes	8	Yes	30	50%	50%
Chakwin, A.	Part-time Lecturer	No	Yes	No	16	No	10	12.5%	0%
Cook, T.	Part-time Lecturer	No	Yes	No	24	No	4	12.5%	0%
Diehm, T.	Teaching Professor	Yes	Yes	No	5	No	40	0%	100%
Drake, K.	Teaching Associate	Yes	Yes	No	16	No	5	0%	100%
Emlet, C.	Professor	Yes	Yes	Yes	20	Yes	39	40%	60%
Furman, R.	Professor	Yes	Yes	Yes	5	Yes	26	83%	0%
Garner, M.	Associate Professor	Yes	Yes	Yes	10	Yes	30	0%	100%
Hoefer-Kravagna, M.	Part-time Lecturer	No	Yes	No	15	Yes	4	50%	12.5%
Harris, M.	Professor	Yes	Yes	Yes	35	Yes	38	100%	0%
Jackson, H.	Teaching Associate	Yes	Yes	No	19	No	4	0%	100%
Kalilikane, M.	Teaching Associate	Yes	Yes	No	10	No	6	0%	100%
Kim, J.	Assistant Professor	Yes	Yes	Yes	6	Yes	12	67%	33%
Lubin, K.	Part-time Lecturer	No	Yes	No	44	No	8	25%	0%
Marshall, G.	Assistant Professor	Yes	Yes	Yes	3	Yes	12	100%	0%

Miller, K.	Inaugural Dean of SSWCJ	Yes	Yes	Yes	7	No	0	24%	24%
San Nicholas, R.	Assist Teaching Prof	Yes	Yes	No	15	Yes	6	22%	78%
Sellmaier, C.	Assistant Professor	Yes	Yes	Yes	6	Yes	10	50%	50%
Slater, M.	Teaching Associate	Yes	Yes	No	5	No	8	0%	100%
Winnett, R.	Part-time Lecturer	No	Yes	No	18	No	24	0%	12.5%
Young, D.	Professor	Yes	Yes	Yes	.5	No	24	67%	33%
Total FTE of all (26) Tacoma Faculty								8.74%	11.82%
Total FTE of all (132) Seattle and Tacoma Faculty								18.65%	60.61%

¹ This includes degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service or covered under a memorandum of understanding with international social work accreditors.

² The minimum requirement of two (2) years of post-master's social work practice experience is calculated in relation to the total number of hours of full-time and equivalent professional practice experience. Social work practice experience is defined as providing social work services to individuals, families, groups, organizations, or communities. Social work services can include work in professional social work auspices under the supervision of professional social work supervisors, volunteer practice experience in a social service agency and paid experience as a consultant in the areas of the individual's practice expertise (pg. 22, 2015 EPAS).

³ It is within the purview of the program to define and identify which courses they consider to be social work practice courses.

⁴ If the faculty member is part-time, identify the percentage of a full-time workload assigned to the program, based on your institution's workload policy. Workload policies may differ by rank or title. If the program has both a baccalaureate and master's program, include the faculty member's time assigned to each program.

⁵ While these columns require percentages to determine each faculty member's assigned time to each program level, the total full-time equivalent (FTE) at the bottom of each column should be presented as a number (#) rather than a percentage (%). At the program's discretion, this FTE calculation may be used to support compliance with AS 3.2.3, as the institution's faculty workload policy is commonly used to calculate the full-time equivalent (FTE) faculty-to-student ratio. However, programs may use any calculation or formula as long as the program clearly explains the calculation method.

Faculty Data Forms (CVs)

Faculty Data Forms for all 132 faculty members are in the Appendix of Volume 3.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

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

1. *Compliance Statement:* Narrative identifies and documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience across all program options.

The Seattle and Tacoma BASW Program options each have six practice courses and half of these have multiple sections. All faculty members who teach our BASW required practice courses have an MSW from a CSWE-accredited program and at least 2 years of post-MSW degree practice experience. Most faculty have many years of post-MSW social work experience to inform their teaching. Many of our part-time faculty are also or have been Field Instructors who supervise and teach our students in micro and macro field settings. The School's doctoral students also teach for the Seattle program option and meet the requirements for teaching practice courses.

We document this degree and experience requirement through maintaining personnel documentation and entering the data into the University's main personnel database. For full-time faculty the School's hiring plan searches with these requirements for those who will be teaching practice courses.

Number of Faculty per Appointment

Number	Academic Appointment	Description (Seattle Program Options)
1	Tenure-track Faculty	Full-time voting faculty (includes those on sabbatical and partially retired)
0	Research Professors	Full-time voting faculty (includes those on sabbatical)
6	Teaching Professors	Full-time voting faculty (field and teaching)
0	Teaching Associates	Full-time non-voting faculty (field)
0	Full-time Lecturers	Temporary full-time voting faculty (field)
1	Half-time Lecturers	Multi-year contract part-time non-voting faculty who teach 9 or more credits during the 9-month academic year and who provide student mentoring, lead instruction
1	Part-time Lecturers	Temporary part-time non-voting faculty (field)
5	Part-time Instructors (Lecturers, Adjunct or Clinical faculty)*	Non-contract non-voting faculty who serve as classroom instructors teaching one or two classes only
14	All Faculty Categories (Seattle program options)	Corresponds with the Faculty Form

* Doctoral students who teach courses are not counted as faculty or instructors above

Number	Academic Appointment	Description (Tacoma Program Options)
5	Tenure-track Faculty	Full-time voting faculty (includes those on sabbatical and partially retired)
1	Teaching Professors	Full-time voting faculty
0	Teaching Associates	Full-time non-voting faculty
5	Part-time Lecturers	Temporary non-voting part-time faculty
11	All Faculty Categories (Tacoma program option)	Corresponds with the Faculty Form
25	All Faculty Categories and All Program Options	Corresponds with the Faculty Forms

Faculty Affiliations Across Programs

Seven tenure-track and teaching professors are affiliated with the Seattle BASW Program option, representing faculty expertise in child welfare law and public policy, restorative justice, teaching praxis and critical pedagogy, conditions of the current and historical social welfare state, racial and health disparities in birth outcomes, maternal depression during pregnancy, adoption and foster care, and the abolition roots of American social work. The number of students enrolled during the 2020-21 academic year in this program option was 106. Affiliated professors are Amelia Gavin, Bill Vesneski, Carrie Lanza, Michelle Bagshaw, Khalfani Mwamba, and Saul Cornwall.

Six tenure-track and teaching professors are affiliated with the Tacoma BASW Program option and represent faculty expertise in complexities of racial disparities in child welfare services, effect of parental incarceration on children, work life integration and disability, the examination of the sufficiency of small qualitative samples, and smart decarceration practice behaviors for social work competencies. The number of students enrolled during the 2020-21 academic year was 106. Affiliated professors are Richard Furman, Diane Young, Marian Harris, Gillian Marshall, JaeRan Kim, and Christopher Barrans.

These 13 tenure-track and teaching professors from Tacoma and Seattle provide the stable core for the BASW faculty, bringing exceptional accomplishments as scholars and educators to their role as SSW faculty. The School draws on an even larger group of individuals who serve as part-time faculty for the BASW program. These individuals include experienced social work practitioners, agency and program directors, and a small number of exceptionally well-prepared doctoral students. They bring current and specialized practice experience to the classroom that complements the expertise of the full-time faculty.

To provide stability and continuity in part-time appointments, the School created the position of half-time Lecturer for a small number of individuals with significant experience in social work practice and education. These faculty were competitively hired with national searches and are in salaried positions with University benefits and have multi-year contracts. Half-time Lecturers teach at least 9 credits in the program (the equivalent of three 3-credit classes at a minimum) and provide significant service to the school. The 17 individuals with these appointments during the 2020-21 academic year all have an MSW degree and at least 2 years of post-MSW practice experience. Each has a long affiliation with the School and demonstrated exceptional ability as a classroom teacher. In addition to teaching, their service includes student advising, participation in curriculum design and review, supervision of optional student honors theses and undergraduate research projects, and mentoring newer faculty and instructors.

Twelve individuals served as instructors and field liaisons during the 2020-21 academic year. These individuals hold a variety of appointments with the School. They include those with the following specific appointments indicated in the above tables as Lecturers, Teaching Associates, Adjunct Faculty, and Clinical Faculty, excluding doctoral student instructors. These individuals were recruited on the basis of expertise and experience in a specific area of social work practice and either serve as a field liaison or teach one to two courses during the regular 9-month academic year. These instructors and field liaisons have educational and practice backgrounds that prepare them to teach and mentor in their area. All who teach practice courses and liaison with agencies in the field have MSW degrees and at least 2 years post-MSW practice experience. Others who teach policy, research, and elective courses have degrees in

Psychology, Law, and Sociology, among other disciplines closely related to the material they teach. Currently, no research professors teach courses in the program.

In Seattle, we have four new tenure-track faculty and one new research faculty whose appointments began on September 16, 2021. These faculty members are not counted in the tables, because they have not been assigned a program yet and are not teaching in the BASW or MSW Programs during the 2021-22 academic year. It should be noted that these five faculty members come from diverse backgrounds, research modalities and teaching expertise as described below. Their CVs are included in a section at the end of the Self-Study Volume 3 Appendix with the other faculty CVs.

Abril Harris's expertise explores the manifestations of structural violence endemic within American institutions and the role of socialization in normalizing structural violence in marginalized communities. Her research focuses on the processes used by Black, Indigenous, and other people of color as they navigate and respond to a systematically oppressive society. Dr. Harris is an Assistant Professor.

Michelle Johnson-Jennings's therapeutic expertise lies in working with Indigenous communities and decolonizing healing while rewriting narratives of trauma through land-based healing. She has partnered with many international and national Indigenous nations, organizations, and communities working to prevent substance abuse, food addiction, and obesity. Dr. Johnson-Jennings is a Professor.

Kristian Jones's commitment is to serving diverse youth, families, and communities. His scholarship examines how community-based interventions, such as mentoring, meet the unique needs of vulnerable youth to prevent detrimental outcomes and enhance positive youth development; this scholarship is complimented by his research that focuses on how community-based youth mentoring programs promote social justice in the communities they serve. Dr. Jones is an Assistant Professor.

Hyun-Jun Kim, as mainly a researcher, examines the disparities in physical, mental, and cognitive health, and their impact on quality of life; the intersectionality of sexuality, gender, race, and ethnicity; and the role of social exclusion, social isolation, and support networks as risk and protective factors. Dr. Kim is a Research Assistant Professor.

Margaret Kuklinski now leads the Social Development Research Group (SDRG) within the School of Social Work in Seattle where she supports efforts to disseminate interventions to communities, families, and agencies. Dr. Kuklinski is an Associate Professor without Tenure.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

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

1. *Compliance Statement:* Narrative documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs inclusive of all program options.

The Faculty-to-Student Ratio is 1:11.3, inclusive of all program options.

For the 2020-21 academic year the Seattle BASW program option has a 1:10 faculty to student ratio while the Tacoma BASW program option has 1:12 faculty to student ratio. This illustrates our commitment to supporting undergraduate student learning.

The School has 23 total full- and part-time faculty for 66 BASW program course sections for both program options during the 2020-21 Academic Year including summer quarter 2021. Teaching assistants provide important support for BASW students in the Seattle program option. There are 6 TA positions in any given year that support this program option. These FTEs are not calculated in the ratio even though these teaching assistants provide a great deal of support for the higher enrolled courses.

Note that some Tacoma social work electives are jointly offered with the criminal justice electives.

Number of Course Sections for all program options: 66

	Seattle Campus	Tacoma Campus	TOTAL
Required BASW course sections	19 + 3 = 22	20 + 4 = 24	46
BASW electives	5 – 1 = 4	7 + 9 = 16	20
Total	24 + 2 = 26	27 + 13 = 40	66

Numerical FTE Faculty-to-Student Ratio: 1:11.3

			Faculty*	Student**	Faculty:Student
			FTE	FTE	RATIO
Seattle (UWS)	Classroom	BASW	9.91	106	1:10.7
Tacoma (UWT)	Classroom	BASW	8.74	105.5	1:12.1
All Program Options			18.65	211.5	1:11.3

*Based on tenure-track professors at 6 courses and teaching professors at 7 courses (UWT); tenure-track 5 courses (UWS) and teaching professors 6 courses (UWS)

** .5 FTE for each UWT BASW student

2. *Compliance Statement:* Narrative explains how this ratio is calculated inclusive of all program options.

The total FTE for faculty assigned to the BASW program is 18.65, inclusive of all program options.

We calculate the full-time equivalent faculty-to-student ratio in the BASW program by dividing the Student Full-time equivalent (FTE) by the faculty FTE.

The number of FTE faculty is based on faculty teaching in the BASW program, adjusted for the percentage of their appointment (e.g., .50 FTE for half-time Lecturers) and for the percentage of time for each faculty member that was allocated to the BASW program in AY2020-2021. Full-time tenure-track professors in the Seattle BASW program have a 5-course workload or up to 15 credits possible, whereas a full-time tenure-track in Tacoma BASW program have a 6-course workload and up to 18 credits possible. Full-time Teaching Professors in the Tacoma BASW program have a 7-course workload or up to 21 credits possible, and Seattle BASW program Full-Time Teaching Professors have a 6-course workload or up to 18 credits possible. All Lecturers have FTE based on a percentage of a possible 18 credits. Consequently, a part-time lecturer who teaches a 3-credit course has a .17 FTE.

The FTE related to faculty-student ration is calculated as 1.0 FTE for each full-time student.

3. *Compliance Statement:* Narrative 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 across all program options.

The SSW faculty size is commensurate with the number and type of classroom and field offerings; the number of program options; the number of students; advising, and the faculty's teaching, scholarly, and service responsibilities across the BASW program options on the Seattle and Tacoma campuses.

Classroom and Field Offerings, Program Options, Number of Students

In 2020-21, 209 full-time students and 5 part-time students were enrolled inclusive of both program options. Students come into the BASW program as juniors with most of their undergraduate requirements completed so that they can focus on social work required and elective content. There are 25 faculty members across both BASW program options, most being full-time, 14 in Seattle and 11 in Tacoma. Faculty who teach in the BASW program are seasoned instructors who are experts in the course content and have been teaching the courses for many years. Faculty are supported through the Office of Academic Affairs in collaboration with the BASW Program Office.

The Seattle BASW program option offered 26 course sections during the 2020-21 academic year with 14 faculty assigned to the program. Four courses were electives, and all but two courses had more than one section. BASW instructors who teach different sections of the same course work closely together. Three very experienced faculty members have regularly taught multiple courses for the program, including in the 2020-21 academic year. These faculty provide important consistency and the opportunity for course trajectory and improvement over time. The field seminars are taught by designated Field Faculty who liaison with community organizations in developing student placements.

The Tacoma BASW program option had 40 course sections offered during the 2020-21 academic year with 11 faculty assigned to the program. This program option has as many tenure-line faculty teaching in the program as part-time faculty, which provides comprehensive mentorship for students who might be interested in continuing their education after graduating with a BASW.

Class size varies slightly depending on the type of course. The average class size for a required practice course in the Seattle full-time program option is 24. Additionally, each of these students is mentored in unscheduled teaching by at least 2 or 3 other faculty members. With 25 faculty devoted to the programs, we can provide a large number of courses while maintaining a desired class size.

The *Introduction to Social Work Practice* flagship course has both social work and non-social work students enrolled and is the highest enrolled course in the program. Practice course sections in the Seattle program option had 28 students each. The Human Behavior and the Social Environment course had 57 students enrolled and also had a part-time teaching assistant to assist with leading groups, offering office hours, and assisting with grading papers and other assignments.

The SSW is committed to keeping class size small enough to optimize student learning, particularly in the required practice classes. To assure quality educational experiences when classes exceed the desired size, the School has an explicit policy for providing classroom assistance through the appointment of Instructional Technicians:

Instructional Technician Policy

The SSW will offer faculty teaching large practice classes in the concentrations the opportunity to hire an hourly Instructional Technician (IT) to support their teaching. Large practice classes are defined as classes that have an enrollment of 30 students or more. Instructional Technicians offer up to 10 hours per week of support for practice classes of 30-36 students. Practice classes that have enrollments of 37-44 students would be offered up to 15 hours per week of IT support.

Instructional Technician Qualifications

Because ITs help with practice skill development, these individuals typically have an MSW and practice experience.

Advising

In addition to classroom instruction, faculty advisors are assigned students to guide and mentor through the program. The Tacoma program option has 11 full- and part-time faculty members who advise their 103 full-time and 5 part-time students. The Seattle program option has 14 full- and part-time faculty members who advise their 106 full-time students. Faculty advisors provide field placement, program, and professional advising. Most advisors also teach BASW courses.

There are three Field Faculty advisors assigned to BASW students in each program option. In the Seattle BASW program option, the Assistant Dean for Field and the Assistant Director also advise students throughout their education. In Tacoma, the Director of Field provides advising and mentorship to BASW students. In addition, BASW faculty serve as advisors to BASW students.

Faculty teaching, scholarly, and service responsibilities

All tenure-track and teaching professors have significant teaching responsibilities. Tenure-track faculty have a primary focus on research, teaching, and service. Teaching professors have a primary focus on teaching and service. All faculty are deeply involved with pedagogy and curricular development. Half-time lecturers and part-time lecturers who teach one or two classes a year are not required to engage in scholarly research and publication activities. Research faculty have a primary responsibility for carrying out funded research activities. They are allowed, but not required, to teach. On both campuses, workload policies reflect the expectation that tenure-track faculty will provide service to the School, the UW, the community, and the social work profession.

As members of a top research University and leading school of social work, tenure-track faculty are also expected to develop productive, influential programs of research and scholarship. To support this, newly appointed tenure-track and research Assistant Professors teach a reduced course-load during their first few years with the School so they may focus on developing a program of research.

Tenure-track professors, teaching professors, and half-time lecturers are expected to engage in service to the school, the University, the profession, and the community. All of our full- and half-time faculty contribute to the local, national, and international community in various ways. On both campuses, workload policies reflect the expectation that tenure-track and teaching professors will provide service to the School, the UW, the community, and the social work profession. Internally, all full-time faculty members are expected to serve on one standing School committee and serve on dissertation and thesis committees. Lecturers are not required to engage in scholarly research and publication activities. (Please see **AS 3.2.5** below for detailed descriptions of faculty workload and responsibilities.)

The commitment of School resources and the faculty workload policies, described below, *allow faculty to fulfill their teaching, research, and service responsibilities.*

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard B3.2.4: The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.

1. *Compliance Statement:* Narrative identifies the program has no fewer than two full-time faculty assigned to the social work program, whose principal assignment is to the baccalaureate program across all program options.

Thirteen full-time, tenure-track, and teaching professors have a principal assignment to the BASW program (over 50% teaching or administrative appointments in the BASW program) in Academic Year 2020-21.

Tenure-track faculty make up most of the Tacoma BASW Program's instructors, while the Seattle BASW program instructors include both tenure-track and teaching professors. All of these faculty have master's degrees in social work from CSWE-accredited programs and many have PhDs.

On the Seattle campus, Amelia Gavin, a tenure-track professor, has recently taken over as the BASW Program Director. The six teaching professors with a primary assignment to the BASW program are Bill Vesneski, Carrie Lanza, Michelle Bagshaw, Khalfani Mwamba, and Saul Cornwall.

On the Tacoma campus, six tenure-track and teaching professors teach and mentor primarily in the BASW program. These faculty include the Tacoma Program Chair, JaeRan Kim, along with Richard Furman, Diane Young, Marian Harris, Gillian Marshall, and Christopher Barrans.

2. *Compliance Statement:* Narrative demonstrates that the majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred, across all program options.

All of the full-time and part-time BASW faculty have MSWs from CSWE-accredited programs in both program options. All full-time faculty in the Tacoma program and most full-time faculty in the Seattle program have doctoral degrees.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 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.

1. *Compliance Statement:* Narrative describes the program’s faculty workload policy across all program options.

In this section, we describe faculty workload policy across program options.

Tenure-track faculty are expected to conduct significant scholarly research, teach, and lead curricular development, to participate in university and school committees, and to provide service to the community. To support this work, newly appointed Assistant Professors teach a reduced course-load during their first years with the School. Tenure-line faculty must participate in the development and delivery of the full curriculum. BASW classes are generally 5 credits each, and MSW classes are generally 3 credits each. Tenure-track faculty in Seattle are expected to teach the equivalent of 15 credit hours annually. Tacoma campus tenure-track professors are required to teach the equivalent of 18 credit hours per year. Up to 3 credit hours can be fulfilled through a combination of scholarship and chairing Master’s theses or Doctoral dissertations in the PhD program. If they obtain external funding for their research, faculty are allowed to reduce their teaching obligations with these funds. On both campuses, workload policies reflect the expectation that tenure-track professors will provide significant service to the School, the UW, the community, and the social work profession.

