

SCHOOL OF SOCIAL WORK

UNIVERSITY *of* WASHINGTON

Self-Study Vol 1

Institution Name: University of Washington

Program Level: MSW

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:	MSW
Program Options:	In-person Seattle, WA, USA In-person Tacoma, WA, USA
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EPAS:	2015
Date Submitted to CSWE's COA:	November 24, 2021

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Appendices:

Standard 3.0

Standard 4.0

Enclosed Separately:

Volume 2 Course Syllabi for Required Courses Identified on Curriculum Matrix(ices)
Volume 3 Student Handbook, and Field Education Manual, and Appendix: 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** statement 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 education programs.

The SSW mission was adopted by the faculty in 1999 and is 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 statement is the 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 in 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.

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 comprised 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></p> <p>Our mission explicitly states that we center “public service <i>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>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></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</p>

	<p>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 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>
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<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 diversity of human achievement. The University cultivates in its students both critical thinking and the effective articulation of that thinking.</p>	<p>The SSW mission explicitly centers the “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.”</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 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 MSW 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 and, often, a Master’s degree in social work. To serve this diversity of student needs, the School has grown into a large, complex unit, providing BASW, full- and part-time MSW, and advanced standing MSW programs on both the Seattle and Tacoma campuses.

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.

UW Seattle MSW Program Goals:

1. To prepare social workers who possess the values and skills to engage in a life-long pursuit to achieve economic and social justice and dismantle white supremacy.
2. To prepare social workers who employ professional standards, ethical principles, and critical thinking to address complex social problems across multiple levels of practice.
3. To prepare social workers who engage diversity and intersectionality in practice, recognizing that all people are situated in multiple contexts.
4. To prepare social workers who build on strengths and resilience to implement responsive evidence- and practice-based prevention and intervention approaches and to collaboratively innovate to develop and test new solutions.

UW Tacoma MSW Program Goals:

See below under explanation of Program Options differences.

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

In the Table below, language from the program mission that explicitly address the components of the program goals is delineated.

UW Seattle MSW Program Goals	Components of the Program's Mission
<p>1. To prepare social workers who possess the values and skills to engage in a life-long pursuit to achieve economic and social justice and dismantle white supremacy.</p>	<p>The School's mission explicitly states that <i>"we commit ourselves to promoting social and economic justice for poor and oppressed populations and enhancing the quality of life for all."</i></p> <p>As realized in both our course content and our field training, our mission also centers <i>"education of effective social work leaders, practitioners and educators who will challenge injustice and promote a more humane society."</i></p>
<p>2. To prepare social workers who employ professional standards, ethical principles, and critical thinking to address complex social problems across multiple levels of practice.</p>	<p>The School's mission explicitly states that we produce research (and in turn, training) <i>"that engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention."</i></p>
<p>3. To prepare social workers who engage diversity and intersectionality in practice, recognizing that all people are situated in multiple contexts.</p>	<p>As manifest in our coursework across both the generalist and specialized curricula, our mission explicitly states that our goals include <i>"education of effective social work leaders, practitioners and educators...whose actions will be guided by vision, compassion, knowledge and disciplined discovery, and deep respect for cultural diversity and human strengths."</i></p> <p>Our mission explicitly states we value public service that <i>"enhances the health, well-being, and empowerment of disadvantaged communities and populations at local, national, and international levels."</i></p> <p>We do this via a host of strong community and institutional partnerships (described in the table in AS 1.0.2).</p>

4. To prepare social workers who build on strengths and resilience to implement responsive evidence- and practice-based prevention and intervention approaches and to collaboratively innovate to develop and test new solutions.	The School produces research (and in turn, training) <i>"that engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention; and we provide education of effective social work leaders, practitioners and educators whose actions will be guided by disciplined discovery."</i>
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See below under Program Options for a table showing differences between options at this time.

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:

The UW Tacoma MSW Program

Please note that the UW Tacoma MSW program will be revising its goals to bring them into alignment with those of the Seattle program. For the 2020-21 school year, however, they exist as follows:

1. To prepare students for generalist practice including basic knowledge and skills for understanding and solving complex social problems within the values of professional social work.
2. To prepare students for specialized professional practice in an area of specialization in a way that fosters social work leadership, effective social interventions, a commitment to a just and humane diverse society, and a commitment to public service.
3. To provide access to social work education to residents of the South Puget Sound region.

UW Tacoma MSW Program Goals	Components of the Program's Mission
1.To prepare students for generalist practice including basic knowledge and skills for understanding and solving complex social problems within the values of professional social work.	Our mission explicitly states <i>“we provide 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>
2.To prepare students for specialized professional practice in an area of specialization in a way that fosters social work leadership, effective social interventions, a commitment to a just and humane diverse society, and a commitment to public service.	Our mission explicitly states <i>“we value public service that enhances the health, well-being, and empowerment of disadvantaged communities and populations at local, national, and international levels.”</i>
3.To provide access to social work education to residents of the South Puget Sound region.	<p>Our mission explicitly states <i>“we provide 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>This program goal speaks to equity and inclusion inasmuch as the Tacoma campus was founded as part of an effort to provide a public education option for a portion of Washington State (often place-bound, lower income, and first generation) that had no such previous access.</p>

Accreditation Standard M2.0 — Generalist Practice

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

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)

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

The mission of the UW School of Social Work is:

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.
- **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.

How the UW SSW Mission is Consistent with Generalist Practice

The School's mission aligns either explicitly or implicitly with the components of generalist social work practice as outlined in EP 2.0. In the Table below, language from the mission that explicitly addresses the components is delineated. If a generalist component is implied in the mission, it is discussed more fully in the following narrative.

When viewed in its entirety, the School's mission rests on a liberal arts foundation. It is broadly intellectual, places value on rigorous inquiry and multiple ways of knowing, and demands critical thinking, all of which are pillars of the liberal arts. The School is probably best known for its long-standing commitment to social justice, which is achieved by engaging diverse communities and illuminating human capacities to understand complex social problems at multiple practice levels (individuals, families, groups, organizations, and communities). Through a process of ethical inquiry and disciplined discovery, effective and timely social interventions are generated, and advocacy and social change efforts are used to promote and maximize human welfare. The School prioritizes public service with disadvantaged and socially marginalized communities and populations that is empowering, builds on human capacities, is deeply respectful of context, and is embedded with values and practices that are rooted in justice, resiliency, and equity.

The MSW generalist practice program goals, discussed below, also integrate the multi-dimensional vision of EP 2.0.

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

The SSW mission is operationalized through the MSW program goals for the generalist and specialized curricula. 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 MSW program is to prepare students with the foundational theory, knowledge, and skills to enter the specialized curriculum in clinical, community, administrative, or policy practice at UW Seattle, or integrative practice at UW Tacoma.

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

UW Seattle MSW Program Goals

UW Seattle MSW Program Goal #1

To prepare social workers who possess the values and skills to engage in a life-long pursuit to achieve economic and social justice and dismantle white supremacy.

UW Seattle MSW Program Goal #2

To prepare social workers who employ professional standards, ethical principles, and critical thinking to address complex social problems across multiple levels of practice.

UW Seattle MSW Program Goal #3

To prepare social workers to engage diversity and intersectionality in practice, recognizing that all people are situated in multiple and simultaneous identities and contexts.

UW Seattle MSW Program Goal #4

To prepare social workers who build on strengths and resilience to collaboratively develop, test, and implement responsive evidence—and practice-based prevention and intervention approaches.

How the MSW Goals are Consistent with Generalist Practice – Seattle

The UW Seattle MSW Program goals align either explicitly or implicitly with the components of generalist social work practice as outlined in EP 2.0. In the Table below, Program goals that explicitly address the required CSWE components are delineated. If a generalist component is implied in the goals, it is discussed more fully in the narrative below.

As stated in the previous section, the Mission and Program goals of our MSW program are grounded in the liberal arts—they are broadly intellectual, place value on rigorous inquiry and multiple ways of knowing, and demand critical thinking, all of which are pillars of the liberal arts. The Program goals operationalize the School's central mission by directly incorporating the promotion of economic and social justice, and the dismantling of the structures and practices of white supremacy. Students are prepared to engage diversity and intersectionality across multiple identities, with attention to the contexts in which they and their clients/constituents are situated. Practice in the generalist curriculum is conceptualized and made actionable through integration of micro, mezzo, and macro theories, skills and knowledge. While culturally responsive evidence- and practice-based research is used to inform prevention and intervention, students are challenged to collaboratively develop and test innovative solutions to complex social problems. The practice context and its impact on the role of professional social work are shaped by myriad factors seen as assets, opportunities, and challenges that proactively benefit clients and constituent communities.

Component of the Generalist Practice Definition	Components of the Program's Mission	Components of the Program's Goals
Grounded in the liberal arts	When viewed in its entirety, the School's mission rests on a liberal arts foundation.	Place value on rigorous inquiry and multiple ways of knowing, and demands critical thinking.
Person-in-environment framework	Empowerment of disadvantaged communities and populations at local, national, and international levels.	Recognize that all people are situated in multiple contexts.
Promote human and social well-being	Promote social and economic justice for poor and oppressed populations and enhance the quality of life for all.	Emphasize economic and social justice and dismantle white supremacy.
Become knowledgeable of a range of prevention and intervention methods	Illuminate human capacities for problem-solving, and promote effective and timely social intervention.	Apply a range of evidence- and practice-based prevention and intervention strategies.
Practice with diverse individuals, families, groups, organizations, and communities	Education of effective social work leaders and practitioners with deep respect for cultural diversity and human strengths.	Engage diversity and intersectionality; across multiple levels of practice.
Engage in scientific inquiry and best practices emanating from research	Research that engenders understanding of complex social problems and promotes effective and timely social intervention.	Apply evidence and practice-based prevention and intervention approaches.
Offer educational experience through which practitioners identify with the social work profession	Embrace our position of leadership in the field of social work and join in partnership.	Employ professional standards, ethical principles, and critical thinking to address complex social problems.
Learn to apply ethical principles in practice	See narrative above.	Employ professional standards, ethical principles, and critical thinking to address complex social problems.

Apply critical thinking in social problem analysis and interventions	Undertake actions guided by vision, compassion, knowledge, and disciplined discovery.	Employ professional standards, ethical principles, and critical thinking to address complex social problems.
Learn to practice at the micro, mezzo, and macro levels	Understanding of complex social problems.	Practice across multiple levels.
Engage diversity in practice	Education of effective social work practitioners with deep respect for cultural diversity.	Engage diversity and intersectionality in practice.
Advocate for human rights and social and economic justice	Challenge injustice, promote social and economic justice and a more humane society.	Prepare social workers who possess the values and skills to engage in a life-long pursuit to achieve economic and social justice and dismantle white supremacy.
Recognize, support, and build on the strengths and resiliency of all human beings	Illuminate human capacities for problem-solving.	Build on strengths and resilience.
Engage in research-informed practice	Research that engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention.	Apply a range of evidence- and practice-based prevention and intervention approaches.
Learn to respond proactively to the impact of social and cultural context on professional practice	Empowerment of disadvantaged communities and populations at local, national, and international levels.	Pursue economic and social justice and dismantle white supremacy.

UW Tacoma MSW Program Goals

UW Tacoma MSW Program Goal #1

To prepare students for generalist practice including basic knowledge and skills for understanding and solving complex social problems within the values of professional social work.

UW Tacoma MSW Program Goal #2

To prepare students for specialized professional practice in an area of specialization in a way that fosters social work leadership, effective social interventions, a commitment to a just and humane diverse society, and a commitment to public service.

UW Tacoma MSW Program Goal #3 (by legislative directive unique to UW Tacoma MSW program)*

To provide access to social work education to residents of the South Puget Sound region.

As noted in Standard 1.0, the UW Tacoma MSW program is revising its goals to bring them into alignment with those of the Seattle program. For the 2020-21 school year, however, they exist as indicated here.

How the MSW Goals are Consistent with Generalist Practice - Tacoma

The UW Tacoma MSW Program goals align either explicitly or implicitly with the components of generalist social work practice as outlined in EP 2.0. The UW Tacoma MSW Generalist curriculum provides an educational experience that builds on an undergraduate, liberal arts degree and prepares students to enter into a specialized area of social work study in their specialization year. Through successful completion of the generalist curriculum, graduates will meet required competencies, acquire generalist practice behaviors, and complete the following objectives, which specify the knowledge and skills required for accomplishing our program goal of preparing students for generalist practice.

Program and generalist education goals are organized differently in Tacoma, though they cover the same content. There are the overarching program goals outlined above, as well as 11 generalist curriculum goals enumerated below. UW Tacoma faculty determined that it is important to have this additional level of guidance for generalist teaching and learning.

1. Understand the values and ethics of the social work profession and practice accordingly, including mindful use of self and ongoing development of professional skills and knowledge.
2. Understand the forms and mechanisms of discrimination, and apply strategies of advocacy and social change that advance social and economic justice and are non-discriminatory and respectful of client and community diversity.

3. Understand and interpret the history of social welfare and its contemporary structures and issues.
4. Apply the knowledge and skills of a generalist perspective to practice with systems of all sizes.
5. Acquire and critically apply theoretical frameworks supported by empirical evidence to understand individual development and behavior across the lifespan and/or the interactions among individuals and between individuals and families, groups, organizations, and communities.
6. Articulate the role of policy in framing social work practice, understand the impact of major social welfare policies on those who are served by social workers, workers themselves, agencies, and welfare systems, and be able to advocate for just, effective, and humane policies and policy implementation processes.
7. Understand and critically analyze current systems of social service organization and delivery and be able both to practice within them and to seek necessary organizational change.
8. Engender the empowerment of diverse and disadvantaged individuals, groups, and communities through effective, culturally and linguistically appropriate assessment, treatment/intervention, and outcomes evaluation.
9. Make well-reasoned and well-informed judgments based on professional values and ethics, critical self-reflection, evidence, and the appropriate use of supervision and consultation.
10. Apply critical thinking skills within the context of professional social work practice, including the ability to critically evaluate major practice frameworks, research evidence, and their own practice.
11. Contribute to the profession's knowledge base and practice through disciplined inquiry dissemination, and institutionalization of evidence-based practice and policy models.

Component of the Generalist Practice Definition	Components of the Program's Mission	Components of the Program's Goals
Grounded in the liberal arts	When viewed in its entirety, the School's mission rests on a liberal arts foundation.	See Tacoma narrative above.
Person-in-environment framework	Empowerment of disadvantaged communities and populations at local, national, and international levels.	5. Acquire and critically apply theoretical frameworks supported by empirical evidence to understand individual development and behavior across the lifespan

		and/or the interactions among individuals and between individuals and families, groups, organizations, and communities.
Promote human and social well-being	Promote social and economic justice for poor and oppressed populations and enhance the quality of life for all.	2. Understand the forms and mechanisms of discrimination, and apply strategies of advocacy and social change that advance social and economic justice and are non-discriminatory and respectful of client and community diversity.
Become knowledgeable of range of prevention and intervention methods	Illuminate human capacities for problem-solving, and promote effective and timely social intervention.	8. Engender the empowerment of diverse and disadvantaged individuals, groups, and communities through effective, culturally and linguistically appropriate assessment, treatment/intervention, and outcomes evaluation.
Practice with diverse individuals, families, groups, organizations, and communities	Educate effective social work leaders and practitioners with deep respect for cultural diversity and human strengths.	8. Engender the empowerment of diverse and disadvantaged individuals, groups, and communities through effective, culturally and linguistically appropriate assessment, treatment/intervention, and outcomes evaluation.
Engage in scientific inquiry and best practices emanating from research	Engage research that engenders understanding of complex social problems and promotes effective and timely social intervention.	5. Acquire and critically apply theoretical frameworks supported by empirical evidence to understand individual development and behavior across the lifespan and/or the interactions among individuals and between individuals and families, groups, organizations, and communities. 11. Contribute to the profession's knowledge base and practice through disciplined inquiry

		dissemination, and institutionalization of evidence-based practice and policy models.
Offer educational experience through which practitioners identify with the social work profession	Embrace the position of leadership in the field of social work and join in leadership partnerships with others.	1. Understand the values and ethics of the social work profession and practice accordingly, including mindful use of self and ongoing development of professional skills and knowledge.
Learn to apply ethical principles in practice	See Seattle narrative.	1. Understand the values and ethics of the social work profession and practice accordingly, including mindful use of self and ongoing development of professional skills and knowledge.
Apply critical thinking in social problem analysis and interventions	Assure actions are guided by vision, compassion, knowledge, and disciplined discovery.	7. Understand and critically analyze current systems of social service organization and delivery and be able both to practice within them and to seek necessary organizational change. 10. Apply critical thinking skills within the context of professional social work practice, including the ability to critically evaluate major practice frameworks, research evidence, and their own practice.
Learn to practice at the micro, mezzo, and macro levels	Demonstrate understanding of complex social problems.	4. Apply the knowledge and skills of a generalist perspective to practice with systems of all sizes.
Engage diversity in practice	Educate future social work professionals to practice with deep respect for cultural diversity.	8. Engender the empowerment of diverse and disadvantaged individuals, groups, and communities through effective, culturally and linguistically appropriate assessment,

		treatment/intervention, and outcomes evaluation.
Advocate for human rights and social and economic justice	Challenge injustice, and promote social and economic justice towards a more humane society.	6. Articulate the role of policy in framing social work practice, understand the impact of major social welfare policies on those who are served by social workers, workers themselves, agencies, and welfare systems, and be able to advocate for just, effective, and humane policies and policy implementation processes.
Recognize, support, and build on the strengths and resiliency of all human beings	Illuminate and value human capacities for problem-solving.	8. Engender the empowerment of diverse and disadvantaged individuals, groups, and communities through effective, culturally and linguistically appropriate assessment, treatment/intervention, and outcomes evaluation.
Engage in research-informed practice	Engage research that engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention	10. Apply critical thinking skills within the context of professional social work practice, including the ability to critically evaluate major practice frameworks, research evidence, and their own practice. 11. Contribute to the profession's knowledge base and practice through disciplined inquiry dissemination, and institutionalization of evidence-based practice and policy models.
Learn to respond proactively to the impact of social and cultural context on professional practice	Value empowerment of disadvantaged communities and populations at local, national, and international levels.	7. Understand and critically analyze current systems of social service organization and delivery and be able both to practice within them and to seek necessary organizational change.

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

The UW Seattle MSW Generalist curriculum offers practice skills and theory development reflective of cutting-edge social work practice, thus preparing students for their specialized area of practice in the advanced curriculum. Our program goals are periodically updated by the MSW Program Committee, which is tasked with curricular oversight of the MSW Program. As mentioned above, our current program goals speak directly to the SSW's social and economic justice mission and the values of intersectionality, decolonizing practice, and culturally responsive, evidence-based practice and practice-based research that analyze and ameliorate complex social problems.

The UW Tacoma MSW Generalist curriculum provides an educational experience that builds on an undergraduate, liberal arts degree and that prepares students to enter a concentrated area of social work practice in their specialization year. Through successful completion of the generalist curriculum, graduates will meet required competencies, acquire generalist behaviors, and complete the learning objectives listed in the table below, which specifies the knowledge and skills required for accomplishing our program goal of preparing students for generalist 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:

The UW Tacoma social work degree program shares a common mission with those of UW SSW Seattle (see Standard 1.0.1). As noted above, program and generalist education goals are organized differently in Tacoma, though they cover the same content. There are the overarching program goals (addressed in Standard 1.0.3), as well as generalist curriculum goals enumerated above. UW Tacoma faculty determined that it is important to have this additional level of guidance for generalist teaching and learning.

Please note that the UW Tacoma MSW program will be revising its goals during the 2021-2022 academic year to bring them into alignment with those of the Seattle program. For 2020-21, however, they are as listed in Compliance Statement 2 above.

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

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

In this section we provide a rationale and overview of the formal curriculum design for generalist practice for the Seattle Day, Seattle EDP, and Tacoma part-time programs.

Introduction and Overview

The MSW program provides students with a generalist practice foundation that prepares them for advanced professional practice in an area of specialization through an approach that fosters social work leadership, effective social interventions, and a deep commitment to a diverse and just society. The program uses a competency-based curriculum for classroom and field education to be completed during either 2 years of full-time study (Seattle Day Program), 3 years of part-time study (Seattle EDP or Tacoma Part-time Evening Program), or for students who enter with advanced standing, during four quarters of full-time study (Seattle Day Program) or six quarters of part-time study (Seattle EDP and Tacoma Evening Program).

The MSW program builds on a liberal arts base and employs graduate-level theoretical content and practice methods to ensure that students emerge as effective specialized practitioners and leaders in the social work profession. An integrated model of practice courses, combined with concurrent practicum experiences, serves to link conceptual and theoretical learning in the classroom with practice opportunities in the field. The curriculum adopts a developmental approach to provide students opportunities to learn and demonstrate their attainment of SSW core competencies and associated behaviors. We have intentionally crafted a living curriculum within which faculty and students collaboratively engage in the challenging task of preparation for social work practice in a rapidly changing, increasingly diverse, and deeply inequitable global environment. This dynamic approach to curriculum development demands ongoing refinement and rapid response to emerging social-political circumstances in our environment. This approach also demands active participation from faculty, students, staff, and the communities with whom we are actively engaged.

Rationale for the Curriculum Design

The rationale for the curriculum design is captured in four pedagogical concepts that have informed its development: (1) infusion of the organizing values of the SSW and MSW program centering 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.

Infusion of Organizing Values

The organizing values of the SSW and MSW program, presented above in **M2.0.1**, flow from our mission statement and the program goals, 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 MSW curriculum has a robust and clearly identifiable commitment to the organizing principles and values of social, economic, and racial justice, and students are exposed to concepts and skills relevant for practice in clinical settings, with organizations and communities, and in policy practice. Students develop the skills necessary to critically advance and apply knowledge to practice through a series of research classes that provide students a foundation in research design, methods, and analysis. Practice classes are designed to cohere with field education's pivotal role in creating the lab through which students integrate their research knowledge to inform practice. The values of respect for cultural diversity, equity, resilience, and human capacity are fundamental to the MSW goal of preparing students for effective practice in a diverse and complex society and are reflected in the impressive range of innovative instructional materials centering on diversity, equity, inclusion, and social justice perspectives. The values of collaboration and empowerment undergird all levels of practice and are infused throughout the curriculum, as reflected in content such as strengths-based and culturally responsive practice, and participatory research approaches. The curriculum underscores that the personal problems of individuals, families, and communities are a function of larger social, historical, and structural factors, best addressed through collaborative, collective, and empowering processes that are grounded in social change and valuing human capacity.

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 dual emphasis on generalist and specialized behaviors. Built upon a liberal arts base, our MSW curriculum reflects an intentional design in which core competencies are developed from the generalist to the specialized curriculum. Our curriculum is informed by Learning Progression Theory,¹ 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 coursework engages them by integrating the knowledge and skills developed in the generalist courses, which are actively employed in the specialized-year field setting. In this way, students build competency across the entire curriculum from entrance to graduation, developing the ability to *synthesize material* and *develop new knowledge* and understandings as they apply classroom content in and through field settings.

The SSW core competencies and behaviors are integrated developmentally into the MSW generalist curriculum, with students expected to master increasing complexity over the duration of the program. Courses are sequenced to support complementarity of

¹ Bertha Capen Reynolds (1942). *Learning and Teaching in the Practice of Social Work* (New York: Farrar & Rinehart).

content and developmental progression through the curriculum. Students start the generalist year with coursework that exposes them to the rich, and often problematic history of the profession including a course that challenges them to examine their own positionality and identities vis-a-vis socially marginalized communities they will work with in the field. At the same time, they learn to develop practice theory, knowledge, and skills to work with individuals, and are introduced to social policy analysis. In subsequent generalist courses, they deepen their understanding of micro, mezzo, and macro practice and learn the fundamentals of social research design and methods. This developmental perspective informs learning across both classroom and field. Field-learning experiences are structured to support the attainment of knowledge and skills to competently engage in generalist practice. Together, the integrated classroom and field curricula prepare students to enter their specialized area of practice in the specialized MSW curriculum.

Generative Pedagogy

A generative pedagogy in the MSW program is student-centered and posits that adult learners thrive as co-constructors of their own knowledge and skills. As such, the curriculum and pedagogy emphasize student engagement and self-direction in the planning, coordination, and enactment of learning opportunities. Given choices, adults typically select learning projects that challenge their expertise, build interpersonal coordination skills, and maximize creative solutions to complex problems. This process builds student agency and allows students to synthesize and apply knowledge, values, and skills in a critical analysis of social problems and social work practice interventions. A generative pedagogy also supports competence in the SSW core competencies and behaviors by providing students multiple opportunities to engage in critical and appropriate use of behaviors at increasingly sophisticated levels.

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

Our curriculum design for generalist practice supports a coherent and integrated curriculum for both classroom and field across program options. The curriculum is designed to *integrate* content and practice opportunities horizontally (across courses in each year of the program), vertically (from the generalist to the specialized curriculum), and between classroom and field (through the concurrent curriculum structure). Horizontal and vertical integration fosters cumulative and continuous learning, leading to attainment of the SSW core competencies and behaviors. Integration between classroom and field education is supported by a concurrent curriculum structure in which classroom and field credits are taken concurrently, providing opportunities for students to bring the knowledge, values, and skills they learn into the practice setting and to bring practice experiences from the field education setting to the classroom. Field integration seminars are held with all generalist students in which practicum experiences are shared and course content is incorporated into case consultation and analyses. Where possible, classroom assignments are linked to field work, and

concomitantly, students are asked to share their syllabi and their assignments with their field instructors to further enhance cross-integration from classroom-to-field and vice-versa. Structures are also in place to support horizontal integration across the generalist curriculum. Each required course is assigned a compensated Lead Instructor who is responsible for coordination among the instructors for their required class, providing support and resources for instructors for the course, and holding quarterly meetings with Lead Instructors of other core courses to facilitate integration and coordination throughout the curriculum. Lead instructors meet regularly with Field Faculty to ensure coherency and integration.

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

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 program's generalist practice 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, UW Seattle MSW Program					
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 W 500: Intellectual and Historical Foundations of Professional Social Work Practice	Weekly reading summaries & questions	Knowledge, Values, Cognitive & Affective Processes		Volume 2, Page 6
		Weekly in class activities & discussion participation	Values, Skills, Cognitive & Affective Processes		
		Social Justice Biographies	Knowledge, Values, Cognitive & Affective Processes		
		Personal Historical Canon	Knowledge, Values, Skills, Cognitive & Affective Processes		
Competency 1: Demonstrate Ethical and Professional Behavior	Soc W 504: Social Work for Social Justice	Reflection Papers	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 83
		Class Discussion/Engagement	Values, Skills, Cognitive & Affective Processes		

Competency 1: Demonstrate Ethical and Professional Behavior	Soc W 510: Micro/Mezzo Social Work Practice 1: Individuals	Journal Submission	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 173
		Eco-Systems Perspective Application Paper	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Standardized Client Peer Consultation Group	Values, Skills, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
Competency 2: Engage Diversity and Difference in Practice	Soc W 500: Intellectual and Historical Foundations of Professional Social Work Practice	Weekly reading summaries & questions	Knowledge, Values, Cognitive & Affective Processes		Volume 2, Page 6
		Weekly in class activities & discussion participation	Values, Skills, Cognitive & Affective Processes		
		Social Justice Biographies	Knowledge, Values, Cognitive & Affective Processes		
		Personal Historical Canon	Knowledge, Values, Skills, Cognitive & Affective Processes		

Competency 2: Engage Diversity and Difference in Practice	Soc W 504: Social Work for Social Justice	Reflection Papers	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 83
		Social Action Participation	Values, Skills, Cognitive & Affective Processes		
		Group Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Class Discussions/ Engagement	Values, Skills, Cognitive & Affective Processes		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Soc W 501: Poverty and Inequality	Theory and intervention section of paper	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 66
		Class exercises and discussion	Values, Skills, Cognitive & Affective Processes		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Soc W 512: Macro Social Work Practice 1: Community and Policy Practice	Reading Groups	Knowledge, Values, Cognitive & Affective Processes		Volume 2, Page 274
		Social Issue Framing and Advocacy Project	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Class Participation and Activities	Values, Skills, Cognitive & Affective Processes		

Competency 4: Engage In Practice- informed Research and Research-informed Practice	Soc W 505: Foundations of Social Welfare Research	Research Question and Research proposal outline	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 117
		Annotated Bibliography	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Human Subject Certification	Knowledge, Values, Skills, Cognitive & Affective Processes		
Competency 5: Engage in Policy Practice	Soc W 501: Poverty and Inequality	Demographic briefing	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 66
		Full final paper	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Class exercises and discussion	Values, Skills, Cognitive & Affective Processes		
Competency 5: Engage in Policy Practice	Soc W 512: Macro Social Work Practice 1: Community and Policy Practice	Reading Groups	Knowledge, Values, Cognitive & Affective Processes		Volume 2, Page 274
		Social Issue Framing and Advocacy Project	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Class Participation and Activities	Values, Skills, Cognitive & Affective Processes		

Competency 6: Engage with Individuals	Soc W 510: Micro/Mezzo Social Work Practice 1: Individuals	Standardized Client Interview	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 173
		Standardized Client Peer Consultation Group	Values, Skills, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
Competency 6: Engage with Individuals, Families, and Groups	Soc W 511: Micro/Mezzo Social Work Practice 2: Families and Groups	Group In-Class Facilitation Notes	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 219
		Group Reflection Paper	Knowledge, Values, Skills, Cognitive & Affective Processes	Families	
		Class Participation	Values, Skills, Cognitive & Affective Processes	Groups	
		Lab Group Participation	Knowledge, Values, Skills, Cognitive & Affective Processes		
Competency 7: Assess Individuals	Soc W 510: Micro/Mezzo Social Work Practice 1: Individuals	Standardized Client Peer Consultation Group	Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 173
		Standardized Client Assessment	Knowledge, Values, Skills, Cognitive & Affective Processes		

Competency 7: Assess Individuals, Families, and Groups	Soc W 511: Micro/Mezzo Social Work Practice 2: Families and Groups	Transgenerational Trauma and Resilience Genogram (TTRG) or MECA Map	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families Groups	Volume 2, Page 219
		Family Assessment	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
		Lab Group Participation	Knowledge, Values, Skills, Cognitive & Affective Processes		
Competency 7: Assess Organizations and Communities	Soc W 513: Macro Social Work Practice 2: Organizational Practice	Reading Groups	Knowledge, Values, Cognitive & Affective Processes	Organizations Communities	Volume 2, Page 301
		Organizational Work Product	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Strategic Plan	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
		Macro Lab Activities	Knowledge, Values, Skills, Cognitive & Affective Processes		

Competency 8: Intervene with Individuals, Families, and Groups	Soc W 511: Micro/Mezzo Social Work Practice 2: Families and Groups	Group In-Class Co- Facilitation Notes	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 219
		Group Reflection Paper	Knowledge, Values, Skills, Cognitive & Affective Processes	Families	
		Class Participation	Values, Skills, Cognitive & Affective Processes	Groups	
		Lab Group Participation	Knowledge, Values, Skills, Cognitive & Affective Processes		
Competency 8: Intervene with Groups, Organizations, and Communities	Soc W 512: Macro Social Work Practice 1: Community and Policy Practice	Reading Groups	Knowledge, Values, Cognitive & Affective Processes	Groups	Volume 2, Page 274
		Social Issue Framing and Advocacy Project	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations	
		Class Participation and Activities	Values, Skills, Cognitive & Affective Processes	Communities	

Competency 8: Intervene with Individuals, Groups, Organizations, and Communities	Soc W 513: Macro Social Work Practice 2: Organizational Practice	Reading Groups	Knowledge, Values, Cognitive & Affective Processes	Individuals	Volume 2, Page 301
		Organizational Work Product	Knowledge, Values, Skills, Cognitive & Affective Processes	Groups	
		Strategic Plan	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations	
		Class Participation	Values, Skills, Cognitive & Affective Processes	Communities	
		Macro Lab Activities	Knowledge, Values, Skills, Cognitive & Affective Processes		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Soc W 501: Poverty and Inequality	Theory and intervention section of paper	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 66
		Class exercises and discussion	Values, Skills, Cognitive & Affective Processes	Families Groups Organizations Communities	