Teaching Professors, a new title for competitively hired full-time lecturers, are designated as curricular leaders, expert teachers, and Field Faculty. They are expected to demonstrate excellence in teaching across programs, serve as leaders in curricular initiatives, and mentor students in classroom and field. Workload policies reflect the expectation that teaching professors will also provide service to the School, the UW, the community, and the social work profession. In Seattle, teaching professors are required to teach the equivalent of 18 credit hours per year. In Tacoma, teaching professors are required to teach the equivalent of 24 credit hours a year. Teaching professors may also develop innovative pedagogy through scholarship, and occasionally teaching professors get a one course reduction for scholarly activities that enhance instruction. If they obtain

external funding for their scholarship or research, they are allowed to reduce their teaching obligations with these funds for up to .50 FTE.

Teaching professors who serve as Field Faculty develop, monitor, support, and teach in the field education segment of the BASW and MSW programs. All Field Faculty have an MSW and several years of practice experience and most provide leadership in the generalist and specialized curricula. Although not an expectation or requirement, Field Faculty have made significant contributions to the peer-reviewed literature, advancing field-based pedagogy.

Classroom teaching responsibilities are negotiated on an individual basis for **half-time Lecturers** who are required to teach 9 credit hours during the regular 9-month academic year and may teach an additional class during summer quarter. These half-time Lecturers are also expected to provide service to the School, community, and profession, as well as mentor students through their program.

Part-time Lecturers are hired temporarily to fill in where instruction is needed quarter by quarter and they only teach one or two courses during the academic year. These Part-time Lecturers are not required to engage in scholarly research and publication activities.

Faculty contracts are either 9 or 12 months. Tenure-track faculty have 9-month, academic year contracts and are expected to be available for assigned duties from September 15 through June 15. A small number of these faculty also teach during the summer quarter. Field faculty and research faculty have 12-month contracts due to the nature of their year-round responsibilities, such as student practicum placement or research activities.

2. *Compliance Statement:* Narrative discusses how the policy supports the achievement of institutional priorities and the program's mission and goals across all program options.

The SSW faculty workload policy supports a productive, manageable balance of faculty effort toward scholarship, quality teaching, and public service. This allows us to fulfill institutional priorities along with our mission and program goals.

The school's faculty workload policy supports the achievement of the institutional priorities and the SSW's mission and goals through its commitment to social work research that contributes to improving the quality of human lives through knowledge generation, translation, and dissemination. Primary responsibilities vary across faculty lines with tenure-track faculty having primary responsibility for translational research

and teaching professors and lecturers having primary responsibility for teaching and service. Our policies reflect the expertise in each faculty track with all faculty contributing to the SSW's exceptional record of leading scholarship, quality teaching, and public service at local, regional, national, and international levels.

Two overarching principles, reflecting the core goals and values of equity and feasibility, guide workload policy: 1) the needs of the entire curriculum, particularly coverage of required courses, take precedence over individual faculty preferences; 2) there must be a clear relationship between available faculty resources, curriculum structure(s) and sequence(s), and student enrollment.

The following guidelines operationalize these principles: faculty must be available to teach across the BASW, MSW (both generalist and specialized courses), and PhD programs, and across the day and extended degree program options; faculty must be willing to accommodate the scheduling needs of each program level or option; and circumstances permitting, any faculty member developing a new course will be assured of teaching the course for a minimum of 3 years.

On both campuses, workload policies reflect the expectation that **tenure-track faculty** have a primary responsibility to conducting research, teaching, and service to the School, the UW, the community, and the social work profession. As members of a top research University and leading school of social work, faculty are expected to develop and maintain highly productive scholarship and influential programs of research. To support this, tenure-track faculty have a significant but lighter course-load than teaching professors have. In addition, newly appointed Assistant Professors teach a reduced course-load during their first several years at the School. BASW students who graduate from either of the BASW program options are well-versed in evidence-based practice due to the scholarship requirements of tenure-line faculty and some teaching professors.

Across programs, workload policies reflect the expectations that **teaching professors** have a primary focus on teaching and curricular development. They are expected to develop strong programs of teaching, curricular leadership, and public service. These faculty have higher course-load expectations than do tenure-track faculty.

Half-time Lecturers are required to teach 9 credit hours or three classes during the academic year and may teach an additional class during summer quarter. Half-time Lecturers are also expected to provide service to the school, community, and profession. Half-time Lecturers are not required to engage in scholarly research and publication activities.

The commitment of School resources and the faculty workload policies allow faculty to fulfill their teaching, research, and service responsibilities.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Faculty in Tacoma have a higher teaching load than their counterparts in Seattle. This is by directive of the UW Tacoma Executive Vice Chancellor for Academic Affairs and has been the case since the campus was established over 30 years ago. This discrepancy in teaching load is a subject of discussion and action by the Faculty Affairs Committee of the Faculty Assembly.

Accreditation Standard 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.

1. Compliance Statement: Narrative demonstrates 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 across all program options.

The SSW faculty excel in their roles as educators and scholars and in their commitment to continuous development in these areas. Across program options, the School commits resources to their professional development in the achievement of institutional priorities and program mission and goals. In the following sections we describe faculty development activities and support in the areas of teaching, scholarship, and service.

Faculty Development for Teaching

The SSW faculty excel as educators, and the School supports full-time and part-time faculty in their development as educators. The Office of Academic Affairs oversees faculty development and mentorship. The SSW organizes regular *New Instructor Orientation* and *Faculty Development Sessions*. *Faculty Development* sessions are

scheduled as part of extended faculty meetings to encourage attendance by full-time faculty, and half- and part-time teaching faculty are strongly encouraged to attend. The Office of Academic Affairs hosts weekly *Instructor Check-In Sessions* to support instructors and share teaching strategies. The School also works with the UW Center for Teaching and Learning to provide other resources for faculty development, including sessions on teaching pedagogy and confidential, individual consultations for instructors at all appointment levels, from Teaching Assistants to full Professors.

All individuals with half- or full-time appointments and teaching responsibilities in the BASW program are required to submit student evaluations for each class they teach to the Associate Dean for Academic Affairs (Seattle) and to the Program Chair (Tacoma). In Seattle, instructors meet at least once per year with the Executive Dean or Associate Dean to review their teaching activities, address any concerns about classroom teaching, and discuss future goals. On the Seattle campus, on a regular basis, full- and half-time teaching faculty are required to participate in “collegial consultations” in which another faculty member observes them in the classroom and provides feedback on areas of strength and areas for development. In Tacoma, peer teaching evaluations are required for junior faculty and recommended for senior faculty. Part-time instructors are assigned a faculty mentor and also participate in regularly scheduled group meetings on instructional development.

The School uses several approaches to provide extra orientation and support for part-time instructors, who have less routine contact with the School and fewer regular faculty activities. To support the development of half-time Lecturers, the School awards them up to \$750 per year in travel money that can be used to attend conferences or meetings that contribute directly to their development as teachers. An orientation is led by the Associate Dean for Academic Affairs each fall to introduce part-time instructors to Program Directors and academic affairs and student services staff, and to provide current information about the School, curricular goals, and instructional resources and supports.

The School uses a *Lead Instructor* model to provide additional support and mentoring for classroom instructors in the BASW program, particularly those who are part-time and/or new to teaching.

The school pays particular attention to the development of the teaching skills of PhD students. All PhD students are required to take a 3-credit course, “Preparing to Teach: Instructional Theory and Practice,” before serving as a TA or instructor and to complete a one-quarter supervised Teaching Practicum. Most students are also able to serve for one quarter or more as Teaching Assistants in BASW classes as part of their financial aid and training support package during their first 3 years at the school, and many have TA-ships for multiple quarters. After they complete the required coursework and

Teaching Practicum, PhD students are eligible to serve as sole instructors in BASW and MSW classes.

Faculty Development for Scholarship

The SSW tenure-track and research faculty are highly productive scholars who disseminate their research through the top peer-reviewed journals in social work and allied fields. The SSW has well-developed supports for grants management and assistance to faculty seeking research funding. The Associate Dean for Faculty Excellence and Associate Dean for Research provide overall leadership for research activities in the School and direct assistance with locating and securing funding for research. The School provides each tenure-track and teaching professor with travel funds for attendance and presentation of research at professional meetings.

The school is strongly committed to supporting the success of its junior faculty as they launch their programs of research. Pre-tenure faculty begin with a reduced teaching load and are allowed to restrict their participation in faculty committees during the first years of their appointments. Their “start-up” package typically includes summer salary and research start-up funds. The School provides a mentor or mentoring team for junior faculty, who meet regularly to provide research and teaching mentorship, career advice, and professional socialization. The Associate Dean for Research provides additional, individual support for new faculty, and several junior faculty have been successful in obtaining multi-year pre-tenure research and training awards from the NIH and other sources.

The breadth and depth of the scholarly contributions of the School’s faculty are reflected in the history of publications, as shown in faculty CVs (see Volume 3, Appendix). Their work has appeared in the leading journals in social work, including *Child and Family Social Work*, *The British Journal of Social Work*, *Child Welfare*, *Children and Youth Services Review*, *Global Social Welfare*, *Journal of Applied Aging*, *Trauma, Violence, and Abuse*, *Social Work*, *Journal of Social Work Education*, *Journal of Interpersonal Violence*, and *Social Services Review*. Faculty also published in disciplinary journals in sociology (including *Journal of Health and Social Behavior and Social Sciences and Medicine*); psychology (including *American Journal of Community Psychology*, *Developmental Psychology*, and *Journal of Consulting and Clinical Psychology*); public health and medicine (including *American Journal of Public Health*, *American Journal of Psychiatry*, *Annals of Behavioral Medicine*, *Archives of Pediatrics and Medicine*, *Journal of Family Medicine Community Health*); and public affairs (including *Journal of Policy Analysis and Management* and *the Journal of Public Management and Research*). SSW faculty also contribute regularly to interdisciplinary journals that address critical

issues in the field, including for example *Prevention Science* and *Race and Social Problems*.

Reflecting their prominence as prevention, intervention, practice, and policy experts, faculty serve on major editorial boards, including current or recent service on the *Journal of Brief Treatment and Crisis Intervention*, *Children and Youth Services Review*, *Journal of Public Child Welfare*, *Social Work Research*, *Journal of Elder Abuse and Neglect*, *Child and Family Social Work*, *Administration in Social Work*, *Social Service Review*, *Journal of Sociology and Social Welfare*, *Child Welfare*, *Journal of Emotional and Behavioral Disorders*, *Journal of Interpersonal Violence*, *Journal of Child Sexual Abuse*, *Child Abuse and Neglect*, *Journal of Public Management and Research*, *International Journal of Social Welfare*, *American Sociological Review*, and *Sociological Perspectives*.

Examples of Faculty Research Experience	Relationship to...		
	Institutional Priorities	Component(s) of Program's Mission	Component(s) of Program's Goals
Healing Heart and Soul: Decreasing COVID-19 Perinatal Racial/Ethnic Health Disparities through Home-Based Maternal Self-Monitoring and Self-Reporting of Blood Pressure, Stress and Depression – Dr. Amelia Gavin	Engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention	Challenges injustice and promote a more humane society	Comparative and critical examination of social welfare and social work history, policies, research, and practice interventions
Detaining the immigrant other: Global and transnational issues – Dr. Richard Furman	Engender understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention	Challenge injustice and promote a more humane society	Multicultural context rooted in knowledge and skills for understanding and solving complex social problems within the values of professional social work
Teaching Social Work History as Social Justice Pedagogy – Dr. Carrie Lanza	Engender understanding of complex social problems, illuminates	Advocate for human rights and social justice	Comparative and critical examination of social welfare and social work history,

	human capacities for problem-solving, and promotes effective and timely social intervention		policies, research, and practice interventions
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Examples of Faculty Scholarship Experience	Relationship to...		
	Institutional Priorities	Component(s) of Program's Mission	Component(s) of Program's Goals
Community engagement with African American Clergy: Faith-based Model for Culturally Component Practices – Dr. Gillian Marshall	Engender understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention	Commit to a just and diverse society	Multicultural context rooted in knowledge and skills for understanding and solving complex social problems within the values of professional social work
Innovations in using guardianship to preserve families: A national scan of policy and practice – Dr. Bill Vesneksi	Engender understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention	Advocate for human rights and social justice	Comparative and critical examination of social welfare and social work history, policies, research, and practice interventions
Care over Carceralism; Advancing a Social Work Science of (De)Carceral Well-being for Police Defunding – Khalfani Mwamba	Engender understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention	Advocate for human rights and social justice	Emphasis on collaboration and empowerment in service and social change efforts that address the interacting sources of social problems

Examples of Faculty Exchanges with External Constituencies	Relationship to...		
	Institutional Priorities	Component(s) of Program's Mission	Component(s) of Program's Goals
Member of HIV Planning Steering Group (HPSG), a 21-member, formal, statewide, advisory committee that works collaboratively with DOH to end the HIV epidemic in Washington State – Dr. Christopher Barrans	Engender understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention	Advocate for human rights and social justice	Emphasis on collaboration and empowerment in service and social change efforts that address the interacting sources of social problems
Young adults' perspectives on supporting families along the continuum of parental incarceration – Dr. Diane Young	Engender understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention	Commit to a just and diverse society	Emphasis on collaboration and empowerment in service and social change efforts that address the interacting sources of social problems
Intergenerationality of ethnic, racial, and adoptive socialization – Dr. JaeRan Kim	eEngender understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention	Comparative and critical examination of social welfare and social work history, policies, research, and practice interventions	Challenge injustice and promote a more humane society

Faculty Development for Service

The SSW supports faculty in service activities that include regular exchanges with external constituencies on the local, state, national, and international levels.

The SSW has deep roots in the local and regional communities and robust ties to external constituencies that inform the School's trajectories in education, service, and scholarship. Leadership for these activities is provided by Dr. Margaret Spearmon, Director of Community Engagement. UW SSW faculty are regularly and deeply

engaged with external constituencies including local, state, and regional organizations, serving as consultants, board members, and trainers. One of the School's extensive partnerships, led by the Executive Dean and other faculty, is the *Washington State Alliance for Child Welfare Excellence*, which provides professional development for the state's social workers involved in child welfare. The *Alliance* brings together the UW SSW Seattle and Tacoma campuses, the Eastern Washington University School of Social Work, and the Children's Administration, which is part of the Washington State Department of Social and Health Services, to strengthen the professional expertise and training of social workers. More information about faculty service in the community is detailed in the following section.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

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

1. *Compliance Statement:* Narrative demonstrates how the program's faculty models the behavior and values of the profession in the program's educational environment across all program options.

The SSW faculty models the behavior and values of the profession in the program's educational environment across all program options

The SSW faculty model the commitments to social justice, the advancement and application of knowledge, respect for diversity and inclusion, and emphasis on collaboration and empowerment that are central values for the School and BASW program. SSW faculty engage in regular exchanges with local, state, and regional organizations through service on the board of directors for many agencies; through presentations and training provided for agency staff; through briefings and presentations for city, county, tribal, and state policy officials; and through convening meetings, seminars, and conferences.

Faculty also model leadership through their research activities and engagement with SSW research centers. The **Partners for our Children** center, for example, supports the above-described Alliance for Child Welfare Excellence, and promotes collaboration

among the University, the Washington State Department of Social and Health Services, and the private sector to create positive change within the foster care system. The **Social Development Research Group** is an interdisciplinary team of researchers who seek to understand and promote healthy behaviors and positive social development among children, adolescents, and young adults with evidence-based, community interventions. The award-winning **Forefront Suicide Prevention Center** is a leader in advocating for policy changes and disseminating evidence-based approaches to suicide prevention in Washington state and beyond. The **Healthy Generations Hartford Center of Excellence** incorporates a multigenerational perspective to address health disparities and promote health equity and well-being among older adults, their families and caregivers. The **West Coast Poverty Center**, a partnership of the School of Social Work, the Daniel J. Evans School of Public Policy & Governance, and the College of Arts and Sciences, facilitates nationally significant, locally relevant social policy research. The Center connects scholars, policymakers, and practitioners on projects related to poverty and inequality.

A number of our faculty are leaders in research centers that engage, analyze, and disseminate culturally specific and relevant research to advance equity and justice in Indigenous and Latinx communities. The **Indigenous Wellness Research Institute**—a designated Center of Excellence—collaborates with Indigenous communities in three areas: research, tribal capacity-building, and knowledge sharing. The Institute brings together community, tribal, academic, and government resources, increasing its capacity to develop innovative, culture-centered, and interdisciplinary social and behavioral research and education. The **Latino Center for Health**, established in partnership with the UW School of Social Work and the UW Graduate School in 2014, provides leadership for community-engaged research through authentic partnerships and capacity-building with community stakeholders to promote impactful improvements in the health and well-being of Latinx communities in Washington state, regionally, and nationally.

At the national level, the School faculty is connected to key constituencies through leadership in a variety of academic and professional organizations. Faculty serve in many leadership roles with the Society for Social Welfare and Research, the Council on Social Work Education, the National Association of Deans and Directors of Schools of Social Work, the Group for the Advancement of Doctoral Education in Social Work, and the Association of Baccalaureate Social Work Program Directors. Numerous SSW faculty have also served currently or recently on the boards of a number of professional research and academic associations.

SSW faculty have also served currently or recently on the boards of a number of professional research and academic associations, for example the Robert Wood Johnson Foundation, MedRest, Small Group Research, the Annie E. Casey Foundation,

the Society for Behavioral Medicine, the Council on Publications, the Office of AIDS Research, SAMHSA, NIH, the Association for Policy Analysis and Management, ASPCA, and the American Professional Society on the Abuse of Children.

In addition to the accomplishments in education, scholarship, and service summarized above and documented in the CVs provided in Volume 3 (Appendix) of this self-study, a list of UW and local awards given to the faculty in recent years suggests how faculty model the behaviors and values of the social work profession. These are awards given through highly competitive nomination and selection processes. For most of them, our SSW students themselves nominated the faculty.

2021 Martin Luther King Jr. Community Volunteer Recognition Award

Recognizes the distinguished service of community members in the six health science schools: dentistry, nursing, pharmacy, public health, medicine, and social work.

- Kathy Taylor

2021 UW Tacoma Community Engagement Award for Sustained Community Engagement

Recognizes exceptional efforts by faculty engaging the Tacoma-area communities in creating community based educational and research opportunities.

- Tom Diehm

2020 Excellence in Teaching Award

Acknowledges graduate teaching assistants who demonstrate outstanding skills in the classroom.

- Vern Harner, Doctoral Student, School of Social Work

2020 Washington State Social Work Educator of the Year

Appreciates the commitment to excellence in social work education, dedication to eliminating racism and sexism in teaching; ability to apply specific expertise to community service and extra-curricular activities; and responsiveness to student needs and professional growth.

- Steve Wilson

2019 UW David Thoroud Leadership Award

Recognizes leadership qualities that include a deep and demonstrated commitment to diversity and inclusionary leadership, creativity, and innovation.

- Margaret Spearmon

2019 Acey Social Justice Feminist Award

Honors lesbian, queer, and transgender elders whose activism and contributions to their communities paved the way for way for new generations of U.S. organizers.

- Norma Timbang

2016 University's Multicultural Alumni Partnership's Distinguished Alumna Award

Recognizes alumna who have made significant and profound contributions to diverse communities.

- Margaret Spearmon

2017 Maxwell A. Pollack Award for Productive Aging

Recognizes instances of practice informed by research and analysis, research that directly improved policy or practice, and distinction in bridging the worlds of research and practice.

- Karen Fredriksen-Goldsen

2015 Distinguished Teaching Award

A lifetime teaching award recognizing faculty members who show a mastery of their subject matter, intellectual rigor, and a passion for teaching.

- Karen Fredriksen-Goldsen

2013 National Association of Social Workers, Annual Leadership Award

An annual award for outstanding, nationally influential public service in social work.

- Jenn Stuber

2009 Distinguished Teaching Award

A lifetime teaching award recognizing faculty members who show a mastery of their subject matter, intellectual rigor, and a passion for teaching.

- Taryn Lindhorst

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 3.3 — Administrative Structure

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

1. *Compliance Statement:* Narrative describes the program's administrative structure across all program options.

The UW currently has three campuses located in western Washington State: Seattle, Bothell, and Tacoma. The SSW provides BASW and MSW programs on both the Seattle and Tacoma campuses, using a coordinated administrative structure that is standard for professional programs offered at the UW. This model addresses both vertical coordination, between units and UW administration, and horizontal coordination, across programs offered on multiple campuses. It does so by situating programs within the administrative structure of the relevant campus while delegating key decisions to the faculty leadership and by creating coordination structures across programs on multiple campuses. This administrative structure preserves necessary autonomy for the SSW programs, while promoting consistency across programs offered on the Seattle and Tacoma campuses in mission, goals, and assessment of program and student outcomes.

The UW is accredited by the Northwest Association of Secondary and High Schools and is a member of the Association of American Universities. The governance of the UW is vested, by action of the State Legislature, in a ten-member Board of Regents, one of whom is a student. Regents are appointed by the Governor for 6-year terms, with the exception of the Student Regent, who serves a 1-year term. The Board selects, supervises, and evaluates the University President and, in turn, has delegated authority to the President to formulate roles necessary for the immediate governance of the University, who does so in consultation with University faculty and who may delegate in whole or in part the responsibility for formulating rules to the University faculty.

An organizational chart showing the administrative structure of the University SSW including the Tacoma program and second chart of the Tacoma School of Social Work and Criminal Justice are included below.

The SSW is one of eighteen colleges and schools on the Seattle campus of the University and one of six professional schools in the Health Sciences. The SSW, as a free-standing school, has the same status as all other professional programs in the University including the School of Nursing, the School of Public Health, the Law School, and the Information School.

Acting in her delegated authority from the Regents, the President of the University delegates major responsibilities to academic deans, including the Executive Dean of the

SSW, who is appointed by the President. Formal responsibilities and authority of the Executive Dean include development and oversight of the School's overall direction, goals and priorities; personnel plans; and budget and resource development strategies (including advancement). The University has an activity-based budgeting model that gives significant budgetary authority and responsibility to the Executive Dean and gives the SSW significant control over school resources.

In 2019, the then-Social Work and Criminal Justice program on the Tacoma campus received designation from the Board of Regents as the School of Social Work and Criminal Justice (SSWCJ). The School is divided into two Divisions: 1) Social Work and 2) Criminal Justice, each of which has a Division Director, and both of which report to the Dean of the SSWCJ. Except for UW Faculty Code-mandated activities, the two Divisions function independently of one another in relation to curriculum, admissions, student development, etc. No portion of the Criminal Justice Division is a part of this self-study.

In the *coordinated administrative structure* of the UW, overall responsibility for SSW programs on both the Seattle and Tacoma campuses rests with the Executive Dean of the SSW, Dr. Edwina Uehara. Dr. Uehara reports directly to the Provost and President of the UW. The Dean of the SSWCJ in Tacoma works closely with the SSW Executive Dean to insure program alignment between the two campuses.

In addition to the structural grant of authority, the SSW Executive Dean has access to a variety of organizational mechanisms to ensure that the School has sufficient autonomy to support achievement of program goals and to promote high quality professional education. These include her frequent access to the President and Provost and her participation in the campus-wide Board of Deans and in the Health Sciences Board of Deans. In addition to her leadership of the SSW, Dr. Uehara is often called on to provide leadership for University-wide efforts, most recently chairing the 2021 advisory search committee for the new Chancellor of the UW Tacoma campus.

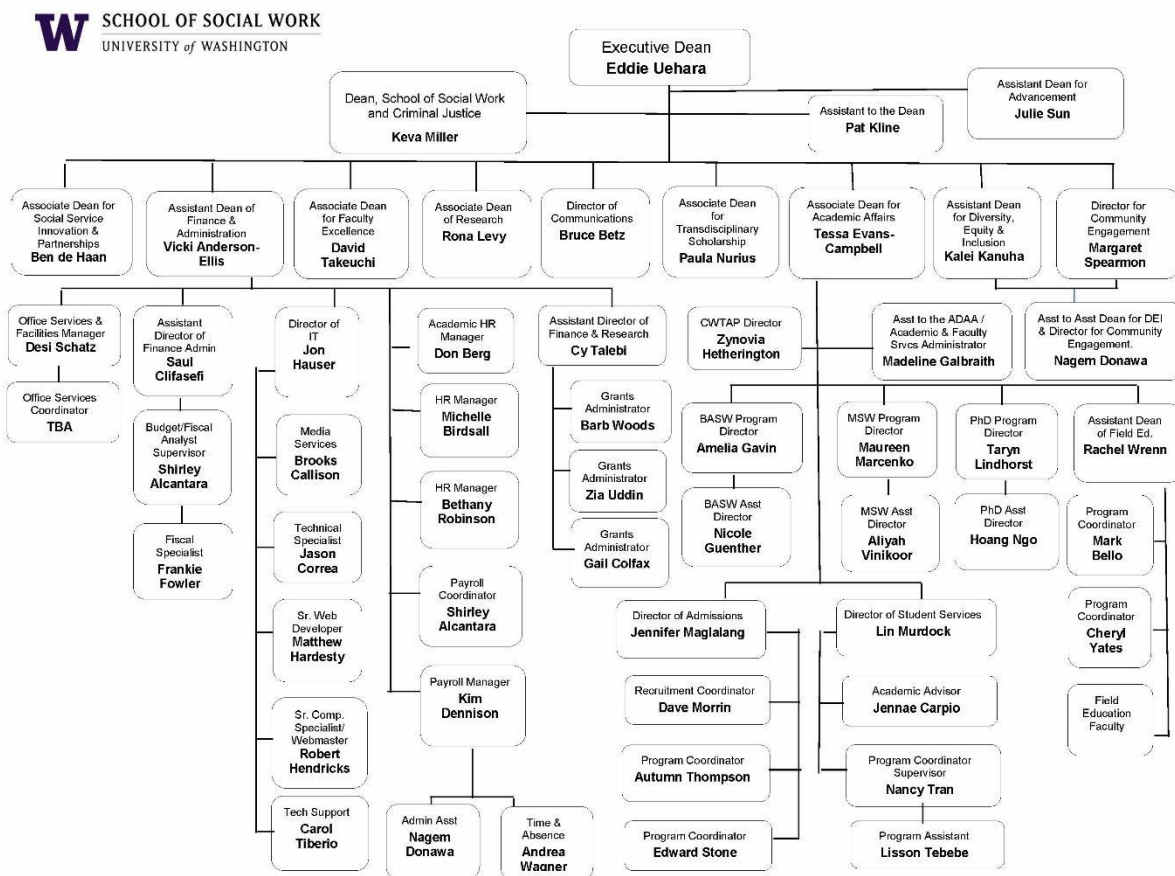
This structure also provides mechanisms for integrating the BASW and MSW programs on the Seattle and Tacoma campuses. To assure program consistency across campuses, various mechanisms for coordination of program activities are identified in the "University of Washington School of Social Work, Seattle-Tacoma Bi-Campus Working Agreement," a copy of which is provided in **Appendix 3.0 C**.

On the Tacoma campus, in Spring 2021, Professor Keva Miller, MSW, PhD, was hired as the inaugural Dean of SSWCJ, beginning in Summer 2021. She is responsible to the Executive Dean of the SSW on curricular and accreditation matters for social work, and reports to the Tacoma Executive Vice Chancellor of Academic Affairs on all other matters such as personnel, budget, and facilities. To assure consistency in the programs on the Seattle and Tacoma campuses, the SSW Executive Dean participates

in the selection of the UWT Campus Dean, specifically to assesses the fit of the final candidates in relation to the Educational Standards of CSWE, the mission of the UW social work programs, and the bi-campus coordination of programs. Seattle faculty also participate on promotion and tenure committees for SSWCJ faculty appointed on the Tacoma campus.

The programs offered on the Seattle and Tacoma campuses are integrated with a single mission that reflects the underlying values of the School. They are also adapted to their local context. To assure program consistency across campuses, the BASW and MSW programs on both campuses use the same core competency and behavior statements for curriculum design and assessment. The competency behaviors are identical for the generalist curriculum on both campuses.

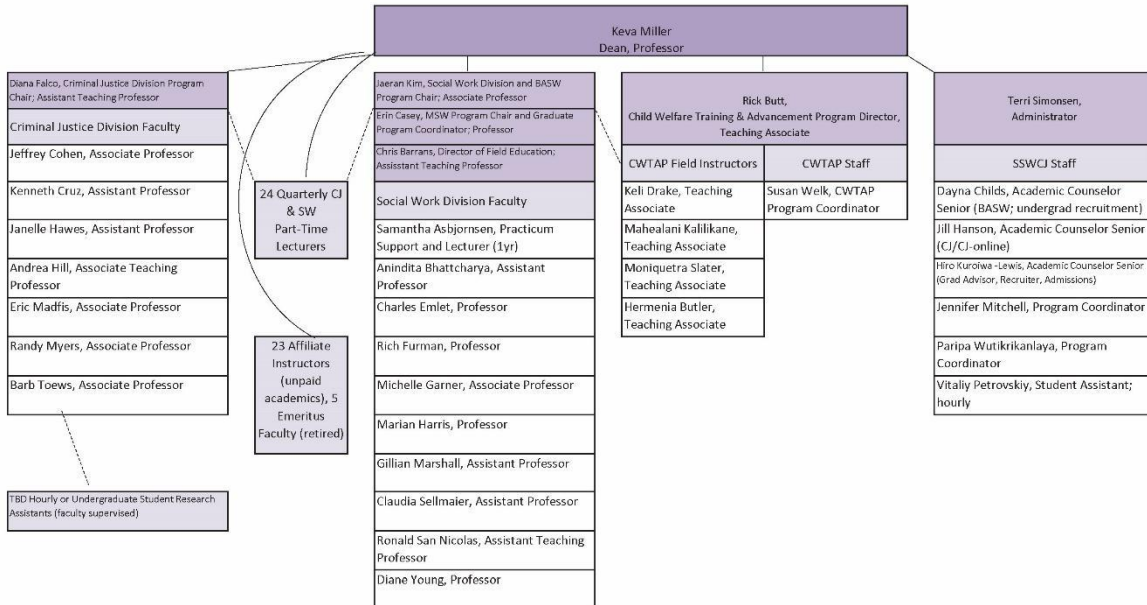
Organizational Chart for the School of Social Work with Tacoma Dean



Rev. 8/30/2021

Organizational Chart for Tacoma School of Social Work and Criminal Justice

Organization Chart- School of Social Work and Criminal Justice
2021 - 2022



2. Compliance Statement: Narrative demonstrates how the program’s administrative structure provides the necessary autonomy to achieve the program’s mission and goals across all program options.

As noted above, the President of the University delegates major responsibilities to academic deans, including the Executive Dean of the SSW. Formal responsibilities and authority of the Executive Dean include development and oversight of the School’s budget and personnel plans and setting the overall direction and goals for the School. The University has an activity-based budgeting model that gives significant budgetary authority and responsibility of the Executive Dean and gives SSW significant control over school resources. In addition to the structural grant of authority, the Executive Dean has access to a variety of organizational mechanisms to ensure that the School has sufficient autonomy to support achievement of program goals and to promote high quality professional education.

Overall responsibility for SSW programs on both the Seattle and Tacoma campuses rests with the Executive Dean of the SSW, Dr. Edwina Uehara. Dr. Uehara reports directly to the Provost and President of the UW. The Dean of the School of Social Work

and Criminal Justice in Tacoma, Dr. Keva Miller, works closely with the Executive Dean to insure program alignment between the two campuses.

In Tacoma, day to day BASW program functions are overseen by the BASW Program Chair, in collaboration with the Division Director. The Tacoma BASW Program Chair serves on the bi-campus BASW Program Committee. The BASW Program Director in Seattle and the Associate Dean for Academic Affairs in Seattle both provide oversight and guidance, but allow for program option differences that support the unique student body of Tacoma program options.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 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.

1. *Compliance Statement:* Narrative 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 across all program options.

SSW faculty are responsible for the integrity of the curriculum and for ensuring that the BASW program curriculum is consistent with the Educational Policy and Accreditation Standards (EPAS) and UW policies. The tenure-track, teaching, and field education faculty of the School design, plan, implement, modify, and evaluate the curriculum and the educational policies. These faculty members regularly engage in curricular development and evaluation to prepare students for changing practice needs, to ensure the integration of courses and alignment with the EPAS and institutional policies, and to assess program outcomes. *A number of structures and processes* have been developed to ensure curricular integrity.

According to the [UW Faculty Code](#), the faculty shall:

- Determine the School's requirements for admissions and graduation
- Determine the School's curriculum and academic programs

- Determine the scholastic standards required of students
- Recommend to the Board of Regents those of its students who qualify for University degrees
- Exercise the additional powers necessary to provide adequate instruction and supervision of its students

The BASW Program is administered through the **BASW Program Steering Committee**, a standing committee of the School, and the BASW Program Director. The BASW Program Steering Committee is responsible for providing leadership on all program level issues. Members, six voting faculty of all ranks, are elected annually to serve staggered 2-year terms, including one representative from the Tacoma campus. A student also serves on the committee. Lead responsibility for coordinating curriculum development, modification, and approval is vested in the BASW Program Committee.

The Committee provides on-going management and evaluation of the program through review of course offerings, alignment of program components, and the assessment and evaluation of the program to insure on-going improvement and quality assurance. The Committee recommends policy changes in program design, requirements, or structure to the full social work voting faculty. The approval and acceptance of such curricular policy remains a task performed by the full voting social work faculty, consistent with the [University Handbook](#) and the [UW Faculty Code](#). To ensure that a broad range of perspectives are heard, the Committee includes a number of other faculty and staff administrators with non-voting ex-officio status. The Committee reviews the overall curriculum on an ongoing basis and approves the addition of new courses as well as reviews results of the BASW Program Assessment and input from other sources to monitor the quality, relevance and effectiveness of program offerings.

The BASW Program curriculum is supported by instructors who teach in the program who meet regularly and collaborate within and outside their areas of expertise and teaching assignments to identify EPAS competencies and related practice behaviors that students must master by the end of taking each course. Instructors for the multi-section courses work together to incorporate the identified competencies and practice behaviors into course assignments and readings through empowering each course instructor team prior to the teaching quarter. BASW instructors across the program also make sure there is no redundant content taught throughout the foundation and advanced years.

Changes in overall curriculum objectives that affect the organization and orientation of the University's academic programs require the approval of the Undergraduate Programs Office in addition to approval within the School. Major changes to course content or structure and development of new courses must be approved by the

University Curriculum Committee. However, in general, the School retains full autonomy in curriculum decisions.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 3.3.3: The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

1. *Compliance Statement:* Narrative describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel across all program options.

In this section, we describe how the administration and faculty participate in formulating and implementing policies related to recruitment, hiring, retention, promotion, and tenure of program personnel across programs. The School has autonomy in the recruitment, hiring, retention, promotion, and tenure of personnel, subject to final approval of tenure-track appointments by the UW Provost and UW Board of Regents.

The School’s Executive Dean, in collaboration with the *Faculty Council*, develop recruitment, hiring, retention, promotion and tenure and other personnel policies subject to final approval by the voting faculty. These policies must reflect University Faculty Senate, [UW Faculty Code](#), and Academic Personnel direction and guidelines.

The **Faculty Council (FC)** advises the Executive Dean on day-to-day and long-term policy issues with respect to School governance and budget. Membership on the Committee consists of elected voting faculty of all ranks and the Executive Dean, *ex-officio*. The Executive Dean, in close collaboration with the FC, develops goals and long-range plans for the SSW, and monitors progress in attaining them. The Committee also advises the Executive Dean on budgetary policies and planning on the establishment or discharge of School committees. The FC, guided by the School’s By-Laws, oversees the *Retention, Promotion, and Tenure Committee*, which is a subcommittee of the FC, and is responsible for recommending policy to the Executive

Dean. The final review, approval, and acceptance of the faculty policy, however, remains a task performed by the voting faculty as a whole.

The **Faculty Recruitment Committee (FRC)** is appointed by the Executive Dean and initiates faculty recruitment activities on a continuous basis guided by a 5-year hiring plan developed by the Executive Dean. The Dean's Team consists of the Assistant and Associate Deans of Advancement; Finance and Administration; Diversity, Equity, and Inclusion; Faculty Excellence; Field Education; Academic Affairs; and Research. This team partners with the Executive Dean on leading the direction of the School. The FRC membership consists of six to eight faculty appointed by the Executive Dean that reflect the faculty ranks that will be recruited each year.

The **Retention, Promotion, and Tenure Committee (RPT)** is a subcommittee of and advisory to the FC. Its primary responsibility is to oversee the School's faculty promotion and tenure process. It also reviews and, when necessary, makes recommendations to the FC and the Executive Dean on policies and procedures related to faculty retention, promotion, and tenure. RPT committee membership consists of six elected voting faculty of all academic titles with the Human Resources Manager or Director with ex-officio status.

In the area of academic personnel policy, the ultimate goal of the UW SSW faculty is to ensure that we maintain and support a diverse, dynamic, productive, and engaged faculty reflective of a highly ranked School of Social Work in a premier, community-connected, national research university. The FC, FRC, and RPT Committees are a reflection of the commitment of the faculty to this goal, and to the faculty's responsibility to propose and rigorously review policies and procedures for faculty recruitment, advancement, and retention.

Policies and procedures related to the recruitment and hiring of faculty

Policy and procedural guidelines differ by each professorial title including: tenure-track professors, teaching professors, and research professors. Recruitment of tenure-line faculty follows the University of Washington's [Faculty Code](#). For teaching and research professors, the School has its own policy and procedural documents that outline the eligibility and process for recruitment. The *Policy Guidelines for Recruitment and Appointment of Non-Tenured Teaching Professors* document is being developed to support the new Teaching Professor academic title, formerly lecturer title, which was initiated for the first time during 2020-21 academic year. (See Appendix 3.0 D for the previous document that covered the Lecturer recruitment.)

Policy changes related to recruitment and hiring are initiated by the Faculty Council. The FC charges the RPT Committee to either develop a new or revise/update an existing recruitment policy document. A draft is presented to and reviewed by the Faculty

Council and then is presented, reviewed, amended, and approved by the School's voting faculty. The final approved policy document is posted on an internal website for the FRC faculty members to refer to when preparing for and going through the recruiting process each year.

Searches for new, permanent full-time tenure-track or teaching faculty are initiated by the Executive Dean of Social Work and conducted by the Faculty Recruitment Committee (FRC) whose members are appointed as needed by the Executive Dean. The FRC Committee is responsible for developing and posting position descriptions for vacant state-funded faculty positions, identifying potential candidates, conducting preliminary reviews and interviews, and selecting finalists for campus visits. All faculty participate in campus interviews and presentations by candidates, and the FRC monitors faculty evaluation of candidates under final consideration. After candidates have been interviewed, the faculty meet to discuss them and have 3 working days to vote on the candidates. The FRC makes recommendations to the Faculty Council and the Executive Dean regarding final candidates.

On the Tacoma campus, the Dean of the Tacoma program confers with the UW Tacoma Vice Chancellor of Academic Affairs and the Executive Dean of the School of Social Work prior to beginning a search for a social work faculty member. Faculty appointed to the Tacoma program are also considered for appointment as adjunct faculty to the Seattle campus. This consideration includes a vote of the Seattle campus faculty, a recommendation from the Executive Dean of the School of Social Work, a recommendation from the Tacoma Chancellor, and approval by the UW Provost.

Recruitment of part-time lecturers is overseen by the Office of Academic Affairs, the Office of Field Education, or specialized programs (e.g., the Child Welfare Training Program). Multi-year contract half-time lecturers who teach 9 or more credits in one regular 9-month academic year are recruited through a nationally competitive search and interviewed by at least three professorial faculty. The final decision is made by the Associate Dean for Academic Affairs in consultation with the appropriate faculty program directors. Half-time lecturers have multi-year contracts that are renewable every 2 years. Full-time and part-time lecturers not hired through a nationally competitive process are given annual contracts, renewable up to 3 years. Lecturers are not promotable at the University.

Policies and procedures related to faculty retention

The School is deeply invested in faculty support and retention. [*Procedures for Retention of Meritorious Faculty*](#) covers and outlines procedures and criteria for retention offers that are fiscally supported by the Provost's Office to retain meritorious faculty being

recruited by peer institutions. The rationale for retention addresses the faculty member's teaching, research, scholarship or creative work, and service.

There is no formal retention policy for non-professorial faculty. However, the School provides significant mentorship and support to these faculty and they are invited to faculty development events in the School and across the University.

The retention of all permanent full-time faculty is the responsibility of the Executive Dean, who provides annual reports to the FC regarding retention activities. Retention activities include formal faculty teaching and research mentoring teams, the support of the Dean's Office in grant writing and procurement, and being responsive to faculty offers from other institutions. The Executive Dean consults with the FC and the Dean's Team regarding the budget for retaining faculty.