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Soc W 505: Foundations of Social Welfare Research	Logic Model discussion	Knowledge, Values, Cognitive & Affective Processes	Individuals	Volume 2, Page 117
		Learning Group Presentation	Knowledge, Values, Cognitive & Affective Processes	Families	
		Research Proposal Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes	Groups	
		Research Proposal Paper	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations Communities	
Competency 9: Evaluate Practice with Individuals, Groups, Organizations, and Communities	Soc W 513: Macro Social Work Practice 2: Organizational Practice	Reading Groups	Knowledge, Values, Cognitive & Affective Processes	Individuals	Volume 2, Page 301
		Class Participation	Values, Skills, Cognitive & Affective Processes	Groups	
		Macro Lab Activities	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations Communities	

Generalist Practice Curriculum Matrix, UW Tacoma MSW Program					
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	T SOCW 501: Social Policy & Economic Security	Small Group Reading facilitation	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 305
		Ethical Dilemma in-class activities	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 305
Competency 1: Demonstrate Ethical and Professional Behavior	T SOCW 514: SW Practice V: Assessment of Mental Disorders, Child & Adolescent	Psychoeducational Model & Reflection	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 445
Competency 1: Demonstrate Ethical and Professional Behavior	T SOCW 598: Advanced Standing Integrative Seminar	Critical Thinking Discussion Posts	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 1,091
		Diagnostic Case Formulation	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 1,091
		Theory-Treatment Paper	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 1,091

Competency 2: Engage Diversity and Difference in Practice	T SOCW 502: HBSE I	Developmental Stage Synthesis paper	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 319
		Reflection & Recap papers	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 319
Competency 2: Engage Diversity and Difference in Practice	T SOCW 503: HBSE II	Diverse family paper	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 339
		Group analysis paper	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 339
Competency 2: Engage Diversity and Difference in Practice	T SOCW 504: Cultural Diversity & Social Justice	Cultural Self- Assessment paper	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 364
		Social Identity paper	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 364
		Group Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 364
Competency 2: Engage Diversity and Difference in Practice	T SOCW 510: SW Practice I: Introduction to Social Work Practice	Knowledge Content Checks	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 391
		Weekly Application Tasks	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 391

Competency 2: Engage Diversity and Difference in Practice	T SOCW 511: SW Practice II: Intermediate Direct Practice	Theory Application paper	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 408
Competency 2: Engage Diversity and Difference in Practice	T SOCW 514: SW Practice V: Assessment of Mental Disorders, Child & Adolescent	Psychoeducational Model & Reflection	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 445
Competency 2: Engage Diversity and Difference in Practice	T SOCW 598: Advanced Standing Integrative Seminar	Critical Thinking Discussion Posts	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 1,091
		Diagnostic Case Formulation	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 1,091
		Theory-Treatment Paper	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 1,091
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	T SOCW 501: Social Policy and Economic Justice	Social Problem Analysis	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 305
		Advocacy Activity	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 305
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	T SOCW 503: HBSE II	Community Assessment	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, page 339

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	T SOCW 504: Cultural Diversity & Social Justice	Social Identity paper	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 364
Competency 4: Engage In Practice- informed Research and Research-informed Practice	T SOCW 505: Introduction to Social Welfare Research	Research Proposal (in 5 parts): Topic, Literature Review, Paradigm Analysis, Informed Consent, Final Proposal	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 377
Competency 4: Engage In Practice- informed Research and Research-informed Practice	T SOCW 597: Introduction to Social Welfare Research	Research Proposal (in 4 parts): Topic, Literature Review, Informed Consent, Final Proposal	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 1,079
Competency 5: Engage in Policy Practice	T SOCW 501: Social Policy & Economic Security	Social Problem Analysis	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 305
		Advocacy Activity	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 305
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	T SOCW 502: HBSE I	Developmental Stage Synthesis paper	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 319
		Reflection & Recap papers	Knowledge, Values, Skills, Cognitive & Affective Processes	Families	Volume 2, Page 319

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	T SOCW 510: SW Practice I: Introduction to Social Work Practice	Knowledge Content Checks	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 391
		Weekly Application Tasks	Knowledge, Values, Skills, Cognitive & Affective Processes	Families Groups	Volume 2, Page 391
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	T SOCW 511: SW Practice II: Intermediate Direct Practice	Customary Practice Assignment	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations Communities	Volume 2, Page 408
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	T SOCW 502: HBSE I	Developmental Stage Synthesis paper	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 319
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	T SOCW 503: HBSE II	Community Assessment Assignment	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations Communities	Volume 2, Page 339
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	T SOCW 510: SW Practice I: Introduction to Social Work Practice	Biopsychosocial Assessment	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 391

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	T SOCW 511: Practice II: Intermediate Direct Practice	Theory Application paper	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Groups	Volume 2, Page 408
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	T SOCW 512: Practice III: Community and Organizational Practice	Organizational Analysis paper	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations Communities	Volume 2, Page 426
		Community Analysis paper	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 426
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	T SOCW 514: SW Practice V: Assessment of Mental Disorders, Child & Adolescent	Diagnostic Case formulations	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families	Volume 2, Page 445
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	T SOCW 598: Advanced Standing Integrative Seminar	Diagnostic Case Formulations	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families	Volume 2, Page 1,091
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	T SOCW 512: Practice III: Community and Organizational Practice	Organizational Analysis paper	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations Communities	Volume 2, Page 426
		Community Analysis paper	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 426

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	T SOCW 514: SW Practice V: Assessment of Mental Disorders, Child & Adolescent	Diagnostic Case formulations	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families	Volume 2, Page 445
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	T SOCW 598: Advanced Standing Integrative Seminar	Diagnostic Case Formulations	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families	Volume 2, Page 1,091
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	T SOCW 505: Introduction to Social Welfare Research	Research Proposal (in 5 parts): Topic, Literature Review, Paradigm Analysis, Informed Consent, Final Proposal	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Volume 2, Page 377
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	T SOCW 597: Introduction to Social Welfare Research	Research Proposal (in 4 parts): Topic, Literature Review, Informed Consent, Final Proposal	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Volume 2, Page 1,079

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 M2.1 — Specialized Practice

Introduction to Specialized Practice

Educational Policy M2.1 – Specialized Practice

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

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

Specialization Overview

The UW SSW offers three specializations in the full-time Seattle Day Program and two specializations in the part-time Seattle Extended Degree Program (EDP); one specialization is offered in the smaller, part-time option in Tacoma. Both programs offer the specialized year for advanced standing students, with part-time options at UW Seattle and UW Tacoma, and a full-time option at UW Seattle. Advanced standing students complete two courses: a bridge course focusing on integrating micro, mezzo, and macro practice and a research methods course. The purpose of these two courses is to address any gaps in the student's undergraduate preparation and to orient them to the mission and curriculum of advanced level social work education at the UW SSW.

The Seattle Day Program option enrolls the largest number of students and includes specializations at the micro (Clinical Social Work), mezzo (Community Centered Integrated Practice), and macro (Administration and Policy Practice) levels. Our data show that our part-time students generally have substantial practice experience and are preparing for advanced direct practice in careers that often move between and/or span public health, mental health, child welfare, aging, and similar settings. Consequently, the part-time EDP offers two clinical specializations, Integrative Health-Mental Health

Practice and Multigenerational Practice with Children, Families, and Elders, and UW Tacoma offers an Integrative Practice specialization for their part-time MSW students.

The specialized curriculum has a consistent structure across all MSW program options and specializations. Students typically declare their specialization mid-way through their generalist curriculum. Advanced Standing students declare their specialization during their summer bridge program and then join students who are in their selected cohorts following the identical program of study in the specialization curriculum.

The minimum program of study for the specialized curriculum includes:

- One policy/services course
- One advanced research course
- Two specialization practice courses
- Nine credits of electives (three credits of which may be taken outside the SSW)
- A specialized field practicum assignment, consistent with the specialization practice courses, the policy/services course, and the student's overall learning plan

Overarching Specialization Curriculum Design Rationale

In this section, we provide an overarching rationale for the program's formal curriculum design for specialized practice across all program options and articulate how it is congruent with the defining elements of specialized practice as stated in EP M2.1. In addition, we offer examples of how our specializations augment the core competencies with specialized behaviors, as called for in EP M2.1, a defining element of which is "adapting and extending the Social Work Competencies for practice." Consistent with this, the SSW and MSW Program mission and goals emphasize our organizing values of advancement and application of knowledge while fostering leadership in the field, recognizing that advanced practitioners both contribute to effective social work practice and bring vision and leadership to support knowledge and practice innovation within the profession.

EP M2.1 also underscores the salience of the ability of practitioners to "synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills." Consistent with this are our MSW program's organizing values of collaboration and of disciplined discovery, both of which are central to our mission and goals. Another key element of specialized practice as defined by EP M2.1 is to "advocate with and on behalf of clients and constituencies." Congruent with this, our specialized curriculum reflects a contextual perspective on assessment, intervention, and evaluation across all specialization areas. This contextualization is reflected in the organizing values for the MSW program of social justice grounded in a person and/in environment perspective; of the advancement and application of knowledge in culturally appropriate and socially contextualized practice; in the respect for diversity and commitment to equity and justice that form the basis for strengths based interventions; and in the emphasis on collaboration and empowerment in service and social change efforts that address the interacting historical sources and structures of social problems. Specialized practice as

defined by EP M2.1 also augments the core competencies such that advanced practitioners are equipped to apply skills to “engage, assess, intervene, and evaluate within an area of specialization.”

In the MSW Program, advanced students build upon core competencies with knowledge and skills specific to their specialization. As stated in the MSW Program goals for specialized practice, we seek to “prepare students for advanced professional practice in an area of specialization in a way that fosters social work leadership, effective social interventions, a commitment to a just and diverse society, and a commitment to public service.” The central organizing value for the UW SSW program mission and goals is to promote social and racial justice. Our program embodies a commitment to a just, diverse, and equitable society, and seeks to challenge injustice and promote a more humane world. 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, and whose actions will be guided by vision, compassion, knowledge, and disciplined discovery, and deep respect for cultural diversity and human strengths.” As discussed above, the defining elements of specialized practice as written in EP M2.1 are reflected in our mission and goals. Described in greater detail in our responses to AS 2.1.1, 2.1.2, and 2.1.3 by Specialization below, we use the 9 core competencies to design an advanced curriculum that builds upon generalist knowledge, values, and skills.

In the following sections, the specialized practice curriculum is organized and described separately by specialization for ease of comprehension and clarity. **Standards 2.1.1** (area of specialization and how it builds on generalist practice), **2.1.2** (rationale for curriculum design), **2.1.3** (discussion of how the area of specialization extends and enhances the nine social work competencies) are grouped for each specialization.

In **2.1.4** (a matrix illustrating how the curriculum content implements the nine social work competencies) all six specializations are combined.

Specialization 1

Clinical Social Work Specialization (UW Seattle Full-time Program)

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

The Clinical Social Work (CSW) Specialization prepares students for direct practice with individuals, families, and small groups. Students develop comprehensive engagement, assessment, intervention, and evaluation skills to enhance the well-being and empowerment of clients across the lifespan. This specialization equips students with the theoretical and applied learning needed to work effectively with a diverse clientele. Coursework emphasizes culturally-relevant and client-centered evidence-informed interventions while also recognizing the need for flexibility and client self-determination.

Graduates are prepared for clinical social work in a variety of settings, such as community mental health, healthcare, substance use, criminal justice, and child welfare.

The CSW Specialization augments and extends the generalist social work knowledge, values, and skills to engage, assess, intervene, and evaluate through courses, assignments and field experiences that address micro/mezzo dimensions of social work practice with individuals, families, and groups in a variety of settings. Motivational Interviewing, person-in-environment perspective, intersectionality, trauma-informed care, and Cognitive Behavioral Therapy are all signatures of this curriculum. *The generalist curriculum upon which the specialization curriculum builds is described in more detail below.*

Students in CSW take two required classes in fall quarter:

- 1) An anchor practice class (students select one of the two following options, based on area of practice):

Soc W 514: Clinical Social Work: Practice with Adults

This specialization course builds on generalist engagement, assessment, and intervention skills when working with individuals in clinical settings. Designed to foster knowledge and competency in theory and practice of clinical social work with a social justice framework, this course emphasizes advanced-level person-centered, strengths-based approaches to the social work processes of engagement, assessment, treatment planning, intervention, monitoring and evaluation, and termination. Students learn and practice motivational interviewing and critically examine its application in all phases of the social work process, underscoring intersectional identities while working with clients of varying social identity categories.

Or Soc W 515: Clinical Social Work: Practice with Children, Youth, and Families

This specialization course builds on generalist frameworks/competencies applying strength-based, social-justice informed approaches to all phases of social work practice with children and families – specifically building upon generalist engagement, assessment, and intervention skills. This course helps students develop advanced knowledge and skills for working with children and families in settings such as schools, community mental health, juvenile justice, child welfare, and primary health care. It covers common child and family topics (child development, attachment, trauma and loss, and disability) focusing on assessment and intervention through a culturally responsive lens. With a specific focus on developing Motivational Interviewing skills, interventions are broadly defined to include both direct work with individual children and youth, collaborative work with parents and families, advocacy efforts, and consultation. Issues pertaining to social and economic justice are addressed through examining the impacts of poverty, contemporary and historical oppression, and disproportionality on children and families.

- 2) and a Policy/Services course (students select one of the three following options, based on area of practice):

Soc W 519: Policy/Services: Health/Mental Health

This specialization course builds on generalist practice content related to theories of social change and system-level assessment, intervention, and evaluation. This course prepares future social work professionals to understand the organization of the U.S. physical and mental health care systems by evaluating policies and their effects in light of historical social inequalities. Students will review the major public programs affecting health and mental health systems, including Medicare and Medicaid, as well as current reforms of the health and mental health care systems. This course provides analytic tools to help with critical thinking about competing views of inequality and the interventions that address it.

Soc W 521: Child and Family Inequalities: Policy/Services Platform

This specialization course builds on generalist practice content related to theories of social change and system-level assessment, intervention, and evaluation to offer advanced study of the extent causes, consequences, and perpetuation of local, state, national, and global child and family inequalities. This policy and services platform course offers an advanced critical overview of policies, regulations, laws, service and institutional contexts, ethical principles, and practice issues related to both structural inequalities and the social work profession's developmental agenda within the domain of child and family social work practice. Through critical examination of the social construction of key child and family policies in historical, political and comparative context, and analysis of the historical organization of services, this course seeks to inform the development of socially just policy and service responses in child and family services.

Or Soc W 526: Social and Healthcare Policy in an Aging Society

This specialization course builds on generalist practice content related to theories of social change and system-level assessment, intervention, and evaluation. This policy course applies a multigenerational, social justice framework to analyze how historical and current service structures, policies, and regulations support or undermine families across the lifespan, especially marginalized populations. It helps students build and apply skills to analyze, critique, and advocate for policies and services that support growing numbers of older adults and multigenerational families. This course is distinctive for addressing issues of older adults, aging, and service delivery within a multigenerational paradigm rather than an age-based policy context.

All CSW students also take Soc W 571: Assessment of Mental Disorders on a timeline of their choosing:

Soc W 571: Assessment of Mental Disorders:

In addition to further developing social work assessment skills, this specialization course builds on generalist competencies related to ethical behavior, critical thinking, and

engaging diversity and difference in practice. This course provides basic knowledge and skills to assess mental disorders and improve critical thinking concerning assessment and diagnosis. It emphasizes the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) for its system of symptom description and classification. The course also examines challenges of methodological implications of mental health assessment across race, gender, and ethnicity.

All CSW students also engage in a yearlong integrative seminar:

Soc W 598: Clinical Social Work Integrative Seminar:

This integrative seminar ties together their classroom learning and practice in the field through case consultation, student presentations, and in-depth skill-development, which are grouped around each student's unique practice focus. Its primary purpose is to facilitate students' integration of social work knowledge in clinical work with the acquisition of the skills necessary for future practice through a social justice, anti-racism lens. The seminar is designed to assist students in articulating their core values, knowledge base, and skills as professional social workers.

In addition, the specialization prepares students to become both effective consumers and producers of research and evaluation related to their area of practice through:

Soc W 506: Social Welfare Research and Evaluation (or for Advanced Standing students, Soc W 507: Advanced Standing Social Welfare and Evaluation)

This course is directly linked to the knowledge and skills developed in the generalist research course. In this second quarter, students implement the research proposals prepared in the first quarter course, analyze their data, and present their findings. This advanced course focuses on the direct application of research design and analysis skills necessary to social work research.

Finally, CSW students take three clinical electives, with topics including specific intervention models, practice with different marginalized communities, modalities to address substance use, and understanding historical trauma and cycles of violence. Students may take one elective outside the SSW from the robust offerings from programs in Applied Child and Adolescent Psychology, Infant Mental Health, Psychology, Psychiatry, and Sociology. Some of our CSW students also pursue UW certificates in Disability Studies, Gerontology, Global Health, Healthcare Ethics, and Palliative Care.

Examples of CSW electives include:

531: Child Mental Health

532: Practice with Diverse Children, Youth and Families: Focus on Child Welfare

533: Practice with Diverse Children, Youth and Families: Focus on Community-Based Practice

538: Critical Empowerment Practice with Multi-Ethnic Communities

539: Engaged Practice with Latinas and Latinos (for students in Latinx Specialization)

541: Social Work Practice in Health Settings
542: Recovery-Oriented Social Work Practice in Community Mental Health
545: Evidenced-Based Practices for Clinical Social Work
546: Addressing Family Trauma, Loss, and Recovery
556: Family Healing: A Cross-Generational Approach
557: Caring for Persons with Life-Limiting Illness: A Lifespan Approach
572: Social Work Practice with Chemically Dependent Adults: Cognitive-Behavioral Approaches
576: Contexts of Disability and Anti-Ableist Practice
581: Historical Trauma and Healing
582: Interpersonal Violence and Trauma
584: Multicultural Mental Health Practice
588: School Social Work
592: Practice with African American Families
593: Social Work Practice with Chemically Dependent Adults: Understanding Assessment, Evaluation, and Counseling
595: Co-Occurring Addiction and Mental Health Disorders
596: Introduction to Dialectical Behavior Therapy
596: Social Work Praxis with Trans and Queer Communities
596: Social Work with Military Service Members, Veterans and their Families

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

Curricular coherency and integration occur horizontally by linking course work with a specialization practicum, and vertically through the progressive development of theory, knowledge and skills related to student's focus within the CSW Specialization. Horizontal integration of classroom and field is supported by structural and curricular dimensions. Structurally, the Clinical Social Work Specialization is unique in its inclusion of an integrative seminar designed to connect theoretical learning done in the classroom and practice learning experiences in the field. This yearlong course develops a clinical consultation grouping of students working in similar settings to provide peer support, case presentations, and skill-sharing. Additionally, the specialization Chairs and associated faculty meet with CSW students at least once a quarter to create community, provide advising, and present topical workshops based on student interest.

Horizontal integration is also achieved through the practicum assignments and activities. Students are expected to provide their field instructor with their class syllabi to

facilitate the integration of classroom and field by developing applicable field assignments. Integration is further reinforced through supervision in the practicum and site visits from university-based Field Faculty.

The curriculum also supports coherency and integration through course assignments that call on students to use their practicum to apply concepts and skills learned in the classroom. For instance, in Soc W 514 and Soc W 515, students are asked to write bio/psycho/social/spiritual assessments of clients they're working with in their field placements to share how they're incorporating class theories into their case formulations. Students are also asked to share a process recording of an excerpt of a client session to demonstrate acquisition and usage of Motivational Interviewing techniques.

Accreditation Standard M2.1.3: The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies to prepare students for practice in the area(s) of specialization.

The nine competencies of the CSW curriculum extend and enhance the generalist competencies primarily through the vertical integration of the curriculum that leads to the preparation of entry level social workers prepared to practice clinically with diverse clientele across the lifespan and in a variety of settings. Building on an integrated micro, mezzo, macro generalist foundation, the CSW competencies deepen the focus on micro and mezzo practice levels.

Below, we describe each competency, the four dimensions related to the competency, and the associated behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Students in the Clinical Social Work specialization extend the integration of ethical and professional values mastered in the generalist curriculum to prepare for work within complex, multi-dimensional organizations and systems that require the ability to make professional value-based judgments. Competency 1 is met through the practicum experience and the following courses: Soc W 514 or Soc W 515 (anchor Clinical Social Work practice classes), Soc W 519, Soc W 521, or Soc W 526 (CSW policy classes), and Soc W 571: Assessment of Mental Disorders.

These courses are grounded in a commitment to ethical practice which is demonstrated by assessing how individuals, families, and groups are shaped by – and navigate through – social systems and conditions. Students also analyze the ways in which they can best deliver high-quality, person-centered care that is both informed by and challenges the oppressive systems within which we all operate. Professional development is achieved through student articulation of an organizational and personal/professional stance that requires insight into the impact of personal biases on practice with clients and colleagues, as well as co-creation and implementation of treatment goals.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class

participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix starting on page 101. Students will:

- understand and identify the role of a social worker in cross-disciplinary settings
- demonstrate professional use of self with clients/constituents and colleagues
- understand and identify professional strengths, limitations, and challenges
- develop and maintain relationships with clients/constituents within person-in-environment and strengths perspective

Competency 2: Engage Diversity and Difference in Practice

Through coursework and practicum, CSW students are imbued with a deep respect for the dignity and worth of every person and develop skills to authentically engage with clients to promote wellbeing and partner together to combat internalized oppression as well as fight for change on the mezzo and macro level. Students in CSW meet Competency 2 through Soc W 571: Assessment of Mental Disorders. The curriculum requires that students learn how to honor the lived experience of communities furthest from justice, and to redress racism, ableism, sexism, classism, heterosexism, xenophobia, and other forms of oppression in their agencies and society at large. Concomitantly, students are taught to recognize the role of power differentials and social inequalities in influencing their own behavior. Affirming and respecting ones' own and others' intersectional identities is considered an important pre-cursor to establishing trust on the micro level as well as advancing social change efforts.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 104. Students will:

- demonstrate an understanding of intersectionality and multiple identities-positionalities as the foundation for engaging difference
- recognize and manage personal biases as they affect the professional relationship in the service of the clients'/constituents' interests
- identify practitioner and client/constituent differences, utilizing a strengths perspective

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

Students in CSW expand their understanding of the interconnections of oppression and human rights, theories of social justice, and strategies to promote social and economic justice and eliminate stigma and structural barriers. Competency 2 is addressed in practicum and in the following courses: Soc W 519, Soc W 521, or Soc W 526—the Clinical Social Work policy class options. CSW students integrate an understanding of health/mental health policy with historical legacies of oppression to better understand

the systems within which their clients operate – and to learn how to act as change agents to address root causes of client suffering. Assignments, readings, and class discussion are designed to help students develop the critical thinking and analytic skills necessary to examine social policies and processes in their substantive problem area.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix starting on page 105. Students will:

- articulate the potentially challenging effects of economic, social, cultural, and global factors on client/constituent systems
- advocate at all practice levels for the creation and implementation of intervention programs that promote social and economic justice and diminish disparities
- demonstrate a critical understanding of structural factors, such as racism and violence, which contribute to persistent disparities for marginalized populations

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

This competency builds upon the knowledge and skills gained in generalist practice to use scientific, ethical, and culturally informed methods for informing evidenced-based social work practice. CSW students meet Competency 4 through Soc W 506: Social Welfare Research and Evaluation or Soc W 507: Advanced Standing Social Welfare Research and Evaluation. In this second (advanced) research class, students implement the research proposals prepared in the first quarter course, analyze their data, and present their findings. CSW students draw on other specialization coursework and their practicum to identify and design a research project that builds on culturally informed evidence to develop, implement, and evaluate interventions. This course focuses on the direct application of research design and analysis skills necessary to social work research. This course considers issues of problem definition, measurement selection for diverse populations, data collection, computer-based data analysis, qualitative and quantitative data analytic methods, and skills in presenting, reviewing, and implementing research findings.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix starting on page 106. Students will:

- apply critical thinking to evidence-based interventions and best practices
- use best practices and evidence-based research to develop, implement, and evaluate interventions
- contribute to the theoretical knowledge base of the social work profession through practice-based research

- research and apply knowledge of diverse populations to enhance client/constituent well-being

Competency 5: Engage in Policy Practice

Drawing upon policy practice content introduced in the generalist curriculum, CSW students examine the roles that social workers fulfill in the development, implementation, analysis, and reform of social policies that impact their clients. Clinical Social Work students meet Competency 5 through their practicum and Soc W 519, Soc W 521, or Soc W 526—their Clinical Social Work policy class options. Students are engaged in the study of how public policies are developed, analyzed, adopted, and implemented and the implications of these laws and structures for their clients' wellbeing. They study the processes through which social conditions come to be defined as social problems and how these processes influence policy design; the historical, social, and economic factors that contribute to inequities; and advocacy tools effective in influencing policy change and service delivery.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix starting on page 107. Students will:

- recognize the interrelationship between clients/constituents, practice, and organizational and public policy
- determine the factors that influence the development of legislation, policies, program services, and funding at all system levels

Competency 6: Engage with Individuals, Families, and Groups

Students expand on their generalist curriculum to deepen rapport-building skills, communicate their role and collaborate with clients, recognize and interpret client nonverbal behavior and communication, and build motivational congruence. Students in CSW meet Competency 6 through practicum and Soc W 514 or Soc W 515, their anchor Clinical Social Work practice classes. In both classes, students participate in role plays, peer consultation, and self-assessment of skills in order to improve their ability to learn social work skills through taking risks, managing anxiety and self-consciousness, being observed, observing oneself, self-reflecting, managing reactions to feedback, coaching oneself, and growing more comfortable with the uncomfortable process of clinical skill acquisition. The way both courses frame engagement with clients is through an ecological lens that acknowledges the unbalanced power structure of the clinical relationship – while grounding the trauma-informed work in clients' resiliency and strengths.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge,

values, cognitive/affective processes). For more information, please refer to the matrix starting on page 109. Students will:

- demonstrate the skills required for effectively engaging with clients/constituents (e.g., leadership, critical thinking, and interpersonal skills)
- establish an engagement process that encourages clients/constituents to be active partners in the establishment of intervention goals and expected outcomes

Competency 7: Assess Individuals, Families, and Groups

CSW students extend and expand the assessment knowledge and skills acquired in the generalist curriculum to assess clients using a strength-based, anti-oppressive lens. They meet Competency 7 through practicum and the following course: Soc W 571: Assessment of Mental Disorders. In this course, students learn the mechanics of multi-dimensional and trauma-informed assessment that accounts for marginalized experiences and other structural factors. By taking inventories, participating in role plays, drafting bio/psycho/socials, and submitting a diagnostic formulation, students also identify and propose interventions based on their assessment.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix starting on page 110. Students will:

- use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)
- evaluate, select, and implement appropriate assessment instruments, adapting them as appropriate to client/constituent circumstances

Competency 8: Intervene with Individuals, Families, and Groups

Students in CSW extend intervention strategies and skills developed in the generalist curriculum to learn how to effectively co-create a treatment plan with clients. They meet Competency 8 through their practicum and Soc W 514 or Soc W 515, their anchor Clinical Social Work practice classes. In both classes, students develop proficiency with core skills of motivational interviewing and case management, and are asked to apply practice knowledge to develop change strategies specific to one of their current clients. Students are walked through goal attainment scaling and strategies specific to the different phases of social work practice.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix starting on page 111. Students will:

- identify, evaluate, and select effective and appropriate intervention strategies
- develop and implement collaborative, multidisciplinary intervention strategies

- incorporate practice theories and bio-psycho-social-spiritual-structural factors into the design of intervention strategies

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

Students extend and enhance their generalist knowledge of research to develop skills in culturally relevant evaluation of practice with individuals, families, and groups.

Competency 9 is met through practicum and Soc W 506: Social Welfare Research and Evaluation or Soc W 507: Advanced Standing Social Welfare Research and Evaluation. By developing a research study of their choosing, students gain knowledge and skills in evaluating practice modalities when working with diverse clientele.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix starting on page 113. Students will:

- identify and utilize appropriate evaluation tools for specific interventions
- critically evaluate and examine best practices and evidence-based interventions using an anti-oppression lens, assessing their applicability within communities of color and other marginalized communities.

Specialization 2

Community Centered Integrative Practice Specialization (UW Seattle Full-time Program)

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

The goal of the Community-Centered Integrative Practice (CCIP) Specialization is to prepare students to be partners and leaders in transformative social work practice. Participatory methods of dialogic engagement and community centered-ness are used to engage students in just social work practice that is inclusive and culturally responsive across micro-, mezzo-, and macro-levels of practice. Through teaching, research, scholarship, and practice, CCIP equips students with the requisite knowledge, skills, and values to work as change agents in an integrative, collaborative, and comprehensive manner across local-global contexts to promote just practice embedded in relationships, service delivery, and societal change. Salient skills embedded in the CCIP specialization include (a) intergroup dialogue and social justice group work, (b) constructive engagement of difference, conflict, oppression and inequality, (c) just policy analysis and advocacy, (d) community planning, partnership and organizing, (e) theory of change models and grant writing, (f) promotion of well-being within diverse and marginalized communities; and (g) practice skills to address the traumatic effects of violence at individual and community levels.

The CCIP specialization builds on and enhances the micro/mezzo/macro sequences of the generalist curriculum. CCIP contextualizes social work in the shifting geo-socio-

political-cultural-economic climate, integrating theory and praxis, and centering community voices and experiences. Through their coursework and fieldwork, students develop skills in engagement, assessment, intervention and evaluation by maximizing community strengths, applying empowering practices, and building coalitions. *The generalist curriculum upon which the specialization curriculum builds is described in more detail below.*

CCIP required courses include:

Soc W 569: Community-Centered Integrative Practice

This course enhances generalist skills in assessment, development, and evaluation of organizational and community level interventions and in the analysis of the relationship between community needs/assets and policy. This core CCIP methods course further contextualizes social work in the shifting geo-socio-political-cultural-economic climate, integrating theory to praxis, conceptualized and actualized through the centering of community voices and experiences. This course is unique in its connections from academic perspectives to community perspectives, from students to the people most impacted by institutionalized oppressions, vulnerable to social injustices and inequities. Students critically analyze, deconstruct, and self-assess their awareness, operationalization of their roles and responsibilities in service of community and social change, incorporating social work practices and values that resist the binary of micro and macro. This course requires exploration of diverse narratives from community strengths and expertise, innovation, and creativity in student self-development towards acceptance from and in collaboration with communities towards social justice and equity.

Soc W 534: Praxis of Intergroup Dialogue

The course builds upon two core generalist practice foci, group work methods and social work practice for social justice, which is concerned with professional and personal development in the pursuit of responsive social work practice and social justice. The Praxis of IGD course deepens the generalist content by fostering social justice competencies—knowledge, awareness, values, and skills—for working in varied contexts. InterGroup Dialogue is an emerging social work practice method that focuses on dialogic engagement across diverse social identities. IGD facilitates equitable communication processes towards building alliance in social justice work. IGD draws from principles in emancipatory education and empowerment practice, dialogic communication, intergroup relations, and small group work. These processes are envisioned as fundamental to advancing the principles of social justice and community-centered practice.

Soc W 527: Global and Local Inequalities: Critical Analyses of the Processes and Policies of Globalization

This course builds upon generalist content regarding political theory, racial capitalism, and the progression of classical liberalism. It is grounded in the premise that globalization is a contested term, ranging in meaning from the economic integration of

countries in one economic system, to one that considers the impact of economic global relations on social relationships from the meta-level of a social system to the interstices of everyday life practices (ELPs). The course provides a multidisciplinary examination of a wide range of issues, processes, and patterns of globalization, and their interplay with the contemporary development, formulation, and adoption of social welfare policies. In this course students also explore the meaning and methods of transnational social work practice that have emerged in response to a globalized world.

In addition, the specialization prepares students to become both effective consumers and producers of research and evaluation related to their area of practice through:

Soc W 506: Social Welfare Research and Evaluation

This course is directly linked to the knowledge and skills developed in the generalist research course. In this second quarter research course, students implement the research proposals prepared in the first quarter course, analyze their data, and present their findings. This advanced course focuses on the direct application of research design and analysis skills necessary to social work research.

CCIP students also take four elective courses. Students are allowed to take one elective outside the SSW from the robust offerings of highly ranked programs campus-wide.