Changes to retention policies are led by the Faculty Council, which charges the RPT Committee to either develop a new or revise/update an existing retention policy document. A draft is presented to and reviewed by the Faculty Council and then is presented, reviewed, amended, and approved by the School's voting faculty, within the provisions of the [UW Faculty Code](#). The final approved policy document is posted on an internal website for faculty access.

Policies and procedures related to the promotion of faculty

The School has promotion policies and procedures for each professorial faculty title (tenure-track, teaching, and research professors) that correspond to their unique job expectations and responsibilities. Tenure-track professors have an initial review after their third year and then their promotion trajectory focuses on promotion to Associate Professor with tenure and promotion to Full professor. After receiving tenure, tenure-track faculty are granted permanent employment status. Promotion is based upon significant contributions to the profession in the areas of scholarship, teaching and mentorship, and service. More details on the policies and procedures for Tenure are outlined below. Teaching professors have multi-year contracts and, after an initial 3-year review, their promotion focuses on promotion to Associate Teaching professor and then Full Teaching professor. Promotion is focused primarily upon evidence of teaching excellence and service. Research professors are provided multi-year contracts and, after an initial 3-year review, their promotion trajectory includes promotion to Associate Research Professor and then Full Research Professor. They are expected to garner research funding to support the majority of their salaries (the School provides .05 FTE of support), and their promotion process is based primarily on success in obtaining grant funding, working on grant projects, scholarship, and publication.

The following two policy documents are followed in tandem with a procedural guidelines document: 1) Policy Guidelines for Renewal and Promotion of Non-Tenured Teaching Professors Policy, 2) Guidelines for Tenure, Promotion and Continuation of Tenure-Track Faculty (see Appendix 3.0 E and F). The Research Faculty promotion policy is not included in the appendix as they do not usually work with BASW students.

As noted previously, non-professorial faculty are not eligible for promotion.

Over a decade ago, by request of the Office of Field Education, the FC directed the RPT Committee to develop policy guidelines for initial appointment of non-paid clinical faculty, *Policy and Procedural Guidelines for Initial Appointment of Clinical Faculty*, that preceded *Policy and Procedural Guidelines for Promotion of Clinical Faculty* (see Appendix 3.0 G and H) to acknowledge the work that the School's Field Instructors do in the field, including student supervision and assessment. Providing a rigorous pathway for Field Instructors with 5 or more years of service, this policy provides a mechanism for these dedicated clinical faculty to be promoted to clinical professorial ranks. This work has fostered a powerful partnership between the School and the local community and has further enhanced the quality our field placements for students.

The FC initiates changes to policies and procedures related to promotion and charges the RPT Committee to either develop a new or revise/update an existing policy document. The RPT writes a draft policy, which is presented to the Faculty Council and then reviewed, amended, and approved by the School's full voting faculty, within the provisions of the [UW Faculty Code](#). The final approved promotion policy document is posted on an internal website for eligible faculty promotion candidates and ad hoc promotion review committee members to review.

Procedures for the promotion of full-time permanent faculty are governed by the [UW Faculty Code](#) and by promotion policies by faculty category developed by the SSW. With the advice of the RPT Committee, the Executive Dean of SSW appoints an ad hoc review committee for faculty going up for voluntary or mandatory promotion to Associate or Full Professor (Tenure-track, Teaching, Research). After review of candidate materials and external letters, the committee prepares and presents a report to the voting faculty describing the candidate's scholarship, teaching, and service weighed differently based on faculty category. The School's faculty at the rank of promotion or higher vote on each case, and the results, along with the ad hoc committee report, are forwarded to the Executive Dean. The Executive Dean has final responsibility at the School level for deciding whether to advance the candidate and prepares a letter summarizing the case and her recommendation for the University of Washington Provost. The Executive Dean's recommendation is subject to final approval by the Provost and the University of Washington Board of Regents.

For review of candidates on the Tacoma campus, a faculty member from the Seattle campus serves on promotion and tenure ad hoc review committees established for UW Tacoma faculty to ensure that the faculty member being evaluated meets the standards necessary for program accreditation.

Policies and procedures related to tenure

Applications for tenure are evaluated in light of the School's overall mission to promote social and economic justice for poor and oppressed populations and to enhance the quality of life for all. In keeping with the spirit and wording of the [University Handbook](#), teaching, research, and service are the fundamental aspects of a faculty member's record to be considered, with teaching and research to be of primary importance. [The Policy Guidelines for Tenure, Promotion, and Continuation of Tenure-Track Faculty](#), a main UW policy document, along with the companion procedural guidelines outline the process by which to grant a faculty member tenure.

Tenure policy updates and revisions are initiated by the FC, which charges the RPT Committee to either develop a new or revise/update an existing policy document. Subcommittees are formed within the RPT to work on tenure policies and procedures. A draft is presented to and reviewed by the Faculty Council and then is presented, reviewed, amended, and approved by the School's full voting faculty, within the provisions of the [UW Faculty Code](#). The final approved policy document is posted on an internal website for eligible faculty promotion and tenure candidates and ad hoc promotion review committees to review.

Procedures for the tenure and promotion of full-time permanent faculty are governed by the [UW Faculty Code](#) and by promotion policies developed by the SSW. With the advice of the RPT Committee, the Executive Dean of SSW appoints an ad hoc review committee for faculty going up for tenure and mandatory promotion to Associate. After review of candidate materials and external letters, the committee prepares and presents a report to the voting faculty describing the candidate's scholarship, teaching, and service. SSW faculty vote on each case and the results, along with the ad hoc committee report, are forwarded to the SSW Executive Dean. The Executive Dean has final responsibility at the School level for deciding whether to advance the candidate and prepares a letter summarizing the case and her recommendation for the UW Provost. The Executive Dean's recommendation is subject to final approval by the Provost and the UW Board of Regents.

For review of candidates on the Tacoma campus, a faculty member from the Seattle campus serves on promotion and tenure ad hoc review committees established for UW Tacoma faculty to ensure that the faculty member being evaluated meets the standards necessary for program accreditation.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

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

1. *Compliance Statement:* Narrative identifies the social work program director inclusive of all program options.

Dr. Amelia Gavin serves as the School of Social Work BASW Program Director across program options. Dr. Gavin is an Associate Professor and holds an MSW degree and a joint PhD in Social Work and Political Science from the University of Michigan (2002, 2004); which is a CSWE-accredited school.

Additional support for the Tacoma BASW Program is provided by the Chair of the Tacoma BASW program, Dr. JaeRan Kim, with a .50 FTE appointment to the BASW program. Dr. Kim works closely with the BASW Program Director to ensure alignment between the program options.

The program also has a staff Assistant Director who assists the BASW students throughout their education in the program through introduction and management of resources ranging from mental health support to childcare and housing opportunities.

2. *Compliance Statement:* In institutions with accredited baccalaureate and master's programs, narrative demonstrates that a separate director is appointed to each program.

The Director of the BASW program is Dr. Amelia Gavin. There is a separate MSW Program Director.

Program Options:

Select One:

- The program has only one (1) option.

- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard B3.3.4(a): The program describes the baccalaureate 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 with a doctoral degree in social work preferred.

1. **Compliance Statement:** Narrative describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work across all program options.

Dr. Amelia Gavin holds an MSW and PhD in social welfare from the University of Michigan. She brings a wealth of administrative experience to her position as Program Director. In this position, she leads the development of the curriculum and works with faculty on course innovation and cross-pollination across the required and elective courses. She meets regularly with the Associate Dean for Academic Affairs to get guidance on recent initiatives and other University and School directives that enhance the curriculum and speak to the needs in the community.

Teaching Experience:

Since tenure, and due to her administrative position, Dr. Gavin has taught two required courses in the MSW program, *Policy Process, Institutions, and Influences and Macro Practice I: Organizations, Community, and Policy Practice*. Her student class evaluations have been very strong since she began teaching at the University of Washington. Since 2005, she has been recognized by the Associate Dean for Academic Affairs for receiving outstanding teaching evaluations, with an average median combined score of 4.6 (out of a possible 5.0) for the *Policy Process, Institutions, and Influences* course (16 quarters).

In addition to Dr. Gavin's assigned teaching load, she has served as a research mentor for doctoral, MSW, and undergraduate students who worked with her on the *Depression and Anxiety in Pregnancy Study*. Between 2005-2011, Dr. Gavin mentored three doctoral students (from social work and nursing) who worked on the study, including serving as the research mentor for one student's predoctoral fellowship. In addition, Dr. Gavin was a research mentor for five undergraduate students who worked on the study.

Since tenure, Dr. Gavin has served on 7 doctoral committees, including as chair on one. This includes chairing a doctoral candidacy committee; supervising three doctoral teaching practica and a doctoral research practica, and serving as the Graduate School Representative on two committees outside the School of Social Work. Dr. Gavin has actively recruited doctoral students and postdocs to work on publications and has authored or co-authored multiple articles or book chapters with them.

Scholarship Experience:

Dr. Gavin received tenure in 2012 and has continued her research and published several scholarly research articles since then. She has taught in the generalist and the specialization curriculum of the MSW program. In addition, Dr. Gavin has expanded her mentorship of graduate students.

Dr. Gavin's research scholarship focuses primarily on reducing physical and mental health disparities to improve population health and mental health outcomes. Specifically, her research examines the social, economic, and psychosocial factors that influence health and mental health status, especially among communities of color and women of childbearing age. In her scholarly research, she focuses on both the micro- and macro-social perspectives, including the etiology of health and mental health status, as well as the broad economic and historical forces that structure health and mental health status across the life-course.

Dr. Gavin's research has an interdisciplinary audience and has been widely cited. In June 2021, her Web of Science H-index was 20, and her total number of citations in Web of Science is 1,699. Her article "Racial Discrimination and Preterm Birth among African American Women: The Important Role of Posttraumatic Stress Disorder" (Gavin, Grote, Connor, & Fentress, 2018) has been individually downloaded 3,611 times from the journal website since January 2019. Dr. Gavin co-authored a meta-analysis that has 1,586 citations in Web of Science (Grote, Bridges, Gavin, Melville, Iyengar & Katon, 2010). Dr. Gavin's research has been featured in online media sources, including *ABC News*, *Reuter's Health (U.S. and U.K. versions)*, *USA Today*, *U.S. News & World Report*, *Time Magazine*, and *United Press International*, and *The Root: The Blacker the Content the Sweeter the Truth*. Dr. Gavin's research is featured in a 2015 documentary entitled *In Utero*. The documentary was an official selection and premiered at the 2016 Seattle International Film Festival, the largest and most highly attended film festival in the United States.

Curricular Development Experience:

Dr. Gavin has been a leader at the SSW in curricular development initiatives. She and other faculty members have created an innovative BASW curriculum that infuses social

justice into policy and practice courses by cross-referencing content and establishing instructor teams who are charged with redeveloping syllabi and working with field education faculty liaison and clinical instructors to ensure integration of classroom and field content.

As BASW program director, Dr. Gavin is responsible for overseeing all BASW program curriculum changes. Changes to the BASW program have included the following: (1) restructuring of the Inter-Group Dialog courses by removing BASW seniors as IGD facilitators and replacing them with Soc W 404 instructors; (2) during the 2014-2015 academic year, Dr. Gavin implemented the BASW departmental honors program. Students accepted into the departmental honors program work with University of Washington faculty to complete an honors research project. BASW honors students are required to present their research projects at the end-of-year University of Washington's Undergraduate Research Symposium. To date, more than 25 BASW seniors have completed the departmental honors program; (3) the BASW program staff also hold bi-quarterly meetings for BASW instructors to identify and resolve curriculum challenges; (4) BASW program staff host annual feedback sessions for BASW students to discuss strengths and challenges in the BASW program; and (5) the BASW program staff has assisted in the adoption of two new BASW courses, entitled "Gentrification in Seattle" and "Holding Change: An Exploration of Transformative Practices and Self in Community."

Administrative Experience:

Dr. Gavin has extensive administrative experience. She has chaired numerous executive, advisory, admissions, and program standing committees at the School. Since the fall quarter of 2014, Dr. Gavin has been the School of Social Work's Bachelor of Arts in Social Welfare (BASW) program director with the exception of academic year 2020-21. As BASW program director Dr. Gavin is responsible for overseeing the BASW program curriculum, assessing BASW student progress in the program, assisting BASW program instructors/staff, and identifying future directions for the BASW program.

Other Academic and Professional Experience:

A committed collaborator, Dr. Gavin's research is centered within several interdisciplinary institutions including the Maternal and Infant Care Center at the University of Washington Medical Center where she investigates etiological pathways of preterm and low birth weight infants. Her work in health disparities also includes the exploration of how cultural, social, and structural contexts factor into differing health outcomes particularly among racial and ethnic groups.

Dr. Gavin was awarded the University of Washington Multidisciplinary Clinical Research Career Development Award (Roadmap KL2) in recognition of the importance of her research and its implications for public health. She currently acts as the principal investigator on the Depression and Anxiety in Pregnancy Study and the Life-Course Multiple Determinant Model for Health Disparities in Pregnancy Outcomes Project. In addition, she has served on a variety of editorial and professional boards throughout her career.

2. *Compliance Statement:* Narrative documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

Dr. Amelia R. Gavin holds an MSW degree and a joint PhD in Social Work and Political Science from the University of Michigan (2002, 2004); which is a CSWE-accredited school. (See the Faculty Data Form (CV) in Volume 3 Appendix, p. 375.)

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard B3.3.4(b): The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

1. *Compliance Statement:* Narrative provides documentation that the director has a full-time appointment to the social work baccalaureate program inclusive of all program options.

Dr. Gavin has a 100% FTE devoted to the BASW program. She is 50% FTE as Director with the BASW Program and also teaches at 50% FTE.

Additional support to the Tacoma BASW Program is provided by the Chair of the Tacoma BASW program, Dr. JaeRan Kim, with a .50 FTE appointment to the BASW program.


The Associate Dean for Academic Affairs, Dr. Tessa Evans-Campbell, has a 100% FTE appointment as Associate Dean and works in collaboration with the Program Directors to oversee the BASW, MSW, and PhD programs of the SSW.

Personnel Letter:

W SCHOOL OF SOCIAL WORK
UNIVERSITY of WASHINGTON

Date: June 11, 2020

TO: Cheryl Cameron
Vice Provost for Academic Personnel
Box 351237

FROM: Edwina S. Uehara, PhD, MSW 
Professor and Ballmer Endowed Dean in Social Work
UW School of Social Work
Box 354900

SUBJECT: ADS request Amelia R. Gavin, MSW, MPP, PhD

Dr. Amelia Gavin has taken on the role of the Director of the School of Social Work BASW program. In this role, Dr. Gavin will oversee all aspects of the BASW program including the following:

- Overseeing all policies, operations, and curricular enhancements and changes to the School's BASW program serving over 100+ students annually and year round.
- Partner with educational and service units including Field Education, Student Services, and Admissions for the benefit of BASW students.
- Supervision of 1 professional staff

To recognize her role, we request an ADS of \$800/month from 6/16/2021- 6/15/22. If there are further questions regarding this, please feel free to contact me. Thank you for your consideration of this important supplement for our BASW Director.

Cc: Vicki Anderson-Ellis, SSW Finance

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard B3.3.4(c): The program describes the procedures for calculating 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 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

1. *Compliance Statement:* Narrative describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program inclusive of all program options.

The faculty time dedicated to the role of BASW Program Director is based on analysis by the Executive Dean of SSW and the Associate Dean for Academic Affairs of the responsibilities of the position and on the availability of faculty and administrative support for the Director in carrying out these responsibilities.

2. *Compliance Statement:* Narrative demonstrates a minimum of 25% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program inclusive of all program options.

The BASW Program Director position is 50% FTE, and the Director often also teaches the main Introduction to Social Work course that is a feeder course for incoming BASW students in their junior year. Faculty who serve in this capacity usually teach two courses in addition to directing the program. This is sufficient FTE given current student enrollment and the number of faculty who teach in the program.

3. *Compliance Statement:* Narrative discusses that this time is sufficient for each program option.

The Director's .50 FTE is sufficient to provide leadership across program options.

Additional support to the Tacoma BASW Program is provided by the Chair of the Tacoma BASW program, Dr. JaeRan Kim, with a .50 FTE appointment to the BASW program.

A 1.0 FTE BASW Assistant Program Director provides additional administrative support to the Program Director.

Other faculty members providing leadership for the BASW Program include the Dean and the Associate Dean for Academic Affairs.

Professor Edwina Uehara was appointed Executive Dean of the SSW in 2006, the first dean of color to lead the School since its founding. Dr. Uehara is the inaugural holder of the Ballmer Endowed Deanship in Social Work. She has an MSW from the University of Michigan and a PhD from the University of Chicago. Widely recognized for her scholarship on violence, trauma, and mental health delivery, particularly as they affect Asian immigrants, she is also an accomplished educator and former winner of both the UW Distinguished Teaching Award and the SSW Student's Choice Award for Teaching Excellence. Dean Uehara provides leadership for the school's educational, research, and service activities. She has substantially expanded and deepened the School's public and private partnerships and has reorganized the School's administrative structure to make maximum use of limited resources and to align them with our trifold mission of education, scholarship, and service.

Dr. Tessa Evans-Campbell is the Associate Dean for Academic Affairs on the Seattle campus and has served in that role since 2017. Dr. Evans-Campbell received her MSW and her PhD in Social Work from the University of California, Los Angeles. Prior to assuming the role of Associate Dean, she served as the Seattle MSW Program Director for 5 years. As Program Director, she provided leadership in preparing the SSW to respond to EPAS 2015, including supporting the faculty in transitioning to a competency-based approach to curriculum development and evaluation. Dr. Evans-Campbell joined the UW faculty in 2000 and has provided leadership in curriculum development in the areas of direct practice, practice with children and families, and the effects of historical trauma. She has a demonstrated commitment to excellence in teaching and mentoring new instructors, and has taught the Doctoral teaching seminar in our PhD program. She was awarded the UW Distinguished Teaching Award, a career teaching award, in 2004.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 3.3.5: The program identifies the field education director.

1. *Compliance Statement:* Narrative identifies the social work field education director Inclusive of all program options.

Dr. Rachel Wrenn serves as the Assistant Dean for Field Education and oversees all program options. The Assistant Dean for Field Education is a 100% FTE position at the School. Dr. Wrenn has an MSW from San Diego State University and a PhD in social welfare from the University of Washington.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 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.

1. *Compliance Statement:* Narrative 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.

Dr. Rachel Wrenn brings extensive practice, administration, and professional experience to her role as the Assistant Dean for Field Education.

Practice Experience

Dr. Wrenn has a wealth of practice experience and served as a psychiatric social worker at a major metropolitan hospital serving elderly women in long-term inpatient psychiatric care. She also was a residence director for over 1,000 students in a residence hall assessing and implementing appropriate interventions for students in crisis. She has supervised and trained 20 staff members on mental illness, substance use, sexual assault, inter-personal violence, and crisis intervention practices.

Field Instruction Experience

Early in her career, Dr. Wrenn was clinical faculty in the University of Washington School of Social Work and UW Department of Neonatal Biology through a University of Washington Pediatric Pulmonary Training Grant, where she did assessment, intervention, information, and referral services for patients and their families in the Children's Hospital Pediatric Pulmonary Clinic in Seattle. For the next 15 years she liaised with clinical and field instructors and local agencies placing hundreds of students each year in their preferred practicum settings.

Administrative Experience

Dr. Wrenn served as the sole Graduate Advisor for approximately 250 MSW students, while also serving as Associate Director of Field Education at San Jose State University Social Work Department and later as Field Faculty and Director of Field Education at the University of Washington School of Social Work for 9 years during the 1990 through 1999. Currently, Dr. Wrenn is the Assistant Dean for Field Education, overseeing 600 students in placement, several hundred agencies, and Field Instructors, and a team of nineteen faculty and staff.

Other Academic and Professional Experience

In addition to the administrative and teaching responsibilities as Assistant Dean for Field Education, Dr. Wrenn plays an instrumental role in the Northwest Consortium of Field Education Directors and Programs. She spearheaded a regional conference for field educators focused on environmental justice as a central form of anti-racist practice. The Office of Field Education has redesigned the field curriculum and teaching to center anti-racist practice as the requisite foundation for all student practice.

Dr. Wrenn is also serving as a state Supreme Court appointed member of the Board for Certified Professional Guardians, meeting three times per week to implement new legislation that is changing the roles of guardians and conservators throughout Washington State.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard B3.3.5(b): The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience.

1. *Compliance Statement:* Narrative documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master’s social work degree practice experience.

Dr. Rachel Wrenn has an MSW from San Diego State University, a CSWE-accredited program, and more than 2 years of post-MSW practice experience. Most of Dr. Wrenn’s professional career has been in higher education clinical and field education faculty leadership and instruction. (See CV in Volume 3, Appendix, p. 447.)