Examples of CCIP electives include:

584– Multicultural Mental Health (CCIP Students will have priority for this course.)

582 – Interpersonal Violence and Trauma

570 – Anti-racist Organizing for Social and Economic change

538 – Critical Empowerment Practice with Multi-ethnic Communities: Immigrants & Refugees

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

Coherency and integration occur horizontally by linking coursework with a specialization practicum, and vertically through the progressive development of theory, knowledge and skills related to a student's population focus. Horizontal integration of classroom and field is supported by structural and curricular dimensions. Structurally, the CCIP Co-chairs consist of the Field Faculty responsible for APP placements and a senior classroom instructor. This structure supports integration across classroom and field education by recognizing the importance of learning both through coursework and application in field settings. The specialization Co-chairs and associated faculty meet with CCIP students at least once a quarter to create community, provide advising, and present topical workshops based on student interest.

Horizontal integration is also achieved through the practicum assignments and activities. Students are expected to provide their field instructor with their class syllabi to facilitate the integration of classroom and field by developing applicable field

assignments. Integration is further reinforced through supervision in the practicum and site visits from university-based Field Faculty.

The curriculum also supports integration through course assignments that call on students to use their practicum to apply concepts and skills learned in the classroom. For instance, in Soc W 527: Global and Local Inequalities: Critical Analyses of the Processes and Policies of Globalization, students complete a research project that sets forth a vision regarding a practice-based issue. Students are asked to analyze contemporary responses to the issue and present a well-reasoned, innovative, and anti-oppressive change plan.

Accreditation Standard M2.1.3: The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies to prepare students for practice in the area(s) of specialization.

The nine competencies of the CCIP curriculum extend and enhance the generalist competencies primarily through coursework and a field placement designed to prepare entry level social workers to be partners and leaders in transformative social work practice.

Below, we describe each competency, the four dimensions related to the competency, and the associated behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

CCIP students extend the integration of ethical and professional values mastered in the generalist curriculum to prepare for practice as change agents in an integrative, collaborative, and comprehensive manner across local-global contexts. Professional use of self and a praxis-oriented approach support personal and professional learning and engagement. Students in CCIP meet Competency 1 through the practicum and Soc W 569: Community-Centered Integrative Practice.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 115. Students will:

- understand and identify the role of a social worker in cross-disciplinary settings
- demonstrate professional use of self with clients/constituents and colleagues
- understand and identify professional strengths, limitations, and challenges
- demonstrate a praxis-oriented (action and reflection) approach to personal and professional lifelong learning and engagement

Competency 2: Engage Diversity and Difference in Practice

The generalist curriculum provides a strong foundation in student understanding of intersectionality as a pre-cursor to engaging difference. In the specialization, students

deepen that foundation, recognizing constituents as experts of their own experience and co-creating change strategies at the micro, mezzo, and macro levels. CCIP students meet Competency 2 through practicum and Soc W 534: Praxis of Intergroup Dialogue.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 116. Students will:

- demonstrate an understanding of intersectionality and multiple identities-positionalities as the foundation for engaging difference
- recognize and manage personal biases as they affect the professional relationship in the service of the clients'/constituents' interests
- clients and constituencies as experts of their own experiences and demonstrate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

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

Students in CCIP enhance their understanding of the historical and structural roots of oppression, denial of human rights, and social, economic and environment injustice by expanding their frameworks to include globalization. Thus, they are able to articulate, advocate, and co-create interventions to promote social and economic justice and diminish disparities in a global context. CCIP students meet Competency 3 through practicum and Soc W 527: Global and Local Inequalities: Critical Analyses of the Processes and Policies of Globalization.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 116. Students will:

- articulate the potentially challenging effects of economic, social, cultural, and global factors on client/constituent systems
- advocate at all practice levels for the creation and implementation of intervention programs that promote social and economic justice and diminish disparities
- demonstrate a critical understanding of structural factors, such as racism and violence, that contribute to persistent disparities for marginalized populations

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

This competency builds upon the research knowledge and skills gained in the generalist curriculum to apply culturally informed best practices and evidence-based research to

develop, implement and evaluate interventions. In the specialized research course, students implement research projects developed in the generalist curriculum. Students in CCIP meet Competency 4 through Soc W 506: Social Welfare Research and Evaluation or Soc W 507: Advanced Standing Social Welfare Research and Evaluation.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 116. Students will:

- apply critical thinking to evidence-based interventions and best practices
- use best practices and evidence-based research to develop, implement, and evaluate interventions
- contribute to the theoretical knowledge base of the social work profession through practice-based research
- research and apply knowledge of diverse populations to enhance client/constituent well-being

Competency 5: Engage in Policy Practice

Drawing upon policy practice content introduced in the generalist curriculum, CCIP students examine a wide range of issues, processes, and patterns of globalization, and their interplay with the contemporary development, formulation, and adoption of social welfare policies. They also explore the meaning and methods of transnational social work practice that have emerged in response to a globalized world. CCIP meet Competency 5 through Soc W 527: Global and Local Inequalities: Critical Analyses of the Processes and Policies of Globalization.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 118. Students will:

- recognize the interrelationship between clients/constituents, practice, and organizational and public policy
- determine the factors that influence the development of legislation, policies, program services, and funding at all system levels

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

Drawing upon generalist practice content, students deepen their knowledge of engagement processes that lead to authentic partnerships with clients/constituents in the establishment of goals, intervention methods and measurement of outcomes.

Students in CCIP meet Competency 6 through Soc W 534: Praxis of Intergroup Dialogue and Soc W 569: Community-Centered Integrative Practice.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 118. Students will:

- demonstrate the skills required for effectively engaging with clients/constituents (e.g., leadership, critical thinking, and interpersonal skills)
- establish an engagement process that encourages clients/constituents to be active partners in the establishment of intervention goals and expected outcomes

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

CSW students extend and expand the assessment knowledge and skills acquired in the generalist curriculum to further develop methods of multidimensional assessment, with an emphasis the role of structural factors. They also incorporate approaches that center community strengths and resilience. Students in CCIP meet Competency 7 through Soc W 534: Praxis of Intergroup Dialogue and Soc W 569: Community-Centered Integrative Practice.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 119. Students will:

- use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)
- demonstrate a critical understanding of major approaches to community practice (community organizing, community empowerment, community development, community action and more)

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

Students in CCIP extend and expand intervention knowledge and skills acquired in the generalist curriculum to deepen methods that facilitate collaborative, multidisciplinary intervention strategies. Through coursework they learn to facilitate co-leadership using intergroup dialogues principles to promote social justice. CCIP students meet Competency 8 through Soc W 527: Global and Local Inequalities: Critical Analyses of the Processes and Policies of Globalization and Soc W 534: Praxis of Intergroup Dialogue.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class

participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 120. Students will:

- identify, evaluate, and select effective and appropriate intervention strategies
- develop and implement collaborative, multidisciplinary intervention strategies
- demonstrate facilitative and co-leadership skills using intergroup dialogue principles to effect justice by using knowledge of the effects of oppression, discrimination, structural social inequality, and historical trauma across micro-, mezzo-, and macro-levels of practice to guide intervention planning

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

Drawing upon research knowledge and skills developed in the generalist curriculum, students extend and enhance their knowledge to develop skills in culturally relevant evaluation using an anti-oppression lens. By developing a research study of their choosing, students gain knowledge and skills in evaluating interventions that communities of color and other marginalized communities. Students in CCIP meet Competency 9 through Soc W 506: Social Welfare Research and Evaluation—or Soc W 507: Advanced Standing Social Welfare Research and Evaluation—and Soc W 569: Community Centered Integrative Practice.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 120. Students will:

- identify and utilize appropriate evaluation tools for specific interventions
- critically evaluate and examine best practices and evidence-based interventions using an anti-oppression lens, assessing their applicability within communities of color and other marginalized communities

Specialization 3

Administration and Policy Practice Specialization (UW Seattle Full-time Program)

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

The Administration and Policy Practice (APP) specialization prepares social workers to assume leadership roles in human services organizations and policy arenas, reflecting today's complex social and global environments. Our graduates will be life-long learners with skills in defining and measuring social problems; devising and analyzing policy and

program alternatives; influencing policy decisions; and leading diverse human service organizations, policy institutions, and research centers in program planning, design, implementation, evaluation, and change. Students may also choose to develop competency in resource development, fiscal management, legislative advocacy, or community-based participatory evaluation.

The APP specialization augments and extends the generalist social work knowledge, values, and skills to engage, assess, intervene, and evaluate through courses, assignments and field experiences that address macro dimensions of social work practice with organizations, communities, and government entities such as the state legislature. *The generalist curriculum upon which the specialization curriculum builds is described in more detail below.*

Students in APP take two required classes in fall quarter:

Soc W 550: Strategic Management and Change Leadership in Human Services

This course builds on generalist skills in assessment, development, and evaluation of organizational and community level interventions and social service organizations as sites for analysis of organizational structure, culture, and social impact. Students expand their knowledge by examining tools and techniques required for leadership, program planning, implementation, and program change. Topics include strategic planning, logic modeling, agency-bound relations, work-group facilitation, and diversity-promoting management through lecture, discussion, and exercises.

Soc W 560: Policy Processes, Institutions, and Influences

This specialization course builds on generalist practice content related to theories of social change and system-level assessment, intervention, and evaluation. Students extend and deepen their knowledge of how public policies are developed, analyzed, adopted, and implemented and the implications of these processes for social rights and social justice. They study the processes through which social conditions come to be defined as social problems and how these processes influence policy design; the tools of government and components of public policy; the arenas in which public policies are formulated and adopted and sources of influences on these processes; and policy delivery. Special attention is paid to the ways in which interests are represented or excluded in the policy process and the implications for the social rights and social justice. A quarter-long project helps students integrate the study of policy processes in the analysis of a policy issue, preferably related to practicum. Required readings, in-class exercises, and short writing assignments are designed to support this integration and application of skills.

Students can further specialize their studies by taking one or both of the following courses:

Soc W 551: Human Resource Management in the Human Services

This course augments generalist practice knowledge and skills related to analysis of human service organizations and evaluation research design. Students are engaged in an understanding of a variety of aspects of human resource management, with specific

focus on the human services manager's role as "gatekeeper" and "social change agent" in both non-profit and public settings and exploring ways to improve management effectiveness and achieve measurable outcomes.

Soc W 561: Concepts and Methods of Policy Analysis

Engages students in the concepts and applied practice of policy analysis and evaluation. Prepares students to address two generic policy questions: Given an identified problem, what policy or program should be selected? Given a particular policy or program, how do we evaluate effectiveness? Particular attention is paid to social justice implications. *This course builds on basic research principles from generalist research methods courses by applying them to questions of policy feasibility, suitability, and potential for effectiveness.*

In addition, the specialization prepares students to become both effective consumers and producers of research and evaluation related to their area of practice through:

Soc W 506: Social Welfare Research and Evaluation

This course is directly linked to the knowledge and skills developed in the generalist research course. In this second quarter research course, students implement the research proposals prepared in the first quarter course, analyze their data, and present their findings. This advanced course focuses on the direct application of research design and analysis skills necessary to social work research.

APP students also take four elective courses. Students are allowed to take one elective outside the SSW from the robust offerings of highly ranked programs such as the UW Evans School of Public Policy and the UW Information School (iSchool). All coursework is grounded in theory and skill development related to system-level change: community organizing, policy practice, and organizational change management.

Examples of APP electives include:

519: Health/Mental Health Policy/Services

521: Child and Family Policy/Services

526: Social and Healthcare Policy in an Aging Society

552: Financial Management in Human Services

574: Collaborative Community-Based Evaluation

580: Grant Writing and Fund Development

586: Policy Advocacy

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

Curricular coherency and integration occur horizontally by linking course work with a specialization practicum, and vertically through the progressive development of theory,

knowledge and skills related to a student's focus within the APP Specialization. Horizontal integration of classroom and field is supported by structural and curricular dimensions. Structurally, the APP Co-chairs consist of the Field Faculty responsible for APP placements and a tenure-track member of the faculty. This structure supports integration across classroom and field education by recognizing the importance of learning both through coursework and application in field settings. The specialization Co-chairs and associated faculty meet with APP students at least once a quarter to create community, provide advising, and present topical workshops based on student interest.

Horizontal integration is also achieved through the practicum assignments and activities. Students are expected to provide their field instructor with their class syllabi to facilitate the integration of classroom and field by developing applicable field assignments. Integration is further reinforced through supervision in the practicum and site visits from university-based Field Faculty.

The curriculum also supports integration through course assignments that call on students to use their practicum to apply concepts and skills learned in the classroom. For instance, in Soc W 550: Strategic Management and Change Leadership in Human Services, students are expected to diagnose selected administrative systems, management practices, and political landscapes in institutions and organizations of which they are a member, with preference given to their practicum. Students then narrow their focus to identify an organizational issue of sufficient magnitude and develop a well-reasoned change strategy. In the second required course, Soc W 561: Concepts and Methods of Policy Analysis, the assignment entails identification of a social problem, possible policy or program options to address the problem, and mechanisms to evaluate whether a particular policy or program is working.

Accreditation Standard M2.1.3: The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies to prepare students for practice in the area(s) of specialization.

The nine competencies of the APP curriculum extend and enhance the generalist competencies primarily through the vertical integration of the curriculum that leads to the preparation of entry level social workers prepared to assume leadership roles in human services organizations and policy arenas. Building on an integrated micro, mezzo, macro generalist foundation, the APP competencies deepen the focus on macro practice.

Below, we describe each competency, the four dimensions related to the competency, and the associated behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Students in the APP Specialization extend the integration of ethical and professional values mastered in the generalist curriculum to prepare for work within complex, multi-dimensional organizations and systems that require the ability to make professional value-based judgments. Competency 1 is met through the practicum experience and

the following courses: Soc W 550: Strategic Management and Change Leadership in Human Services and Soc W 560: Policy Processes, Institutions, and Influences.

These courses are grounded in a commitment to ethical practice which is demonstrated by assessing and analyzing the processes through which social conditions come to be defined as social problems and how these processes influence policy and program design. Students also learn to apply adaptive leadership theory to practice, recognizing that moral and ethical program management must assess risks, liabilities, authority, power, and influence, to facilitate practical and coherent theoretical frameworks for strategic change management. Professional development is achieved through student articulation of an organizational and personal/professional stance that requires insight into the impact of personal biases on leadership, as well as co-creation and implementation of change strategies.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class engagement (values, skills, cognitive/affective processes), and course readings and resources (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix starting on page 122. Students will:

- understand and identify the role of a social worker in cross-disciplinary settings
- demonstrate professional use of self with clients/constituents and colleagues
- understand and identify professional strengths, limitations, and challenges
- apply core values and ethical standards of the social work profession within diverse organizational, policy and community practice settings

Competency 2: Engage Diversity and Difference in Practice

Students in APP extend their ability to understand how oppression, marginalization, privilege, and power impact well-being and the need for change in mezzo and macro settings. Competency 2 is addressed in practicum and in the following courses: Soc W 551: Human Resource Management in the Human Services and Soc W 561: Concepts and Methods of Policy Analysis. Through coursework and practicum, APP students are imbued with a deep respect for the dignity and worth of every person, particularly within the constructs of divisive political environments. The curriculum requires that students learn how to identify, authentically engage with, and respond to the lived experience of communities furthest from justice. Concomitantly, students are taught to recognize the role of power differentials and social inequalities in influencing their own behavior. Affirming and respecting ones' own and others' intersectional identities is considered an important pre-cursor to establishing trust and advancing social change efforts.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 123. Students will:

- demonstrate an understanding of intersectionality and multiple identities-positionalities as the foundation for engaging difference
- recognize and manage personal biases as they affect the professional relationship in the service of the clients'/constituents' interests
- demonstrate ability to collaboratively define issues, collect data, and develop interventions, taking into account different histories, cultural identities, and belief systems

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

Students in the APP Specialization expand their understanding of the interconnections of oppression and human rights, theories of social justice, and strategies to promote social and economic justice and eliminate oppressive structural barriers. Competency 3 is met through practicum and the following courses: Soc W 550: Strategic Management and Change Leadership in Human Services, Soc W 551: Human Resource Management in the Human Services and Soc W 560: Policy Processes, Institutions, and Influences. APP students integrate the study of policy processes and impacts with an understanding of the historical legacies of oppression, paying special attention to the ways in which interests are represented or excluded in the policy process and the implications for the social rights and social justice. Assignments, readings, and class discussion are designed to help students develop the critical thinking and analytic skills necessary to examine social policies and processes in their substantive problem area.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 124. Students will:

- articulate the potentially challenging effects of economic, social, cultural, and global factors on client/constituent systems
- advocate at all practice levels for the creation and implementation of intervention programs that promote social and economic justice and diminish disparities
- demonstrate a critical understanding of structural factors, such as racism and violence, which contribute to persistent disparities for marginalized populations

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

This competency builds upon the knowledge and skills gained in generalist practice to use scientific, ethical, and culturally informed approaches to bring about change in community, organization, and/or policy arenas. APP students meet Competency 4 through Soc W 506: Social Welfare Research and Evaluation or Soc W 507: Advanced Standing Social Welfare Research and Evaluation. In this second (advanced) research class, students implement the research proposals prepared in the first quarter course,

analyze their data, and present their findings. APP students draw on other specialization coursework and their practicum to identify and design a research project that builds on culturally informed evidence to advance social justice in their substantive problem area. This advanced course focuses on the direct application of research design and analysis skills necessary to social work research. This course considers issues of problem definition, measurement selection for diverse populations, data collection, computer-based data analysis, qualitative and quantitative data analytic methods, and skills in presenting, reviewing, and implementing research findings.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 125. Students will:

- apply critical thinking to evidence-based interventions and best practices
- use best practices and evidence-based research to develop, implement, and evaluate interventions
- contribute to the theoretical knowledge base of the social work profession through practice-based research
- research and apply knowledge of diverse populations to enhance client/constituent well-being

Competency 5: Engage in Policy Practice

Students expand on their generalist policy content to deepen their understanding of how historical, social, and economic factors contribute to inequities and use this knowledge to shape and implement reforms that advance human rights. APP students meet Competency 5 through practicum and Soc W 560: Policy Processes, Institutions, and Influences. Students are engaged in the study of how public policies are developed, analyzed, adopted, and implemented and the implications of these processes for human rights and social justice. They study the processes through which social conditions come to be defined as social problems and how these processes influence policy design; the tools of government and components of public policy; the arenas in which public policies are formulated and adopted and sources of influences on these processes; and policy delivery.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 126. Students will:

- recognize the interrelationship between clients/constituents, practice, and organizational and public policy
- determine the factors that influence the development of legislation, policies, program services, and funding at all system levels

Competency 6: Engage with Organizations and Communities

Students in the APP specialization build on their understanding of the interconnections between micro, mezzo, and macro systems developed in the generalist curriculum to inform and extend engagement with organizations and communities. APP students meet Competency 6 through practicum and Soc W 551: Human Resource Management in the Human Services and/or Soc W 561: Concepts and Methods of Policy Analysis. Students focus on effectively engaging and collaborating with diverse clients/constituents and other key stakeholders to identify common ground, assess needs, and build on collective capacities and strengths, for the purpose of advancing a social justice agenda.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 126. Students will:

- demonstrate the skills required for effectively engaging with clients/constituents (e.g., leadership, critical thinking and interpersonal skills)
- demonstrate ability to engage with communities, their constituencies, and organizations that serve them to assess and analyze community/organization capacities, strengths, and needs

Competency 7: Assess Organizations and Communities

APP students extend and expand the assessment knowledge and skills acquired in the generalist curriculum to critically assess and analyze organizations and communities from through a strength-based, anti-oppressive lens. They meet Competency 7 through practicum and the following courses: Soc W 550: Strategic Management and Change Leadership in Human Services and Soc W 560: Policy Processes, Institutions, and Influences. Students learn to apply a multi-dimensional assessment strategy that accounts for context, power dynamics, and other structural factors. Assessment is used to identify, plan, and implement a co-created change strategy.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 127. Students will:

- use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)
- assess policies influencing practice within organizational and community settings, identifying opportunities for individuals to become change agents

Competency 8: Intervene with Organizations and Communities

Students in APP extend intervention strategies and skills developed in the generalist curriculum to learn how to effectively intervene with organizations and communities. Competency 8 is met through practicum and Soc W 551: Human Resource Management in the Human Services and/or Soc W 561: Concepts and Methods of Policy Analysis. Through coursework and practicum, students employ analytical and interpersonal skills to co-create and implement interventions with community-based groups and human service organizations.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 128. Students will:

- identify, evaluate, and select effective and appropriate intervention strategies
- develop and implement collaborative, multidisciplinary intervention strategies
- demonstrate analytical and interpersonal skills in work with community-based groups and human service organizations

Competency 9: Evaluate Practice with Organizations and Communities

Students extend and enhance their generalist knowledge of research to develop skills in culturally relevant evaluation of practice with organizations and communities. Competency 9 is met through practicum and Soc W 506: Social Welfare Research and Evaluation or Soc W 507: Advanced Standing Social Welfare Research and Evaluation and Soc W 561: Concepts and Methods of Policy Analysis. Through these mechanisms, students learn to advance equity and inclusion by collaboratively evaluating organizational and community change efforts.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 129. Students will:

- identify and utilize appropriate evaluation tools for specific interventions
- demonstrate ability to involve community and organizational constituencies in implementing and evaluating the effectiveness of policy decisions and programs to enhance equity and inclusion.

Specialization 4

Integrative Health-Mental Health Practice Specialization (UW Seattle Part-time Program)

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

The Integrative Health-Mental Health (HMH) specialization curriculum integrates key perspectives of trauma crisis and loss, stress-coping, bio-ecological-environmental interaction, and resiliency and recovery in the curriculum. The specialization provides future MSW practitioners with knowledge, skills, and research evidence about cutting-edge, culturally relevant interventions, empirically supported interventions, and promising practices for diverse populations across various health and mental health settings.

Utilizing an interdisciplinary, multi-component framework for health-mental health practice, this clinical social work specialization prepares MSW practitioners to work across diverse health and mental health settings and to gain particular expertise in environment-mind-body-spirit-cultural integrative practice (mind-body complementarity) that reflects state of the art interventions in behavioral health.

The HMH specialization builds on the learning done in the micro/mezzo sequence of the generalist curriculum. Courses are grounded in theory and skill development across the clinical process: engagement, assessment, intervention, monitoring, and termination. Motivational Interviewing, person-in-environment perspective, intersectionality, trauma-informed care, and Cognitive Behavioral Therapy are all signatures of this curriculum. *The generalist curriculum upon which the specialization curriculum builds is described in more detail below.*

Students in this clinical specialization take two practice classes that prepare them to work across diverse health and mental health settings:

Soc W 562: Integrative Health/Mental Health Practice I

This specialization course builds on generalist engagement, assessment, and intervention skills when working with individuals in clinical settings. Designed to foster knowledge and competency in theory and practice of clinical social work with a social justice framework, this course emphasizes advanced-level person-centered, strengths-based approaches to the social work processes of engagement, assessment, treatment planning, intervention, monitoring and evaluation, and termination. Students learn and practice motivational interviewing and critically examine its application in all phases of the social work process, underscoring intersectional identities while working with clients of varying social identity categories.

And Soc W 563: Specialized Practice II: Health/Mental Health.

This specialization course builds on generalist frameworks/competencies applying strength-based, social-justice informed approaches to medical social work practice – specifically building upon generalist engagement, assessment, and intervention skills. This course helps students develop advanced knowledge and skills for working with

individuals and families in healthcare settings. This course teaches theory, knowledge and practice skills used by social workers in a variety of health care settings, drawing on biopsychosocial, ecological, contextual, and multicultural theories to inform our understanding of health and illness. The course focuses on skill building around strengths-based assessment and intervention aimed primarily at the individual and family and on effective strategies for interdisciplinary collaboration and consultation, highlighting the importance of inter-professional practice skills. Special emphasis is placed on the role of culture and family systems in health and the implications for social work assessment, care planning and intervention.

Before beginning their specialized field placement, students also take a policy course, Soc W 519: Policy/Services: Health/Mental Health, to better understand the structure of U.S. health and mental health systems and the complex dynamics that shape health and social policy.

Soc W 519: Policy/Services: Health/Mental Health

This specialization course builds on generalist practice content related to theories of social change and system-level assessment, intervention, and evaluation. This course prepares future social work professionals to understand the organization of the U.S. physical and mental health care systems by evaluating policies and their effects in light of historical social inequalities. Students will review the major public programs affecting health and mental health systems, including Medicare and Medicaid, as well as current reforms of the health and mental health care systems. This course provides analytic tools to help with critical thinking about competing views of inequality and the interventions that address it.

HMH students also take Soc W 571: Assessment of Mental Disorders online during the summer between their second and third years.

Soc W 571: Assessment of Mental Disorders:

In addition to further developing social work assessment skills, this specialization course builds on generalist competencies related to ethical behavior, critical thinking, and engaging diversity and difference in practice. This course provides basic knowledge and skills to assess mental disorders and improve critical thinking concerning assessment and diagnosis. It emphasizes the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) for its system of symptom description and classification. The course also examines challenges of methodological implications of mental health assessment across race, gender, and ethnicity.

In addition, the specialization prepares students to become both effective consumers and producers of research and evaluation related to their area of practice through:

Soc W 506: Social Welfare Research and Evaluation (or for Advanced Standing students, Soc W 507: Advanced Standing Social Welfare and Evaluation)

This course is directly linked to the knowledge and skills developed in the generalist research course. In this second quarter, students implement the research proposals prepared in the first quarter course, analyze their data, and present their findings. This

advanced course focuses on the direct application of research design and analysis skills necessary to social work research.

Finally, HMH students take three clinical electives, with topics including specific intervention models, practice with different marginalized communities, modalities to address substance use, and understanding historical trauma and cycles of violence. Students may take one elective outside the SSW from the robust offerings from programs in Applied Child and Adolescent Psychology, Infant Mental Health, Psychology, Psychiatry, and Sociology. Some of our CSW students also pursue UW certificates in Disability Studies, Gerontology, Global Health, Healthcare Ethics, and Palliative Care.

Examples of HMH electives include:

- 538: Critical Empowerment Practice with Multi-Ethnic Communities
- 539: Engaged Practice with Latinas and Latinos (for students in Latinx Specialization)
- 541: Social Work Practice in Health Settings
- 542: Recovery-Oriented Social Work Practice in Community Mental Health
- 557: Caring for Persons with Life-Limiting Illness: A Lifespan Approach
- 572: Social Work Practice with Chemically Dependent Adults: Cognitive-Behavioral Approaches
- 576: Contexts of Disability and Anti-Ableist Practice
- 581: Historical Trauma and Healing
- 582: Interpersonal Violence and Trauma
- 584: Multicultural Mental Health Practice
- 592: Practice with African American Families
- 593: Social Work Practice with Chemically Dependent Adults: Understanding Assessment, Evaluation, and Counseling
- 595: Co-Occurring Addiction and Mental Health Disorders
- 596: Introduction to Dialectical Behavior Therapy
- 596: Social Work Praxis with Trans and Queer Communities
- 596: Social Work with Military Service Members, Veterans and their Families

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

The Integrative Health-Mental Health Practice specialization builds on the learning done in the micro/mezzo sequence of the generalist curriculum. Courses are grounded in theory and skill development across the clinical process: engagement, assessment,

intervention, monitoring, and termination – all timed to line up with their developmental learning in the field.

Integration occurs horizontally by linking course work with a specialization practicum, and vertically through the progressive development of theory, knowledge and skills related to student's focus within the HMH specialization. Horizontal integration of classroom and field is supported by structural and curricular dimensions. Structurally, the Integrative Health-Mental Health specialization is chaired by both a tenure-track Faculty member and a Field Faculty member responsible for supporting students' field experience. They meet quarterly with students to create community, provide pre-professional advising, and bring in alumni and professionals in the field to discuss the unique aspects of working at the intersection of behavioral and bodily health.

Horizontal integration is also achieved through the practicum assignments and activities. Students are expected to provide their field instructor with their class syllabi to facilitate the integration of classroom and field by developing applicable field assignments. Integration is further reinforced through supervision in the practicum and site visits from university-based Field Faculty.

The curriculum also supports integration through course assignments that call on students to use their practicum to apply concepts and skills learned in the classroom. For instance, in Soc W 562 and Soc W 563, students are asked to write bio/psycho/social/spiritual assessments of clients they're working with in their field placements to share how they're incorporating class theories into their case formulations. Students are also asked to share a process recording of an excerpt of a client session to demonstrate acquisition and usage of Motivational Interviewing techniques.

Accreditation Standard M2.1.3: The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies to prepare students for practice in the area(s) of specialization.

The nine competencies of the HMH curriculum extend and enhance the generalist competencies primarily through the vertical integration of the curriculum that leads to the preparation of entry level social workers prepared to practice clinically with diverse clientele across the lifespan and in a variety of settings. Building on integrated micro, mezzo, macro generalist foundation, the HMH competencies deepen the focus on micro and mezzo practice levels.

Below, we describe each competency, the four dimensions related to the competency, and the associated behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Students in HMH specialization extend the integration of ethical and professional values mastered in the generalist curriculum to prepare for work within complex, multi-dimensional organizations and systems that require the ability to make professional value-based judgments. Competency 1 is met through the practicum experience and

the following courses: Soc W 519: Policy/Services: Health/Mental Health and Soc W 571: Assessment of Mental Disorders.

These courses are grounded in a commitment to ethical practice which is demonstrated by assessing how clients are shaped by – and navigate through – social systems and conditions. Students also analyze the ways in which they can best deliver high-quality, person-centered care that is both informed by and challenges the oppressive systems within which we all operate. Professional development is achieved through student articulation of an organizational and personal/professional stance that requires insight into the impact of personal biases on practice with clients and colleagues, as well as co-creation and implementation of treatment goals.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix starting on page 130. Students will:

- understand and identify the role of a social worker in cross-disciplinary settings
- demonstrate professional use of self with clients/constituents and colleagues
- understand and identify professional strengths, limitations, and challenges
- develop and maintain relationships with clients/constituents within a person-in-environment and strengths perspective

Competency 2: Engage Diversity and Difference in Practice

Through coursework and practicum, HMH students are imbued with a deep respect for the dignity and worth of every person and develop skills to authentically engage with clients to promote wellbeing and partner together to combat internalized oppression as well as fight for change on the mezzo and macro level. Students in HMH meet Competency 2 through practicum and the following courses: Soc W 562 Integrative Health/Mental Health Practice I and Soc W 571: Assessment of Mental Disorders. The curriculum requires that students learn how to honor the lived experience of communities furthest from justice, and to redress racism, ableism, sexism, classism, heterosexism, xenophobia, and other forms of oppression in their agencies and society at large. Concomitantly, students are taught to recognize the role of power differentials and social inequalities in influencing their own behavior. Affirming and respecting ones' own and others' intersectional identities is considered an important pre-cursor to establishing trust on the micro level as well as advancing social change efforts.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 131. Students will:

- demonstrate an understanding of intersectionality and multiple identities-positionalities as the foundation for engaging difference

- recognize and manage personal biases as they affect the professional relationship in the service of the clients'/constituents' interests
- identify practitioner and client/constituent differences, utilizing a strengths perspective

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

Students in HMH expand their understanding of the interconnections of oppression and human rights, theories of social justice, and strategies to promote social and economic justice and eliminate stigma and structural barriers. Competency 3 is addressed in practicum and in the following course: Soc W 519: Policy/Services: Health/Mental Health. HMH students integrate an understanding of health/mental health policy with historical legacies of oppression to better understand the systems within which their clients operate – and to learn how to act as change agents to address root causes of client suffering. Assignments, readings, and class discussion are designed to help students develop the critical thinking and analytic skills necessary to examine social policies and processes in their substantive problem area.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix starting on page 133. Students will

- articulate the potentially challenging effects of economic, social, cultural, and global factors on client/constituent systems
- advocate at all practice levels for the creation and implementation of intervention programs that promote social and economic justice and diminish disparities
- demonstrate a critical understanding of structural factors, such as racism and violence, that contribute to persistent disparities for marginalized populations

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

This competency builds upon the knowledge and skills gained in generalist practice to use scientific, ethical, and culturally informed methods for informing evidenced-based social work practice. HMH students meet Competency 4 through Soc W 506: Social Welfare Research and Evaluation or Soc W 507: Advanced Standing Social Welfare Research and Evaluation. In this second (advanced) research class, students implement the research proposals prepared in the first quarter course, analyze their data, and present their findings. HMH students draw on other specialization coursework and their practicum to identify and design a research project that builds on culturally informed evidence to develop, implement, and evaluate interventions. This course focuses on the direct application of research design and analysis skills necessary to social work research. This course considers issues of problem definition, measurement selection for diverse populations, data collection, computer-based data analysis,

qualitative and quantitative data analytic methods, and skills in presenting, reviewing, and implementing research findings.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix starting on page 133. Students will:

- apply critical thinking to evidence-based interventions and best practices
- use best practices and evidence-based research to develop, implement and evaluate interventions
- contribute to the theoretical knowledge base of the social work profession through practice-based research
- research and apply knowledge of diverse populations to enhance client/constituent well-being

Competency 5: Engage in Policy Practice

Drawing upon policy practice content introduced in the generalist curriculum, HMH students examine the roles that social workers fulfill in the development, implementation, analysis, and reform of social policies that impact their clients. These students meet Competency 5 through their practicum and Soc W 519: Policy/Services: Health/Mental Health. Students are engaged in the study of how public policies are developed, analyzed, adopted, and implemented and the implications of these laws and structures for their clients' wellbeing. They study the processes through which social conditions come to be defined as social problems and how these processes influence policy design; the historical, social, and economic factors that contribute to inequities; and advocacy tools effective in influencing policy change and service delivery.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix starting on page 134. Students will:

- recognize the interrelationship between clients/constituents, practice, and organizational and public policy
- determine the factors that influence the development of legislation, policies, program services, and funding at all system levels

Competency 6: Engage with Individuals

Students expand on their generalist curriculum to deepen rapport-building skills, communicate their role and collaborate with clients, recognize and interpret client nonverbal behavior and communication, and build motivational congruence. Students in HMH meet Competency 6 through practicum and Soc W 562: Integrative Health/Mental

Health Practice I. In this class, students participate in role plays, peer consultation, and self-assessment of skills to improve their ability to learn social work skills through taking risks, managing anxiety and self-consciousness, being observed, observing oneself, self-reflecting, managing reactions to feedback, coaching oneself, and growing more comfortable with the uncomfortable process of clinical skill acquisition. The way both courses frame engagement with clients is through an ecological lens that acknowledges the unbalanced power structure of the clinical relationship – while grounding the trauma-informed work in clients' resiliency and strengths.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix starting on page 135. Students will:

- demonstrate the skills required for effectively engaging with clients/constituents (e.g., leadership, critical thinking, and interpersonal skills)
- establish an engagement process that encourages clients/constituents to be active partners in the establishment of intervention goals and expected outcomes

Competency 7: Assess Individuals, Families, and Groups

HMH students extend and expand the assessment knowledge and skills acquired in the generalist curriculum to assess clients using a strength-based, anti-oppressive lens. They meet Competency 7 through practicum and the following courses: Soc W 563: Specialized Practice II: Health/Mental Health and Soc W 571: Assessment of Mental Disorders. In these courses, students learn the mechanics of multi-dimensional and trauma-informed assessment that accounts for marginalized experiences and other structural factors. By taking inventories, participating in role plays, drafting biopsychosocial, and submitting a diagnostic formulation, students also identify and propose interventions based on their assessment.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix starting on page 135. Students will:

- use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)
- evaluate, select, and implement appropriate assessment instruments, adapting them as appropriate to client/constituent circumstances

Competency 8: Intervene with Individuals, Families, and Groups

Students in HMH extend intervention strategies and skills developed in the generalist curriculum to learn how to effectively co-create a treatment plan with clients. They meet Competency 8 through their practicum and Soc W 563: Specialized Practice II: Health/Mental Health. In this class, students deepen interventive proficiencies and are

asked to apply practice knowledge to develop change strategies specific to one of their current clients. Students are walked through goal attainment scaling and strategies specific to the different phases of social work practice as well as criteria for successful discharge in hospital settings.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix starting on page 137. Students will:

- identify, evaluate, and select effective and appropriate intervention strategies
- develop and implement collaborative, multidisciplinary intervention strategies
- incorporate practice theories and bio-psycho-social-spiritual-structural factors into the design of intervention strategies

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

Students extend and enhance their generalist knowledge of research to develop skills in culturally relevant evaluation of practice with clients. Competency 9 is met through practicum and Soc W 506: Social Welfare Research and Evaluation—or Soc W 507: Advanced Standing Social Welfare Research and Evaluation—and Soc W 563: Specialized Practice II: Health/Mental Health. By developing a research study of their choosing, students gain knowledge and skills in evaluating practice modalities when working with diverse clientele.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix starting on page 137. Students will:

- identify and utilize appropriate evaluation tools for specific interventions
- critically evaluate and examine best practices and evidence-based interventions using an anti-oppression lens, assessing their applicability within communities of color and other marginalized communities

Specialized Practice 5

Multigenerational Practice with Children, Families, and Elders (UW Seattle, Part-time Program)

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

Multigenerational Practice with Children, Families, and Elders (MGCFE) prepares MSW practitioners to intervene with, and advocate for, children, families, and elders across the life course within diverse communities. This innovative approach integrates cross-generational issues with core concepts such as resilience, trauma, family violence, disparities, and cultural relevance. This specialization prepares practitioners for a range of settings including, but not limited to, child welfare, schools, mental health, juvenile justice, assisted living, and elder and family services.

The MGCFE specialization augments and extends the micro/mezzo sequence of the generalist curriculum. Building on generalist social work knowledge, values, and skills, MGCFE students deepen their ability to engage, assess, intervene, and evaluate through course material, assignments, and field experiences that address micro/mezzo dimensions of social work practice with multigenerational families. The required courses and *the generalist curriculum upon which the specialization curriculum rests are described with greater specification below.*

Students in MGCFE take five required courses.

Soc W 520: Policy/Services for Multigenerational Practice with Children, Families, and Elders

This specialized course extends and enhances policy constructs and skills developed in the generalist curriculum. Major policy issues related to practice with children, families and elders are reviewed and assumptions underlying existing social policies and institutional contexts are critically examined. The analytic focus is on social and economic inequalities affecting children, elders and families, with an emphasis on historically oppressed and marginalized populations. Through critical examination of the social construction of key child, family and aging policies and services in a historical, political and comparative context, this course seeks to inform the development of socially just policy and services responses that foster cross-generational interdependence. Students critically analyze major factors affecting the development of current policies and services and identify directions for changing them to promote social justice and multigenerational equity.

Soc W 548: Specialized Practice I: Multigenerational Practice with Children, Families, and Elders

This course builds on core frameworks and competencies such as engagement, assessment and case planning developed in the generalist curriculum, to

help students obtain specialized knowledge and skills to work with diverse multigenerational families. Interventions are broadly defined to include both direct work with individual children and youth, collaborative work with caregivers and families, advocacy efforts, and consultation. Assessment and intervention are approached within a developmentally anchored, culturally responsive, and collaborative framework that honors the family's right to self-determination. Specific techniques addressed in this course include family engagement, interviewing children and adults, motivational interviewing, play therapy, and treatment planning from an ecological perspective. Particular foci include stages of development across the lifespan, attachment, grief and loss, and lived, intergenerational and historical trauma. Issues pertaining to social and economic justice are addressed through examining the impacts of poverty, contemporary and historical oppression, and disproportionality on families and communities.

Soc W 571: Assessment of Mental Disorders

This course extends and enhances engagement, interviewing, and assessment skills developed in the generalist curriculum. Students acquire basic knowledge and skills to assess mental disorders and improve critical thinking concerning assessment and diagnosis. Emphasis is placed on the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-V) for its system of symptom description and classification. Students examine challenges of methodological implications of mental health assessment across race, gender, and ethnicity.

Soc W 549: Specialized Practice II: Multigenerational Practice with Children, Families, and Elders

This specialization course augments generalist direct practice skills of engagement, assessment, and case planning. A multigenerational perspective is used to examine clinical interventions for several sources of trauma: attachment rupture in infancy, childhood abuse, and violence at any age, having been raised by parents with mental illness or substance use disorders, elders at the mercy of abusive adult children, and a range of losses throughout the lifespan. Evidence-based, as well as traditional and emerging techniques for healing trauma and cultivating safety for survivors are explored. Ethical issues are discussed regarding clients who continue with self-harming behaviors and those who resist treatment. Ways to establish a therapeutic alliance are also explored. The recovery process is explored from the perspective of family strengths and cultural differences across generations.

Soc W 506: Social Welfare Research and Evaluation

This course is directly linked to the knowledge and skills developed in the generalist research course. In this second quarter research course, students implement the research proposals prepared in the first quarter course, analyze their data, and present their findings. This advanced course focuses on the direct application of research design and analysis skills necessary to social work research.

MGCFE students also take three elective courses. Students are allowed to take one elective outside the SSW from the robust offerings of highly ranked programs such as

the Infant Mental Health Program located in the School of Nursing. All coursework is grounded in theory and skill development related to micro/mezzo clinical practice.

Examples of MGCFE electives include:

- 531: Child Mental Health
- 532: Practice with Diverse Children, Youth and Families: Focus on Child Welfare
- 538: Critical Empowerment Practice with Multi-Ethnic Communities
- 539: Engaged Practice with Latinas and Latinos (for students in Latinx Specialization)
- 557: Caring for Persons with Life-Limiting Illness: A Lifespan Approach
- 576: Contexts of Disability and Anti-Ableist Practice
- 581: Historical Trauma and Healing
- 582: Interpersonal Violence and Trauma
- 584: Multicultural Mental Health Practice
- 588: School Social Work
- 592: Practice with African American Families
- 595: Co-Occurring Addiction and Mental Health Disorders
- 596: Motivational Interviewing with Adolescents
- 596: Social Work Praxis with Trans and Queer Communities
- 596: Social Work with Military Service Members, Veterans and their Families

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

MGCFE is family- and community-centered in its approach. Grounded within life course and human development perspectives, students acquire the knowledge and skills to build upon cross-generational strengths and resilience in the delivery of services. A number of practice frameworks and evidence-informed intervention models are utilized, including: brief crisis interventions, solutions-focused social work practice, motivational interviewing, cognitive behavioral therapy, family support interventions, early intervention/infant mental health, and case management. Given the wide range of related practice and organizational settings, student develop the skills, knowledge, and values to analyze, critique and advocate for policies and programs that support culturally diverse multigenerational families. This approach is aimed at strengthening reciprocity across generations and reducing risks experienced by vulnerable children, families, and elders.

Coherence and integration occur horizontally by linking coursework with a specialization practicum, and vertically through the progressive development of theory, knowledge and skills related to practice with multigenerational families. Horizontal integration of classroom and field is supported by structural and curricular dimensions. Structurally, the MGCFE Co-chairs consist of the Field Faculty responsible for MGCFE placements and a seasoned classroom instructor. This structure supports integration across classroom and field education by recognizing the importance of learning both through coursework and application in field settings. The Specialization Co-chairs and associated faculty meet with MGCFE students at least once a quarter to create community, provide advising, and present topical workshops based on student interest.

Horizontal integration is also achieved through the practicum assignments and activities. Students are expected to provide their field instructor with their class syllabi to facilitate the integration of classroom and field by developing applicable field assignments. Integration is further reinforced through supervision in the practicum and site visits from university-based Field Faculty.

The curriculum also supports integration through course assignments that call on students to use their practicum to apply concepts and skills learned in the classroom. For instance, in Soc W 548: Specialized Practice I: Multigenerational Practice with Children, Families, and Elders, students are required to complete a comprehensive, family-centered assessment of a multigenerational family, preferably from their practicum site. The students also video tape a case presentation of the assessment family. Similarly, in Soc W 571: Assessment of Mental Disorders, students complete a bio/psycho/social write-up, drawing on the DSM.

Accreditation Standard M2.1.3: The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies to prepare students for practice in the area(s) of specialization.

The nine competencies of the MGCFE curriculum extend and enhance the generalist competencies primarily through the vertical integration of the curriculum. MGCFE prepares entry level social workers to intervene with, and advocate for, children, families, and elders across the life course within diverse communities.

Competency 1: Demonstrate Ethical and Professional Behavior

Building on generalist micro practice frameworks, students preparing to work with diverse multigenerational families ensure ethical practice by engaging in self-reflection, using supervision and consultation to explore implicit and explicit bias, promoting self-determination, and joining with families around their priorities and goals. Students in MGCFE meet Competency 1 through Soc W 520: Policy/Services: Multigenerational and Soc W 571: Assessment of Mental Disorders.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge,

values, cognitive/affective processes). For more information, please refer to the matrix on page 139. Students will:

- understand and identify the role of a social worker in cross-disciplinary settings
- demonstrate professional use of self with clients/constituents and colleagues
- understand and identify professional strengths, limitations, and challenges
- develop and maintain relationships with clients/constituents within person-in-environment and strengths perspective

Competency 2: Engage Diversity and Difference in Practice

The generalist curriculum provides a strong foundation in student understanding of intersectionality as a pre-cursor to engaging difference. Through specialized coursework and practicum, MGCFE deepens students' ability to engage difference through humility, reflective capacity, and a nuanced understanding of intersectionality. Students also understand the role of structural factors and cumulative disadvantage in creating and sustaining disparities. Students in MGCFE meet Competency 2 through Soc W 548: Multigenerational Practice with Children, Families, and Elders I and Soc W 571: Assessment of Mental Disorders.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 140. Students will:

- demonstrate an understanding of intersectionality and multiple identities-positionalities as the foundation for engaging difference
- recognize and manage personal biases as they affect the professional relationship in the service of the clients'/constituents' interests
- identify practitioner and client/constituent differences, utilizing a strengths perspective

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

Students in MGCFE expand their understanding of the interconnections of oppression and human rights developed in the generalist curriculum. Students preparing to work with multigenerational families in diverse communities learn the importance of historical context, the impacts of multigenerational trauma, and the role of structural barriers to social and economic justice. Employing a strengths-based, person-in-environment approach, they work across systems and disciplines to challenge bias, create access to resources, and ensure human rights. Students in MGCFE meet Competency 3 through Soc W 520: Policy/Services: Multigenerational.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class

participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes).

For more information, please refer to the matrix on page 141. Students will:

- articulate the potentially challenging effects of economic, social, cultural, and global factors on client/constituent systems
- advocate at all practice levels for the creation and implementation of intervention programs that promote social and economic justice and diminish disparities
- demonstrate a critical understanding of structural factors, such as racism and violence, which contribute to persistent disparities for marginalized populations

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

The generalist curriculum prepares students in the specialization to further their knowledge and skills in engagement of diverse families. MGCFE students build on this knowledge to learn to apply critical thinking to identify, implement and evaluate best practices based on practice- and evidence-based research. They also use their knowledge of diverse populations to promote well-being through culturally responsive practice. Students in MGCFE meet Competency 4 through Soc W 506: Social Welfare Research and Evaluation or Soc W 507: Advanced Standing Social Welfare Research and Evaluation.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 142. Students will:

- apply critical thinking to evidence-based interventions and best practices
- use best practices and evidence-based research to develop, implement, and evaluate interventions
- contribute to the theoretical knowledge base of the social work profession through practice-based research
- research and apply knowledge of diverse populations to enhance client/constituent well-being

Competency 5: Engage in Policy Practice

Building upon generalist policy practice content, students learn to critically examine the social construction of key child, family and aging policies and services in a historical, political and comparative context, to inform the development of socially just policy and services responses that foster cross-generational interdependence. They gain skills to critically analyze major factors affecting the development of current policies and services and identify directions for changing them to promote social justice and

multigenerational equity. Students in MGCFE meet Competency 5 through Soc W 520: Policy/Services: Multigenerational.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 143. Students will:

- recognize the interrelationship between clients/constituents, practice, and organizational and public policy
- determine the factors that influence the development of legislation, policies, program services, and funding at all system levels

Competency 6: Engage with Individuals, Families, and Groups

Students build on generalist coursework in the clinical process to deepen their understanding of evidence informed engagement strategies with diverse multigenerational families. Recognizing that families may have had challenging experiences with service systems and providers, students learn family engagement skills that draw upon authenticity, transparency, trust, responsiveness, and family self-determination.

Students in MGCFE meet Competency 6 through Soc W 548: Multigenerational Practice with Children, Families, and Elders I. The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 143. Students will:

- demonstrate the skills required for effectively engaging with clients/constituents (e.g., leadership, critical thinking, and interpersonal skills)
- establish an engagement process that encourages clients/constituents to be active partners in the establishment of intervention goals and expected outcomes

Competency 7: Assess Individuals, Families, and Groups

Building on assessment knowledge and skills developed in the generalist curriculum, students deepen their ability to apply theory to inform ongoing assessment. Working from an ecological model, they analyze the role families, groups, communities, organizations, and institutions play in the lives of multigenerational families. Culturally informed assessment is conceptualized and enacted as a strength-based, participatory, ongoing, and multidimensional process. Students in MGCFE meet Competency 7 through Soc W 548: Multigenerational Practice with Children, Families, and Elders I; Soc W 549: Specialized Practice II: Multigenerational; and Soc W 571: Assessment of Mental Disorders.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 144. Students will:

- use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)
- evaluate, select, and implement appropriate assessment instruments, adapting them as appropriate to client/constituent circumstances

Competency 8: Intervene with Individuals, Families, and Groups

Students extend and expand their intervention knowledge and skills developed in the generalist curriculum to work with multigenerational families in the specialization. Students draw on theory and practice-related knowledge to identify, analyze and implement trauma- and evidence-informed interventions to achieve family goals. They also learn to work across systems and in transdisciplinary teams to achieve beneficial outcomes for multigenerational families. Students in MGCFE meet Competency 8 through Soc W 548: Multigenerational Practice with Children, Families, and Elders I and Soc W 549: Specialized Practice II: Multigenerational. The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 145. Students will:

- identify, evaluate, and select effective and appropriate intervention strategies
- develop and implement collaborative, multidisciplinary intervention strategies
- incorporate practice theories and bio-psycho-social-spiritual-structural factors into the design of intervention strategies

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

Students extend and enhance their generalist knowledge of research, to develop specialized skills in evaluating practice. Evaluation is taught as an integral component of the clinical process at every stage. Using their knowledge of evaluation methods, students work collaboratively with families to identify culturally responsive goals and establish mechanisms to evaluate progress. Students engage in self-reflection to evaluate how their personal and professional experiences impact their work. Students in MGCFE meet Competency 9 through Soc W 506: Social Welfare Research and Evaluation—or Soc W 507: Advanced Standing Social Welfare Research and Evaluation—and Soc W 549: Specialized Practice II: Multigenerational.

The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), class participation (values, skills, cognitive/affective processes), and readings (knowledge, values, cognitive/affective processes). For more information, please refer to the matrix on page 146. Students will:

- identify and utilize appropriate evaluation tools for specific interventions
- critically evaluate and examine best practices and evidence-based interventions using an anti-oppression lens, assessing their applicability within communities of color and other marginalized communities

Specialization 6

Integrative Practice

(UW Tacoma, Part-time Program)

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

The single specialized concentration on the Tacoma campus allows students to identify a substantive social issue, population, or sub-field of focus to which they are professionally committed. The integrative curriculum supports students to apply synthesized policy, research, social justice and cultural diversity, practice, and theoretical frameworks to the advancement of that area of focus. Students therefore leverage and deepen learning from each area of the generalist curriculum to develop new interventions, policy approaches, and/or practice frameworks for their substantive area of focus. The required courses and *the generalist curriculum upon which the specialization curriculum rests are described with greater specification below.*

Students in the Integrative Specialization take the four following required courses:

TSOCW 531: Integrative Policy Analysis

This course builds upon policy content from the foundation curriculum and integrates advocacy practice acquainting students with key policy issues related to social work with children and families. Students are given the opportunity to critically examine the underlying assumptions of social policy and the political nature of policy choices. At the heart of this course is the examination of the relationship of policies impacting families and children at the levels of federal, state, and local government in American society. The primary focus is on families and children for whom social work has made a historic and enduring commitment: those whose primary recourse to help has been through publicly funded and in other cases private-nonprofit service provision.

TSOCW 532: Integrative Practice I

This is the first of two practice courses in the Specialized Integrative Practice sequence. *The course builds on the competencies acquired in the foundation classes and is designed to prepare students to assume leadership roles in the design, implementation and evaluation of research-informed interventions and programs at the micro, mezzo, and macro levels of practice.* The course begins the process of developing a Capstone project in which students design an intervention focused on a specific practice field and modality.

T SOCW 533: Integrative Practice II

This course is the second of two practice courses in the Integrative Practice Specialization in which students complete the Capstone project begun in T SOCW 532. *The course builds on the core framework and competencies acquired in the generalist curriculum, notably in areas of policy, research, and program development. In the tradition of the social work profession, the prime motivator and ultimate goal of this integrative practice curriculum is the realization of social and economic justice for those marginalized by society.* Students will also share their capstone projects with invited community members and the campus community at the Annual Social Work Capstone Fair to add to the discipline's knowledge base.

T SOCW 535 Research for Integrative Practice

This is the second course in the research sequence begun in the Generalist year. *The course allows the student to build on and implement the research proposal completed in T SOCW 505, to include actual practice in data collection, management, and analysis.* Students write up of research results and describe a plan for dissemination of findings. Often, students choose to tie their research project to the Capstone project associated with T SOCW 532 and T SOCW 533 as a means of integrating components of the Specialized curriculum.

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

Coherence and integration occur horizontally by linking coursework with a specialization practicum, and vertically through the progressive development of theory, knowledge and skills related to integrative practice in a defined area of focus. Horizontal integration is also achieved through the practicum assignments and activities. Students are expected to provide their field instructor with their class syllabi to facilitate the integration of classroom and field by developing applicable field assignments. Integration is further reinforced through supervision in the practicum and site visits from university-based Field Faculty. The curriculum also supports integration through course assignments that call on students to use their practicum to apply concepts and skills learned in the classroom.

Horizontal integration is also achieved through the practicum assignments and activities. Students are expected to provide their field instructor with their class syllabi to facilitate the integration of classroom and field by developing applicable field assignments. Integration is further reinforced through supervision in the practicum and site visits from university-based Field Faculty.

The curriculum also supports integration through course assignments that call on students to use their practicum to apply concepts and skills learned in the classroom. For instance, in Soc W 548: Specialized Practice I: Multigenerational Practice with Children, Families, and Elders, students are required to complete a comprehensive, family-centered assessment of a multigenerational family, preferably from their practicum site. The students also videotape a case presentation of the assessment

family. Similarly, in Soc W 571: Assessment of Mental Disorders, students complete a bio/psycho/social write-up, drawing on the DSM.

Accreditation Standard M2.1.3: The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies to prepare students for practice in the area(s) of specialization.

The Integrative Specialization is built upon the generalist curriculum and supports students to apply synthesized policy, research, social justice and cultural diversity, practice, and theoretical frameworks to the advancement of their area of focus.

Competency 1: Demonstrate Ethical and Professional Behavior

Students in the specialization meet this competency through the following courses: T SOCW 532 and T SOCW 533, which build on generalist level practice skills, and promote development of professional leadership. The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), demonstration of skills (skills), reading group presentations (knowledge, values, cognitive/affective processes) and peer feedback (cognitive/affective processes). Students in Integrative Practice understand the importance of maintaining a professional identity in cross-disciplinary settings where most social workers are in practice; are able to apply the ethical principles of the profession to their area of practice; recognize the importance of assuming leadership in intervention programming; and are able to engage in reflective practice. For more information, please refer to the matrix on page 149. Students will:

- understand and identify the role of a social worker in cross-disciplinary settings
- identify opportunities to assume leadership roles in the creation, implementation, and/or evaluation of research-informed intervention programs
- apply social work ethical principles to the design, implementation, and/or evaluation of research-informed intervention programs
- engage in reflective practice

Competency 2: Engage Diversity and Difference in Practice

Students in the specialization meet this competency through the following courses: T SOCW 532 and T SOCW 533, which build on practice skills and address issues of equity, diversity, and anti-racism in an enhanced manner. The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), demonstration of skills (skills), reading group presentations (knowledge, values, cognitive/affective processes) and peer feedback (cognitive/affective processes). Students in Integrative Practice understand the importance of managing personal biases in all practice settings, and the multiple ways in which difference and power impact relationships with clients, colleagues, and the community. For more information, please refer to the matrix on page 150. Students will:

- recognize and manage personal biases as they affect the professional relationship in the service of the clients'/constituents' interests

- understand the many forms of diversity and difference and how these influence the relationship with clients/constituents

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

Students in the specialization meet this competency through the following course: T SOCW 531, T SOCW 532, and T SOCW 533, which all are grounded in the development of social workers as advocates and change agents for social justice and human rights, and which enhance generalist level understanding of the importance of these subjects. The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), demonstration of skills (skills), reading group presentations (knowledge, values, cognitive/affective processes) and peer feedback (cognitive/affective processes). Students in Integrative Practice understand the local-to-global nature of social justice work; are able to advocate at all levels of practice for programs that promote economic, social and environmental justice; and act as change agents to promote justice and diminish the impact of injustice. For more information, please refer to the matrix on page 150. Students will:

- articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems
- advocate at all practice levels for the creation and implementation of intervention programs that promote social and economic justice and diminish disparities
- act as a change agent to promote social, economic, and environmental justice and diminish the impact of injustices

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

Students in the specialization meet this competency through the following course: T SOCW 535, which is grounded in quantitative and qualitative research methods and enhances the skills developed at the generalist level. The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), demonstration of skills (skills), reading group presentations (knowledge, values, cognitive/affective processes) and peer feedback (cognitive/affective processes). Students in Integrative Practice are able to apply strong critical thinking skills to the assessment of evidence-based interventions, and have the capacity to contribute to professional research across all levels of practice. For more information, please refer to the matrix on page 150. Students will:

- apply critical thinking to evidence-based interventions and best practices
- contribute to the theoretical knowledge base of the social work profession through practice-based research

Competency 5: Engage in Policy Practice

Students in the specialization meet this competency through the following course: T SOCW 531, which is grounded in social policy analysis theory and policy practice, and which enhances the policy advocacy skills learned at the generalist level. The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), demonstration of skills (skills), reading group presentations (knowledge, values, cognitive/affective processes) and peer feedback (cognitive/affective processes). Students in Integrative Practice understand the importance of policy as it impacts clients, human service agencies, and other constituencies. They are able to collaborate with these groups to advocate for change at all levels of policy development and implementation. For more information, please refer to the matrix on page 151. Students will:

- recognize the interrelationship between clients/constituents, practice, and organizational and public policy
- collaborate with colleagues, clients/constituents, and others to advocate for social, economic, and environmental justice to effect policy change

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

Students in the specialization meet this competency through the following course: T SOCW 532, which is grounded in intervention theory and practice skills and which builds on engagement skills learned at the generalist level. The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), demonstration of skills (skills), reading group presentations (knowledge, values, cognitive/affective processes) and peer feedback (cognitive/affective processes). Students in Integrative Practice are able to demonstrate engagement skills with clients and individual constituents, as well as with agencies and community partners toward the goal of creating social change. They also are able to engage with multidisciplinary colleagues while maintaining identity as a professional social worker. For more information, please refer to the matrix on page 151. Students will:

- engage collaboratively with agency and community partners in developing programs to address a range of human and societal needs
- demonstrate the skills required for effectively engaging with clients/constituents
- collaborate with multidisciplinary colleagues in program design and development.

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

Students in the specialization meet this competency through the following course: T SOCW 532, which is grounded in intervention theory and practice skills and enhances the assessment skills learned at the generalist level. The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills,

cognitive/affective processes), demonstration of skills (skills), reading group presentations (knowledge, values, cognitive/affective processes) and peer feedback (cognitive/affective processes). Students in Integrative Practice understand the importance of the use of culturally-appropriate and sensitive assessment tools, and apply them within the context of theories of human behavior and the social environment. For more information, please refer to the matrix on page 151. Students will:

- apply appropriate theories of human behavior and the social environment in assessment of clients/constituents
- evaluate, select, and implement appropriate assessment instruments, adapting them as appropriate to client/constituent circumstances

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

Students in the specialization meet this competency through the following course: T SOCW 533, which is grounded in intervention theory and practice skills, and which builds on intervention approaches learned at the generalist level. The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), demonstration of skills (skills), reading group presentations (knowledge, values, cognitive/affective processes) and peer feedback (cognitive/affective processes). Students in Integrative Practice understand and appreciate the complexity and intersectionality of human diversity and select appropriate intervention strategies based on that understanding. They understand the importance of multidisciplinary work and collaboration and engage with them as needed for the development of intervention programs. For more information, please refer to the matrix on page 152. Students will:

- apply knowledge of the social constructions, dimensions, and intersections of the multiple aspects of human diversity to the implementation of research-informed interventions
- identify, evaluate, and select effective and appropriate intervention strategies
- develop and implement collaborative, multidisciplinary intervention strategies
- engage diverse groups appropriate to the area of focus in the design of intervention programs

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

Students in the specialization meet this competency through the following course: T SOCW 533 and T SOCW 535, which are grounded in practice skills and program evaluation techniques, and which build on both practice and research skills learned at the generalist level. The four dimensions related to this competency are achieved through course assignments (knowledge, values, skills, cognitive/affective processes), demonstration of skills (skills), reading group presentations (knowledge, values, cognitive/affective processes) and peer feedback (cognitive/affective processes).