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard B3.3.5(c): The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

1. *Compliance Statement:* Narrative describes the procedures for determining the field director's assigned time to provide educational and administrative leadership for field education inclusive of all program options.

The faculty time dedicated to the role of BASW Field Director is based on analysis by the Executive Dean of SSW and the Associate Dean for Academic Affairs of the responsibilities of the position and on the availability of faculty and administrative support for the Director in carrying out these responsibilities.

2. *Compliance Statement:* Narrative demonstrates a minimum of 25% of assigned time is provided to carry out the administrative functions specific to responsibilities of the field education program inclusive of all program options.

Dr. Wrenn has a full-time, 12-month appointment as a Teaching Professor and as Assistant Dean for Field Education for both the MSW and BASW Programs.

3. *Compliance Statement:* Narrative discusses that this time is sufficient for each program option.

The Assistant Dean for Field Education is a full-time faculty administrative position, and this percentage has been sufficient for the oversight of the field education programs.

As noted above, the Assistant Dean for Field Education, Rachel Wrenn, has a full-time, 12-month appointment.

Additional support for administering field education for the Tacoma campus is provided by Dr. Tom Diehm, MSW, who holds a 100% FTE at the Tacoma campus, all of which is dedicated to Field Education at both the MSW (67%) and BASW (33%) levels. Dr. Diehm was hired as Field Coordinator for the then-new MSW program at UW Tacoma in 1998 and has served as Director of Field Education since that time. He is responsible for administrative activities of the program and works directly with MSW students in the program. He provides oversight for the Tacoma BASW Field Coordinator and works closely with the Assistant Dean for Field Education to insure equivalence of experience for students on the two campuses. Upon Dr. Diehm's retirement on June 16, 2021,

Chris Barrans, MSW, BASW Field Coordinator will be appointed Director of Field Education at the Tacoma campus.

The Office of Field Education is further supported by an Assistant Director and three program staff.

The time devoted to the role of Director of Field Education is determined by an analysis conducted by the Executive Dean of SSW and the Associate Dean for Academic Affairs. This percentage has been sufficient for the oversight of the field education programs.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 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.

1. *Compliance Statement:* Narrative describes the program's administrative structure for field education across all program options.

The Assistant Dean for Field Education is a full-time faculty administrative position that oversees all policies, operations, and curricular enhancements and changes to the School's field education program serving over 200 BASW students each academic year. The Assistant Dean partners with all educational, training, and service units within the School of Social Work, including traineeships, all academic programs, and student services. She is a member of the Dean's Team and works closely with the ADAA in addressing challenges (i.e., COVID this last year) and special student cohort as well as community needs.

The Assistant Dean for Field Education also works closely with the UW Tacoma program field education director to support the Tacoma program and ensure consistency across program options.

Across programs, there are 15 Teaching Professors who support the operations of the Office of Field Education, including coordinating all aspects of student field placements; assessment, mentorship, and advising of BASW students in field education settings; serving as liaisons with community-based practicum sites; and supporting, orienting, training, and assuring professional development opportunities of field instructor-

educators. Field Faculty participate in shared governance of the School and provide leadership for collaborative curriculum and program development and other initiatives in the Office of Field Education and the School.

The Office of Field Education is supported by three full-time Program Coordinator staff, one on the Tacoma campus and two on the Seattle campus.

There are 85 clinical faculty members who teach in the field for the program in addition to over 650 field instructors who supervise students at their field placements.

The School of Social Work field education office has several staff and faculty members who have been in their positions for over 20 years. This is a testament to School support of staff and faculty, reflecting its mission and program goals.

2. *Compliance Statement:* Narrative explains how the program's resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals for each program option.

Program resources are sufficient to administer the field education program to meet its mission and goals for each program option.

The **Assistant Dean for Field Education** is a full-time faculty administrative position and this percentage has been sufficient for the oversight of the field education programs.

Additional support for administering field education for the Tacoma campus is provided by Dr. Tom Diehm, the **Tacoma Field Director**, who holds a 100% FTE to the Tacoma campus, all of which is dedicated to Field Education at both the MSW (67%) and BASW (33%) levels.

The **thirteen Field Faculty in Seattle** represent 10.7 FTE. Nine Field Faculty are full-time and four Field Faculty are part-time, with appointments ranging from .1 to .6 FTE.

Field Faculty support approximately 750 students in placement across the BASW and MSW programs.

A full time (1.0 FTE student load is approximately fifty students).

Student cohort sizes are as follows:

- BASW: approximately 50 students
- MSW Full-time Day Generalist: approximately 150 students
- MSW Full-time Specialized: approximately 150 students
- MSW Full-time Advanced Standing: approximately 50 students

- MSW Extended Degree Program Advanced Standing: approximately 7 students
- MSW Extended Degree Program Generalist: approximately 160 (approximately 80 students in pre-placement planning meetings with Field Faculty and coursework; approximately 80 students in the placement process)
- MSW Extended Degree Program Specialized: approximately 80 students

The **two Field Faculty in Tacoma** represent 2.0 FTE faculty with primary responsibility for Field Education at both MSW and BASW levels. Student cohort sizes are as follows:

BASW: approximately 55 students (total of 110)

MSW (part-time evening): approximately 40 students (total of 120 over 3 years)

MSW Advanced Standing: approximately 15 students

The Office of Field Education is supported by **three full-time Program Coordinator staff**. Two Program Coordinators are primarily responsible for data management, and communications with Students/Agencies/Field Instructors, and community organizations, agencies, and institutions. The third Program Coordinator is responsible for all technological support and management; support and management of Canvas and other educational platforms; management of Agency Affiliation Agreements, field education user support for the School of Social Work web-based database STAR; management of CEUs for Field Instructors; organizing and tracking field education student or community events.

The School of Social Work field education office has several staff and faculty members who have been in their positions for over 20 years. This is a testament of how the School supports its staff and faculty with its mission fully in mind.

Description & Sufficiency Technological Support Resources:

Field Faculty typically require docking stations as they need both a laptop for site visits and work at home, as well as a “desktop” equivalent in their offices.

The current web-based database system supporting field education, admissions, student services, and program offices was developed 10 years ago and is now very much due for a redesign or replacement. The Director of IT for the SSW is currently leading all stakeholders through a thorough assessment of our technological needs to determine the needs of the above offices.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 3.4 — Resources

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

1. *Compliance Statement:* Narrative describes the procedures for budget development and administration the program uses to achieve its mission and goals across all program options.

The School of Social Work consistently exceeds annual revenues and expenditures of over \$83.2 million that span instruction, research, and administration, which directly impacts over 335 faculty, staff, and academic student employee FTEs and 706 BASW, MSW, and PhD student populations as of the start of FY22. The School of Social Work uses a diversified budget strategy in order to meet the daily and emerging needs of its 11 operational units and 16 research and innovation centers. The School of Social Work leverages all State, Research, Self-Sustaining, gift, and tuition derived revenues to maximize available income to run our complex operations. Out of our most recent fiscal close of FY21 funding sources of \$83.2 million, 72% were generated from research and training funding, 20% from UW State support, tuition, and self-sustaining program income, and the remaining 8% were from gifts and miscellaneous funds.

The School of Social Work has implemented a thoughtful and transparent approach to financial accounting, planning, and reporting throughout the years. We created and refined our own budget presentation, modeling, and reporting tools for transparency and accountability with our constituents. The culture of budget development within the School has been an inclusive process that involves all segments of the School of Social Work population. The Assistant Dean of Finance & Administration assists the Executive Dean and executive team in creating preliminary budgets that speak both to current and emerging commitments in personnel and operations to run all facets of the organization in teaching, research, and service. Direct input by unit directors and the School's governing bodies—the Faculty Council, Student Advisory Council, and Staff Council—ensure that key financial recommendations to the Executive Dean are in alignment with the mission and priorities of the School. Budget administration is carried out by the Assistant Dean of Finance & Administration upon final approval by the Executive Dean. To ensure transparency in budget administration, the Assistant Dean of Finance & Administration and her staff report monthly progress to unit directors and quarterly to the entire School of Social Work community so that resource management is kept in check.

2. *Compliance Statement:* Narrative includes a completed budget form for all program options.

**Program Expense Budget
Council on Social Work Education
Commission on Accreditation
2015 EPAS**

BASW Program Expenses – Seattle Option	Previous Year FY2020		Current Year FY2021		Next Year FY2022	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	\$250,685	18.3%	\$86,482	6.4%	\$175,182	12.9%
Support Staff	\$232,864	17.0%	\$328,258	24.3%	\$338,735	24.9%
Temporary or Adjunct Faculty & Field Staff	\$345,264	25.3%	\$375,458	27.8%	\$321,168	23.6%
Fringe	\$214,437	15.7%	\$251,617	18.7%	\$220,883	16.2%
Supplies & Services	\$161,102	11.8%	\$126,398	9.4%	\$128,562	9.4%
Travel	\$7,058	.5%	\$1,598	.1%	\$9,017	.6%
Student Financial Aid	\$64,600	4.7%	\$65,622	4.9%	\$66,934	4.9%
Technological Resources	\$90,859	6.7%	\$112,734	8.4%	\$102,188	7.5%
Other (specify)						
TOTAL	\$1,366,869	100%	\$1,348,167	100%	\$1,362,699	100%

BASW Program Expenses – Tacoma Option	Previous Year FY2020		Current Year FY2021		Next Year FY2022	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	\$434,835	50.0%	\$457,322	49.4%	\$554,745	57.8%
Support Staff	\$121,111	13.9%	\$102,703	11.1%	\$68,533	7.1%
Temporary or Adjunct Faculty & Field Staff	\$104,654	12.1%	\$132,500	14.3%	\$88,643	9.2%
Fringe	\$166,092	19.1%	\$209,909	22.7%	\$183,752	19.2%
Supplies & Services	\$26,874	3.1%	\$17,489	1.9%	\$28,674	3.0%
Travel	\$10,362	1.4%	\$1,236	.01%	\$26,010	2.7%
Student Financial Aid	\$4,400	.3%	\$4,400	.1%	\$11,000	1.1%
Technological Resources	\$0	--%	\$0	--%	\$0	--%
Other (specify)						
TOTAL	\$868,328	100%	\$925,559	100%	\$959,037	100%

3. *Compliance Statement:* Narrative explains how the program’s financial resources are sufficient and stable to achieve its mission and goals for each program option.

As noted above, the School of Social Work uses a diversified budget strategy in order to meet the daily and emerging needs of its 11 operational units and 16 research and innovation centers. The School of Social Work leverages all State, Research, Self-Sustaining, gift, and tuition derived revenues to maximize available income to run our complex operations. Program financial resources are sufficient and stable to achieve program mission and goals across program options.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

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

1. *Compliance Statement:* Narrative describes how the program uses resources to address challenges and continuously improve the program for each program option.

The UW School of Social Work is known as an entrepreneurial unit within the University of Washington. Its overall growth of total annual financial resources by over 60% in 10 years (\$52M to \$83M) speaks to the success of the School's creation and cultivation of inventive partnerships with public and private entities. Funding from partnerships has not only increased student scholarship support but also has fueled the dramatic growth of innovation in social work practice regionally in Puget Sound and across Washington state. Student support has increased 95% over 10 years from \$3.0M to \$5.9M overall reaching over 555 students annually. Innovation funding from public/private partnerships with the State of Washington in child welfare and technology has grown over 125% from \$12M to over \$28M annually in revenues that directly support training and services that affect our most vulnerable populations.

The ability to harness this funding allows flexibility with funds from central resources to support instructional and research-driven activities. As a result, the School has had a consistent history of solid fiscal health over 10+ years at the University of Washington. There are always challenges to face from an unexpected dramatic economic downturn to variability in enrollments at times. With solid financial footing and a contingency reserve of close to \$1 million, the School can continue to support its innovation while solidifying funds for its core mission of teaching, research, and service.

The Tacoma campus also has several discrete funds that help to offset student expenses, maintain enrollment consistency, and support program initiatives. Among scholarship funds, for example, is the Simon Family Endowment, established to expand expertise available in the community for supporting adults with Autism Spectrum Disorder or an Intellectual Disability; this endowment provides significant coverage of MSW fellows' tuition. Like the Seattle campus, the Tacoma Social Work program also participates in the Behavioral Health Workforce Development Initiative, which provides full tuition for a handful MSW students committed to meeting the community-based behavioral and mental health crisis. Additionally, the school has mechanisms for raising funds that can be flexibly applied to school initiatives and to supporting students in financial need. These include the UW Tacoma School of Social Work and Criminal Justice Field Work Support Fund, which can be used to create partnerships with new and innovative field education sites through flexible supervision, and the UW Tacoma Social Work and Criminal Justice Excellence Fund which can be used flexibly to launch critical initiatives within the school

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

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

1. *Compliance Statement:* Narrative demonstrates that the program has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals for each program option.

The School of Social Work must serve the needs of its tripartite mission of teaching, research, and service. Currently, the School has over 706 students (across BASW, MSW, and PhD programs) and 76 faculty FTEs (126 headcount) that need support from core staffing in areas as diverse as IT and Human Resources to Student Services and staff program support in our Field Education programs. The School has over 40 core staff that support all activities to ensure that not only will a student have the opportunity to learn from our world class faculty but also to learn and thrive with resources in teaching and IT to accommodate different pedagogical methods. In order to preserve the world-class education that is expected of the UW School of Social Work, the School's philosophy first and foremost is to allocate funds to student and teaching needs, then, as other resources become free, to evaluate administrative needs to support the whole. This allows academic needs to be met without issue while taking a more conservative approach to more indirect supports to verify that sustainability can be ensured.

Description & Sufficiency of Support Staff and Other Personnel:

The School of Social Work is a non-departmentalized school with all business operations from finance and facilities to human resources and general administration centered in the Executive Dean's office. Units such as Student Services, Admissions, Program offices for the BASW, MSW, and PhD programs along with Field Education are supervised under the Associate Dean for Academic Affairs (ADAA). All major administrative units from fiscal administration to research administration to IT, Human Resources, and Facilities are under the purview of the Assistant Dean of Finance & Administration. This organizational reporting structure for both the ADAA and Assistant

Dean allows for truly integrated efforts among key units that support mission-critical work for our faculty, staff, and students. It also avoids duplication of services within the School broadly. The School's administrative resources are lean yet emphasis is placed on broad training so that staff can continue to learn and grow professionally while maintaining versatility so that the business of the day does not stop.

In Tacoma, the program is staffed by a full-time Program Administrator who oversees all support functions. Additionally, there is a full-time Program Coordinator and a full-time Program Assistant, with hourly work-study students when available. Two full-time academic advisors serving BASW and MSW students respectively are also a critical part of the support team.

The School can work nimbly as a result, pivot as needed to changing fiscal and operational environments, and information can be communicated quickly to all major service units for coordinated responses and overall closer accountability. This method has proven successful as the average longevity for support staff ranges from 8 years to 30 years, thus demonstrating the successful approaches taken.

Description & Sufficiency of Technological Resources:

The School supports all faculty, staff, and students broadly from remote work access to having an adequate supply of computer hardware and peripherals on hand for community use both for work and instructional needs. As part of our normal access, the School has 2 dedicated 24/7 computer labs that house over 30+ computers that students, faculty, and staff can use for curricular needs. In addition, the School's 7.5 technology staff support nearly 24/7 access to our networks via VPN, cloud, or server access. This ensures that the community can carry out its teaching, research, and service efforts without interruption and can carry them out safely against cyber-attacks.

In Tacoma, computer labs are available across campus and open to all students. Media and Technological services and staff are available in person as late as 10:00 p.m. to assist both students and faculty with tech needs. They have been instrumental in providing support through workshops and trainings for faculty and staff during the shift to primarily online teaching. Online technical consultation is also available on an as-needed basis.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

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

1. *Compliance Statement:* Narrative submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving the program’s mission and goals for each program option.

Students and Faculty have Access to Social Work and Other Informational and Educational Resources

General Library Description

The University of Washington library system on the Seattle campus consists of 18 unit libraries. The Health Sciences Library supports the School of Social Work as well as the other Health Sciences academic units. The library system employees 311 people. There are 135 librarians who are considered academic personnel and have special educational credentials. Librarians with permanent or continuing status may obtain tenure that is different from that of tenured faculty. The system also employs 54 professional and 122 classified staff. These numbers do not include student employees who staff the circulation desk, shelve books, and provide interlibrary loan scanning services.

Library Faculty and Staff

There is one librarian designated as a liaison to the School of Social Work. That person provides instruction to all levels (BASW, MSW, PhD) on literature searching, citation management, and research impact. She assists with classroom teaching and holds office hours for students. She attends faculty meetings and prepares quarterly lists of publications by faculty and grad students.

Because Social Work is so multidisciplinary, the Social Work librarian brings in other librarians as needed. For instance, the Geography librarian co-teaches Social Explorer

and PolicyMap, using Census Data for the Poverty and Inequality class. The government publications and sociology librarians, and to a lesser degree the economics librarian, have been consulted at various times. Students also use the History Librarian's research guides on African American, Japanese American, American Indian, and LGBTQ history for primary sources in their Generalist coursework.

In addition to Subject Librarians, the Data Visualization Librarian and Scholarly Communication librarians have also co-taught classes and done consultations with the School of Social Work librarian liaison. Many copyright questions by students have been answered by the copyright librarian. In addition, questions on how to deposit a thesis and publish articles from a dissertation have been directed to the electronic thesis and dissertation librarian.

In Tacoma, there is a designated social work librarian with whom students and faculty can consult directly. The librarian receives copies of all course syllabi on a quarterly basis to familiarize herself with the kinds of assignments students may be seeking assistance about. She is available as well for in-class presentations on library use in general, as well as strategies for researching and writing specific assignments. Students on the Tacoma campus have full access to the UW's extensive library system, the same as students on the Seattle campus.

Access Services

The University of Washington library system subscribes to over 657 databases, which are structured through research guides by subject area. There are several services available to faculty, staff, and students including 24/7 library chat, special librarian consultations, and teaching support as well as study spaces for students. Free interlibrary loans remain one of our most popular services. Most items are delivered within two days.

Each student has a University of Washington Husky Card, which allows them to borrow books and other periodicals as well as access a wealth of digital resources. There are articles and research databases that are available by mobile search tools. E-journals and e-newspapers, media and maps, and government publications are available to those who have a Husky Card. There are guides on how to choose the best and most reliable information that meets students' research needs. There are citation and bibliography tools that are available.

Information and reference service is provided in-person, by phone, email, chat, or web. In-person services are subject to library staff availability. On campus in-person reference services are provided seven days a week for a total of 66 hours. Telephone and e-mail reference assistance is available from the Tacoma library during the hours

that the reference desk is staffed. Students are referred to the Social Work librarian if their question requires related expertise. In addition to reference, in-depth research consultations are offered by appointment.

An online chat service is staffed by librarians in the UW system weekdays 9 a.m.-5 p.m. Outside of these times, questions are answered by librarians from another academic library or from a national 24/7 cooperative reference service. Questions can also be referred to the Social Work librarian as needed for follow-up.

The librarians have been trained on using accessible content on their library guides and PowerPoints. For instance, “alt text” is input for images, and color and contrast are considered for webpages. Tabs are vertical down the side of the page so that screen readers can easily recognize and read them correctly. When we purchase videos for our collections, we make sure the vendor is complying with Section 508 (Amendment to the Rehabilitation Act of 1973) standards. For instance, ProQuest provided a Voluntary Product Accessibility Template (VPAT), providing transcription services, for Volume 5 of Counseling & Therapy in Video.

All computers have ZoomText, so that people can adjust the text size to their visual acuity. Scanners have accessibility features, including the options to scan as a searchable pdf file (OCR) and scan text to an mp3 audio file. The Access Technology Center serves users with disabilities, including braille hardware/software, keyboard/mouse alternatives, speech-input software, and more.

Our copyright librarian is available for specific copyright questions and provides frequent training on fair use and other topics. She works with our Electronic Thesis and Dissertation librarian to help students sort out how to handle publications that come after their dissertation, or pieces that will go into their dissertation.

Reference Services

Library resources and services are primarily offered through the Library’s website. This site provide links to our catalogs, databases, e-journals, reference books, specialized resources, borrowing/delivery services, library accounts, library locations/hours, etc. All current faculty, staff, and students with NetIDs enjoy free remote access through our proxy server.

The UW online catalog serves as the libraries’ central database for print and digital materials. Users can perform searches, request services, and manage their account with a couple of clicks. Students can access a larger collection of materials through UW WorldCat, a worldwide library catalog, which searches libraries in our regional consortium (Summit) and elsewhere. Summit allows for direct borrowing from associated institutions free of charge.