Students in Integrative Practice are able to apply research techniques to both program-level assessment and their own practice at the micro, mezzo, or macro level. For more information, please refer to the matrix on page 152. Students will:

- apply research skills to the evaluation of intervention programs
- identify and utilize appropriate evaluation tools for specific interventions

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

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

Area of Specialized Practice #1: Clinical Social Work					
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 W 514: Clinical Social Work: Practice with Adults	Initial Self-Assessment of Learning Goals and Skills	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 540
		Final Self-Assessment of Achievements & Future Learning Goals and Compilation of Final Portfolio	Knowledge, Values, Skills, Cognitive & Affective Processes		
Competency 1: Demonstrate Ethical and Professional Behavior	Soc W 515: Clinical Social Work: Practice with Children, Youth, and Families	Child/Adolescent Observation	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 560
		Child/Family Assessment Paper	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Demonstration of Skills	Skills		

		Reading Groups	Knowledge, Values, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
Competency 1: Demonstrate Ethical and Professional Behavior	Soc W 519: Policy/Services: Health/Mental Health	In-class Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 572
		Reading Discussion Groups	Knowledge, Values, Cognitive & Affective Processes		
		Class Engagement	Values, Skills, Cognitive & Affective Processes		
Competency 1: Demonstrate Ethical and Professional Behavior	Soc W 521: Child and Family Inequalities: Policy/Services Platform	Annotated Bibliography	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 592
		Policy Analysis Brief	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Group Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		

		Class Participation	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		
Competency 1: Demonstrate Ethical and Professional Behavior	Soc W 526: Social and Healthcare Policy in an Aging Society	Co-facilitated class discussion	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 616
		Readings	Knowledge, Values, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
Competency 1: Demonstrate Ethical and Professional Behavior	Soc W 571: Assessment of Mental Disorders	Final Paper or Case Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 756
		In class/Live Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Readings and Discussion Groups	Knowledge, Values, Cognitive & Affective Processes		

		Class Engagement	Values, Skills, Cognitive & Affective Processes		
Competency 2: Engage Diversity and Difference in Practice	Soc W 571: Assessment of Mental Disorders	Clinician/Client Reflection and Peer Consultation Notes	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 756
		Final Paper or Case Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		In-class Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Readings and Discussion Groups	Knowledge, Values, Cognitive & Affective Processes		
		Class Engagement	Values, Skills, Cognitive & Affective Processes		
Competency 3: Advance Human Rights and Social,	Soc W 519: Policy/Services:	Policy Grounding Exercise	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 572

Economic, and Environmental Justice	Health/Mental Health	In class Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Reading Discussion Groups	Knowledge, Values, Cognitive & Affective Processes		
		Class Engagement	Values, Skills, Cognitive & Affective Processes		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Soc W 521: Child and Family Inequalities: Policy/Services Platform	Annotated Bibliography	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 592
		Policy Analysis Brief	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Group Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Soc W 526: Social and Healthcare Policy in an Aging Society	Digital Story	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 616
		Readings	Knowledge, Values, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Soc W 506: Social Welfare Research and Evaluation	Research Article Critique	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 144
		Research Results and Analysis Paper	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Research Paper	Knowledge, Values, Skills, Cognitive & Affective Processes		
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Soc W 507: Advanced Standing Social Welfare Research and Evaluation	IRB Certification Tutorial	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 173
		SPSS and Atlas TI Tutorials	Knowledge, Skills, Cognitive & Affective Processes		
		Research Question & Annotated Bibliography	Knowledge, Values, Skills, Cognitive & Affective Processes		

		Research Brief	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Learning Group Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Critical Review of Research Article	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
Competency 5: Engage in Policy Practice	Soc W 519: Policy/Services: Health/Mental Health	Policy Brief	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 572
		News Monitoring and Advocacy Op Ed or Letter	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Reading Discussion Groups	Knowledge, Values, Cognitive & Affective Processes		
		Class Engagement	Values, Skills, Cognitive & Affective Processes		

Competency 5: Engage in Policy Practice	Soc W 521: Child and Family Inequalities: Policy/Services Platform	Annotated Bibliography	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 592
		Policy Analysis Brief	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Group Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		
Competency 5: Engage in Policy Practice	Soc W 526: Social and Healthcare Policy in an Aging Society	Policy Brief	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 616
		Peer Review of Policy Brief	Values, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		

		Class Participation	Values, Skills, Cognitive & Affective Processes		
Competency 6: Engage with Individuals	Soc W 514: Clinical Social Work: Practice with Adults	Motivational Interviewing Process Recording	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 540
Competency 6: Engage with Individuals, Families, and Groups	Soc W 515: Clinical Social Work: Practice with Children, Youth, and Families	Client Goals and Objectives Paper	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 560
		Demonstration of Skills	Skills	Families	
		Reading Groups	Knowledge, Values, Cognitive & Affective Processes	Groups	
		Class Participation	Values, Skills, Cognitive & Affective Processes		
Competency 6: Engage with Individuals, Families, and Groups	Soc W 598: Clinical Social Work Integrative Seminar	Case Consultation	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 810
		Peer Feedback	Cognitive & Affective Processes	Families	
		Reflection Papers	Values, Skills, Cognitive & Affective Processes	Groups	

		Class Participation	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		
Competency 7: Assess Individuals, Families, and Groups	Soc W 571: Assessment of Mental Disorders	Inventories Reflection Paper	Values, Skills, Cognitive & Affective Processes	Individuals Families Groups	Volume 2, Page 756
		Client Write-up/Biopsychosocial	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Diagnostic Formulation Final Paper or Case Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Reading Discussion Groups	Knowledge, Values, Cognitive & Affective Processes		
		Class Engagement	Values, Skills, Cognitive & Affective Processes		

Competency 7: Assess Individuals, Families, and Groups	Soc W 598: Clinical Social Work Integrative Seminar	Case Consultation	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families Groups	Volume 2, Page 810
		Peer Feedback	Cognitive & Affective Processes		
		Reflection Papers	Values, Skills, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		
Competency 8: Intervene with Individuals	Soc W 514: Clinical Social Work: Practice with Adults	Motivational Interviewing Process Recording	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 540
		Biopsychosocial- spiritual Assessment, Case Formulation, Intervention Plan, and Goal Attainment Scale	Knowledge, Values, Skills, Cognitive & Affective Processes		
Competency 8: Intervene with Individuals,	Soc W 515: Clinical Social Work: Practice with	Intervention, Evaluation & Monitoring Plan	Knowledge, Values, Skills,	Individuals Families	Volume 2, Page 560

Families, and Groups	Children, Youth, and Families		Cognitive & Affective Processes	Groups	
		Demonstration of Skills	Skills		
		Reading Groups	Knowledge, Values, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
Competency 8: Intervene with Individuals, Families, and Groups	Soc W 598: Clinical Social Work Integrative Seminar	Case Consultation	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families Groups	Volume 2, Page 810
		Peer Feedback	Cognitive & Affective Processes		
		Reflection Papers	Values, Skills, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	Soc W 506: Social Welfare Research and Evaluation	Research Project	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Volume 2, Page 144
		Reflection Paper	Values, Skills, Cognitive & Affective Processes		
		In-class discussion (e.g., ethical considerations group discussion)	Values, Skills, Cognitive & Affective Processes		
		Informed Consent and Peer Review	Knowledge, Values, Skills, Cognitive & Affective Processes		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	Soc W 507: Advanced Standing Social Welfare Research and Evaluation	Research Question & Annotated Bibliography	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Volume 2, Page 173
		Research Brief	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Learning Group Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Critical Review of Research Article	Knowledge, Values, Cognitive & Affective Processes		
		Class participation	Values, Skills, Cognitive & Affective Processes		

Competency 9: Evaluate Practice with Individuals, Families, and Groups	Soc W 598: Clinical Social Work Integrative Seminar	Case Consultation	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families Groups	Volume 2, Page 810
		Peer Feedback	Cognitive & Affective Processes		
		Reflection Papers	Values, Skills, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		

Area of Specialized Practice #2: Community-Centered Integrative Practice					
Competency	Course Number & Title	Specialized 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 W 569: Community Centered Integrative Practice	CCIP Action Paper Analysis	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 881
		Reflection 1	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Reflection 2	Knowledge, Values, Skills, Cognitive & Affective Processes		
		In class participation/Discussions	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		

Competency 2: Engage Diversity and Difference in Practice	Soc W 534: Praxis of Intergroup Dialogue	Narrative/Counter “Praxis” Narrative	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 849
		Dialogic Narrative	Knowledge, Values, Skills, Cognitive & Affective Processes		
		In-class Discussion	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Soc W 527: Global and Local Inequalities: Critical Analyses of the Processes and Policies of Globalization	Individual Research Projects	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 824
		Reflective essay	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Course Participation	Values, Skills, Cognitive & Affective Processes		
Competency 4: Engage in Practice- informed Research and Research- informed Practice	Soc W 506: Social Welfare Research and Evaluation	Research Article Critique	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 144
		Research Results and Analysis Paper	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Research Paper	Knowledge, Values, Skills, Cognitive & Affective Processes		

Competency 4: Engage in Practice- informed Research and Research- informed Practice	Soc W 507: Advanced Standing Social Welfare Research and Evaluation	IRB Certification Tutorial	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 173
		SPSS and Atlas TI Tutorials	Knowledge, Skills, Cognitive & Affective Processes		
		Research Question & Annotated Bibliography	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Research Brief	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Learning Group Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Critical Review of Research Article	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		

Competency 5: Engage in Policy Practice	Soc W 527: Global and Local Inequalities: Critical Analyses of the Processes and Policies of Globalization	Individual Research Projects	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 824
		Course Participation	Values, Skills, Cognitive & Affective Processes		
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Soc W 534: Praxis of Intergroup Dialogue	Co-facilitating an intergroup dialogue session	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Volume 2, Page 849
Competency 6: Engage with Organizations, and Communities	Soc W 569: Community Centered Integrative Practice	Reflection 1	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations Communities	Volume 2, Page 881
		Topical Proposal Part 1	Knowledge, Values, Skills, Cognitive & Affective Processes		
		In class participation/Discussions	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Soc W 534: Praxis of Intergroup Dialogue	Journaling a Praxis Narrative I	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 849
		“Integrative” paper on Praxis Narrative	Knowledge, Values, Skills, Cognitive & Affective Processes	Families	
		In class discussion	Values, Skills, Cognitive & Affective Processes	Groups	
		Readings	Knowledge, Values, Cognitive & Affective Processes	Organizations Communities	
Competency 7: Assess Organizations and Communities	Soc W 569: Community Centered Integrative Practice	CCIP Action Paper Analysis	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations	Volume 2, Page 881
		Reflection 2	Knowledge, Values, Skills, Cognitive & Affective Processes	Communities	
		In class participation/Discu ssions	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		

Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities	Soc W 527: Global and Local Inequalities: Critical Analyses of the Processes and Policies of Globalization	Reading Group Presentations	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Volume 2, Page 824
		Course Participation	Values, Skills, Cognitive & Affective Processes		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Soc W 534: Praxis of Intergroup Dialogue	Co-constructing a Dialogic Narrative	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 849
		Journaling a Praxis Narrative II	Knowledge, Values, Skills, Cognitive & Affective Processes		
		In class discussion	Values, Skills, Cognitive & Affective Processes		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	Soc W 506: Social Welfare Research and Evaluation	Research Project	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations Communities	Volume 2, Page 144
		Reflection Paper	Values, Skills, Cognitive & Affective Processes		
		In-class discussion (e.g., ethical considerations group discussion)	Values, Skills, Cognitive & Affective Processes		
		Informed Consent and Peer Review	Knowledge, Values, Skills, Cognitive & Affective Processes		

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	Soc W 507: Advanced Standing Social Welfare Research and Evaluation	Research Question & Annotated Bibliography	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations Communities	Volume 2, Page 173
		Research Brief	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Learning Group Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Critical Review of Research Article	Knowledge, Values, Cognitive & Affective Processes		
		Class participation	Values, Skills, Cognitive & Affective Processes		
Competency 9: Evaluate Practice with Organizations and Communities	Soc W 569: Community Centered Integrative Practice	CCIP Action Paper Analysis	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations Communities	Volume 2, Page 881
		Reflection 2	Knowledge, Values, Skills, Cognitive & Affective Processes		
		In class participation/Discu ssions	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		

Area of Specialized Practice #3: Administration and Policy Practice					
Competency	Course Number & Title	Specialized 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 W 550: Management and Change Leadership in Human Services	Reflection Paper 1	Values, Skills, Cognitive & Affective Processes		Volume 2, Page 476
		Implicit association test	Values, Cognitive & Affective Processes		
		Personal Leadership Case Study	Knowledge, Values, Skills, Cognitive & Affective Processes		
		In class Discussions	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		
Competency 1: Demonstrate Ethical and Professional Behavior	Soc W 560: Policy Processes, Institutions, and Influences	Group Assignment #1	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 513
		Response Paper	Values, Skills, Cognitive & Affective Processes		

		Readings	Knowledge, Values, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
Competency 2: Engage Diversity and Difference in Practice	Soc W 551: Human Resource Management in the Human Services	Reflection Paper 1	Values, Skills, Cognitive & Affective Processes		Volume 2, Page 481
		In Class Discussion	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		
Competency 2: Engage Diversity and Difference in Practice	Soc W 561: Concepts and Methods of Policy Analysis	Advocacy Day	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 524
		Class Participation	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Soc W 550: Management and Change Leadership in Human Services	Reflection 4	Values, Skills, Cognitive & Affective Processes		Volume 2, Page 476
		Adaptive Analysis & Change Management Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		In class Discussions	Values, Skills, Cognitive & Affective Processes		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Soc W 551: Human Resource Management in the Human Services	Reflection Paper 2	Values, Skills, Cognitive & Affective Processes		Volume 2, Page 481
		In class discussion	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Soc W 560: Policy Processes, Institutions, and Influences	Written Response paper	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 513
		Readings	Knowledge, Values, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		

Competency 4: Engage in Practice- informed Research and Research- informed Practice	Soc W 506: Social Welfare Research and Evaluation	Research Article Critique	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 144
		Research Results and Analysis Paper	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Research Paper	Knowledge, Values, Skills, Cognitive & Affective Processes		
Competency 4: Engage in Practice- informed Research and Research- informed Practice	Soc W 507: Advanced Standing Social Welfare Research and Evaluation	IRB Certification Tutorial	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 173
		SPSS and Atlas TI Tutorials	Knowledge, Skills, Cognitive & Affective Processes		
		Research Question & Annotated Bibliography	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Research Brief	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Learning Group Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Critical Review of Research Article	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		

Competency 5: Engage in Policy Practice	Soc W 560: Policy Processes, Institutions, and Influences	Policy Research Memo	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 513
		Response Paper	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
Competency 6: Engage with Organizations, and Communities	Soc W 551: Human Resource Management in the Human Services	Group Assignment 1	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations Communities	Volume 2, Page 481
		In class Discussion	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		
Competency 6: Engage with Organizations, and Communities	Soc W 561: Concepts and Methods of Policy Analysis	Policy Goals & Criteria Memo	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations Communities	Volume 2, Page 524
		Advocacy Day	Knowledge, Values, Skills, Cognitive & Affective Processes		

		Class Participation	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		
Competency 7: Assess Organizations, and Communities	Soc W 550: Management and Change Leadership in Human Services	Reflection Paper 2	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations Communities	Volume 2, Page 476
		Logic Model	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Personal Leadership Case Study	Knowledge, Values, Skills, Cognitive & Affective Processes		
		In class discussions	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		
Competency 7: Assess Organizations and Communities	Soc W 560: Policy Processes, Institutions, and Influences	Group Assignment #1	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations Communities	Volume 2, Page 513
		Group assignment 2	Knowledge, Values, Skills, Cognitive & Affective Processes		

		Readings	Knowledge, Values, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
Competency 8: Intervene with Organizations and Communities	Soc W 551: Human Resource Management in the Human Services	Final Field Research Analysis Paper	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations Communities	Volume 2, Page 481
		Group assignment 2	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Reflection Paper 4	Knowledge, Values, Skills, Cognitive & Affective Processes		
		In class Discussion	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		
Competency 8: Intervene with Organizations and Communities	Soc W 561: Concepts and Methods of Policy Analysis	Stakeholder Interview Memo	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations Communities	Volume 1, Page 524
		Class Participation	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	Soc W 506: Social Welfare Research and Evaluation	Research Project	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Volume 2, Page 144
		Reflection Paper	Values, Skills, Cognitive & Affective Processes		
		In-class discussion (e.g., ethical considerations group discussion)	Values, Skills, Cognitive & Affective Processes		
		Informed Consent and Peer Review	Knowledge, Values, Skills, Cognitive & Affective Processes		
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	Soc W 507: Advanced Standing Social Welfare Research and Evaluation	Research Question & Annotated Bibliography	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Volume 2, Page 173
		Research Brief	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Learning Group Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Critical Review of Research Article	Knowledge, Values, Cognitive & Affective Processes		
		Class participation	Values, Skills, Cognitive & Affective Processes		

Competency 9: Evaluate Practice with Organizations and Communities	Soc W 561: Concepts and Methods of Policy Analysis	Cost Analysis Memo	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations Communities	Volume 2, Page 524
		Policy Outcomes Memo	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Report and Portfolio	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		

Area of Specialized Practice #4: Integrative Health-Mental Health Practice					
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 W 519: Policy/Services: Health/Mental Health	In-class Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 904
		Reading Discussion Groups	Knowledge, Values, Cognitive & Affective Processes		

		Class Engagement	Values, Skills, Cognitive & Affective Processes		
Competency 1: Demonstrate Ethical and Professional Behavior	Soc W 571: Assessment of Mental Disorders	Final Paper or Case Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 963
		In class/Live Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Readings and Discussion Groups	Knowledge, Values, Cognitive & Affective Processes		
		Class Engagement	Values, Skills, Cognitive & Affective Processes		
Competency 2: Engage Diversity and Difference in Practice	Soc W 562: Integrative Health/Mental Health Practice I	Self-Assessment, Engagement, and Integration of Learning	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 920
		Bio-Psycho-Social-Spiritual Assessment, Case Formulation & Intervention	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Self-Assessment	Knowledge,		

		of Achievements & Future Learning Goals	Values, Skills, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
		Course Readings	Knowledge, Values, Cognitive & Affective Processes		
Competency 2: Engage Diversity and Difference in Practice	Soc W 571: Assessment of Mental Disorders	Clinician/Client Reflection and Peer Consultation Notes	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 963
		Final Paper or Case Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		In-class Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Readings and Discussion Groups	Knowledge, Values, Cognitive & Affective Processes		

		Class Engagement	Values, Skills, Cognitive & Affective Processes		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Soc W 519: Policy/Services: Health/Mental Health	Policy Grounding Exercise	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 904
		In class Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Reading Discussion Groups	Knowledge, Values, Cognitive & Affective Processes		
		Class Engagement	Values, Skills, Cognitive & Affective Processes		
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Soc W 506: Social Welfare Research and Evaluation	Research Article Critique	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 144
		Research Results and Analysis Paper	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Research Paper	Knowledge, Values, Skills, Cognitive & Affective Processes		

Competency 4: Engage in Practice- informed Research and Research- informed Practice	Soc W 507: Advanced Standing Social Welfare Research and Evaluation	IRB Certification Tutorial	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 173
		SPSS and Atlas TI Tutorials	Knowledge, Skills, Cognitive & Affective Processes		
		Research Question & Annotated Bibliography	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Research Brief	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Learning Group Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Critical Review of Research Article	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Class Participation	Values, Cognitive & Affective Processes		
Competency 5: Engage in Policy Practice	Soc W 519: Policy/Services: Health/Mental Health	Policy Brief	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 904
		News Monitoring and Advocacy Op Ed or Letter	Knowledge, Values, Skills, Cognitive & Affective Processes		

		Reading Discussion Groups	Knowledge, Values, Cognitive & Affective Processes		
		Class Engagement	Values, Skills, Cognitive & Affective Processes		
Competency 6: Engage with Individuals	Soc W 562: Integrative Health/Mental Health Practice I	Bio-Psycho-Social-Spiritual Assessment, Case Formulation & Intervention Class Participation Course Readings	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 920
		Class Participation	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		
Competency 7: Assess Individuals, Families, and Groups	Soc W 571: Assessment of Mental Disorders	Inventories Reflection Paper	Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 963
		Client Write-up/Biopsychosocial	Knowledge, Values, Skills, Cognitive & Affective Processes	Families Groups	

		Diagnostic Formulation Final Paper or Case Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Reading Discussion Groups	Knowledge, Values, Cognitive & Affective Processes		
		Class Engagement	Values, Skills, Cognitive & Affective Processes		
Competency 7: Assess Individuals, Families, and Groups	Soc W 563: Specialized Practice II: Health/Mental Health	Biopsychosocial-spiritual Assessment Part I	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families Groups	Volume 2, Page 940
		Screening / Assessment Tool Review	Knowledge, Values, Cognitive & Affective Processes		
		Case Consultation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Peer Feedback	Cognitive & Affective Processes		
		Reflection Papers	Values, Skills, Cognitive & Affective Processes		

		Class Participation	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		
Competency 8: Intervene with Individuals, Families, and Groups	Soc W 563: Specialized Practice II: Health/Mental Health	Case Consultation	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 940
		Peer Feedback	Cognitive & Affective Processes	Families	
		Reflection Papers	Values, Skills, Cognitive & Affective Processes	Groups	
		Class Participation	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		
Competency 9: Evaluate Practice with Individuals, Families, and Groups, Organizations and Communities	Soc W 506: Social Welfare Research and Evaluation	Research Project	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 144
		Reflection Paper	Values, Skills, Cognitive & Affective Processes	Families	
		In-class discussion (e.g., ethical considerations group discussion)	Values, Skills, Cognitive & Affective Processes	Groups Organizations Communities	

		Informed Consent and Peer Review	Knowledge, Values, Skills, Cognitive & Affective Processes		
Competency 9: Evaluate Practice with Individuals, Families, and Groups, Organizations and Communities	Soc W 507: Advanced Standing Social Welfare Research and Evaluation	Research Question & Annotated Bibliography	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Volume 2, Page 173
		Research Brief	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Learning Group Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Critical Review of Research Article	Knowledge, Values, Cognitive & Affective Processes		
		Class participation	Values, Skills, Cognitive & Affective Processes		
Competency 9: Evaluate Practice with Individuals, Families, and Groups	Soc W 563: Specialized Practice II: Health/Mental Health	Case Consultation	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families Groups	Volume 2, Page 940
		Reflection Papers	Values, Skills, Cognitive & Affective Processes		
			Values, Skills,		

		Class Participation	Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		

Area of Specialized Practice #5: Multigenerational Practice with Children, Families, and Elders					
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 W 520: Policy/Services: Multigenerational	In-class Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 976
		Reading Discussion Groups	Knowledge, Values, Cognitive & Affective Processes		
		Class Engagement	Values, Skills, Cognitive & Affective Processes		

Competency 1: Demonstrate Ethical and Professional Behavior	Soc W 571: Assessment of Mental Disorders	Final Paper or Case Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 963
		In class/Live Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Readings and Discussion Groups	Knowledge, Values, Cognitive & Affective Processes		
		Class Engagement	Values, Cognitive & Affective Processes		
Competency 2: Engage Diversity and Difference in Practice	Soc W 548: Multigenerational Practice with Children, Families, and Elders I	Assessment Paper	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 989
		Skills Labs	Skills, Cognitive & Affective Processes		
		Reflection Papers	Knowledge, Values, Skills, Cognitive & Affective Processes		

Competency 2: Engage Diversity and Difference in Practice	Soc W 571: Assessment of Mental Disorders	Clinician/Client Reflection and Peer Consultation Notes	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 963
		Final Paper or Case Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		In-class Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Readings and Discussion Groups	Knowledge, Values, Cognitive & Affective Processes		
		Class Engagement	Values, Skills, Cognitive & Affective Processes		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Soc W 520: Policy/Services: Multigenerational	Policy Grounding Exercise	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 976
		In class Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		

		Reading Discussion Groups	Knowledge, Values, Cognitive & Affective Processes		
		Class Engagement	Values, Skills, Cognitive & Affective Processes		
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Soc W 506: Social Welfare Research and Evaluation	Research Article Critique	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 144
		Research Results and Analysis Paper	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Research Paper	Knowledge, Values, Skills, Cognitive & Affective Processes		
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Soc W 507: Advanced Standing Social Welfare Research and Evaluation	IRB Certification Tutorial	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 173
		SPSS and Atlas TI Tutorials	Knowledge, Skills, Cognitive & Affective Processes		
		Research Question & Annotated Bibliography	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Research Brief	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Learning Group Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		

		Final Critical Review of Research Article	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
Competency 5: Engage in Policy Practice	Soc W 520: Policy/Services: Multigenerational	Policy Brief	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 976
		News Monitoring and Advocacy Op Ed or Letter	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Reading Discussion Groups	Knowledge, Values, Cognitive & Affective Processes		
		Class Engagement	Values, Skills, Cognitive & Affective Processes		
Competency 6: Engage with Individuals, Families, and Groups	Soc W 548: Multigenerational Practice with Children, Families, and Elders I	Skills Labs	Skills, Cognitive & Affective Processes	Individuals Families Groups	Volume 2, Page 989
		Reflection Papers	Knowledge, Values, Skills, Cognitive & Affective Processes		

Competency 7: Assess Individuals, Families, and Groups	Soc W 571: Assessment of Mental Disorders	Inventories Reflection Paper	Values, Skills, Cognitive & Affective Processes	Individuals Families Groups	Volume 2, Page 963
		Client Write- up/Biopsychosocial	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Diagnostic Formulation Final Paper or Case Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Reading Discussion Groups	Knowledge, Values, Cognitive & Affective Processes		
		Class Engagement	Values, Skills, Cognitive & Affective Processes		
Competency 7: Assess Individuals, Families, and Groups	Soc W 548: Multigenerational Practice with Children, Families, and Elders I	Assessment Paper	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families Groups	Volume 2, Page 989
		Skills Labs	Skills, Cognitive & Affective Processes		
		Reflection Papers	Knowledge, Values, Skills, Cognitive & Affective Processes		

Competency 7: Assess Individuals, Families, and Groups	Soc W 549: Specialized Practice II: Multigenerational	Trauma Special Topic Annotated Bibliography	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 1,024
		Final Paper	Knowledge, Values, Skills, Cognitive & Affective Processes	Families	
		Reflection Papers	Values, Skills, Cognitive & Affective Processes	Groups	
		Class Participation	Values, Skills, Cognitive & Affective Processes	Communities	
		Readings	Knowledge, Values, Cognitive & Affective Processes		
Competency 8: Intervene with Individuals, Families, and Groups	Soc W 548: Multigenerational Practice with Children, Families, and Elders I	Intervention Paper	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 989
		Skills Labs	Skills, Cognitive & Affective Processes	Families	
		Reflection Papers	Knowledge, Values, Skills, Cognitive & Affective Processes	Groups	

Competency 8: Intervene with Individuals, Families, and Groups	Soc W 549: Specialized Practice II: Multigenerational	Trauma Special Topic Annotated Bibliography	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families Groups Communities	Volume 2, Page 1,024
		Exploration of Interventions Paper	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Final Paper	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Reflection Papers	Values, Skills, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		
Competency 9: Evaluate Practice with Individuals, Families and Groups, Organizations and Communities	Soc W 506: Social Welfare Research and Evaluation	Research Project	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families Groups Organizations Communities	Volume 2, Page 144
		Reflection Paper	Values, Skills, Cognitive & Affective Processes		
		In-class discussion (e.g., ethical considerations group discussion)	Values, Skills, Cognitive & Affective Processes		

		Informed Consent and Peer Review	Knowledge, Values, Skills, Cognitive & Affective Processes		
Competency 9: Evaluate Practice with Individuals, Families and Groups, Organizations and Communities	Soc W 507: Advanced Standing Social Welfare Research and Evaluation	Research Question & Annotated Bibliography	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 173
		Research Brief	Knowledge, Values, Skills, Cognitive & Affective Processes	Families	
		Final Learning Group Presentation	Knowledge, Values, Skills, Cognitive & Affective Processes	Groups	
		Final Critical Review of Research Article	Knowledge, Values, Skills, Cognitive & Affective Processes	Organizations	
		Class participation	Values, Skills, Cognitive & Affective Processes	Communities	
Competency 9: Evaluate Practice with Individuals, Families and Groups	Soc W 549: Specialized Practice II: Multigenerational	Trauma and Recovery Discussion Board Submission	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals	Volume 2, Page 1,024
		Resiliency and Posttraumatic Growth Discussion Board Submission	Knowledge, Values, Skills, Cognitive & Affective Processes	Families	
				Groups	
				Communities	

		Final Paper	Knowledge, Values, Skills, Cognitive & Affective Processes		
		Reflection Papers	Values, Skills, Cognitive & Affective Processes		
		Class Participation	Values, Skills, Cognitive & Affective Processes		
		Readings	Knowledge, Values, Cognitive & Affective Processes		

Area of Specialized Practice #6: Integrative Practice (Tacoma Program option)					
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	T SOCW 532: Integrative Practice I	Class Participation & Respect for Peers	Values, Cognitive & Affective Processes		Volume 2, Page 1,046
Competency 1: Demonstrate Ethical and Professional Behavior	T SOCW 533: Integrative Practice II	Class Participation & Respect for Peers	Values, Cognitive & Affective Processes		Volume 2, Page 1,061
		Poster Presentation	Knowledge, Values, Cognitive & Affective Processes		Volume 2, Page 1,061
Competency 2: Engage Diversity and Difference in Practice	T SOCW 532: Integrative Practice I	Resource Map	Knowledge, Skills, Values, Cognitive & Affective Processes		Volume 2, Page 1,046
		Literature Summaries	Knowledge, Skills, Values, Cognitive & Affective Processes		Volume 2, Page 1,046

		Stakeholder Interviews	Knowledge, Skills, Cognitive & Affective Processes		Volume 2, Page 1,046
		Information Report	Knowledge		Volume 2, Page 1,046
Competency 2: Engage Diversity and Difference in Practice	T SOCW 533: Integrative Practice II	Needs Statement & Mission Statement	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 1,061
		Logic Model	Knowledge, Skills, Values		Volume 2, Page 1,061
		Program Proposal	Knowledge, Skills, Values, Cognitive & Affective Processes		Volume 2, Page 1,061
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	T SOCW 531: Integrative Policy Analysis	Advocacy Plan	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 1,030
		Advocacy Exercises	Knowledge, Values, Skills		Volume 2, Page 1,030
		Critical Thinking Discussion Posts	Knowledge, Values, Cognitive & Affective Processes		Volume 2, Page 1,030
Competency 4: Engage in Practice-informed Research	T SOCW 535: Research for	Data Analysis Plan	Knowledge, Values, Skills, Cognitive Processes		Volume 2, Page 1,073

and Research-informed Practice	Integrative Practice	Data Analysis Results	Knowledge, Skills, Cognitive Processes		Volume 2, Page 1,073
		Final Research Paper	Knowledge, Skills, Cognitive Processes		Volume 2, Page 1,073
Competency 5: Engage in Policy Practice	T SOCW 531: Integrative Policy Analysis	Advocacy Plan	Knowledge, Values, Skills, Cognitive & Affective Processes		Volume 2, Page 1,030
		Advocacy Exercises	Knowledge, Skills, Values		Volume 2, Page 1,030
		Student Advocacy Reflection Paper	Values, Cognitive & Affective Processes		Volume 2, Page 1,030
Competency 6: Engage with Individuals, Families, Groups, Organizations, & Communities	T SOCW 532: Integrative Practice I	Identify & Recruit Community Mentor	Skills, Values, Cognitive & Affective Processes	Individuals Communities	Volume 2, Page 1,046
		Stakeholder Interviews	Skills. Values Cognitive & Affective Processes	Individuals Communities	Volume 2, Page 1,046
Competency 7: Assess Individuals, Families, Groups, Organizations, & Communities	T SOCW 532: Integrative Practice I	Resource Map	Knowledge, Skills, Values, Cognitive & Affective Processes	Communities	Volume 2, Page 1,046
		Stakeholder Interviews	Knowledge, Skills, Values, Cognitive & Affective Processes	Individuals Communities	

Competency 8: Intervene with Individuals, Families, Groups, Organizations, & Communities	T SOCW 533: Integrative Practice II	Needs Statement & Mission Statement	Knowledge, Values, Skills, Cognitive & Affective Processes	Individuals Families Groups Organizations and/or Communities	Volume 2, Page 1,061
		Logic Model	Knowledge, Skills, Values	Individuals Families Groups Organizations and/or Communities	Volume 2, Page 1,061
		Program Proposal	Knowledge, Skills, Values, Cognitive & Affective Processes	(System level varies depending on the project chosen by the student)	Volume 2, Page 1,061
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities	T SOCW 533: Integrative Practice II	Logic Model	Knowledge, Skills, Values	Individuals Families Groups Organizations and/or, Communities	Volume 2, Page 1,061
		Data Collection Form	Knowledge, Skills	(System level varies depending on the project chosen by the student)	Volume 2, Page 1,061

		Program Proposal	Knowledge, Skills, Values. Cognitive & Affective Processes	(System level varies depending on the project chosen by the student)	Volume 2, Page 1,061
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities	T SOCW 535: Research for Integrative Practice	Data Analysis Plan	Knowledge, Skills, Values, Cognitive Processes	Individuals Families Groups Organizations and/or Communities	Volume 2, Page 1,073
		Data Analysis Results	Knowledge Skills Cognitive Processes	(System level varies depending on the project chosen by the student)	Volume 2, Page 1,073
		Final Research Paper	Knowledge, Skills, Cognitive Processes	(System level varies depending on the project chosen by the student)	Volume 2, Page 1,073

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 — 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 Office of Field Education dedicates its work to the development and implementation of field curricula designed to guide students toward achievement of the nine Competencies, demonstrated through associated behaviors.

Comprising 27 of the MSW 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 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 composed of 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 field education curriculum is composed of two field placements with different foci. The first or Generalist field placement is focused upon breadth of knowledge and skills; students are directed toward placements that will expand beyond their 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.

While the generalist experience strengthens and informs the Specialization practicum experience, it is distinguished from the Specialization practicum, with its focus on breadth and involvement in micro, mezzo, and macro practice. The Specialization practicum, in contrast, does not require micro through macro practice experiences and instead is based upon the specific knowledge and skills necessary to meet the educational and professional requirements of the student's chosen specialization.

During their participation in the MSW 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 associated 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 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 during 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 students concurrently in field placement and relevant practice courses. As illustrated in the table below, students in the 2-year, full time day program option (Seattle campus) begin the Soc W 524: Introduction to Practicum in their first quarter. Students in the Extended Degree Program (as well as part-time students on the Tacoma campus) begin in the third quarter of the first year in the program. 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. 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 sessions. Classroom instructors routinely draw on students' field placement experiences to provide examples for classroom discussions and develop classroom assignments. Systematically tested theories and models, both from the literature and in agency practice, enable social work students to advance their learning and develop as increasingly knowledgeable professionals.

**Degree Program; Schedule for Introductory Practicum Course,
and Schedule for first quarter of placement**

Program	Qtr. of Intro Course	First Qtr. Of Placement
MSW Full-time Day	Fall Qtr. – First Yr.	Fall Qtr. – First Yr.
MSW 3-Yr. EDP part-time program	Spring Qtr. – First Yr.	Summer Qtr. – First Yr.
MSW Advanced Standing	Summer Qtr.- Prior to First Qtr.	Fall Qtr. of one year program
Tacoma part-time program	Spring Qtr. – First Yr.	Summer Qtr. – First Yr.
Tacoma Advanced Standing	None	Summer Qtr. – First Yr.

Competency-Based Curriculum Design

Field Faculty are actively involved in 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 related behaviors adopted by the UW SSW.

Standardized Field Learning Contracts

A standardized format for Field Learning Contracts, based on the core Competencies and associated 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 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 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 MSW and BASW Program Committees and the Faculty

Council. In Tacoma, all Field Faculty are involved in development of classroom curriculum and sit on parallel committees to those on 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 is coordinated through the Office of Field Education (OFE) Committee, which has representatives from both Tacoma and Seattle. 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 M2.2.2: The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.

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 MSW 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 have previously experienced to broaden their knowledge and skills into new areas. We emphasize that the Generalist year 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 behaviors create the framework for integrating knowledge into practice skills through structured activities with clients, organizations, and communities, and through policy engagement under the supervision of experienced MSW 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 uses interpersonal skills when engaging with clients such as reflective listening, motivational interviewing, and collaborative problem-solving and discusses with Field Instructor.
Families	Student completes psychosocial assessments 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	Student participates in DBT group therapy modules.
Organizations	Student participates in agency-wide conversations around Strategic Planning as part of the Outreach Team, taking into account team values as well as cultural factors in outreach and communication.
Communities	Student supports tribal community members 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. The student engages clients and their communities from a strengths-based perspective and builds upon those strengths.

As they enter their Field Placement, students across program options 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 in each of the related behaviors. Students and Field Instructors are provided with:

- Competencies and associated 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
Demonstrate Ethical and Professional Behavior	<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>
Engage Diversity and Difference in Practice	<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>
Assess Individuals, Families, Groups, Organizations & Communities	<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</p>

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

1. *Compliance Statement:* Narrative identifies how the program's field education program provides specialized opportunities for students to demonstrate social work competencies within an area of specialized practice across all program options.

The SSW uses several methods to ensure that field education placements provide students across program options with opportunities to demonstrate Specialization behaviors for each Competency. Field education sites for specialized placements are carefully vetted by Field Faculty to determine whether they, in fact, can meet the curricular standards and expectations of the Specialization. Each Specialization has a specific Learning Contract that encompasses the specialization-specific behaviors students are expected to achieve during their placement. Field Instructors supporting students in Specialized placements are also expected to have expertise in that practice area and be well prepared to provide substantive supervision related to the Specialization.

The Field Faculty for each cohort team (Day Generalist, EDP Generalist and Specialization, Day Specialization, Advanced Standing and BASW, and their equivalents in Tacoma) are responsible for supporting students and realizing sound educational field education experiences for the students of their cohort. Field Faculty are involved in: selecting and vetting placements and Field Instructors, assessment of individual student's educational needs, placing students, providing Liaison support throughout the placement to both the student and Field Instructor, oversight and

evaluation of the student's growth and progress, oversight of the learning environment, and providing support and educational guidance to Field Instructors. During site visits, Field Faculty provide additional training and support to help students and Field Instructors develop learning activities appropriate for the Specialization.

Each field education site for an MSW student in the Specialization year is expected to provide opportunities for the student to build upon the Generalist competencies and to learn and demonstrate each of the behaviors associated with the Specialization. Field Instructors are required to evaluate students' mastery of each of the behaviors. In selecting agencies that provide Specialization field education opportunities the SSW is guided by the overall focus and specific behaviors associated with each of the Specialization.

Field Faculty were actively involved in the adoption of the SSW core competencies and development of the behaviors for each of the Specializations. The Practicum Advisory Council provided additional input and field perspective throughout the design and testing of the behaviors and systems to record student progress in the field. The integrated model of concurrent enrollment in classes and field provides multiple opportunities to reinforce student learning of the behaviors in their Specialization.

As in the Generalist curriculum, Specialization courses are taken concurrently with enrollment in Field Education. This provides students the opportunity to bring cases and situations from the field into classroom discussion, and to discuss Specialization-related coursework and literature in the field practicum setting. Students are required to provide a copy of each class syllabus to their Field Instructor for review and inclusion in planning and supervision. Students build upon their core competencies by designing agency-based activities to help them develop specific behaviors within their area of Specialization.

Students and Field Instructors complete Field Learning Contracts that specify how students will learn and demonstrate competency in each of the respective Specialization behaviors. The Contracts are developed jointly by the student and Field Instructor and submitted electronically using the STAR database system. Specialization Practice Learning Contracts use a standardized format based on core competencies and associated behaviors for the relevant Specialization. At the beginning of the field placement, students and Field Instructors are required to develop detailed and specific activities that will provide students with one or more opportunities to master each of the Specialization behaviors. Learning Contracts for all students require the Field Instructor and student to develop a supervision plan that will be most effective for the particular student and the particular site. The Field Faculty carefully reviews the supervision plan before approval of the Learning Contract.

Field Instructors and students are required to identify the methods that will be used to assess progress towards competency (such as direct observation, reports, presentations, case or project documentation, team feedback, and journal submissions). Quarterly evaluations of students' progress toward demonstrated behaviors for the specialization provide feedback for the student, Field Instructor, and Field Faculty. Field Instructors evaluate student progress through both a rating scale and summary narrative.

Included below are learning activities drawn from Field Learning Contracts developed by Field Instructors and students in each of the MSW Specializations. For purposes of illustration and comparison with Generalist Learning Contracts described above, we have focused on the behaviors that have been adopted in each Specialization for three core competencies (1, 2, and 7).

Competency 1	Behavior
Demonstrate Ethical and Professional Behavior	Demonstrate professional use of self with clients/constituents and colleagues
Clinical Social Work Practice Specialization Example	<p>Student will conduct self in a professional manner that upholds the values stated in the NASW Code of Ethics.</p> <p>Student will participate in the monthly seminar organized by the Inter-professional Active Learning Series from University of Washington including the Harborview Ethics Forum and the webinar and lecture series offered by Compassion in Action lectures at the Schwartz Center.</p> <p>Student will process challenges and consult Field Instructor.</p>
Administration/ Policy Practice Specialization Example	<p>Student will participate in interdisciplinary staff meetings at Washington Nonprofits.</p> <p>Student will conduct self professionally and abide by the Code of Ethics while participating in community network events while representing Washington Nonprofits.</p>
CCIP – Community Centered Integrative Practice	<p>Student will work to live up to the NASW Code of Ethics, particularly in challenging social injustice by working with and for the most marginalized populations in our communities.</p> <p>Student will, in all their work, uphold the values set forth by LRP, which centers the frameworks of Disability Justice and the Trans Agenda for Liberation. Disability Justice examines disability and ableism as they relate to other forms of oppression and identity. The Trans Agenda for Liberation centers the lives and voices of trans people of color and understands that trans justice is interconnected with other forms of justice and liberation for all.</p>
Integrative Health-Mental Health Practice	Student will discuss social work job descriptions, functional statements and scope of practice with Field Instructor(s). Student will review written policy relating to social work professional practice and interview other social work and staff in related fields about professional roles in VA

	<p>Student will actively engage with supervisor(s) and staff on social work development to define my individual role and professional growth opportunities.</p> <p>Student will self-reflect while navigating working in multi-, cross- or inter-disciplinary teams. Student will note and process feelings around patients' autonomous decisions and acknowledge patient's rights.</p> <p>Student will attend and participate in interdisciplinary team discussions to provide social work perspective during morning huddles and ethics forums, as appropriate. Student will provide professionally appropriate feedback to Field Instructor and multidisciplinary clinic team from an outside perspective.</p> <p>Student will Identify as a social worker in cross-disciplinary teams. Student will utilize supervision to review similarities and differences among the professions.</p>
Multigenerational Practice with Children, Families And Elders	<p>Student will review, display and apply the NASW Code of Ethics to ensure that all ethical principles are being applied.</p> <p>Student will complete DVI training at DAWN to learn about the organization in its entirety. Student will learn and implement the agency's policies and procedures.</p> <p>The student will consult weekly with the supervisor to check in about competency progress.</p>

Competency 2	Behavior
Engage Diversity and Difference in Practice	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
Clinical Social Work Practice Specialization Example	<p>In supervision, the student will reflect on communication styles, values, cultural differences, transference issues, assumptions and biases, and identify ways they could impact interactions with clients.</p> <p>Student will Increase awareness of oppression and learn about cultures, history, socioeconomics, and politics of clients by listening to their experiences and asking questions in order to more fully understand their lives; discuss the effects of oppression in supervision.</p>
Administration/ Policy Practice Specialization Example	Student will participate in meetings to engage diverse community stakeholders on Census outreach and count. Student will have the opportunity to shadow and participate in Washington Nonprofit's equity committee meetings and recommendations for organizational change.

	<p>Student will participate in Washington Nonprofit's racial equity activity that will involve the reading and discussion of So You Want to Talk About Race. Attendance of staff meeting to discuss So You Want To Talk About Race. Review of materials for census outreach and count. Written summaries of equity committee meetings.</p>
CCIP – Community Centered Integrative Practice	<p>Student will demonstrate a critical understanding of major approaches to media justice in community practice.</p> <p>Student will utilize multidimensional assessment to learn of the localized histories and demands of community members to understand the local community ecology in online media, and personal testimonies.</p> <p>Student will critically examine intergroup issues and patterns within KVRU's volunteer recruitment groups in order to build sustainable dynamics and long-term partnerships.</p> <p>Student will assess community engagement strengths and needs by engaging with community members involved with KVRU, to determine plans of action that address media education and justice.</p>
Integrative Health-Mental Health Practice	<p>Student will learn current standards and issues around access for diverse populations within the VA. Student will provide support to patients/families related to different types of social/medical needs.</p> <p>Student will identify/manage personal and social ethical norms and biases related to caring for Veterans. Student will acknowledge biases and discuss them during weekly supervision.</p> <p>Student will discuss with staff and Field Instructors the complex ethical dilemmas they see in their daily practice from a micro, mezzo, macro perspective.</p> <p>Student will participate in Diversity, Equity, and Inclusion activities at VA Puget Sound. Identify and review VA policy for ethical conflicts or concerns.</p>
Multigenerational Practice with Children, Families And Elders	<p>Student will demonstrate cultural sensitivity and demonstrate sufficient self-awareness to eliminate the influence of personal bias by seeking supervision with their Field Instructor to discuss any questions or concerns.</p> <p>Student will be objective and provide each client with the best service by evaluating and reflecting on biases before each appointment with clients.</p> <p>Student will promote and empower autonomy by respecting the dignity and worth of each client.</p>

Competency 7	Behavior
Assess individuals, families, groups, Organizations, and communities	Select appropriate intervention strategies based on the assessment, research knowledge, values and preferences of clients and constituencies
Clinical Social Work Practice Specialization Example	<p>Student will conduct biopsychosocial assessments using the agency's strengths-based intake model.</p> <p>Student will enter client assessment, mental health notes, and treatment plans in the Seneca database in a thorough and timely manner.</p> <p>Student will assess the strengths and needs of small student groups.</p> <p>During intake, the student will assess for safety and create safety plans as applicable.</p> <p>Through comprehensive assessment, student will use assessment tools and family information to create a treatment plan in collaboration with client and family.</p>
Administration/ Policy Practice	<p>Student will work with Washington Nonprofits census manager to develop an assessment tool for census outreach.</p> <p>Student will work with Task Supervisor to develop an assessment tool to gather feedback of nonprofits on the Nonprofit Corporations Act.</p> <p>Student will develop an assessment tracker for census and legislative related projects</p>
CCIP – Community Centered Integrative Practice	<p>Student will develop and use intersectionality-based assessment tools in order to prove efficacy of programming with LRP. Student will analyze feedback from events using a mixed methods approach in order to analyze program effectiveness. This includes a focus on learning how to pull the most important bits from data.</p> <p>Student will learn how to critically assess data from a non-university standpoint & move towards community centered assessment.</p>
Integrative Health-Mental Health Practice	<p>Student will observe assessments being completed and progress toward independently completing psychosocial assessments. In addition, student will discuss assessment skills with Field Instructors and compare and contrast assessment skills from a variety of staff.</p> <p>Student will review assessments from prior staff when meeting new clients. Student will conduct interviews and perform assessments from a strengths-based, biopsychosocial, systems perspective in order to identify protective factors, strengths, needs, barriers and both formal and informal support resources.</p>

	Student will complete chart notes documenting psychosocial assessments. When indicated, student will complete suicide risk assessments and follow documentation guidelines.
Multi-generational Practice with Children, Families, and Elders	<p>Student will conduct a review of DAWN's current program assessment and evaluation tools, and help alter if necessary to include a trauma informed, human rights perspective.</p> <p>Student will consult with field supervisor to identify clients and families facing excessive barriers to resource acquisition and clinical engagement.</p> <p>Student will observe other group sessions and gain knowledge on application of different human behavior and social environment theories to explore contributing factors.</p>

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

Following are examples of tasks, roles, and opportunities at the appropriate systems level drawn from 2020-21 Field Learning Contracts for each specialization across program options.

Area of Specialized Practice #1: Clinical Social Work

Systems Level	Examples of Tasks, Roles, and/or Opportunities to Practice with Relevant Systems Level in Field Settings
Individuals	<p>Student will provide individual psychotherapy and case management with clients (using CETA, supportive counseling, MI, components from DBT and Harm Reduction).</p> <p>Student will complete session documentation.</p> <p>Student will plan weekly treatment sessions in collaboration with supervisors and clients.</p>
Families	<p>Student will conduct initial family assessments.</p> <p>Student will explore discharge goals and desired supports with families and patients.</p> <p>Student will support patients and families in understanding discharge options, and securing needed resources.</p>
Groups	<p>Student will co-facilitate an intensive DBT group twice a week with adolescent clients.</p> <p>Student will build skills in supporting clients in their emotion regulation, distress tolerance, and interpersonal skills.</p>

Area of Specialized Practice #2: Community-Centered Integrative Practice

Systems Level	Examples of Tasks, Roles, and/or Opportunities to Practice with Relevant Systems Level in Field Settings
Groups	<p>Student will co-design, recruit participants to, and co-facilitate a 5-week healthy relationships support group.</p> <p>Student will receive and implement feedback from participants.</p> <p>Student will collect support group materials for a manual to share with treatment team.</p>
Organizations	<p>Student will facilitate group learning communities and trainings for Behavioral Health Navigator program.</p> <p>Student will develop post-intervention toolkit for statewide distribution.</p> <p>Student will gather feedback about Student Voices program, including curriculum development and facilitator guide.</p>
Communities	<p>Student will attend appropriate leadership and committee meetings weekly (e.g., IP Service Learning Advisory Committee, COVID Task Force, Mobile Health Van module and program development). Student will support facilitation of Antiracism in Action for Healthcare Professionals course.</p> <p>Student will lead mobile health van outreach.</p>

Area of Specialized Practice #3: Administration and Policy Practice

Systems Level	Examples of Tasks, Roles, and/or Opportunities to Practice with Relevant Systems Level in Field Settings
Organizations	<p>Student will lead budget and program research for legal services.</p> <p>Student will facilitate Legal Planning Meeting.</p> <p>Student will facilitate Legal Community Engagement Meeting.</p>
Communities	<p>Student will send updates to the community related to legislative priorities.</p> <p>Student will plan and facilitate community events to celebrate Mental Health Awareness Month.</p>

Area of Specialized Practice #4: Integrative Health-Mental Health Practice

Systems Level	Examples of Tasks, Roles, and/or Opportunities to Practice with Relevant Systems Level in Field Settings
Individuals	<p>Student will assess veterans approaching medical readiness for discharge and discuss recommended discharge plan.</p> <p>Student will investigate insurance/financial resources to determine coverage for skilled nursing, adult care home, or assisted living facility upon discharge.</p> <p>Student will assist homeless veterans at time of discharge, connecting them with shelter resources within the VA and the community.</p>
Families	<p>Student will interview families, completing comprehensive assessments, including present danger to self/others, in-home child safety, and DV screenings.</p> <p>Student will develop safety plans with families as needed, with a plan for monitoring their effectiveness.</p> <p>Student will conduct health and safety visits every two weeks with children, and conduct monthly progress visits with parents.</p>
Groups	<p>Student will co-facilitate grief groups for high school youth.</p> <p>Student will work with agency staff to enhance grief programming through API Chaya and the Seattle Children's Hospital Journey program.</p>

Area of Specialized Practice #5: Multigenerational Practice with Children, Families, and Elders

Systems Level	Examples of Tasks, Roles, and/or Opportunities to Practice with Relevant Systems Level in Field Settings
Individuals	<p>Student will learn various play therapy theories and skills and provide therapy to a complex family system with recent trauma.</p> <p>Student will learn to build rapport and trust with such families.</p> <p>Student will learn how to conduct initial intake and assessment, goal planning, and assessment of plan/treatment effectiveness.</p>
Families	<p>Student will lead intakes, hold dyadic and parent sessions with client families, and build and maintain deepening client relationships in an infant mental health program.</p>

Groups	<p>Student will lead special interest groups for the residents of a retirement community to include: grief and loss; breathing techniques; and mindfulness.</p> <p>Student will create community memos for residents, including interactive materials to help residents understand the importance of caring for their mental health and coping tools during the pandemic.</p>
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Area of Specialized Practice #6: Integrative Practice (Tacoma program)

Systems Level	Examples of Tasks, Roles, and/or Opportunities to Practice with Relevant Systems Level in Field Settings
Individuals	<p>Student will carry a caseload of 10 individual clients with diagnoses of depression and/or anxiety.</p> <p>Student will perform initial intake, assessment, intervention planning, intervention implementation, and assessment of own practice effectiveness.</p>
Families	<p>Student will plan and lead a multi-family grief group with parents and young children who have experienced a significant death (e.g., sibling, grandparent).</p>
Groups	<p>Student will develop and lead an online support group for parents of school children who are challenged by at-home, online learning during the COVID pandemic.</p> <p>Student will assist parents in accessing appropriate resources.</p>
Organizations	<p>Student will coordinate a public event - the groundbreaking of a new housing facility for low income residents, many of whom were also transitioning from shelters for individuals experiencing interpersonal violence.</p> <p>Student will be responsible for media coverage, invitation of local public officials and dignitaries, and follow-up with event-related donors.</p>
Communities	<p>Student will coordinate and provide on-site supervision of "drive-thru" Halloween event, including coordination of multiple community public and private agencies, to provide candy and "goody bags," which include safety masks, hand sanitizer, and other pandemic-related materials.</p> <p>Student will provide resource lists for food and rental assistance and offer follow-up contact as needed.</p>

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.

UW School of Social Work students complete two placements. Regardless of program option, they will complete one field placement at the Generalist level and one at the Specialized level. In all cases in traditional years, the student is expected to attend the placement in person and have in-person contact with clients and constituencies. Full-time and part-time Advanced Standing students complete only the Specialized field placement, but the contact expectation is the same.

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

Specialized students are expected to focus on depth and leadership development in their Specialization, as they build knowledge, values, skills, and cognitive and affective processes for each Competency and defined behaviors.

In both placements, 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 the Field Instructor 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 with 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.

Within the Seattle area and the larger Puget Sound region, there are a vast array of agencies and organizations that host students for their field placements. The Office of Field Education is in contact twice per year to determine the availability of placements and Field Instructors. Placements occur at hospitals, mental health facilities, shelters serving homeless area residents, behavioral clinics, schools, nursing homes, the Courts, Family support Centers, and Tribal services, among many others. Populations served and services provided range just as widely, and most placements are found in urban areas.

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 900 hours for master's programs across all program options.

MSW students complete twenty-seven credits of field education, requiring 1080 hours (400 hours for the Generalist practicum and 680 hours for the Specialized practicum).

The Field Education Manual, materials provided in the orientations for students and Field Instructors and course syllabi provide MSW 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 the Generalist practicum unless they have met the following criteria:

- Demonstration of the "Essential Skills, Values, and Standards of Professional Conduct for Admission to and Continuance in the School of Social Work" (Standards) indicating readiness for social work field education. 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 Generalist coursework that precedes practicum, primarily applicable to students in the Extended Degree Program and the BASW program.
- 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 a 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 Specialization practicum unless they have met the following criteria:

- Successful and satisfactory completion of all Generalist coursework.
- Successful completion of the Generalist Practicum is monitored by the Office of Field Education.
- 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.](#)"

Student readiness for the Specialization Practicum is assessed by Field Faculty in consultation with the Assistant Dean of Field Education, MSW program administrators, the Director of Student Services, and classroom faculty. 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 MSW 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 all program options.

Policies:

Across program options, 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, and provide an in-depth experience for specialized 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, and provide in-depth experience in a particular practice area at the specialized level.
- 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 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 MSW degree, and the extent of their post-graduate practice experience.
- 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 whether a Specialized placement will provide the student with opportunities to learn and demonstrate competence in the behaviors associated with their area of Specialization.

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 MSW 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.
 - The Field Faculty determines whether a specialized placement will provide the student with opportunities to learn and demonstrate competence in the behaviors associated with their area of Specialization.
- 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 in generalist and specialized placements across all program options.

Placing Students across Program Options

Policies:

All students complete a generalist and a specialization field placement to obtain their MSW 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:

Generalist level

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

Specialization level

- Specialization level students are placed with an agency that is a match with their declared area of specialization, and which can provide an in-depth learning experience in that area of practice.
- Successful and satisfactory completion of all Generalist coursework.
- Successful completion of the Generalist Practicum is monitored by the Office of Field Education.
- 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](#)" (Standards).
- Student readiness for the Specialization Practicum is assessed by Field Faculty in consultation with the Assistant Dean of Field Education, MSW program administrators, the Director of Student Services, and classroom faculty.

Procedures:

Generalist Placement Process

- Students submit detailed questionnaires and current resumes to Field Faculty.
- The Generalist 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 sessions, 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 Generalist 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.

Specialization Placement Process

- Field Faculty offer multiple Specialization orientation sessions for students, in which Field Faculty involved in the Specialization provide information and educational guidance. Many sessions are offered to accommodate complex student schedules and to address specific interests within specializations, such as placements in health care settings.
- Field Faculty thoroughly review student questionnaires and resumes, and then work in collaboration with each student individually to identify one or more field sites that will provide opportunities to develop each Competency and behaviors in their chosen Specialization.
- Once students begin applying to placements (often a competitive process), they are responsible for keeping their assigned Field Faculty fully updated for each application and interview.
- When a student is offered a placement by an Agency, the Field Faculty contacts the agency and student to confirm the placement. Students are then allowed to begin whatever onboarding process may be required by the Agency.

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.

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 all 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:

- 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.
- Agencies and students are provided with evidence of general liability insurance coverage by the University.
- Students receive a copy of the "Acknowledgement of Risk" both in the MSW 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 provides 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-MSW 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 M2.2.9: The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

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 MSW Field Education Manual. For MSW students, potential Field Instructors are informed they must have an MSW degree from a CSWE-accredited social work program and a minimum of 2 years of post-degree, social work practice 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 master's students across all program options hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work degree practice experience in social work.

Field Instructors for MSW students across program option hold an MSW from a CSWE-accredited program and have 2 years post-MSW 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 MSWs as Field Instructors.

3. *Compliance Statement:* Narrative demonstrates that for cases in which a field instructor does not hold a CSWE-accredited master's social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective across all program options.

Process for Reinforcing the Social Work Perspective with Students Placed at a Field Setting without a Credentialed Field Instructor:

Across program options, when an MSW field instructor affiliated with the agency 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-MSW 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.

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

Description of Reinforcement Process with Students:

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 are required to have an MSW from a CSWE-accredited social work program and 2 years of post-degree practice experience.

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 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.

Policies about Field Placements in Employment Settings:

Across all 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 A of E placement, a student must be in good standing in the MSW program: current GPA of 3.0 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).

Students may only use their place of employment for one of their two field placements

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

Ensuring Separate Assignments from Employment:

The field placement makes up approximately one-third of the MSW program credits, so it is important to determine whether a student can have substantive and new learning in an employment setting being used as a practicum placement. It is possible to create substantive learning experiences in the student's place of employment. For example, a student may develop or examine their philosophy of practice, learn new evidence-based interventions, explore and assess the choices of modalities used in practice, or reflect upon anti-racist/ inclusive practices embedded in their work, among many, many possibilities. The key is careful and deliberate planning for deep reflection of the student's role and responsibilities, supported by rich social work supervision.

Across all program options, 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 or Specialized Competencies and 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 MSW Field Instructor, employment supervisor, and program or agency administrator. Upon completion of a proposal review by the Field Faculty and consultation with the Asst. Dean of Field Education, 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)

Implicit Curriculum Efforts

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 MSW 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-campuses 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 **wələbʔaltxw** — 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 including 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 MSW 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 W 523 and Soc W 524). Students come to the SSW with varying levels of awareness and experience, depending on their own backgrounds and racial/ethnic/marginalized identities. In Soc W 523 and Soc W 524, 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 education 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 MSW Program Committee is structured to bring a multiplicity of perspectives, experiences, and backgrounds to oversight of curricular and program deliberations and decisions. The MSW 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 MSW 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. Most children and 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 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 MSW Program Leadership

For several years, a notably diverse group of faculty and staff have provided senior administrative leadership in the School and MSW 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 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 MSW 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 MSW students, Dean Uehara sponsored 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. 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 to provide 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, an MSW 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 Resources Center 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, almost one-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, MSW AY2020-2021
(Enrolled students, Seattle and Tacoma Options)**

	Number	Percentage
White (non-Hispanic)	373	56%
African American/Other Black	65	9%
Chicano/Mexican American	103	14%
Puerto Rican*	-	-
Other Latino/Hispanic+	-	-
American Indian/Native American	16	2%
Asian American/Other Asian	96	13%
Pacific Islander	8	1%
Other	-	-
Multiple Race/Ethnicity	9	1%
Unknown	26	4%

* Numbers included in 'Other Latino/Hispanic'

Recruitment:

The diversity of the students who apply to and enroll in the MSW 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 4-year college options. The School regularly partners with the UW Graduate School Graduate Opportunities and Minority Achievement Program (GO-MAP) 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 MSW 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. While the admission criteria for the MSW program follow federal Title VII, Title IX, and Washington Law Against Discrimination (WLAD), Chapter 49.60 RCW, the MSW application does ask applicants to describe their prior educational and employment experience with diverse populations and communities, which SSW admission application reviewers evaluate in terms of demonstrated commitment to underserved and vulnerable populations. 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 MSW 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 MSW 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.

Implicit Curriculum Efforts (listed in AS 3.0.1) Impact on the 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 leaning 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 to 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 lockable "All Gender" restrooms 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 F). 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 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.

Moreover, students in both the MSW and PhD programs worked with faculty to design and deliver the student orientation for students entering the respective programs.

During the 2-day orientation, second year MSW students 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. Piloted first in the MSW Day program, opportunities for student involvement in designing community-building activities for student orientation will be further explored across other MSW 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 3.0.3: 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.

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 MSW Program Committee and the Student Advisory Council (SAC) worked together to generate recommendations for improving the integration of students who enter the MSW program with Advanced Standing and those who are part-time, with 2-year students continuing into the advanced curriculum in the Seattle Day program. Their statement of recommendations concludes in part: “As we will all be engaging in different work environments with diverse populations and working with interdisciplinary teams, it is important for our professional social work development to be inclusive and practice social justice, even in our own classrooms.” 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 M3.1.1: The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.

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

Criteria used for admission to the MSW program across all program options:

For all MSW program options offered by the SSW, admission to the MSW program is based on a comprehensive review of admissions materials. The School seeks to enroll well-qualified students with diverse backgrounds, particularly those with a demonstrated commitment to working with underserved communities. Admission to the MSW program is highly selective and based on consideration of academic preparation and potential for success, practical experience in and commitment to the field of social work, and unique contributions to the learning community and profession. Although the same materials and general procedures are used across program options, students seeking admission to the Seattle MSW program option are reviewed by Seattle faculty and staff, while Tacoma applicants are reviewed by Tacoma faculty and staff.

Minimum criteria for admission:

We must ensure all applicants meet the UW Graduate School Minimum Admission Requirements which are:

Degree

Hold the minimum equivalent of a 4-year baccalaureate degree from a regionally accredited college or university in the United States or its equivalent from a foreign institution. Also acceptable would be a Master's degree, a doctoral degree (PhD, DPhil), or a professional degree (MD, JD, DVM, etc.) from a regionally accredited college or university in the United States or its equivalent from a foreign institution.

English Proficiency

The School of Social Work requires all such applicants whose native language is not English to meet the language proficiency by meeting/surpassing the "recommended" range scores (indexed by the Graduate School) to satisfy the Graduate School's English Language Proficiency (ELP) requirement. Applicants

may also satisfy this requirement by degree verification outlined on the Graduate School's [website](#).

GPA

Applicants must have earned at least a 3.0 grade-point-average (on a 4-point scale) from a regionally accredited college or university in the United States or its equivalent from a foreign institution for the last 90 graded quarter credits or 60 graded semester credits. Graduate programs may consider an applicant with a GPA below a 3.0. In such cases, graduate programs must submit an admission petition to the Dean of the Graduate School before an offer is made.

For more detailed information about these requirements visit the Graduate School website: <https://grad.uw.edu/admissions/understanding-the-application-process/>.

While there are no prerequisite classes necessary for admission, applicants are strongly encouraged to complete a Statistics course in advance of starting the program as it is a requirement before entry into research courses.

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

- An application to the MSW program via the UW graduate school online application system
- MSW Application Signature Form
- Unofficial transcripts of all college-level coursework
- Social Work and Human Services Experience Form
- A resume
- Three letters of reference (Advanced Standing applicants are required to submit 1 reference from one social work faculty member from their BASW/BSW program)
- An admissions essay, including an autobiographical statement and social issue analysis; Advanced Standing applicants must also submit a short specialization rationale as part of their essay
- Advanced Standing applicants must also submit an Eligibility Confirmation Form
- International applicants must also submit proof of English proficiency

2. *Compliance Statement:* Narrative demonstrates the criteria for admission to the master's program include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association across all program options.

Our criteria for admission include an earned baccalaureate degree with at least a 3.0-grade-point-average (on a 4-point scale) from a regionally accredited college or university in the United States or its equivalent from a foreign institution for the last 90

graded quarter credits or 60 graded semester credits. In the case of exceptional circumstances, we may consider an applicant with a GPA below a 3.0. In these cases, SSW must submit an admission petition to the Dean of the Graduate School and receive approval before an offer is made.

For more detailed information about these requirements visit the Graduate School website: <https://grad.uw.edu/admissions/understanding-the-application-process/>.

3. *Compliance Statement:* Narrative demonstrates that baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs across all program options.

Process for Ensuring Baccalaureate Social Work Graduates Do Not Repeat Previous Achievements:

Advanced Standing Eligibility: Graduate from a U.S. baccalaureate program in social work or social welfare (BASW or BSW) accredited by the Council of Social Work Education (CSWE), or a Canadian program accredited by CASWE, by the start of the program. Students who have a BSW/BASW degree from a social work program outside of the United States may have their degree evaluated by the International Social Work Degree Recognition and Evaluation Service and may apply for Advanced Standing if the degree is determined to be consistent with CSWE requirements.

The minimum eligibility criteria for entry with advanced standing include that an entering student will have completed all required BASW courses with a minimum grade of 3.0. or a cumulative major GPA of 3.5. Students who have not completed all BASW required courses with a grade of "B" or better or obtained a 3.5 major GPA, are not accepted as Advanced standing students; they may only apply to one of other MSW program options.

Applicants who meet all eligibility requirements and are admitted with advanced standing enter directly into the specialization year of the MSW program, following a set of "bridge" courses. Consistent with AS M3.1.1, the bridge courses for students admitted with advanced standing do not repeat material that students have mastered in their BSW/BASW programs; rather, they are designed to integrate Advanced Standing students into the specialized curriculum.

Applicants with a BASW/BSW degree who do not meet the eligibility criteria may be considered for the 2-year Day program or the EDP on the Seattle Campus. In Tacoma, they may be considered for the 3-year, part-time program.

If admitted to one of these programs, students who are not eligible for Advanced Standing are not considered to have mastered the material in their BASW/BSW programs and are required to complete all required MSW generalist classes.

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 standing MSW Admissions Committee to review the files of applicants to the MSW Program, oversee supplementary reviewers, and recommend admissions policy and process revisions. The Admissions Committee is responsible for reviewing applicant files, making recommendations of admission, alternate assignments or denial of candidates, and making recommendations to the MSW Committee for any policy revisions to consider. Applicants to the Seattle program option are reviewed by Seattle faculty, and applicants to the program on the Tacoma campus are reviewed by Tacoma faculty. Each completed application is considered by a minimum of two members of the MSW faculty. A member of the faculty chairs the Admissions Committee. All MSW admissions reviews are done in a staged fashion throughout the admissions processing season.

Procedures:

When an application is complete, including screening to ensure the applicant has met the minimum admission requirements of the Graduate School, a committee member or supplementary reviewer reviews the application. The reviewers score each application based on the criteria defined and described in the Admissions Handbook, which is only available for the committee's use, and provide written assessments. Each application is evaluated with three main criteria in mind: 1) academic preparation and potential for success, 2) practical experience, and 3) commitment to the field of social work, and unique contributions to the learning community and profession. Reviewers provide an overall judgment score (range is 0-4) to capture the applicant's potential for positive impact on the field of social work; this judgment score takes into consideration all three criteria. Applicants that appear to meet qualifications for entry are reviewed a second

time and then discussed by the Admissions Committee; applicants that have an overall score of 0 or 1 are not advanced for a second review. If there is an overall score discrepancy of 2 or more points, the file is reviewed by a third reviewer to make a determination about how the file will be considered.

The Admissions Committee conducts cohort review meetings to select the final group of applicants who will be offered admission. Admissions review meetings take place bi-weekly throughout the review season (typically late January through March). Early admissions offers are made to students who have the highest priority overall admissions score. After the final meeting, all files that have been reviewed and held are considered for the Alternate list or denied. A pool of candidates who are not offered admission to the school are placed on the Alternate list for spaces that become available in the cohort.

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:

In Seattle, applicants are notified in writing via email at the end of the admissions evaluation process whether they have been admitted, denied, or placed on the alternate list for the program. In Tacoma, accepted students get an email notification of admission, followed up by a hard copy letter; alternate list or denials are notified by hard copy letter only.

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 all 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.

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

1. *Compliance Statement:* Narrative describes the policies and procedures used for awarding advanced standing across all program options.

In this section, we outline the policies and procedures for awarding advanced standing across all programs.

Policies:

As noted previously, the minimum eligibility criteria for entry with advanced standing include that an entering student will have completed all required BASW courses with a minimum grade of 3.0. or a cumulative major GPA of 3.5. Students who have not completed all BASW required courses with a grade of "B" or better or obtained a 3.5 major GPA, are not accepted as Advanced Standing students. They may only apply to one of the 2-year or 3-year MSW program options.

Additionally, candidates are recommended to have at least 2000 hours of relevant social service experience by the time of application; however, this is not a requirement. Advanced Standing applicants who graduated more than 5 years ago should demonstrate continued professional growth through social work experience. Professional training, leadership, and advancement in the social work field are also considered.

Procedures:

Applicants who meet all eligibility requirements and are admitted to the Advanced Standing program enter directly into the Specialization year of the MSW program, following a set of "bridge" courses. The bridge courses for students admitted with advanced standing do not repeat material that students have mastered in their BSW/BASW programs. Rather, they are designed to integrate Advanced Standing students into the advanced curriculum.

In Seattle, the bridge program is a three-course summer program taken before students enter the specialization curriculum in the fall. In Tacoma, the bridge program consists of two courses, taken in winter quarter, before the spring specialization courses. The bridge courses in both Seattle and Tacoma include an integrative seminar, with emphasis on the organizing values underlying the curriculum and the critical, analytic, and scholarly skills that will be expected of students in the specialization curriculum. The integrative seminar familiarizes students with key concepts and terminology that were introduced in the generalist curriculum in the UW SSW MSW program, and

enables students who enter with advanced standing to bond as a group and to form natural support networks.

The bridge courses also include a research course. In Seattle, this summer course serves as the specialization year research course because this requirement is fulfilled by the students in the 2-year Day Program during their generalist year. During the bridge research course in Tacoma, students who enter with advanced standing prepare a proposal they implement in their advanced research course, which is scheduled in spring quarter, during the specialization program of study.

Following the bridge courses, Advanced Standing students join the Specialized year curriculum in the Seattle programs or Tacoma Evening program.

Applicants with a BASW/BASW degree who do not meet the eligibility criteria may be considered for the 2-year Day program or the 3-year EDP on the Seattle Campus, or for the 3-year Evening Program on the Tacoma Campus. If admitted to one of these programs, students who did not meet some or all of the eligibility criteria for Advanced Standing are not considered to have mastered the material in their BASW/BSW programs and are required to complete all required MSW generalist classes.

2. **Compliance Statement:** Narrative indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors across all program options.

In addition to meeting the Graduate School's minimum admissions requirements, students applying for an advanced standing program **must have graduated from a U.S. baccalaureate program in social work or social welfare accredited by the CSWE or a Canadian bachelors level social work program accredited by CASSW (CASWE).** This is a strict requirement and there are no exceptions; professional experience or related degrees do not qualify. Students who have a BSW/BASW degree from a social work program outside of the United States may have their degree evaluated by the International Social Work Degree Recognition and Evaluation Service, and may apply for Advanced Standing if the degree is determined to be consistent with CSWE requirements.

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.

Program Policies and Procedures Concerning the Transfer of Credits:

Transfer applicants are considered on a space-available basis. Beyond the standard MSW application, there is no separate application for those applying to transfer from another MSW program. However, we ask that transfer applicants indicate they are a transfer applicant in the application and include at least one member of the social work faculty from their current/previous institution among the three required references.

Transfer applicants are expected to have completed their full generalist curriculum—both coursework and practicum—in order to be considered for admission. Most students transferring from a CSWE-accredited MSW program are eligible to transfer up to 39 quarter credit hours from their previous institution. However, this is subject to review by the MSW Program Director to ensure course equivalency, and admitted students may be required to take additional generalist coursework at the UW in order to meet our program standards. Unfortunately, due to space restrictions and the tight curriculum of our compressed Advanced Standing program, at this time we cannot consider Advanced Standing transfer applications.

Transfer Applicants from Non-Social Work Master's Programs

Students wishing to transfer credits from a different type of graduate program from which they did not earn a degree are limited to 6 transfer credits per UW Graduate School policy. Additionally, students who have taken graduate-level research courses may be waived out of the required MSW research courses. Under both circumstances, we'll assess eligibility only after the student has been admitted and has provided relevant syllabi.

Admitted Transfer Students

Applicants who are admitted after completing part of the requirements for an MSW degree at another accredited MSW program may satisfy some of the School's requirements. Admitted students must submit course syllabi and a transcript providing evidence of having passed social work courses with a 2.7 (B-) grade or better. Students seeking credit for Soc W 524, Generalist Practicum, must also provide a copy of their graduate practicum evaluations. Courses submitted for transfer of credit must have been completed in the past 5 years. Whenever transfer credit is recognized, the decision is recorded within the student's degree audit and a revised program of study is developed and saved in the student advising record.

In Seattle, when transfer of credits is requested, syllabi and transcripts are reviewed by the MSW Program Assistant Director in consultation with the MSW Program Director.

Students requesting transfer of practicum credits have their final practicum evaluations reviewed by the Director 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:

The Tacoma program often has transfer applications from military spouses who have been re-stationed here. Because of the unpredictable nature of such reassignments, transfer applicants often have only begun their MSW programs when they are required to move to the Tacoma area. To accommodate these applicants, the Tacoma program does not have an expectation that the generalist year be completed to be considered for admission. Transfer applications are reviewed by the MSW Program Chair and the Director of Field Education. Only those courses which demonstrate direct correlation with UW Tacoma MSW courses are accepted for transfer credit.

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.

UW's general policy is stated [here under Alternative Credit options](#). In addition, this information is on the School website at:

<https://socialwork.uw.edu/admissions/msw/apply-to-msw>

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

Across program options, the program informs applicants and other constituents of its policy indicating that it does not grant course credit for life experience or previous work

experience in clear statements in the application materials and on the School website:
<https://socialwork.uw.edu/admissions/msw/apply-to-msw>

The UW Seattle informs applicants that it "does not award general credit for work or life experience" ([General Catalog](#)) Similarly, the Tacoma program option follows UW Tacoma requirements at the university level and "does not award general credit for work or life experience" (stated in the [UWT General Catalog](#), "Notable Restrictions" 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:

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 all 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 academic and professional advising and related activities are provided by faculty and staff. Advising is tailored to support all students, recognizing and responding to particular needs of students from underrepresented groups. The School is deeply committed to regular and responsive academic and professional advising by faculty and staff.

Student academic and professional 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, they 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 their program shortly before their first quarter with more specific information they need to begin their program.

Students in the MSW program are provided regular academic advising by staff within the Office of Student Services and receive professional advising from 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 in all programs are professional staff members at the university who are specifically trained to meet the needs of incoming students.

Academic advising of MSW students on the Seattle Campus is managed by the Office of Student Services. This office has four staff members: a Director of Student Services, two MSW Advisors (professional staff positions), and a Program Support Supervisor. The two MSW Advisors each have responsibility for assisting specific program options as well as targeted student sub-groups (dual degree students, international students, etc.) Additionally, the Director of Student Services advises students who have particularly complex situations, are facing academic progress issues, or when there are concerns about academic or professional performance. In Tacoma, regular academic advising for all MSW students in the program is provided by the Graduate Advisor, Recruiter, and Academic Specialist.

Professional advising of MSW students is managed by the MSW Program Office and is provided by faculty serving as Chairs for each of the specializations and other faculty teaching in the MSW program. Faculty advisers help students with issues of professional and personal development, issues related to socialization to the profession, and career choices. These faculty are available for 1:1 advising, but also provide group opportunities and events each academic quarter 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.

Across all program options, students also meet individually with field education 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.

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 Director of Student Services if a student is encountering challenges. Faculty members may also consult with the Associate Dean for Academic Affairs. In more complex or challenging situations, student situations may be brought to the weekly academic directors meeting for consultation and creation of a plan of support.

Throughout the academic year, the School also provides a regular program of academic and professional supports for MSW and 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 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 career interest areas for students. To enhance professional development, all students meet individually with field education faculty to plan their field education placement and to help socialize them to the profession. In Seattle and Tacoma, the School also sponsors an annual career fair, inviting 25-30 agencies and organizations to the campuses to feature employment opportunities for SSW graduates. The Tacoma campus event is sponsored through the Student Life office and 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 all program options. Professional advising of MSW students is managed by the MSW Program Office and is provided by MSW faculty, particularly those serving as Chairs for each of the Specializations and other faculty teaching in the MSW program. As discussed above, faculty are available for individual advising and provide regular group advising to students. Tacoma students also are assigned a faculty advisor during their first quarter in the program. While the student may remain with this faculty member throughout their program, they also have the option of requesting a formal change of advisor by requesting such from the MSW Program Chair. In addition, Field Faculty meet individually with students at their field education sites and as needed throughout the year. The MSW Program Director and Assistant Program Director in Seattle and MSW Program Chair in Tacoma also routinely meet with students to discuss professional development and goals.

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 licensure workshops. We invite alumni who work in the field to participate in panels to share their knowledge of work after completing the degree.

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 all 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 the [Office of 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 other 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.

MSW Satisfactory Academic Standing

Students are informed of the academic standards for the program in the individual student handbooks and through individual course syllabi. Across our Seattle and Tacoma program options, we follow the UW numerical grading system. Graduate students require at least a 2.7 for required courses. For academic standards, not only are the students' grades considered, but there are also standards around adequate progress through the program in a timely manner and required concurrency of classes.

In order to be in satisfactory academic standing, students must maintain a minimum cumulative University grade point average of 3.00 for all 400- and 500-level graded courses taken after attaining graduate status at the University of Washington. In addition, students must complete and pass all required Social Work courses and practicum experiences with a minimum grade of 2.7 or credit. Also required are ethical

and professional behavior, timely progression through the curriculum, including all requirements such as required trainings, prerequisites, immunization requirements, etc.

Unsatisfactory Academic Progress in the MSW Program

Graduate students whose cumulative or quarterly grade point average falls below 3.00 or who fail to earn at least a 2.7 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 immunization requirements and testing or background checks.

Students must complete the entire Generalist Curriculum and practicum successfully before they will be allowed to continue into the Specialized Curriculum and Practicum. When in the Specialized Curriculum, students are required to do at least one specialized practice class concurrent with their Specialized Practicum. Exceptions are very rarely made, and in such cases a revised plan of study must be approved by the MSW Program Director.

For all programs, 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.

Professional Behavior for All Students

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 must adhere to the UW Code of Conduct, the "Standards", and the NASW Code of Ethics. 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 [SSW Student Review Process](#). This process involves the Student Review Committee (SRC), a group of faculty appointed by the Dean to discuss and make recommendations on serious student academic and professional conduct matters that have not been resolved through other means. 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 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. Students are invited to attend SRC and PSC meetings where their situation is addressed to provide their perspective on the issue, as well as to assist in mutual problem-solving and moving forward.

Throughout the academic year, the MSW Program Director and Assistant Director, the Assistant Dean of Field Education, and the Director of Student Services meet weekly, discussing any students who are struggling in the program. 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 up to the leadership listed above by student services staff, instructors, SSW Field Faculty, and others. 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, be referred to the SRC.

If a student is referred to the SRC and disagrees with the outcome of the process, the student may appeal the decision of the SRC to the Dean of the School of Social Work within 10 business days (see appeal information imbedded in the Student Review Committee Procedure above). Additionally, if the student would like to appeal the Dean's appeal decision further, the student may file a formal Graduate School Academic Grievance within 3 months of the SRC notification of the decision or, if informal conciliation was attempted, within 10 days of the conclusion of the attempted informal complaint.

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

As noted above, all SSW students are 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. The SSW also has the [Procedures for the Review of Students](#) outlined in detail here:

Procedure for Review of Students: First Level through Student Review Committee (SRC)

The School regularly reviews students quarterly regarding satisfactory academic and professional 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 and professional conduct 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.

At the discretion of the Program Director, in consultation with the Associate Dean for Academic Affairs, cases may be sent directly to a higher level or to the SRC.

First Level:

- Individual classroom or field instructor, Field Faculty, or a school administrator notes problems in performance.
- Instructor, Field Faculty, or administrator talks to student about the concern and any other problems as well as issues affecting student. These problems may include academic difficulties, classroom behavior, and/or failure to adhere to the “Standards” or other conduct codes. The discussion involves a review of contributing factors related 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. If appropriate, a referral will be made to [Disability Resources for Students](#) if the student indicates they might have a disability.
- A written plan may be developed with the student to deal identifying specific issue(s). All involved parties should be given a copy of this plan, and a copy should be filed with the Director of Student Services.

In cases where a student is not meeting academic expectations as they relate to successful completion of required coursework, the Director of Student Services, in consultation with the MSW Program Director, will notify the student that they are being placed on Academic Warning, or that the program is recommending to the UW Graduate School a change in academic status to Probation, Final Probation, or Drop. For Graduate Students, Academic Warning is internal to the School of Social Work, but recommendations of Probation, Final Probation, and Drop are all official statuses with the UW Graduate School. When a student is put on Drop status, a permanent notation is placed on their transcript. The UW Graduate School outlines policies and procedures for situations where student academic performance and progress is unsatisfactory in [Memo 16: Academic Performance and Progress](#).

- It is common practice at the School to begin with a Warning and move to higher levels of action if challenges do not resolve. Students may be referred to the SRC at any point if the circumstances escalate or are not corrected.
 - Academic Warning is internal to the SSW and will not be part of the student’s transcript. Letters of Warning outline areas of concern as well as the expectations, both academic and behavioral, that would remove the student from warning status.

- Academic Probation and Final Probation statuses are reported to the Graduate School. Letters of Probation outline 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.
- If a case is not resolved at this level, the case goes to the second level.

Second Level:

- In cases where the discussion or plan doesn't result in the student getting back on track, or if concerns remain or seem too serious for a first level approach, the instructor/administrator notifies the Director of Student Services and/or Program Director, and/or Assistant Dean for Field Education.
- Director of Student Services along with the Program Director collects information about the student's progress in other classes and in his or her field placement.
- If the student is exhibiting problems in other classes OR the initial problem is a serious one that is not resolved, the Program Director and/or the Assistant Dean for Field Education meet with the student to discuss progress in the program. They discuss the problem(s) and the possibility of a recommendation to the UW Graduate School for Academic Probation status and would make an action plan for student's progress in the program. An action plan is documented in a letter to student which lists the concerns as well as the criteria and timeline to be removed from probationary status.
- In cases where the problem is in field placement, the Assistant Dean for Field Education is involved in managing the case in consultation with the Director of the Program and Director of Student Services.
- In cases where the student fails to meet (or refuses to meet) with the Program Director, Assistant Dean for Field Education, and/or the Director of Student Services, the Program Director may recommend Probation to the UW Graduate School without a meeting, providing a letter with the concerns outlined above and/or refer the case directly to the Student Review Committee after consultation with the Associate Dean for Academic Affairs.
- If not resolved at this level, the case goes to the third level.

Third Level:

If the problem remains and/or the student is not making progress on the plan developed in level #2 (or if the student is unwilling to adhere to the progress plan), there are two options. If the concerns have been purely grade-based (failing grades or lack of progress in classes) and the Warning, Probation, and Final Probation steps have been followed with no improvement, the MSW Program Director can decide to dismiss the student. In most cases, though, there are myriad concerns and/or concerns about professional behavior and a referral to the Student Review Committee is the most appropriate pathway.

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 *Student Handbook* in the section on *Standards of Conduct and Grievance Procedures* (Volume 3: Seattle, p. 48; Tacoma, p. 97) and on the website. In Seattle, there is a newly updated [Resolution of Student Concerns and Grievances](#) document which outlines in detail the procedures to address a grievance and who 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 the Resolution of Concerns and Grievances document and in the *Student Handbook*.

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 (Volume 3, MSW Handbook, page 58). 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, lead instructor, or Student Services; thirdly with the Director of the Program; and fourthly with the Associate Dean for Academic Affairs.

For academic issues within practicum, resolution may be sought by discussion with the Field Education Instructor and/or or Field Faculty member; secondly with the Assistant Dean of Field Education; and 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>.

Within the Graduate School: Having exhausted the avenues for resolution within the School, a graduate student with a complaint of unfair treatment involving academic policies may approach the Graduate School. If resolution is not reached through informal conciliation by the Graduate School, the student may file a formal complaint

seeking resolution by the Graduate School Academic Grievance Committee. (For complete procedural details, refer to the Graduate School Memorandum No. 33, available at <https://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-33-academic-grievance-procedure/>.)

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.

Students are informed of the criteria for evaluating academic and professional performance as well as the policies and procedures for grievance across all program options.

Students in all programs are informed of the requirements for **satisfactory academic and professional performance** in a variety of ways, including a presentation at the new student orientations. Information about the requirement is also widely available on programs' respective *Canvas* or webpages for all students. *Canvas* is an online learning

management system used for class communications and assignments. Students are further informed of the criteria for evaluating their academic and professional performance through individual course syllabi. Requirements for remaining in good academic standing are also communicated to students in the *Student Handbook*. The *Student Handbook* details for students the required program of study and includes a section on Standards of Conduct.

At the time that they apply to the UW SSW, applicants are informed of the “Essential Skills, Values, and Standards of Professional conduct for Admission to and Continuance in the School of Social Work” (Standards) described in detail above. A [link](#) to these “Standards” document is provided as part of the online application. Applicants are asked to read the “Standards” prior to applying to the MSW program. The application also clearly states 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 UW Seattle Graduate School or UW Tacoma 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.* AS noted previously, students are reminded about the “Standards” for professional conduct at the time of their orientation to the program which include adherence to the [UW Student Code of Conduct](#) and the [NASW Code of Ethics](#).

Students in all programs are informed of the ***grievance policies and procedures*** in a variety of ways. All programs have the grievance policies and procedures outlined in the *Student Handbook*, on their websites, and on the *Canvas* pages. Program administrators summarize the policies and refer to the *Handbook* at new student orientation sessions. Additionally, as discussed above, 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.

Policies and Procedures for Terminating Enrollment for Reasons of Academic and Professional Performance:

As noted above, across all programs, it is the SSW policy that 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) [Essential Skills, Values and Standards of Professional Conduct](#) (Standards); 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 Seattle faculty and administrators regularly review and update 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 they 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, including the SSW statement of the "Standards." 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 for Failure to Meet Academic or Professional Expectations

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

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. In addition, graduate students may pursue the UW Graduate School Grievance Process within 3 months of the decision outlined in UW Grad School Memo #33:

<https://grad.washington.edu/policies-procedures/graduate-school-memoranda/memo-33-academic-grievance-procedure/>

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

In all program options, students are informed of academic and professional performance policies and procedures in a variety of ways. The policies and procedures related to termination are reviewed at new student orientations. Policies and procedures related to termination from the program are also outlined in the 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 MSW 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, and may be appealed as described in 3.1.7 to The Graduate School through their procedures.

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 students. At the University level, students may sit on the Graduate and Professional Student Senate which provides input to UW administration and the Faculty Senate. At the School level, it is the students' right to actively join with us in Schoolwide decision-making and in developing and revising program policies and practices. Indeed, student representation is required on several key SSW committees including the MSW Program Committee, which is charged with developing and overseeing the implementation of programs, goals, policies, and procedures. The most direct student involvement in School 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:

At the University Level

Graduate and Professional Student Senate. The Graduate and Professional Student Senate, established in 1967, is an advocacy organization for graduate and professional students at the UW. GPSS is composed of two representatives from each degree-granting unit at the University. There are approximately 200 senator positions available. Senators provide their colleagues with updates on crucial issues and may participate in ad hoc committees, running elections, organizing events, or testifying before the state legislature in Olympia. In addition to advocating for student concerns, GPSS provides a variety of services to graduate and professional students. For example, in early spring, GPSS, in conjunction with Student Legal Services, puts on Tax Information Workshops and distributes information packets to help clarify complex tax rules. Workshops on other topics such as tenant-landlord law and campus-wide forums are also sponsored by GPSS.

At the SSW Level

School-wide 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).

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. 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.

MSW Program Committee. Each year, all currently enrolled MSW students elect a representative from among their cohort members and this representative functions as a voting member of the MSW Program Committee (PC). The student representatives are responsible for keeping the MSW students informed of MSW Program Committee 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 MSW PC meetings are public. In addition to its regular meetings, the MSW 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 1 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>

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.

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%
Sullenszino, 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 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
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	50%	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.	Professor	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 (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.

Faculty Data Forms (CVs)

Faculty Data Forms for all 131 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.

Across programs, all faculty members who teach our social work required practice courses have an MSW from a CSWE-accredited program and at least 2 years of post-MSW degree practice experience. Many of our part-time faculty also serve as field instructors who supervise and teach our students in micro, mezzo, and macro field settings. We document the degree and practice experience requirement by maintaining personnel documentation and entering the data into the University's main personnel database. In faculty hiring searches for full-time faculty, the School forefronts these requirements for positions we expect to teach practice courses.

On rare occasions in previous years, an individual who did not meet these requirements was appointed to co-teach a practice class because they brought unique educational or extensive practice background. Those rare occasions typically involved co-teaching our Social Justice and Diversity course or one of our policy practice courses. Notably, our Social Justice and Diversity course is designated as a "practice" course, although this is generally not the case in other social work programs. In situations where an instructor did not meet practice course requirements, a senior social work faculty member was assigned as a co-instructor for the class to ensure that social work practice perspectives were well-integrated.

Number of Faculty per Appointment

Number	Academic Appointment	Description (Seattle Program Options)
27	Tenure-track Faculty	Full-time voting faculty (includes those on sabbatical and partially retired)
3	Research Professors	Full-time voting faculty (includes those on sabbatical)
9	Teaching Professors	Full-time voting faculty (field and teaching)
8	Teaching Associates	Full-time non-voting faculty (field)
2	Full-time Lecturers	Temporary full-time voting faculty (field)
16	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
2	Part-time Lecturers	Temporary part-time non-voting faculty (field)
26	Part-time Instructors (Lecturers, Adjunct or Clinical faculty)*	Non-contract non-voting faculty who serve as classroom instructors teaching one or two classes only
93	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 of Faculty per Appointment

Number	Academic Appointment Category	Description (Tacoma Program Options)
6	Tenure-track Faculty	Full-time voting faculty (includes those on sabbatical and partially retired)
2	Teaching Professors	Full-time voting faculty
5	Teaching Associates	Full-time non-voting faculty
3	Part-time Lecturers	Temporary non-voting part-time faculty
16*	All Faculty Categories (Tacoma program option)	Corresponds with the Faculty Form
109*	All Faculty Categories and All Program Options	Corresponds with the Faculty Forms

* One faculty member teaches for both Seattle and Tacoma Program Options and is listed in both (R. Jackson)

Faculty Affiliations with Specializations

Eight tenure-track and teaching professors are affiliated with the **Administration and Policy Practice Specialization** with expertise in child welfare law and public policy, poverty prevention tools and legislation, union organizing, foster youth empowerment, population research, cross-national comparisons of health inequities, community-based advocacy, systems research in violence prevention and intervention, institutional discrimination of vulnerable populations in health care settings. The number of students enrolled during the 2020-21 academic year in this specialization was 30. Affiliated professors are Jennifer Romich, Jennifer Brower, Angelique Day, Melissa Martinson, Danae Dotolo, Eddie Uehara, Emiko Tajima, and Jennifer Stuber.

Twenty-four tenure-track and teaching professors are affiliated with the **Clinical Social Work Practice Specialization** with a variety of mental health-related expertise, including mental health in Indigenous populations, developing culturally centered health promotion strategies, historical trauma and healing, racial disparities in birth outcomes, innovations in dementia empowerment and action, LGBTQ+ lifetime health trajectories, recovery and community integration, issues of homelessness and permanent supportive housing, health care use among transgender people, substance use prevention in youth, the role of family stressors on biological and behavioral functioning in young adulthood, practice with immigrant communities, improving oncology, hospice and palliative care, women's health issues, the intergenerational transmission of illness behavior, childhood and adult obesity prevention and treatment, and community-based interventions for families of children with severe emotional disabilities. The number of students enrolled during the 2020-21 academic year in this specialization was 115. Affiliated professors for each clinical practice area are listed below.

Child and Family Practice: Tessa Evans-Campbell, Maureen Marcenko, Kevin Haggerty, Elena Erosheva, Margaret Spearmon, Jane Lee, Zynovia Hetherington, Peter Pecora

Multigenerational Practice: Clara Berridge, Karen Fredriksen-Goldsen, Aida Wells, Stacey De Fries

Health Practice: Megan Moore, Rona Levy, Karina Walters, Taryn Lindhorst, David Takeuchi, J'May Rivara, Roberto Orellano, and Rachel Wrenn.

Mental Health Practice: Ryan Petros, Justin Lerner, Paula Nurius, and Bonnie Duran.

Five tenure-track and teaching professors are affiliated with the **Community-Centered Integrative Practice (CCIP) Specialization** and have experience in addressing mental health disparities in marginalized populations. Their areas of expertise include: culturally relevant practice strategies, healthy development of youth within an ecological and global context, dismantling Carcerality through "practivism," developing praxis grounded in principles of critical pedagogy, community engagement and multi-disciplinarity, transformative and restorative justice models, abolition feminism, Indigenous activism, and exploring the intersection of race/ethnicity and gender and sexual identity. The number of students enrolled during the 2020-21 academic year in this specialization

was 30. Affiliated professors are Tracy Harachi, Gino Aisenberg, Kalei Kanuha, Carrie Lanza, and Michael Spencer.

Two tenured professors in the Clinical Social Work specialization also are affiliated with the **Multigenerational Practice with Children, Youth and Elders Specialization** in the part-time Seattle Extended Degree Program. Karen Fredriksen-Goldsen and Clara Berridge have expertise in research on and practice across the generational spectrum with an emphasis on intersections of health disparities, aging, and well-being in resilient at-risk communities. Their research focuses on the ethical and policy implications of digital technologies used in elder care and aging paradigms. In addition, a clinical professor who has a national reputation in the field of aging regularly mentors students and teaches courses in this specialization.

Two tenured professors in the Clinical Social Work specialization also are affiliated with the **Integrative Health and Mental Health Specialization** in the Extended Degree Program. Megan Moore and Melissa Martinson have expertise in the public health system and health and mental health policy. Their research is multidisciplinary in nature and these faculty collaborate with emergency medicine, neurosurgery, nursing, and psychiatry to focus on health disparities. A clinical professor with decades of practice experience in community-based health/mental health organizations, long-term care, acute care, and outpatient programs, mentors students and teaches courses in the specialization. There are also three temporary part-time lecturers who teach courses in this specialization. Each has a wealth and diverse practice experience in palliative care, mobile health care; sexual assault and trauma treatment; interpersonal violence and crisis intervention.

Eight tenure-track and teaching professors on the Tacoma campus are affiliated with the **Advanced Integrative Practice Specialization** with areas of expertise that include principles-focused evaluation to sexual violence prevention, promoting elder justice and ageism prevention, the impact of intersectional identities on older people with HIV, psychosocial mechanisms for transmission of somatic symptoms from parents to children, exploring racial disparities in child welfare services, parental incarceration and impact on children, implications for mental health related to financial adversity and aging, neighborhood disadvantage and beliefs regarding cancer screening effectiveness, certified peer counselors as legislative advocates for behavioral health policy change, work life integration and disability, and smart decarceration. The number of students enrolled during the 2020-21 academic year in the specialization was 137. Affiliate professors are Marcie Lazzari, Charles Emlet, Michelle Garner, Erin Casey, Claudia Sellmaier, Anindita Bhattacharya, Ronald San Nicolas, and Tom Diehm.

These 45 tenure-track and teaching professors from Tacoma and Seattle provide the stable core for the MSW faculty, bringing exceptional accomplishments as scholars and educators to their role as SSW faculty. The School draws on an even larger group of highly experienced individuals who serve as part-time faculty for the MSW 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 originally hired through nationally competitive searches. They have salaried positions with University benefits and multi-year contracts. Half-time lecturers are expected to 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 2 years or more of post-MSW practice experience. Each has a long affiliation with the School and demonstrated exceptional ability in classroom teaching. In addition to teaching, their service includes student advising, participation in curriculum design and review, supervision of optional student theses and research projects, and mentoring newer faculty and instructors.

Forty-five 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 varied 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 Public Administration, Economics, 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 or referenced in the specialization sections, because they have not been assigned a program or specialization 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 less than 1:12 for all MSW program options as indicated below.

The School had 133 full- and part-time faculty teaching 212 MSW program course sections across program options during the 2020-21 Academic Year including summer quarter 2021.

Numerical FTE Faculty-to-Student Ratio:

			Faculty*	Student**	Faculty:Student
			FTE	FTE	RATIO
Seattle (UWS)	Classroom	MSW	48.79	446.5	1:9.2
Tacoma (UWT)	Classroom	MSW	11.82	68.5	1:5.8
All Program Options			60.61	515	1:8.50

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

** .5 FTE for each UWT MSW student and UWS EDP student; 1.0 FTE for UWS Day student – 10th day enrollment – Fall 2020

The table below describes the number of separate class sections provided across all MSW program options during the 9-month academic year 2020/2021. A total of 174 class sections were taught in the Seattle programs and 38 sections in the Tacoma program. Courses that are taught in multiple sections, particularly in the generalist curriculum, use the same “Master” syllabi, with some variation across sections in classroom activities. Each multi-section course has an assigned *lead instructor* who is responsible for mentoring the other instructors and leading the development and modification of the syllabus. Instructors of multi-section courses meet on a regular basis to share ideas and experiences from the classroom.