Interlibrary loan and document services are currently subsidized for faculty, staff, and students. Requests are submitted online with a turnaround time of 1-2 business days for articles and 10-14 days for books and other materials. Items can be delivered via desktop delivery or mail.

The University of Washington Libraries System provides access to over 200 online databases relevant to social work. Databases relevant to Social Work include Social Services Abstracts, Social Work Abstracts, Sociological Abstracts, PsycInfo, and PsycArticles. Additional medical and policy databases such as PubMed and PAIS are also available as well as historical databases looking at social studies and policies such as JSTOR. Students also have access to the high quality resources available in the UW Health Sciences Library including databases, e-journals, e-books, clinical tools, and research guides.

The University of Washington library system has many reference desks available at various locations on the campuses. The social work librarian maintains office hours in the School of Social Work building and keeps an electronic calendaring app that students and faculty can use to see their calendar and make appointments. Assistance is provided in person or virtually.

The University of Washington library system is part of LibApps Ask Us, which is staffed by librarians around the world. Questions are triaged, and ones pertinent to social work are referred to the social work librarian.

BASW Instruction Services

The librarian participates in the student orientation session prior to the beginning of each academic year, which includes a brief overview of University of Washington library resources.

The librarian mainly supports the following BASW courses each year and shares how to use library resources and offers ideas on how to do particular assignments like a biographical piece about a social work pioneer using primary sources, or how to use the congressional legislation to analyze various government social programs. They have also come to other classes to teach how to use citation management software tools. They developed a tutorial on database searching that is used in several classes as well as library guides on gerontology, critical race theory and Indigenous wellness. Older guides are kept up-to-date with the most recent e-books and websites. Instructors place books on reserve for students to pick up, but most readings are put on Canvas course websites.

BASW Classes

Soc Wf 320 – Social Welfare Policy

Soc Wf 410 – Evidence-Based Practice

Outreach

Many faculty request purchases, upon which the librarian confers with the collections librarian to establish an estimated cost, which is paid for by the library system and not the individual academic unit. When there is a new social work acquisition, it is immediately reported to faculty.

Primary databases used by social work faculty are PubMed, Embase, CINAHL, PsycInfo, Social Work Abstracts, Sociological Abstracts and Web of Science, HeinOnline, Proquest Congressional, Gale, Family Studies Abstracts, JSTOR Sustainability, and Academic Search Complete.

The Social Work collection is robust. Recent additions include many e-books that reflect diverse representations (gender, ethnic, ability). In addition, the librarian works with social work librarians throughout the country who are trying to collect materials from BIPOC authors to “decolonize the syllabus.” The strengths of the collection are in the large subscriptions of which many of the journal purchases are in bundles with other journals, so there is an extensive collection that supports multiple disciplines that collaborate with social work scholarship.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

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

1. *Compliance Statement:* Narrative describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve the program’s mission and goals for each program option.

As one of 18 schools and colleges within the University of Washington, the School of Social Work has both dedicated and shared facilities along with supportive technology

solutions to ensure that mission-centric activities of teaching, research, and service can be conducted without issue any time of day or night.

Description & Sufficiency of Office Space:

The School of Social Work has over 86,800 square feet of instructional, research, and administrative space. In addition, the School of Social Work has over 5 externally rented research offices totaling well over 25,000 square feet of space. In all, the School can accommodate well over 200 offices that function either as shared or single assignment spaces. All tenured faculty have individual offices while part-time lecturers and auxiliary faculty share office space as needed. All PhD students have individual office cubicles in which to conduct their studies. Staff mainly share space but exceptions occur depending on the kind of work effort needed. The School of Social Work facility proper has 4 kitchen units to accommodate students, faculty, staff, and events along with numerous public and private study spaces in which to work on educational and research projects.

Description & Sufficiency of Classroom Space:

The School of Social Work has adequate square footage to support our basic needs in classroom instruction. The School of Social Work building itself has over 15,000 square feet of instructional space that supports the School's educational mission from classrooms to meeting rooms. In addition, the School can leverage over 454,000 SQFT across campus as programs expand. Back in 2016, UWIT invested over \$300,000 towards modernizing technology capacity within general assignment classrooms. The School singularly invested over \$100,000 to upgrade all hardwiring within its signature conference spaces that not only align with classrooms but provide world class education within our walls. This upgrade enhanced both the remote access experience to seminars and colloquia that the community expects along with a streamlined presentation panel that presenters can use at the ready.

In the coming year, the School will see a dramatic growth in educational spaces. It has partnered with other University of Washington Health Sciences Schools including the Schools of Medicine, Nursing, Pharmacy, Dentistry, and Public Health in the planning and construction of an interprofessional education building to promote team-based learning. Known as the Health Sciences Education Building, it will open Fall 2022 and will prove to be a game changer, from both the kinds of curricular pedagogy it can accommodate to adding much-needed capacity across the Health Sciences in teaching and lab space. The facility will house over 94,000 SQFT that is 100% devoted to the training and education of future health sciences students. Further, the School has secured over \$1M in facilities resources to create a dedicated Interprofessional

Education classroom within the School of Social Work building. Planning has been in the works for 2 years and will break ground June 2022 for a late winter 2022 completion.

In Tacoma, the School has access to 48 general classrooms (all with state-of-the-art technological capacity) as well as 7 computer classrooms, which can be reserved for either a single class session or for the entire quarter. Faculty are housed in 24 individual offices and there is a large, campus-wide shared office space for part-time lecturers. Support staff have individual work spaces/offices.

Description & Sufficiency of Computer-Mediated Access:

The SSWIT department works to ensure its community of faculty, staff, and students have access to technology to enhance their mission-driven work in teaching, research, and service. Each faculty and staff member has access to either laptops or desktops depending on one's role; a full suite of technology software from Microsoft office, Zoom, and Google to specific educational software such as Strata, Padlet, and Canvas, to administrative software for work efforts from Workday to localized web-based technologies created by UWIT and/or SaaS systems for client management efforts.

In partnership with UWIT, every classroom is outfitted to meet advanced needs and the promotion of active learning. This includes large monitors, cameras, and microphones for good sound quality. Each classroom has access to current educational technology from wireless installations to modern projection equipment to deliver instructional content.

SSWIT supports three dedicated computer labs for student learning and research, offering over forty-two workstations that are available to students on a 24/7 basis. Additionally, this year an automated laptop and accessory "vending machine" for students to checkout and return thirty laptops and combinations of related accessories is also available on a 24/7 basis. The SSWIT support team also supports the schools eleven classrooms and related learning spaces with dedicated desktops and AV requirements to support synchronous and asynchronous learning. SSWIT supports over fifty computing devices for PhD student activities. Overall, SSWIT supports over one-thousand computing devices provided for SSW faculty, students, and staff computing needs.

In Tacoma, students have access to two campus computer labs, both of which include evening and weekend availability, along with a multimedia center for assistance with poster and/or video presentations. Additionally, the library provides access to computers, both on-site desktops and laptops which can be checked out for use elsewhere on campus or at home.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

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

1. **Compliance Statement:** Narrative describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

The School of Social Work has been on the forefront of assistive technology resources in the classroom and to support occupational needs of the School's employees. The school currently promotes accessibility in all arenas from website and document review to classroom support needs for accessibility. University policies for where accessibility technology is concerned include websites, software systems, electronic documents, videos, and electronic equipment such as information kiosks, telephones, and digital signs.

List of Assistive Technology Resources Available

- [UW's Disability Resources for Students](#) (DRS) unit provides accessibility support individualized to student's needs and partners with the UW unit and instructor where needed to provide appropriate solutions.
- UW IT's [Disabilities, Opportunities, Internetworking, and Technology](#) (Do.IT) initiative is a globally renown resource providing all of UW including students, with world class accessibility research, leadership, training, and resources. Their roster of outside partners includes Microsoft (especially MS Office), Adobe, and Google. They assist these companies in integrating accessibility into their product lines. They also directly assist students and help set the direction of all of UW's accessibility efforts.
- Canvas, the UW course management system, uses Ally, a service to automatically check course content and files uploaded by instructors for accessibility issues. Using advanced machine learning algorithms, Ally generates alternative formats such as text that is readable by a screen reader, electronic braille, or audio that students can download and use to support their learning.
- Locally, SSW in partnership with DRS provides free scanning for instructor materials to convert books, papers, and other text into digital, searchable, and

more accessible PDF format upon request. The school has provided this service for hundreds of books and thousands of paper documents over the years.

- SSW provides free, video closed-captioning services leveraging software upon request for those that are not already using common online platforms sources such as YouTube that does this part of their services.
- SSW Tech provides training and support for instructors to integrate real-time captioning in Zoom, PowerPoint, and Google Slides, and for asynchronous lecture capture via Panopto.
- There are numerous and frequent training opportunities and groups of practice for assistive technology approaches available to instructors, units, and the greater UW community to help address this wide-ranging and ever-changing topic. SSW's Advocate and primary contact on the subject is its IT Director, Jon Hauser.

How Students Access Assistive Technology

A student's journey to assistive technology at UW begins by contacting the UW Disability Resources for Students (DRS) unit, which works individually with students who have disabilities and/or health conditions that effect a wide range of major life activities. In addition to serving students with physical and sensory disabilities, DRS works with students who have:

- Psychological diagnoses such as Anxiety, Depression, Bipolar, or PTSD
- Learning disabilities such as ADHD or Dyslexia
- Chronic health conditions such as HIV, cancer, traumatic brain injuries, food allergies or diabetes

While this is not an exhaustive list, it does represent common reasons that students work with DRS.

In Tacoma, assistive technology is accessed and coordinated through the Disability Resources Center located on campus. All disability accommodations, including those necessary for field education, are coordinated through this office.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 4.0 — Assessment

Accreditation Standard 4.0.1: The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

1. *Compliance Statement:* The program’s assessment plan was presented for generalist levels of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs) for each program option.

Assessment Plan

In the following section, we present our assessment plan for generalist practice. Assessment procedures, instruments, and guidelines are uniform across both BASW program options.

Explicit curriculum assessment:

The UW School of Social Work assesses every BASW students each quarter (3-4 times per year) on their performance of EPAS 2015 Competencies. Social work competence at the generalist level of practice is evaluated for each program option. Our process for gathering these data remains consistent with our methodology from the previous EPAS: we systematically collect student competency scores using field evaluations and course evaluations.

Course instructors assess student competency in every required course (see the tables below) through the School of Social Work’s proprietary STAR software program.

Students are evaluated for each competency twice during their generalist coursework, with specific assignments tied to each competency.

Field instructors assess students on every competency each quarter that they're in practicum, using a quarterly field evaluation form through the School of Social Work's proprietary STAR software program. Field evaluations include both numeric ranking for each competency and behavior—and a narrative report on students' strengths, challenge areas, and progress made. This is an iterative, co-created document that measures competency based on demonstration of real social work practice. School of Social Work Field Faculty, who liaise with agency field instructors, provide guidance and oversight on this process.

Evaluation instruments for competency assessments conducted in both academic coursework and fieldwork are pasted below. Assessment procedures, instruments, and guidelines are uniform across all program options. Field and classroom instructors are provided with training on these processes as they're onboarded and on an ongoing basis.

Implicit curriculum assessment:

Implicit curriculum assessment reflects the School's core commitments to diversity and social justice, and strives to be inclusive of constituent voices. Attention is given to balancing the need for data with the demands placed on those whose input is sought. Transparency and accountability are prioritized and achieved by sharing data widely and engaging relevant groups in change strategies.

Through a multi-pronged process, on-going input is solicited from students, faculty, staff, and the community to assess the implicit curriculum and shape the learning environment in which the explicit curriculum resides. Data collection efforts can be regularly scheduled, ongoing and informal, and targeted or ad hoc. Please see the tables in Compliance Statement 3 for further information about each type of data and how the data are assessed within each course and used.

2. *Compliance Statement:* Assessment of competence was done by program designated faculty or field personnel for all program options.

Assessment of Competence for Measure #1 Done By: Field Faculty

Assessment of Competence for Measure #2 Done By: Course Instructors

Our assessment of the attainment of competencies by students in the BASW programs is based on measures from two different sources—field and classroom evaluations. Assessment of competence in the field is done by school field instructors; assessment

of competence in the classroom is done by faculty teaching the required courses. Quarterly field evaluations assess students' competence based on real practice situations.

The assessment process described above is used to combine two measures of each competency to calculate a mean score for each student on each of the core competencies. We then determine how many students are meeting our benchmark for each competency to determine programmatic efficacy.

The assessment plan covers both BASW program options.

3. *Compliance Statement:* Program provides a description of the assessment procedures that detail when, where, and how each competency is assessed for each program option, including any competencies added by the program.

Identified Measures	Competencies Assessed	When Assessed	Where Assessed	How Assessed
Measure 1:	1, 2, 3, 4, 5, 6, 7, 8, 9	Quarterly	Field Evaluations	Field evaluation completed together by student and field instructor and input into STAR. Field faculty review and sign off
Measure 2:	1, 2, 3, 4, 5, 6, 7, 8, 9	In required course	Course Evaluations	Course instructors complete course evaluation for each student in STAR, using specific assignments to assess student competency

Description of the assessment procedures that detail when, where, and how each competency is assessed for each program option:

Fieldwork:

Each student is evaluated on each of the nine competencies by a field instructor. The standardized field evaluations provide an assessment of student attainment of competence by a field instructor on the basis of observable field learning activities. The field evaluation instruments are included in Appendix 4.0 B and C.

Fieldwork assessment procedures:

At the beginning of the field education placement, field instructors and students work together on a field learning contract to specify the learning activities that will allow students to develop competence on behaviors associated with each core competency. They also specify how the field instructor will observe and evaluate students' progress and attainment of competence on behaviors. For example, instructors may observe and evaluate a specific activity; review and evaluate written documentation submitted by the student; or read and respond to entries in student journals. Using an online field evaluation, field instructors evaluate students' progress toward the achievement of each behavior quarterly, using a 5-point Likert scale embedded in the field evaluation. The online program (STAR) automatically generates a student score for each competency by averaging students' scores for each of the associated behaviors. The Likert scaled response categories allow field instructors to evaluate students' attainment of the competencies and behaviors developmentally at the end of each quarter, with the last evaluation of the practicum serving as a summary or final evaluation.

For the purpose of program evaluation to assess the attainment of program competencies, we use data from the final field evaluations for each student on each behavior, completed in the last quarter of the students' field education placements, as appropriate.

Coursework: All required courses were included in the assessment. Assessments were sought from instructors for all students in the following courses during the quarters they were offered (Summer 2020, Fall 2020, Winter 2021, Spring 2021). The generalist courses assessed and their assigned competencies are presented in the tables below for Seattle and Tacoma BASW Courses.

Seattle BASW Courses Assessed and Assigned Competencies

Required Generalist Courses		
Course	Title	Assigned CSWE Competency
SOC WF 310	Social Welfare Practice I	1
SOC WF 311	Social Welfare Practice II	6, 7, 8
SOC WF 312	Social Welfare Practice III	5, 7
SOC WF 315	Community Service Learning	1, 2
SOC WF 320	Social Welfare Policy	3, 5
SOC WF 390	Introduction to Social Welfare Research	4, 9

SOC WF 402	Human Behavior and Social Environment I	6, 7
SOC WF 404	Cultural Diversity and Justice	2, 3
SOC WF 405	Fieldwork Seminar	1, 7
SOC WF 410	Evidence-Based Practices in Social Welfare	4, 8
SOC WF 465	Social Welfare Capstone Seminar	1, 9

Tacoma BASW Courses Assessed and Assigned Competencies

Required Generalist Courses		
Course	Title	Assigned CSWE Competency
T SOCWF 300	Historical Approaches to Social Welfare	6, 7
T SOCWF 301	Professionalism in Social Welfare Practice	1
T SOCWF 310	Social Welfare Practice I: Individuals and Families	6, 7, 8
T SOCWF 311	Social Welfare Practice II: Groups	6, 7
T SOCWF 312	Social Welfare Practice III: Organizations and Communities	3, 5, 9
T SOCWF 320	Social Welfare: Contemporary Approaches	3, 5
T SOCWF 390	Introduction to Social Welfare Research	4, 9
T SOCWF 402	Human Behavior and the Social Environment I	2, 7
T SOCWF 404	Cultural Diversity and Social Justice	2, 3
T SOCWF 405	Field Seminar I	1, 7, 9
T SOCWF 406	Field Seminar II	1, 8
T SOCWF 414	Introduction to Field	1

4. *Compliance Statement:* Program provides at least two measures to assess each competency, including any competencies added by the program, for all program options.

The school used two outcome measures to assess each competency. Measure 1 is based on demonstration of competency in real and simulated practice situations in field practice. Measure 2 includes assessments of coursework. Both measures used a 5-point Likert scale. The benchmarks per measure were determined by the school based on assessment ratings and standards for coursework and field.

5. *Compliance Statement:* At least one of the assessment measures is based on demonstration of the competency in real or simulated practice situations for all program options.

Measure 1 is based on student's competency in their field placement, in real or simulated practice situations.

6. *Compliance Statement:* Narrative explains how the assessment plan measures multiple dimensions of each competency, as described in EP4.0 (involving both performance and the knowledge, values, skills, and cognitive and affective processes) for all program options.

The four dimensions related to each competency are achieved through fieldwork (knowledge, values, skills, cognitive/affective processes), supervision (knowledge, values, skills, cognitive/affective processes), course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes).

As described in EP 4.0, measurement of competency is arrived at holistically, involving assessment of performance that is informed by knowledge, values, critical thinking, cognitive/affective processes, and exercise of judgment. The assessment plan uses two outcome measures to assess each competency. Measure 1 is based on performance in real and simulated practice situations in field practice that incorporates knowledge, values, skills, and cognitive/affective processes. Thus, students are expected to be able to articulate the dimensions that informed their practice demonstration with increasing depth, breadth, and sophistication. Frequently, this occurs in supervision, whether individual or group, where field instructors help students explore multiple perspectives, theories, and dynamics regarding the presenting issue(s). As noted in EP 4.0, multiple competencies are often performed simultaneously, creating the opportunity to assess a student's ability to hold increasingly complex understandings of clients/constituents and their presenting issues. In addition, students often have the opportunity to demonstrate their ability to conceptually explore the multiple dimensions of a client/constituency during a case presentation by a peer or other professional social worker.

Client/constituency presentations are standard processes through which performance is assessed. Being observed by a field instructor during a session either in-person or by video can also be employed. Community and agency settings present infinite opportunities for the curious social work student to bring together knowledge, values, critical thinking, affective reactions, and judgment. From the waiting room of an agency to a child's classroom or a meeting of community members, social workers are gathering information, testing their assumptions, and engaging in self-reflection.

Measure 2 is assessed through coursework assignments and includes knowledge, values, critical thinking, and cognitive/affective processes.

The assessment plan used in 2020-2021 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 are rated both on coursework (which primarily assesses knowledge, values, critical thinking, etc.) and on field practice (which primarily assesses performance). For each competency, Teaching and Field Faculty identify behaviors for measurement that encompass multiple dimensions. In generalist practice, the behaviors prescribed by CSWE encompass a holistic perspective, and these are used in the course and field assessments for generalist practice.

7. *Compliance Statement:* Narrative includes benchmarks for each competency for all program options.

Summary scores of student attainment of competencies are compared to benchmarks adopted to assess each program. We use the same benchmark for the quantitative measure of student attainment of each competency: a minimum overall mean of 4.0 for each competency AND a minimum of 75% of students rated 4.0 or higher on the 5-point scale. A rating of 4.0 is defined in the classroom and field measurement instruments as competent at the BASW student level.

These benchmarks are consistent with our previous reaccreditation report and reflect the assessment norms of our teaching faculty. In our review of other Schools of Social Work, our benchmarks represent an acceptable range. In addition, the School's student body is large and represents diverse backgrounds, skills, and experiences. The benchmarks account for this range of student preparation, making it possible for most students to attain an acceptable rating, while still maintaining rigorous standards.

8. *Compliance Statement:* Narrative includes a rationale for each benchmark across all program options.

The use of multiple student-level measures with the same language and parallel Likert Scale response categories allows us to analyze competency achievement data to produce summary scores for each of the nine competencies.

Competency	Competency Benchmark % Rationale:	Outcome Measure #1 Benchmark Rationale:	Outcome Measure #2 Benchmark Rationale:
#1	75% of students meet or exceed competency	See above	See above
#2	75% of students meet or exceed competency	See above	See above
#3	75% of students meet or exceed competency	See above	See above
#4	75% of students meet or exceed competency	See above	See above
#5	75% of students meet or exceed competency	See above	See above
#6	75% of students meet or exceed competency	See above	See above
#7	75% of students meet or exceed competency	See above	See above
#8	75% of students meet or exceed competency	See above	See above
#9	75% of students meet or exceed competency	See above	See above

9. Compliance Statement: Narrative includes a description of how it is determined that students' performance meets the benchmark for all program options.

Summary scores of student attainment of competencies are compared to benchmarks adopted to assess the BASW program. Our final measure of student attainment of each competency is calculated as the combination of summary measures from the evaluation by Field Instructors and the classroom evaluation completed by instructors. These summary scores are compared to the benchmarks adopted by the SSW for the BASW program to assess attainment of the competencies. We use the same benchmark for the quantitative measure of student attainment of each competency: a minimum overall mean of 4.0 for each competency AND a minimum of 75% of students rated 4.0 or higher on the 5.0 scale. A rating of 4.0 is defined in the classroom and field measurement instruments as competent at the current student level.

10. *Compliance Statement:* Narrative provides an explanation of how the program determines the percentage of students achieving each benchmark for all program options.

Data from each source (field instructors and classroom instructors) are first analyzed separately, calculating the mean for student attainment on each of the competencies for that measure. We then combine the measures into scores for each competency, weighting each measure equally.

Our final measure of student attainment of each competency is thus calculated as the combination of summary measures from the evaluation by field instructors and the classroom evaluation completed by instructors. These summary scores are compared to the benchmarks adopted by the SSW for the BASW programs to assess attainment of the competencies.

PRESENTING THE PROGRAM'S ASSESSMENT PLAN FOR GENERALIST PRACTICE

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 1: Demonstrate Ethical and Professional Behavior	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1 (based on real or simulated practice): Field Evaluation	1. make 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;	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Field instructors work with students to complete a quarterly field evaluation in STAR, with scores for every behavior; Field Faculty review and sign off. STAR calculates a mean competency score for each student based on behavior scores.	STAR competency data is used to calculate a mean field score for each student on each of the core competencies. We then calculate how many students in each cohort and in each program met our minimum score or higher. We also tally how many students met our benchmark for each behavior.
			2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. demonstrate professional demeanor in behavior; appearance; and oral, written, and	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

			electronic communication;				
			4. use technology ethically and appropriately to facilitate practice outcomes;	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			5. use supervision and consultation to guide professional judgment and behavior.	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
		Measure 2: Course Evaluation		Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Instructors teaching required courses complete a course evaluation for each student in STAR, using specific assignments to assess student competency.	STAR competency data for each student is used to calculate how many students in each cohort and in each program met our minimum score or higher.

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark (minimum score or higher)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 2: Engage Diversity and Difference in Practice	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1 (based on real or simulated practice): Field Evaluation	1. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Field instructors work with students to complete a quarterly field evaluation in STAR, with scores for every behavior; Field Faculty review and sign off. STAR calculates a mean competency score for each student based on behavior scores.	STAR competency data is used to calculate a mean field score for each student on each of the core competencies. We then calculate how many students in each cohort and in each program met our minimum score or higher. We also tally how many students met our benchmark for each behavior.
			2. present themselves as learners and engage clients and constituencies as experts of their own experiences;	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. apply self-awareness and self-regulation to manage the influence of	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

			personal biases and values in working with diverse clients and constituencies				
		Measure 2: Course Evaluation		Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Instructors teaching required courses complete a course evaluation for each student in STAR, using specific assignments to assess student competency.	STAR competency data for each student is used to calculate how many students in each cohort and in each program met our minimum score or higher.

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark (minimum score or higher)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1 (based on real or simulated practice): Field Evaluation	1. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Field instructors work with students to complete a quarterly field evaluation in STAR, with scores for every behavior; Field Faculty review and sign off. STAR calculates a mean competency score for each student based on behavior scores.	STAR competency data is used to calculate a mean field score for each student on each of the core competencies. We then calculate how many students in each cohort and in each program met our minimum score or higher. We also tally how many students met our benchmark for each behavior.
			2. engage in practices that advance social, economic, and environmental justice.	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
		Measure 2: Course Evaluation]		Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Instructors teaching required courses complete a course evaluation for each student in STAR, using specific assignments to assess student competency.	

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark (<i>minimum score or higher</i>)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 4: Engage in Practice-informed Research and Research-informed Practice	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1 (based on real or simulated practice): Field Evaluation	1. use practice experience and theory to inform scientific inquiry and research	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Field instructors work with students to complete a quarterly field evaluation in STAR, with scores for every behavior; Field Faculty review and sign off. STAR calculates a mean competency score for each student based on behavior scores.	STAR competency data is used to calculate a mean field score for each student on each of the core competencies. We then calculate how many students in each cohort and in each program met our minimum score or higher. We also tally how many students met our benchmark for each behavior.
			2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. use and translate research evidence to inform and improve practice,	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

			policy, and service delivery.				
		Measure 2: Course Evaluation		Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Instructors teaching required courses complete a course evaluation for each student in STAR, using specific assignments to assess student competency.	STAR competency data for each student is used to calculate how many students in each cohort and in each program met our minimum score or higher.

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark (<i>minimum score or higher</i>)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 5: Engage in Policy Practice	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1 (based on real or simulated practice): Field Evaluation	1. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Field instructors work with students to complete a quarterly field evaluation in STAR, with scores for every behavior; Field Faculty review and sign off. STAR calculates a mean competency score	STAR competency data is used to calculate a mean field score for each student on each of the core competencies. We then calculate how many students in each cohort and in each program met our minimum score or higher. We also tally how many students met our benchmark for each behavior.
			2. assess how social welfare	Knowledge, Values, Skills,	4 out of 5		

			and economic policies impact the delivery of and access to social services;	Cognitive & Affective Processes		for each student based on behavior scores.	
			3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
		Measure 2: Course Evaluation		Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Instructors teaching required courses complete a course evaluation for each student in STAR, using specific assignments to assess student competency.	STAR competency data for each student is used to calculate how many students in each cohort and in each program met our minimum score or higher.

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark (minimum score or higher)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1 (based on real or simulated practice): Field Evaluation	1. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Field instructors work with students to complete a quarterly field evaluation in STAR, with scores for every behavior; Field Faculty review and sign off. STAR calculates a mean competency score for each student based on behavior scores.	STAR competency data is used to calculate a mean field score for each student on each of the core competencies. We then calculate how many students in each cohort and in each program met our minimum score or higher. We also tally how many students met our benchmark for each behavior.
			2. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
		Measure 2: Course Evaluation		Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Instructors teaching required courses complete a course evaluation for each student in STAR,	

						using specific assignments to assess student competency.	our minimum score or higher.
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Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark (minimum score or higher)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1 (based on real or simulated practice): Field Evaluation	1. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Field instructors work with students to complete a quarterly field evaluation in STAR, with scores for every behavior; Field Faculty review and sign off. STAR calculates a mean competency score for each student based on behavior scores.	STAR competency data is used to calculate a mean field score for each student on each of the core competencies. We then calculate how many students in each cohort and in each program met our minimum score or higher. We also tally how many students met our benchmark for each behavior.
			2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

			assessment data from clients and constituencies;				
			3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies;	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			4. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
		Measure 2: Course Evaluation		Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Instructors teaching required courses complete a course evaluation for each student in STAR, using specific	STAR competency data for each student is used to calculate how many students in each cohort and in each program met our minimum score or higher.

						assignments to assess student competency.	
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Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark (<i>minimum score or higher</i>)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1 (based on real or simulated practice): Field Evaluation	1. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Field instructors work with students to complete a quarterly field evaluation in STAR, with scores for every behavior; Field Faculty review and sign off. STAR calculates a mean competency score for each student based on behavior scores.	STAR competency data is used to calculate a mean field score for each student on each of the core competencies. We then calculate how many students in each cohort and in each program met our minimum score or higher. We also tally how many students met our benchmark for each behavior.
			2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

			3. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			4. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies;	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			5. facilitate effective transitions and endings that advance mutually agreed-on goals.	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
		Measure 2: Course Evaluation		Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Instructors teaching required courses complete a course evaluation for each student in STAR, using specific assignments to assess student competency.	STAR competency data for each student is used to calculate how many students in each cohort and in each program met our minimum score or higher.

Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark (<i>minimum score or higher</i>)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1 (based on real or simulated practice): Field Evaluation	1. select and use appropriate methods for evaluation of outcomes;	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Field instructors work with students to complete a quarterly field evaluation in STAR, with scores for every behavior; Field Faculty review and sign off. STAR calculates a mean competency score for each student based on behavior scores.	STAR competency data is used to calculate a mean field score for each student on each of the core competencies. We then calculate how many students in each cohort and in each program met our minimum score or higher. We also tally how many students met our benchmark for each behavior.
			2. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. critically analyze, monitor, and evaluate intervention and	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

			program processes and outcomes;				
			4. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
		Measure 2: Course Evaluation		Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Instructors teaching required courses complete a course evaluation for each student in STAR, using specific assignments to assess student competency.	STAR competency data for each student is used to calculate how many students in each cohort and in each program met our minimum score or higher.

11. *Compliance Statement:* Program provides copies of all assessment measures used to assess all identified competencies for all program options.

Please see Appendices 4.0 A, B, and C for copies of Generalist Field Evaluations and a sample Generalist Student Course Evaluation.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 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.

1. *Compliance Statement:* Narrative provides the program's most recent year of summary data and outcomes for the assessment of each of the identified competencies for each program option.

Data in Form AS 4(B) and the table on page 232 below indicates that the UW SSW meets or exceeds its benchmarks on student attainment in all 9 core competencies for both the BASW generalist curriculum and the BASW specialized curriculum. Aggregate scores for the share of students meeting or exceeding 4.0 (competent at current student level) ranged from 87% to 97%. As the data suggest, BASW students are strong in all areas in the generalist curriculum, with especially strong scores on Competency 1 (Demonstrate Ethical and Professional Behavior) and Competency 7 (Assess Individuals, Families, Groups, Organizations, and Communities), where 97% and 96% of students met our benchmarks, respectively. This is congruent with SSW defining mission and goals to prepare students for effective social work practice in diverse settings. Although the School met all of the benchmarks for BASW generalist curriculum, slightly lower aggregate scores of 4.0 on the following competencies suggest areas for review and discussion with the Program Committee and other stakeholders: Competencies 4 (Engage in Practice-informed Research and Research-informed Practice) and 6 (Engage with Individuals, Families, Groups, Organizations, and Communities).

The aggregate measures for students graduating meet or exceed benchmarks in the attainment of each of the 9 core competencies for the specialized curriculum.

The share of students with scores at or above 4.0 ranged from 87% to 97% for all of the competencies.

Scores derived from the Field Instructor and classroom instruments were uniformly high for all 9 core competencies. Although the assessment does not find significant problem areas, variation in scores on some competencies (where shares of students meeting or exceeding 4.0 was below 90%) is noted and will be shared with the BASW Program Committees and the Associate Dean for Academic Affairs. In the UW Seattle BASW Program option, students' scores were strongest in Competency 1 (Demonstrate Ethical and Professional Behavior) and Competency 2 (Engage Diversity and Difference in Practice), while scoring slightly lower on Competency 5 (Engage in Policy Practice) and Competency 4 (Engage in Practice-informed Research and Research-informed Practice).

In the UW Tacoma BASW Program, students scored exceptionally well on Competency 1 (Demonstrate Ethical and Professional Behavior) and Competency 5 (Engage in Policy Practice), while scoring lower on Competency 6 (Engage with Individuals, Families, Groups, Organizations, and Communities) and Competency 4 (Engage in Practice-informed Research and Research-informed Practice). Scores in certain categories of classroom evaluations were lower, but very strong field evaluations led to solid overall student competency performance.

Overall the SSW measures of student attainment of the core competencies at the point of graduation suggest that the BASW program is achieving its mission and goals and that students leave the program well prepared for social work practice.

Scores were uniformly high, and the share of students meeting our benchmarks ranged from 87% to 97%. The variations observed on some competencies could be due to a number of factors relating to the classroom or field instructor's increased awareness of the standards for competent social work practice. The SSW faculty will examine these variations in greater depth in the coming academic year using detailed data on attainment at the behavior level and other assessment tools, such as the Exit Survey, to consider implications for curriculum development.

2. *Compliance Statement:* Narrative specifies the percentage of students achieving program benchmarks for each program option.

Outcomes for Seattle’s BASW Generalist Curriculum

Assessments for students enrolled in Seattle generalist courses (310, 311, 312, 315, 320, 390, 402, 404, 405, 410, 465) and the generalist field placement (415) and in Tacoma generalist courses (300, 301, 310, 311, 312, 320, 390, 402, 404, 405, 406, 414) and the generalist field placement (415) are presented in the tables below. The competency benchmark was set at 75% for all nine competency areas.

Summary of Findings

SSW students met or exceeded the competency benchmark in all nine areas. The percentage of students achieving competency ranged from 87% for Competency 6 (Engage with Individuals, Families, Groups, Organizations, and Communities) to 97% for Competency 1 (Demonstrate Ethical and Professional Behavior).

Discussion

The summary data and outcomes for BASW generalist practice provide evidence of consistent demonstration of competency at the 75% benchmark across all nine competencies. Findings are based on two measures of demonstration of competency: in the field practicum (Measure 1) and in coursework (Measure 2).

Overall, the findings indicate student assessment outcomes exceeded the benchmark in all competency areas across all coursework and field courses. This is an excellent achievement given that assessment outcomes include 23 courses in our BASW generalist practice program.

The following tables present the outcomes for the assessment of each of the nine social work competencies.

Generalist Assessment Outcomes for the Seattle Program Option: BASW Program

Competency	Competency Benchmark	Outcome Measure Benchmark	Percentage Attaining	Percentage Achieving Competency	Competency Benchmark Met?
Competency 1: Demonstrate Ethical and Professional Behavior	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 94% Behavior 2: 94% Behavior 3: 97% Behavior 4: 100% Behavior 5: 94% (N=36)	95% (B1+B2+B3+B4+B5/5 + 93% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	93% (N=90)		
Competency 2: Engage Diversity and Difference in Practice	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 100% Behavior 2: 94% Behavior 3: 94% (N=36)	97% (B1+B2+B3/3 + 97% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	97% (N=36)		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 92% Behavior 2: 94% (N=36)	90% (B1+B2/2 + 86%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	86% (N=36)		

Competency 4: Engage in Practice- informed Research and Research- informed Practice	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 89% Behavior 2: 86% Behavior 3: 92% (N=36)	89% (B1+B2+B3/3 + 89% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	89% (N=36)		
Competency 5: Engage in Policy Practice	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 89% Behavior 2: 86% Behavior 3: 83% (N=36)	85% (B1+B2+B3 /3 + 83% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	83% (N=36)		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 92% Behavior 2: 97% (N=36)	91% (B1+B2 /2 + 86%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	86% (N=36)		

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 86% Behavior 2: 86% Behavior 3: 94% Behavior 4: 89% (N=36)	91% (B1+B2+B3+B4/ 4 + 93% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	93% (N=90)		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 92% Behavior 2: 89% Behavior 3: 89% Behavior 4: 97% Behavior 5: 97% (N=36)	93% (B1+B2+B3+B4+ B5/5 + 93% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	93% (N=90)		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 86% Behavior 2: 89% Behavior 3: 83% Behavior 4: 86% (N=36)	90% (B1+B2+B3+B4 /4 + 94% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	94% (N=36)		

Generalist Assessment Outcomes for the Tacoma Program Option: BASW Program

Competency	Competency Benchmark	Outcome Measure Benchmark	Percentage Attaining	Percentage Achieving Competency	Competency Benchmark Met?
Competency 1: Demonstrate Ethical and Professional Behavior	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 98% Behavior 4: 100% Behavior 5: 100% (N=42)	99% (B1+B2+B3+B4 +B5/5 + 97% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	97% (N=95)		
Competency 2: Engage Diversity and Difference in Practice	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% (N=42)	90% (B1+B2+B3/3 + 79% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	79% (N=42)		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 95% Behavior 2: 100% (N=42)	95% (B1+B2/2 + 91% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	91% (N=95)		

Competency 4: Engage in Practice-informed Research and Research- informed Practice	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 98% Behavior 2: 98% Behavior 3: 100% (N=42)	89% (B1+B2+B3/3 + 79% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	79% (N=42)		
Competency 5: Engage in Policy Practice	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 98% (N=42)	100% (B1+B2+B3/3 + 100% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=95)		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 100% Behavior 2: 100% (N=42)	84% (B1+B2/2 + 67% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	67% (N=42)		
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 100% Behavior 2: 100% Behavior 3: 100% Behavior 4: 100% (N=42)	92% (B1+B2+B3+B4 /4 + 84% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	84% (N=95)		

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 98% Behavior 2: 100% Behavior 3: 100% Behavior 4: 95% Behavior 5: 98% (N=42)	94% (B1+B2+B3+B4 +B5/5 + 89%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	89% (N=95)		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 100% Behavior 2: 98% Behavior 3: 98% Behavior 4: 98% (N=42)	94% (B1+B2+B3+B4 /4 + 88% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	88% (N=42)		

**Generalist Assessment Outcomes for the Social Work Program
(Aggregate of all BASW program options)**

Competency	Competency Benchmark	Outcome Measure Benchmark	Percentage Attaining	Percentage Achieving Competency	Competency Benchmark Met?
Competency 1: Demonstrate Ethical and Professional Behavior	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 97% Behavior 2: 97% Behavior 3: 97% Behavior 4: 100% Behavior 5: 97% (N=78)	97% (B1+B2+B3+B4 +B5/5 + 96%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	96% (N=185)		
Competency 2: Engage Diversity and Difference in Practice	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 100% Behavior 2: 97% Behavior 3: 97% (N=78)	93% (B1+B2+B3/3 + 87% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	87% (N=78)		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 94% Behavior 2: 97% (N=78)	93% (B1+B2 /2 + 89%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	89% (N=131)		

Competency 4: Engage in Practice- informed Research and Research- informed Practice	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 94% Behavior 2: 92% Behavior 3: 96% (N=78)	89% (B1+B2+B3/3 + 83% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	83% (N=78)		
Competency 5: Engage in Policy Practice	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 95% Behavior 2: 94% Behavior 3: 91% (N=78)	94% (B1+B2+B3/3 + 95% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	95% (N=131)		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 96% Behavior 2: 99% (N=78)	87% (B1+B2 /2 + 76% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	76% (N=78)		

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 94% Behavior 2: 94% Behavior 3: 97% Behavior 4: 95% (N=78)	96% (B1+B2+B3+B4/ 4 + 97% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	97% (N=185)		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 95% Behavior 2: 95% Behavior 3: 95% Behavior 4: 96% Behavior 5: 97% (N=78)	93% (B1+B2+B3+B4 +B5/5 + 91%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	91% (N=185)		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	Measure 1: Students must score a minimum of 4 out of 5 points.	Behavior 1: 94% Behavior 2: 94% Behavior 3: 91% Behavior 4: 92% (N=78)	92% (B1+B2+B3+B4 +4 + 91% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	91% (N=78)		

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 4.0.3: The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.

1. *Compliance Statement:* The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public.

Assessment Data Collected during the Academic Year (2020-2021)

COMPETENCY	COMPETENCY BENCHMARK (%)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK		
		Aggregate of Students from All Program Options n = 185	Program Option #1 University of Washington Seattle n = 90	Program Option #2 University of Washington Tacoma n = 95
Competency 1: Demonstrate Ethical and Professional Behavior	75% of students will demonstrate competence inclusive of 2 or more measures	97%	95%	99%
Competency 2: Engage Diversity and Difference in Practice	75% of students will demonstrate competence inclusive of 2 or more measures	94%	97%	90%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	75% of students will demonstrate competence inclusive of 2 or more measures	93%	90%	95%
Competency 4: Engage in Practice-informed Research and Research-informed Practice	75% of students will demonstrate competence inclusive of 2 or more measures	89%	89%	89%
Competency 5: Engage in Policy Practice	75% of students will demonstrate competence inclusive of 2 or more measures	93%	85%	100%

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	92%	91%	92%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	94%	93%	94%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	92%	90%	94%

2. *Compliance Statement:* The program updates Form AS 4 (B) and/or Form AS 4(M) on its website with the most recent assessment outcomes for each program option.

Active Hyperlink to the Public Webpage where Assessment Outcomes are Posted:

Seattle:

<https://socialwork.uw.edu/sites/default/files/BASW%20Form%20AS%204%202020-2021.pdf>

Tacoma:

<https://www.tacoma.uw.edu/swcj/basw-program-evaluation-competency-benchmarks>

3. *Compliance Statement:* The program updates the Form AS 4(B) and/or Form AS 4(M) minimally every 2 years for each program option.

Academic year reflected in *Form AS 4(B)* published on the program's website: 2020 – 2021 for both program options.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 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.