	Seattle Campus	Tacoma Campus	TOTAL
Required MSW generalist course sections	70 + 9 = 79	20 + 0 = 20	99
Required MSW advanced course sections	35 + 19 = 54	6 + 2 = 8	62
MSW electives	31 + 10 = 41	10 + 0 = 10	51
Total	136 + 42 = 174	36 + 2 = 38	212

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

The FTE related to faculty-student ratio is calculated as 1.0 FTE for each full-time student MSW Day Program in Seattle and .50 for each part-time student in either the EDP program in Seattle or the MSW program in Tacoma.

The number of FTE faculty is based on faculty teaching in the MSW 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 MSW program

in AY2020-2021. Full-time tenure-track professors in the Seattle MSW program have a 5-course workload or up to 15 credits possible, whereas full-time tenure-track faculty in the Tacoma MSW program have a 6-course workload and up to 18 credits possible. Full-time teaching professors in the Tacoma MSW program have a 7-course workload or up to 21 credits possible and the Seattle MSW program full-time teaching professors have a 6-course workload or up to 18 credits possible. FTE for all lecturers is based on a percentage of a possible 18 credits. Consequently, a part-time lecturer who teaches a 3-credit course has a .17 FTE.

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 all MSW program options on the Seattle and Tacoma campuses.

Classroom and Field Offerings, Program Options, Number of Students

There were 696 students enrolled across the three MSW program options during the 2020-21 academic year. These students were formally taught by 94 faculty and mentored by an additional 15 faculty. Faculty are supported through the Office of Academic Affairs in collaboration with the Program Office.

Seventy faculty members across all program options had a total 60.61 FTE. Inclusive of all programs, we offer 79 required generalist courses, 62 specialized practice and policy courses, and 51 electives. Our full-time Seattle program option had 334 students enrolled and the part-time Seattle program option had 181 students enrolled. About 52 faculty members or 48.79 FTE support these students. Eighteen faculty members or 11.82 FTE support the part-time Tacoma MSW program, which had 181 students enrolled during the 2020-21 academic year. For all of our faculty, course load assignments varied according to faculty line and other factors, such as course buyouts for research.

Class size varies slightly depending on the type of course. The average class size for a required MSW generalist practice course in the Seattle full-time program option is 24. The average class size for a required specialized methods course in this full-time program option is 28. The part-time program options have smaller class numbers and their required MSW generalist practice courses have an average of 22 students. With over 60 faculty FTEs devoted to the program, we can provide a large number of courses while maintaining a desired class size. In addition to course instructors, each student is mentored by at least 2 or 3 other faculty members.

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 specializations 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 to 44 students would be offered up to 15 hours per week of IT support. Instructors teaching specialization practice courses with anticipated enrollments of 45 would have the option of either splitting into two separate sections (with two Instructors), or IT support of up to 20 hours per week.

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 students through the program in both the generalist and the specialized curriculum. The Tacoma program option has 13 full- and part-time faculty members who advise their 128 part-time students. The Seattle day program option has 22 full- and part-time faculty members who advise their 334 full-time students. The Seattle extended degree program option has 13 full- and part-time faculty members who advise their 225 students. Most advisors also teach in the program, but other advisors are lead instructors, specialization chairs, and sometimes full-time faculty who don't teach, but do research related to the student's interests.

There are also Field Faculty advisors assigned to students for all program options. Seattle has nine Field Faculty for the two Seattle program options and Tacoma has three Field Faculty for their part-time Tacoma program option.

Faculty teaching, research, and service responsibilities

Faculty responsibilities are differentiated by faculty line. All tenure-track professors, teaching professors, and half-time lecturers have significant teaching responsibilities. Tenure-track faculty have a primary focus on research, teaching, and service. Teaching professors and half-time lecturers have a primary focus on teaching and service. All tenure-track and teaching professors are deeply involved with pedagogy and curricular development, often serving in curricular leadership roles such as Specialization Chairs, Lead Instructors, and MSW Program Committee members. 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.

In the Tacoma program option, about 90% of the faculty have formal teaching responsibilities. In the Seattle program options, 78% of the faculty have formal teaching responsibilities that include classroom and field seminar teaching with more unscheduled/mentoring teaching responsibilities.

As members of a top research University and leading school of social work, tenure-track and research faculty are 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 year with the School so they may focus on developing a program of research.

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

1. *Compliance Statement:* Narrative identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program across all program options.

The following 23 full-time, tenure-track and teaching professors had over 50% teaching or administrative appointments with the MSW program in Academic Year 2020-21. Seventeen have PhDs and all but two have master's degrees in social work from CSWE-accredited programs. The two faculty members without MSWs teach policy and research courses.

On the Seattle campus, the 10 core tenure-track professors who mainly teach and mentor for the two MSW program options are Maureen Marcenko (MSW Program Director), Jennifer Romich, Emiko Tajima, Melissa Martinson, Gino Aisenberg, Angelique Day, Clara Berridge, Meghan Romanelli, Ryan Petros, and Jane Lee. Six teaching professors who mainly teach and mentor for the two MSW program options are Rachel Wrenn (Assistant Dean for Field Education), Justin Lerner, Danae Dotolo, Aida Wells, Jennifer Brower, and Zynovia Hetherington.

On the Tacoma campus, the seven tenure-track and teaching professors are Erin Casey as program chair, Tom Diehm as field education director and Charles Emlet, Diane Young, Michelle Garner, Ronald San Nicolas, and Anindita Bhattacharya, all of whom mainly teach and mentor in this MSW level program option.

As noted above, a much larger group of full-time tenure-track faculty are affiliated with the MSW program. These faculty provide leadership in curriculum development and work directly with MSW students as advisors and thesis committee members. In any given year, their appointments to teach may be reduced by external research or training funds or administrative duties.

2. *Compliance Statement:* Narrative demonstrates the majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work, across all program options.

Across all program options, of the 23 faculty members noted above, 21 have an MSW and 17 have doctoral degrees—16 in social work and 1 in Public Health.

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.

Faculty workload policy across all program options:

Tenure-track faculty are expected to engage in scholarly research, teach and lead curricular development, and participate in university and school committees. To support this work, newly appointed Assistant Professors teach a reduced course-load during their first year with the School. Tenure-line faculty must participate in the development and delivery of the full curriculum. Tenure-track faculty in Seattle are expected to teach the equivalent of 15 credit hours, or five classes, annually. Tacoma campus tenure-track professors are required to teach the equivalent of 18 credit hours or six classes 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 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 or six classes per year. In Tacoma, teaching professors are required to teach the equivalent of 24 credit hours or eight classes 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 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, recently 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 years), 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 for 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. In addition, newly appointed Assistant Professors on the tenure track teach a reduced course-load during at least their first 3 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 tenure-track faculty have.

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 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 additional mentoring and 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 MSW program are required to submit student evaluations for each class they teach to the Associate Dean for Academic Affairs (Seattle) and to the Program Director (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 provides extra orientation and support for part-time instructors, who have less routine contact with the School and 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 MSW program, particularly those who are part-time and/or new to teaching. A similar role is played by *Specialization Co-Chairs* in the Specialized MSW curriculum.

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 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 in 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 mentoring team for junior faculty, who meet regularly with the new faculty member 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 their CVs. Their work has appeared in the leading journals in social work, including *Behavioral Medicine*, *Journal of Social Policy*, *Health & Social Care*, *Journal of Gerontological Social Work*, *Social Service Review*, *International Journal of Population Data Science*, *Journal of Aging and Health*, *International Journal of Social Research Methodology*, *Journal of Applied Gerontology*, *The International Journal of Aging and Human Development*, *Ageing and Society*, *AJOB*, *Empirical Bioethics*, *Science and Engineering Ethics*, *Journal of Neurotrauma*, *Health Equity*, *Journal of Occupational and Environmental Medicine*, *Journal of Racial and Ethnic Health Disparities*, *Social Science and Medicine*, *American Journal of Orthopsychiatry*, *Global Qualitative Nursing Research*, *Annals of Epidemiology*, *Journal of Health Disparities Research and Practice*, *Journal of Adolescent Health*, *Journal of Women's Health*, *Journal of Ethnic & Cultural Diversity in Social Work*, *Prevention Science*, *Journal of Transcultural Nursing*, *American Indian Alaska Native Mental Health Research Journal*, *International Journal of Indigenous Health*, *Ethnicity and Health*, *Substance Abuse Treatment, Prevention, and Policy*, *Annals of the American Academy of Political and Social Science*, *Child and Family Social Work*, *Child Welfare*, *Children and Youth Services Review*, 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*); 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 *Journal of Interpersonal Violence*, *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*.

The following table provides examples of faculty research and their relationship to institutional priorities, program mission, and program goals.

Examples of Faculty Research Experience	Relationship to...		
	Institutional Priorities	Component(s) of Program's Mission	Component(s) of Program's Goals
Examining the role of healthcare and social work professionals when faced with a court order to restrict an individual's access to firearms—recommend effective strategies to support people in crisis —Dr. Megan Moore	Engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention	Fostering School collaborations that address significant social problems	Solving complex social problems within the values of professional social work
Developing novel expertise from culturally grounded Native scholars in HIV prevention research—prevention and disparities studies with Indigenous populations —Dr. Karina Walters	Engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention	Emphasis on collaboration and empowering practice carry these commitments forward through partnerships with local communities, and with public, nonprofit, and tribal organizations	Commitment to a just and diverse society
Synthesis of allyship elements from activist and academic literatures —Dr. Erin Casey	Engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention	Fostering School collaborations that address significant social problems	Commitment to a just and diverse society

Examples of Faculty Scholarship Experience	Relationship to...		
	Institutional Priorities	Component(s) of Program's Mission	Component(s) of Program's Goals
Ethical and policy implications of artificial intelligence and network-connected technologies, and positive aging paradigms, nursing home culture change and staff empowerment—research on the intersection of gerontology, bioethics and healthcare technology—Dr. Clara Berridge	Engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention	Fostering School collaborations that address significant social problems	Solving complex social problems within the values of professional social work
Identifying factors associated with self-reported PTSD diagnosis among older lesbian and gay adults—Illuminating on health disparities of a stigmatized population—Dr. Karen Fredriksen-Goldsen	Engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention	Fostering School collaborations that address significant social problems	Commitment to a just and diverse society
How child welfare systems can better serve young adults—in addition to children—Changing policy to support vulnerable populations—Dr. Angelique Day	Engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention	Fostering School collaborations that address significant social problems	Solving complex social problems within the values of professional social work

Examples of Faculty Exchanges with External Constituencies	Relationship to...		
	Institutional Priorities	Component(s) of Program's Mission	Component(s) of Program's Goals
2-year pilot project to address the rising opioid epidemic among youth and young adults, especially those in juvenile-justice settings—provide education, treatment after-care and community support for youth who leave the prison system —SDRG/Dr. Kevin Haggerty, Director	Engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention	Emphasis on collaboration and empowering practice carry these commitments forward through partnerships with local communities, and with public, nonprofit, and tribal organizations	Commitment to a just and diverse society
Understanding Washington Latinos' Experiences Around COVID-19—Latino Center for Health—build capacity to address current and emerging health issues facing diverse Latino communities in Washington state —Dr. Gino Aisenberg	Engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention	Emphasis on collaboration and empowering practice carry these commitments forward through partnerships with local communities, and with public, nonprofit, and tribal organizations	Solving complex social problems within the values of professional social work
Interaction effect of racial matching and child race, exploring the Complexities of Racial Disparities in Child Welfare Services —Critique and recommendations for human service administration —Dr. Marian Harris	Engenders understanding of complex social problems, illuminates human capacities for problem-solving, and promotes effective and timely social intervention	Emphasis on collaboration and empowering practice carry these commitments forward through partnerships with local communities, and with public, nonprofit, and tribal organizations	Commitment to a just and diverse 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 and 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.

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 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 MSW program. Our faculty are highly engaged leaders with the SSW, the UW, the community, and the social work profession. SSW faculty engage in regular exchanges with other local, state, and regional practitioners 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. Many of our SSW faculty also serve or have recently served on the boards of numerous professional research and academic associations.

In addition to the accomplishments in education, scholarship, and service summarized above and documented in the CVs provided in **Volume 3** 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.

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 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.

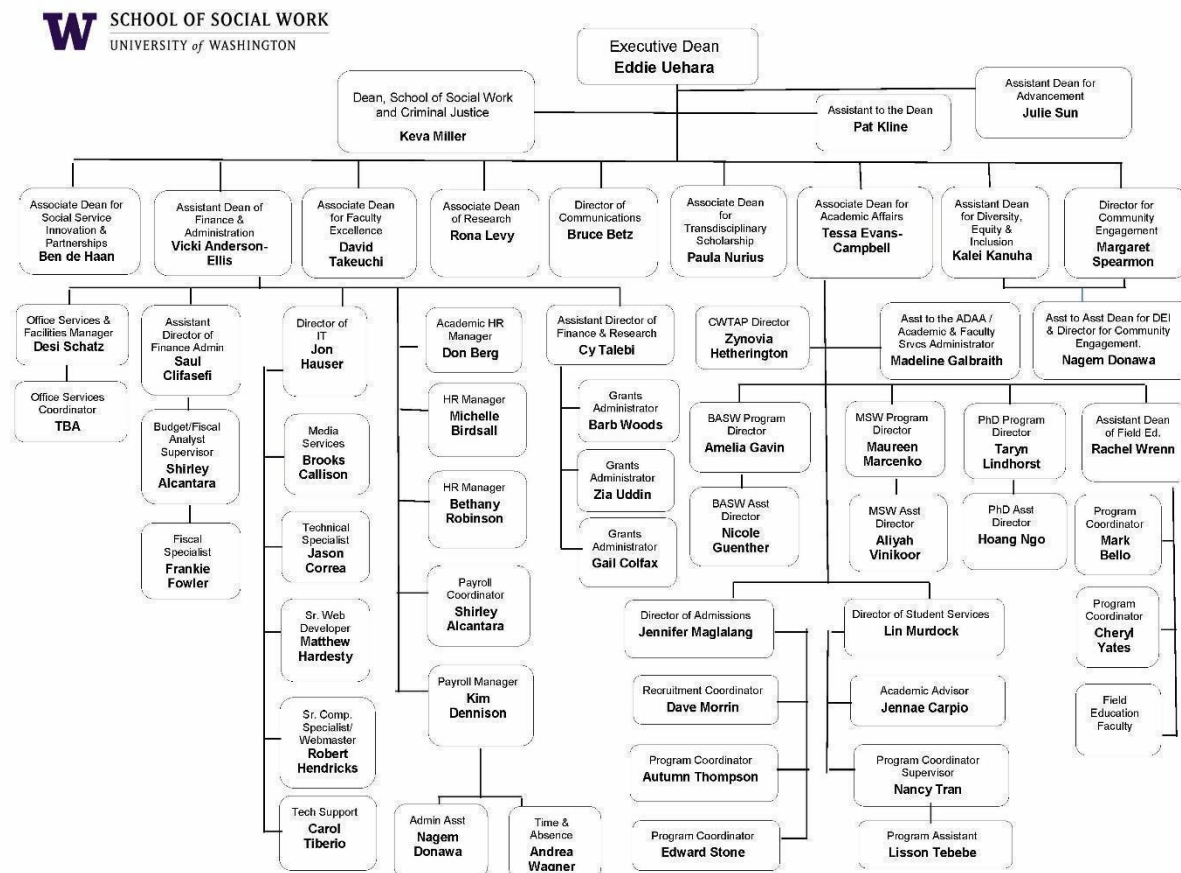
This structure also provides mechanisms for integrating the BASW and MSW programs on the Seattle and Tacoma campuses. To assure program consistency across campuses, various mechanisms for coordination of program activities are identified in the “University of Washington School of Social Work, Seattle-Tacoma 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 and tailored to the different advanced year specializations offered on each campus.

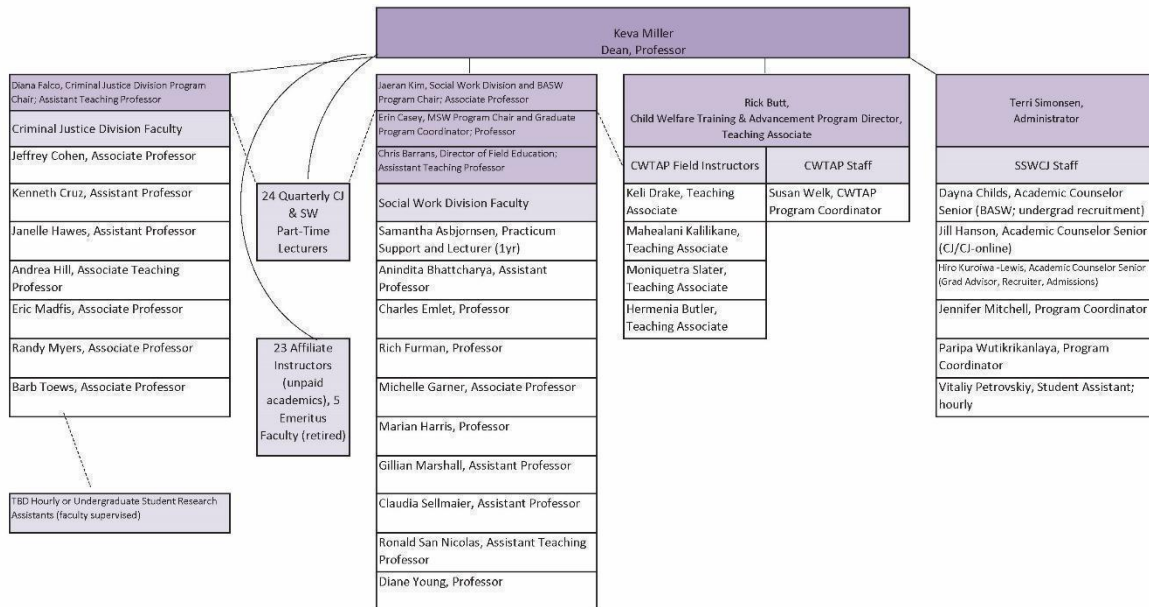
Organizational Chart for the School of Social Work with Tacoma Dean included



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 MSW program functions are overseen by the MSW Program Chair, in collaboration with the Division Director. The Tacoma MSW Program Chair serves on the bi-campus MSW Program Committee. The MSW 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 MSW 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 MSW Program is administered through the **MSW Program Steering Committee**, a standing committee of the School, the MSW Program Director, and the MSW Assistant Program Director. The MSW 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 from each program option also serves on the Committee. Lead responsibility for coordinating curriculum development, modification, and approval is vested in the MSW Program Committee.

The Committee provides on-going management and evaluation of the program through regular reviews of course offerings, ensuring alignment of program components and the EPAS, 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 MSW Program Assessment and input from other sources to monitor the quality, relevance, and effectiveness of program offerings.

The MSW Program curriculum is supported by **Specialization Chairs** who meet regularly and collaborate within and outside each Specialization to identify EPAS competencies and related behaviors that students must master at the conclusion of each course. **Lead Instructors** for the multi-section courses incorporate the identified competencies and behaviors into course assignments and readings through empowering each course instructor team prior to the teaching quarter. Lead Instructors also make sure there is no redundant content taught throughout the generalist and specialization curriculum.

Changes in overall curriculum objectives that affect the organization and orientation of the University's academic programs require the approval of the UW Graduate School 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. In the following section, we describe our governing structures related to policy and then outline specific policies and procedures for recruitment, hiring, retention, promotion, and tenure.

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](#). The Teaching Professor academic title, formerly lecturer title, is new and was initiated for the first time during 2020-21 academic year. At the SSW, Teaching Professors include classroom and Field Faculty. For teaching and research professors, the School has its own policy and procedural documents that outline the eligibility and process for recruitment. Specifically, the *Policy and Procedural Guidelines for Recruitment, Appointment, Evaluation, and Retention of Non-Tenured Research Faculty* (see Appendix 3.0, G) document was recently developed and the *Policy Guidelines for Recruitment and Appointment of Non-Tenured Teaching Professors* document is being developed to support Teaching Professors.

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 the third year of their appointment and then their promotion trajectory focuses on promotion to Associate Professor with tenure and, finally, 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 three policy documents are followed in tandem with a procedural guidelines document: 1) *Policy Guidelines for Renewal and Promotion of Non-Tenured Teaching Professors*, 2) *Policy Guidelines for Tenure, Promotion, and Continuation of Tenure-Track Faculty*, and 3) *Policy Guidelines for Promotion, and Continuation of Non-Tenured Research Faculty* (see Appendix 3.0, E, F, and G).

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* 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 of 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-line, 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. Maureen Marcenko serves as the School of Social Work MSW Program Director. Dr. Marcenko is Charles O. Cressey Endowed Professor in recognition of her distinguished accomplishments as a scholar in child welfare dedicated to high-impact research that advances social justice.

The program also has a staff Assistant Program Director who has an MSW and clinical experience and who maintains close coordination with faculty in regards to skills-based content in practice courses. She also advises students throughout their graduate education.

In addition, the Tacoma social work program has an MSW program chair, Dr. Erin Casey, who works closely with the Program Director and serves on the MSW program committee. Dr. Casey holds an MSW and a PhD from the University of Washington and is an Associate Professor with tenure.

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

Dr. Maureen Marcenko is the MSW Program Director and there is a separate BASW Program Director. Dr. Marcenko has a 100% FTE appointment as MSW Program Director.

Additional support to the Tacoma program is provided by the Chair of the Tacoma MSW program, Dr. Erin Casey (with a .50 FTE appointment to the MSW program). Dr. Casey sits on the MSW Program Committee and works closely with the MSW Program Director.

Overall responsibility for SSW academic programs rests with the Associate Dean for Academic Affairs, Associate Professor, Tessa Evans-Campbell. Dr. 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.

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 M3.3.4(a): The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.

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

Dr. Maureen Marcenko has been in this position for the past 5 years and holds an MSW from Wayne State University and a PhD in social welfare from McGill University.

As Program Director, Maureen Marcenko leads the development of the curriculum and works with faculty on course innovation and cross-pollination within the generalist and advanced 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 needs in the community.

Teaching Experience:

Before directing the MSW program, Dr. Marcenko had taught courses across the MSW foundation and advanced curriculum with specialty content in child and family practice as well as child and adolescent mental health for over 20 years. Dr. Marcenko has provided leadership in curriculum development in the areas of direct practice, practice with children and families, and serving children with disabilities. She has served as the Chair of the Multigenerational Practice Specialization and has taught in both the MSW Day and EDP program options. She has taught advanced practice with Children and Families and generalist courses such as *Introduction to Foundations of Social Work Practice*. She has a demonstrated commitment to excellence in teaching and mentoring new instructors, and has received the Students Choice Teaching Award a number of times.

Scholarship Experience:

Dr. Marcenko's primary research and practice commitments are to improve outcomes for vulnerable children and families, particularly those served by the child welfare and other public agencies. As a senior researcher at Partners for Our Children, a child welfare center at the School of Social Work, her research has led to several publications that informed policy and practice in Washington state. She regularly collaborates with colleagues and doctoral students to explore the relationship between parents' economic disconnection and child welfare involvement.

Curricular Development Experience:

As part of the Curricular Action and Implementation Teams, Dr. Marcenko and other faculty members on the team created an innovative MSW curriculum that infused social justice into policy and practice courses by cross-referencing content and establishing specialization and lead instructor teams who were charged with redeveloping syllabi and working with field education faculty liaison and clinical instructors on assessment mechanisms through experiential learning and application. A highlight of the new curriculum was a hub-type course called Historical and Intellectual Foundations of Social Work Practice offered the first quarter.

A few years later Dr. Marcenko was instrumental in the curricular streamlining of the curricula offered at the School. The team was charged with reducing cost while increasing curricular options for students across all programs, BASW, MSW, and PhD. More recently, in her role as MSW Program Director, Dr. Marcenko has worked closely with the faculty, MSW Program Committee, and the community to revamp the specialization structure in the full-time MSW program. Based on an extensive review of the evolving demands of current social work practice, a single clinical specialization was developed by combining four population-based clinical specializations. This innovation

reflects the reality of contemporary practice, which demands that social workers work flexibly across systems rather than in siloed specializations.

Administrative Experience:

Before becoming program director, Dr. Marcenko was the Faculty lead establishing Partners for Our Children, a nationally recognized child welfare center within the School of Social Work for the purpose of conducting research that improves outcomes for children through collaboration with the Washington State Department of Social and Health Services, philanthropy, and the School of Social Work.

She has chaired numerous executive, advisory, admissions, and program standing committees at the School as well as a multigenerational institute for excellence. In addition, she has served on a variety of editorial and professional boards throughout her career.

Other Academic and Professional Experience:

Dr. Marcenko has worked closely with the UW Nursing School, the College of Education, and the national infant mental health community to advance interdisciplinary practice with marginalized families with young children. She is currently Co-PI with a Nursing colleague on a NIH grant to test an intervention with child-welfare-involved families of young children. She is also Co-PI with an Education colleague to prepare social workers and special educators to work with families of young children with disabilities.

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

Dr. Maureen Marcenko has been in this position for the past 5 years and holds an MSW from Wayne State University and a PhD in social welfare from McGill University. See the Faculty Data Form (CV) in Volume 3 Appendix, p.596.

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

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

The MSW Program Director, Maureen Marcenko, has a full-time appointment as Associate Professor with the SSW.

Personnel Letter:

Redefining what's possible.
It's the Washington Way.

July 1, 2020

Maureen O. Marcenko, MSW, PhD
Charles O. Cressey Endowed Professor and MSW Executive Program Director
School of Social Work
University of Washington
mmarcenk@uw.edu

Dear Maureen:

I am delighted that you have agreed to continue to serve as the MSW Executive Program Director at the School of Social Work. You will be providing an invaluable service to faculty and MSW students and for this we are all greatly appreciative. This letter outlines key elements of our agreement regarding the position of the SSW MSW Executive Program Director and the supports which we are offering. Any salary information is communicated to you under separate cover.

The term of your formal appointment as the SSW MSW Executive Program Director will be extended from June 16, 2020 and will continue through June 15, 2023. This administrative role is supported with a 1.0 FTE buydown. In addition, during the months when you receive salary as the MSW Executive Program Director, you will receive an administrative supplement (ADS) of \$1300 per month. You will receive 3.0 months of summer salary during the summer of 2020 - 2022. During the summer in which you exit the role, you will receive 1 month summer salary upon leaving the role, to support the transition in leadership. During your tenure in your leadership role, you will continue to have an office in the Academic Programs suite. You will be permitted to return to an office on the 3rd floor upon leaving this administrative role.

In order to support you in achieving your goals as continuing the SSW MSW Executive Program Director, the School of Social Work will also provide you with the following support:

- \$2,000 of annual, dedicated MSW Program support funding for your use to support activities that benefit the MSW Program
- 2 fully funded conference trips

4101 15th Avenue NE
Box 354900 Seattle, WA 98195-4900
tel 206.543.5640 fax 206.543.1228 socialwork.uw.edu

Your duties as the SSW MSW Executive Program Director will include but are not limited to providing leadership to advance the educational mission of the School and excellence of the MSW Day and Extended Degree Programs. This leadership includes the development and implementation of program priorities and initiatives, working collaboratively with faculty, the MSW Program Committee, and the Associate Dean for Academic Affairs regarding curricular issues, including curriculum development, assessment, revision, and innovation, and working in collaboration with the Offices of Field Education, Student Services and Admissions.

In your role, you will supervise the Assistant Director of the MSW Program and share supervision of the Academic Programs Program Coordinator, who is .75FTE with the Academic Program Office and .25FTE with Student Services.

Thank you again for serving in this important role at the School of Social Work. I look forward to working together with you and supporting the leadership you will bring to the position.

Sincerely,



Edwina S. Uehara, MSW, PhD
Professor and Ballmer Endowed Dean in Social Work

Cc: Tessa Evans-Campbell, PhD, Associate Dean for Academic Affairs
Vicki Anderson-Ellis, Assistant Dean of Finance & Administration
SSW HR File

Concurrence: _____ Date: _____
Maureen O. Marcenko, MSW, PhD
Charles O. Cressey Endowed Professor and MSW Executive 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 M3.3.4(c): The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

1. *Compliance Statement:* Narrative describes the procedures for determining 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 MSW 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 50% of assigned time is provided to carry out the administrative functions specific to responsibilities of the social work program inclusive of all program options.

Dr. Maureen Marcenko has a 1.0 FTE position as MSW Program Director, which has been sufficient to carry out the functions of this position.

3. *Compliance Statement:* Narrative discusses that this time is sufficient for each program option.

The MSW Program Director's 1.0 FTE is sufficient to provide leadership across program options.

The program is also supported by a 1.0 FTE MSW Assistant Program Director who provides additional administrative support to the MSW Program Director and assists with student advising.

Additional support to the Tacoma program is provided by the Chair of the Tacoma MSW program, Dr. Erin Casey (with a .50 FTE appointment to the MSW program. Dr. Casey

sits on the MSW Program Committee and works closely with the MSW Program Director.

Other faculty members providing leadership and support for the MSW program include the Executive 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 has a full time, 12-month appointment as a teaching professor and the Assistant Dean of Field Education for both the MSW and BASW Programs across all 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 3.3.5(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 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 M3.3.5(b): The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

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-master's social work degree practice experience.

Dr. Rachel Wrenn has an MSW from San Diego State University, a CSWE-accredited program, and at least 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.

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

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 MSW 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 50% 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 the Assistant Dean of 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, 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 nearly 700 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 MSW 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.

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.

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 at 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 over 650 students in placement across 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**

MSW 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	\$1,145,932	9.9%	\$1,525,900	13.1%	\$1,435,550	11.1%
Support Staff	\$1,850,763	16.0%	\$2,029,237	17.5%	\$2,569,127	19.9%
Temporary or Adjunct Faculty & Field Staff	\$2,161,877	18.7%	\$1,172,593	10.1%	\$2,065,635	16.0%
Fringe	\$1,381,860	11.9%	\$1,507,320	13.0%	\$1,609,426	12.5%
Supplies & Services	\$726,312	6.3%	\$647,169	5.6%	\$714,354	5.5%
Travel	\$51,245	.4%	\$7,540	.1%	\$62,715	.5%
Student Financial Aid	\$3,732,924	32.2%	\$4,174,411	36.0%	\$3,899,211	30.1%
Technological Resources	\$536,157	4.6%	\$542,314	4.6%	\$564,004	4.4%
Other (specify)						
TOTAL	\$11,587,070	100%	\$11,606,483	100%	\$12,920,021	100%

MSW 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	\$513,474	50.3%	\$520,959	47.9%	\$658,873	55.8%
Support Staff	\$103,629	10.2%	\$104,361	9.6%	\$97,997	8.3%
Temporary or Adjunct Faculty & Field Staff	\$113,271	11.2%	\$166,670	15.3%	\$88,643	7.5%
Fringe	\$188,663	18.6%	\$198,544	18.2%	\$209,550	17.8%
Supplies & Services	\$33,895	3.4%	\$21,428	2.0%	\$34,096	2.9%
Travel	\$13,236	1.4%	\$1,506	.001%	\$31,660	2.7%
Student Financial Aid	\$55,685	4.7%	\$74,082	6.8%	\$59,504	5.0%
Technological Resources*	\$0	--%	\$0	--%	\$0	--%
Other (specify)						
TOTAL	\$1,021,853	100%	\$1,086,550	100%	\$1,180,323	100%

*Technological resources are included in Supplies & Services on the Tacoma campus.

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.

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. Across programs, 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 across programs 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 in Seattle and Tacoma. 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 700 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 BASW and MSW 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.

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 employs 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 than 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.

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 including: 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.

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 has been heavily involved in course-integrated instruction in the School in the past few years. Library sessions are generally customized for specific assignments in various courses. The librarian mainly supports the following MSW 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.

Soc W 500: Intellectual and Historical Foundations of Professional Social Work

Soc W 501: Poverty and Inequality

Soc W 505: Foundations of Social Welfare Research

Soc W 574: Collaborative Community Based Program Evaluation

Soc W 580: Grant Writing

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.

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.

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 in Seattle 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 accessibly 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 and specialized levels of practice. Assessment procedures, instruments, and guidelines are uniform across all program options.

Explicit curriculum assessment:

The UW School of Social Work assesses every MSW student each quarter (3-4 times per year) on their performance of EPAS 2015 Competencies. Social work competence at both the **generalist** and **specialized** levels 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.