1. *Compliance Statement:* The narrative describes the process used to evaluate outcomes for each program option.

Student competency achievement data is typically computed in the summer, and outcomes are shared with SSW stakeholders in the fall. The Associate Dean of Academic Affairs convenes a meeting with the Seattle and Tacoma BASW Program Directors to review our annual report, discuss any concerns, and create a plan of action (if necessary). Assessment outcomes are also presented by the BASW Program Director in our BASW Program Committee alongside other annual assessment data, such as our exit survey results. While student competency achievement has continued to exceed benchmark expectations, this is a forum within which we can discuss differential achievement data across program options or from competency to competency. These fruitful discussions have uncovered areas where we can further strengthen our instruction to promote student competency.

2. *Compliance Statement:* The narrative describes the implications for program renewal across all program options.

The competency data can be used in at least two ways to inform program renewal across program options. First, while student competency benchmarks have been met in all program options, the data can be further analyzed to identify areas for potential program improvement. For instance, the example above regarding student scores on research competencies led to modifications in the design and delivery of the research courses, which in turn led to improvements in student competency scores. The data can be further analyzed along other dimensions such as comparisons across programs, competencies, and historical year-to-year trends. This more nuanced exploration could reveal opportunities for additional program improvements.

Second, student competency achievement is extremely important, but it is one dimension of a holistic curriculum that also includes the implicit curriculum. Given the availability of multiple data points, it is theoretically possible to examine the relationship between satisfaction with the implicit curriculum and student competency scores. This could potentially lead to new ways of thinking about the interplay between the explicit and implicit curriculum and the optimal conditions under which we prepare social workers.

3. *Compliance Statement:* The narrative discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data for each program option.

CSWE competency achievement continues to exceed benchmark expectations year-over-year across all program options. As such, no specific changes are needed in terms of meeting assessment outcomes. We continue to review EPAS and competency criteria with teaching faculty and field instructors annually, provide STAR training to new faculty, and consult with faculty on an ongoing basis regarding any questions as to the assessment process. Additionally, the Associate Dean of Academic Affairs sends quarterly email instructions to all faculty assessing student competency achievement in class or field placement—and STAR includes clear guidelines when faculty are prompted to input assessment scores.

COMPETENCY	COMPETENCY BENCHMARK	% ATTAINING	BENCHMARK MET? (Yes/No) Changes Made or Planned
Competency 1: Demonstrate Ethical and Professional Behavior	75% of students will demonstrate competence inclusive of 2 or more measures	97%	Yes; no changes indicated
Competency 2: Engage Diversity and Difference in Practice	75% of students will demonstrate competence inclusive of 2 or more measures	93%	Yes; no changes indicated
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	75% of students will demonstrate competence inclusive of 2 or more measures	93%	Yes; no changes indicated
Competency 4: Engage in Practice-informed Research and	75% of students will demonstrate competence	89%	Yes; no changes indicated

Research-informed Practice	inclusive of 2 or more measures		
Competency 5: Engage in Policy Practice	75% of students will demonstrate competence inclusive of 2 or more measures	94%	Yes; no changes indicated
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	87%	Yes; no changes indicated
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	96%	Yes; no changes indicated
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	93%	Yes; no changes indicated
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	92%	Yes; no changes indicated

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways:

Accreditation Standard 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.

1. *Compliance Statement:* For each program option, the narrative provides the program's plan for assessing the implicit curriculum, including program-defined stakeholders.

Methodology of Assessment:

The UW SSW is committed to maintaining a responsive curriculum through ongoing curriculum evaluation and revision. Our program evaluation activities aim to assess not only the attainment of core competencies, but also other aspects of the explicit curriculum (e.g., course sequencing, field education experiences, etc.) and elements of the implicit curriculum (e.g., learning environment, student advising supports, etc.). To do so, we have developed a range of ongoing data collection activities to gather feedback and input from students. Evaluation activities include annual student surveys, regular student feedback sessions across all our programs, and structured input from student groups such as the Student Advisory Council.

The SSW has an Assessment team that provides leadership for the school in program evaluation activities across the academic programs. The assessment team includes representatives from the professional degree program offices, tenure-track faculty, and field education faculty on the Seattle and Tacoma campuses. The assessment team works collaboratively with the BASW and MSW Program Committees to compile, analyze, and interpret curriculum assessment findings, and to present them to faculty. During our self-study year, the committee charged with preparing the self-study has served as the assessment team to perform this program evaluation function under the leadership of the Associate Dean for Academic Affairs.

As described above, annual data collection to assess attainment of competencies is conducted using two instruments: 1) course evaluations completed by classroom instructors for each student on each competency assigned to their specific course and 2) field evaluations of student attainment of each competency—and associated behaviors—completed at the end of the generalist and specialized field education placements.

We employ additional instruments to collect data that are used to assess the explicit and implicit curriculum: 1) a confidential exit survey completed at the end of students' graduation quarter to assess student experiences with the explicit and implicit curriculum, including their overall satisfaction with the curriculum, field placement,

advising, instruction, and experience in the School community; 2) mandatory course evaluations completed by students for each required and elective course; and 3) student field education surveys to capture students' experience with the field placement process and field site effectiveness. In addition, we engage in ongoing and informal data collection through advising, drop-in hours, cohort meetings, etc. Other, more specific data are collected on an ad hoc or as needed basis; for example, to evaluate specific curriculum revisions, respond to specific student concerns, get feedback on events, or help plan student activities or curricular offerings.

Data are compiled annually and reported to constituents (as described below) in the fall.

Area(s) of Implicit Curriculum Assessed:

Through a multi-pronged process, ongoing input is solicited from students, faculty, staff, and the community to assess the implicit curriculum and shape the learning environment in which the explicit curriculum resides. Data collection efforts can be regularly scheduled or ongoing and informal. Below, each type of data is briefly described and how the data are disseminated and used is discussed.

Regularly Scheduled Data Collection

Exit Survey (See Appendix 4.0 D)

Brief Description. All graduating students are asked to complete an Exit Survey at the end of their graduation quarter. The survey consists of questions related to overall satisfaction with the curriculum, field placement, advising, support, and instruction. Students are also asked to assess the extent to which they feel connected to the School, faculty, and their peers. In addition, they are invited to add comments. In typical years, the graduating senior exit survey is mandatory and all students complete it. This year, due to a late launch in Seattle, the response rate among Seattle students was low (21%), and we perceive a limitation of a non-representative sample of student responses.

Dissemination and Uses. Both qualitative and quantitative data are analyzed at the end of the academic year, and a report is generated. The data are analyzed by demographic characteristics of the student body, and the report is posted on the School of Social Work website. In Seattle, data is widely disseminated to administrators, faculty, and students through presentations at faculty and staff meetings, to the Faculty and Student Councils, and to the BASW Program Committee. Presentations to other faculty or student groups occur upon request to inform the group's objectives. Themes from exit survey data are discussed and utilized to inform the prioritization of changes or additions to the BASW curriculum, policies, and programming. In Tacoma the data from exit surveys are compiled each summer and reported to the Tacoma Social Work

Division (inclusive of MSW and BASW chairs and **all** social work staff and faculty) in the fall. Results are also presented to the Tacoma Dean.

Student Course Evaluations

Brief Description. Although standardized course evaluations are used primarily to inform instruction and the explicit curriculum, student open-ended responses often provide insight into the implicit curriculum. For instance, it's not unusual for students to comment on the classroom tone and environment or the extent to which a safe space was created by the instructor. Since all courses are evaluated by students, these data present another opportunity to understand the overall quality of the implicit curriculum and identify areas for improvement.

Dissemination and Uses. Each faculty member receives a copy of their own evaluation. The Associate Dean for Academic Affairs also receives the evaluations for the purpose of monitoring the students' assessment of the curriculum, the quality of instruction, and the student classroom experience. The Associate Dean is able to use these data to support and mentor faculty in their teaching role.

Ongoing and Informal Data Collection

Advising Drop-in Hours, Cohort Meetings, Student Advisory Council Meetings, School-wide Town Hall Meetings

In addition to the Exit Survey and Course Evaluations described above, the explicit and implicit curricula are informed by the input of the Student Advisory Councils and regular cohort gatherings in Seattle and Tacoma. Additionally, efforts to gather student feedback about specific curricular issues or urgent student needs are done on an ad hoc basis each year. An example of this is that several informal virtual forums were held with students over the course of the 2020-21 academic year to provide a space for students to give feedback about the shift to remote learning during the COVID-19 pandemic and to keep the program apprised of their needs.

Brief Description. The BASW Program Director and Assistant Director host drop-in sessions for students and hold regular meetings with student cohorts. These meetings are an opportunity to hear from students about their experience and perceptions of the program.

Dissemination and Uses. This information is used to explore and respond to student concerns as they arise.

Stakeholders Assessed:

The description above demonstrates the School's commitment to an inclusive approach to stakeholder assessment of the implicit curriculum. Our outreach and dissemination efforts regularly include students, faculty, staff, and the field. The BASW Program takes a *continuous assessment and response* approach to the implicit curriculum. All information, whether garnered in a meeting with a student or a formal program-wide survey, is taken seriously and considered potentially actionable.

Tools/Instruments Used:

Please see Appendices 4.0 A and D for a sample Student Course Evaluation and Exit Survey.

2. *Compliance Statement:* For each program option, the narrative provides summary data for the assessment of the implicit curriculum, as defined in EP 4.0, including program-defined stakeholders.

Detailed Findings of summary data for the assessment of the implicit curriculum:

We gather feedback from students on a number of topics related to the implicit curriculum of the BASW program, providing a wide and multifaceted view of student experiences and ways to innovate our support of student holistic development.

Extracurricular Workshops

Historically, we have held a number of extracurricular workshops throughout the year that relate to the implicit curriculum, on topics such as scholarships, licensure, and graduate school applications. While these events have been successful in terms of providing relevant expert guidance to students, we typically have observed relatively low BASW student turnout at these events compared to the number of students who would have benefited from the resources. We have also observed that access and attendance tended to correlate with privilege, since many students who might most benefit were unable to attend based on their demanding work schedules and family obligations. In feedback sessions, students reported wanting to attend but not having time.

Incoming Student Transitions

In ongoing dialogues and quarterly feedback sessions with students, as well as course evaluations, we learned that many new students felt significant anxiety as they adjusted in their first quarter, experiencing self-doubt and questioning whether they were capable of keeping up with the workload. This anxiety has historically tended to persist

throughout autumn quarter and into winter quarter for many students, at which point students share that they feel they have settled in and feel more confident.

Practicum Placement Process

Through our multiple interactions with constituent groups, both formal and informal, we receive information about issues. One example of student feedback we have acted upon is our process of matching students with their senior year practicum placements. In multiple past years, students frequently expressed wanting more autonomy to apply to different practicum placements rather than being placed through a Field Faculty-facilitated matching process based on an interview.

Critical Dialogues & Skills for Repair Work: Extensive Responses

An example of an extended response occurred in Winter 2021 when an interaction between a white faculty member and a BASW student of color led to an extended conflict involving the rest of the class. The student experienced the interaction as a microaggression. The program director had follow-up with both the instructor and the class of students. The follow-up included a series of dialogues, including two listening sessions, a town hall meeting, and two additional follow up meetings. The students engaged in some organizing efforts around their frustrations and submitted unusually negative course evaluations for that course. In these resulting dialogues, we heard that many students feel frustrated by their perception that the majority of faculty and staff identify as white. Among other ideas for change, students advocated for all students, staff, and faculty to be required to participate in more comprehensive anti-racism and anti-oppression training, to better equip all community members with tools for engagement in difficult conversations. Students also requested opportunities to have increased input on the process of recruiting and appointing instructors.

Exit Survey

In typical years we historically have full participation of BASW students across programs in the Exit Survey. This academic year our Tacoma program had wide participation in the survey. In Seattle, parental leave for multiple staff members and a director leadership change contributed to a late and less than effective implementation of the Exit Survey for Seattle BASW students, with a 21% completion rate for students in that program.

In Seattle, despite not being able to extrapolate from the responses to infer the opinions of the full cohort, 33% of graduating students who completed the Exit Survey responded that they disagreed with the statement “If comments were made in the classroom that marginalized others, instructors addressed them in ways that made for constructive learning.” This aligns with the frustrating experience the cohort had earlier in the year (described above). Another student wrote that while they appreciated the persistent

focus on race in the BASW program, they wished we would strengthen the intersectionality of our social justice lens. Another student highlighted the helpfulness of courses being remote during the 2020-2021 academic year, allowing them to navigate the crises experienced that year without delaying graduation.

In Tacoma, a total of 44 BASW students completed the exit survey. Nearly 91% of responding students rated the BASW program, as a whole, “good” or “excellent.” Nearly 89% of these students felt “very prepared” or “fairly prepared” for entry-level social work practice, and no students indicated feeling “not at all prepared.” At the point of graduation, 18% of students had already secured some form of employment in the profession.

These students rated their overall practicum experience as “good” or “excellent” (90%), and no student rated their placement as “poor.” In particular 75% rated their experience with the UWT Field Education office and faculty as “excellent.” In terms of classroom curriculum, 93% rated their core classes as “good” or “excellent,” and 88% rated their elective courses as “good” or “excellent.” While 79.5% rated the range of available elective courses as “good” or “excellent,” 9% thought the range of electives was “fair,” and 11% ranked their choices as “poor.” Some of the themes in the comments describe the challenges students experienced with distance learning and a desire for more elective choices (both in terms of content and times offered).

While 81% of students rated the advising they received from their academic advisor as “good” or “excellent,” only 59% rated their advising received from their faculty advisor as “good” or “excellent” with nearly 30% indicating they had limited interaction with their faculty advisor. Comments from the open-ended question about advising showcase the benefits of the BASW academic advisor while also highlighting that many students are unaware of being assigned a faculty advisor or had difficulty getting connected to their faculty advisor.

Questions about inclusion, connectedness, and a commitment to anti-racist/anti-oppressive in the program highlight several important factors for fostering a sense of community. First, the main theme was the difficulty of feeling connected and part of a community in an online/virtual reality. These challenges are reflected in the survey results and comments. Despite attending courses in a virtual format, 86% of students indicated they agreed or strongly agreed they felt connected to other members of their cohort, and over 77% indicated they agreed or strongly agreed there were sufficient opportunities to connect with their colleagues in their cohort. However, only half (50%) participated in campus activities or events while in the BASW program, and many of the students commented that online events and activities on top of virtual courses was too straining.

Student ratings of the Tacoma BASW program's climate were strong overall. Over 86% of students agreed or strongly agreed that the social welfare program's values of social justice, diversity, and inclusion were reflected in their courses; 90% of students agreed or strongly agreed that their instructors created inclusive classroom environments, and the same proportion agreed or strongly agreed that they saw a commitment to anti-racist and anti-oppressive practice in course content. About 88% of students agreed or strongly agreed that course materials reflected diversity in terms of racial, gender, and other sources of identity, and 86% agreed or strongly agreed that when comments were made in class that marginalized others, instructors addressed them in ways conducive to a constructive learning environment. Still, growth areas emerged from qualitative responses to the survey; the few student comments asking for stronger inclusiveness centered on more representation of Indigenous people and LGTBQ+ people in the curriculum and content.

Other growth areas highlighted by the 2020-21 exit survey include the need for enhanced visibility of advising in the program, and particularly faculty advising; approximately 44% of Tacoma BASW students reported that they did not access faculty advising. Connections to the campus community is another on-going growth area, although this was undoubtedly impacted by the advent of the COVID-19 pandemic. Just over 50% of BASW students disagreed or strongly disagreed that they were able to participate in Social Work student organizations on campus during their time in the program.

3. *Compliance Statement:* For each program option, the narrative discusses the implications for program renewal and specific changes it has made based on these assessment outcomes.

Specific Changes Made or Planned in Response to Implicit Program Assessment by Program Option

UW Seattle

Extracurricular Workshops

Based on the information that students wanted more opportunity for workshop and event engagement, we have moved many of our extracurricular workshops into a 1-credit SOC WF 495 Special Topics pilot course that students participate in during their first quarter. The curriculum includes a mutual support pod assignment with peer support throughout the quarter, a self-care reflection assignment, a scholarship application assignment, a workshop applying to and completing the Advanced Standing MSW program, a workshop on gaining social work licensure, and social work career

and pay resources. Assessment of student learning in these experiences is conducted through written reflections, in weekly assignments, and an end-of-quarter response. To increase student attendance at events such as our Criminal-Legal System panel series, whenever possible, we attempt to incorporate the event into coursework and offer extra credit in courses for written reflections on their experiences. This has incentivized more students to participate in activities outside of class time and make connections to their courses.

Incoming Student Transitions

Based on the feedback we received from Seattle students, in revamping our BASW Junior Orientation for a remote format in summer 2020, we reallocated time to strengthen our emphasis on alleviating feelings of imposter syndrome and cultivating feelings of belonging and connection. We did a poll of students' emotional state at the beginning of the day and then had students complete a survey at the end of the day after hearing that our dialogues and affirmations spoke to insecurities. One student wrote that what helped them feel a sense of belonging was that the program director "repeatedly told us that we belonged in the program and the look of relief on the faces of so many students made me realize I wasn't alone in feeling that way."

Practicum Placement Process

This year, our Field Faculty acted on student feedback and revised the placement process to allow juniors to apply directly to the practicum placements of choice, similar to a job application process. Students wrote cover letters for each opportunity and went through multiple interviews to find placements. We hoped that this would provide valuable professional experience and a sense of being empowered to pursue opportunities they were interested in. After completing the new process, students shared with Field Faculty and Program Office staff that they found the revised process overwhelming and stressful; there was a consensus among students to return to the former practicum assignment process. The Assistant Dean of Field and the Field Faculty members who work directly with the BASW students agreed that the new process was not ideal, and that there was a missed opportunity to bring expertise on matching students based on their insights of which placements would be a strong fit. We have incorporated the feedback, and our practicum placement in Spring 2022 will be adjusted accordingly, reducing the stress for students.

Critical Dialogues & Skills for Repair Work

Building on what was shared in those series of dialogues, in the ensuing conversations we have had with prospective instructors for BASW courses, we have intentionally asked questions about skills and experience in navigating interactions involving microaggressions with sensitivity, cultural humility, and grace. This is an ongoing

conversation that we will bring to our BASW Program Committee. We want to continue to engage hard questions about representation and power in the classroom, and collaborate with faculty and students to build a community that can engage in effective repair work when needed. Over the summer of 2021, we have worked with one of the faculty members who teaches the SOC WF 404 Cultural Diversity & Social Justice course to develop a new pilot elective course for seniors, a 3-credit course focused on racial healing, mindfulness, contemplative practice, and related topics. The BASW seniors will take this course in Winter 2022, and our hope is that this course will fill a perceived gap on these topics in the curriculum during senior year. We also intend to engage in conversations with our teaching team about repair work, receiving feedback, apologies, and other skills that support equitable learning spaces to disrupt power dynamics and center marginalized voices, leveraging resources in the School of Social Work, across UW campus, and in the local community as appropriate. Additionally, we are exploring effective ways to create room for student voices and perspectives on hiring and appointing instructors, which we intend to explore this academic year.

Exit Survey

In future years, we will return to our baseline of ensuring full participation by all graduating students so that our data will be rigorous and give us a full picture of student opinions and subjective experiences. We also plan to explore ways to incorporate hybrid or remote coursework in our program longer-term, as the UW transitions back to in-person instruction. While some students struggled with remote learning, as highlighted by a student response on the exit survey, some also found that it increased accessibility. The Program Committee will consider student feedback and evaluate whether certain courses in the BASW program should remain hybrid or remote for pedagogical or accessibility reasons once the public health crisis does not prevent in person learning.

UW Tacoma

Increased focus on Privilege, Power, and Anti-Racism

Some Tacoma BASW students have expressed the desire via the exit survey to see more overt attention in the program to the ways that privilege, power, and particularly racism function in the classroom and in the social work profession. Although improving in this respect is an always on-going process; over time this feedback (in conjunction with other campus and university initiatives) has been part of the impetus for forming and funding a Tacoma-specific Equity and Inclusion committee, forming the Tacoma Student Advisory Council, and supporting staff and faculty to take advantage of local and national continuing education regarding anti-racist work. Recent examples of such trainings include the Race and Pedagogy Conference, the SpeakOut Summer Institute,

and internal campus opportunities such as UWT's Strengthening Educational Excellence through Diversity (SEED) fellowship program.

Increase Visibility of Faculty Advising

In response to exit survey feedback about faculty advising, we will be addressing the subject as a Program and developing strategies to enhance this function.

Program Options:

Select One:

- The program has only one (1) option.
- Our response/compliance plan is the same for all program options.
- Our response/compliance plan differs between program options in the following ways: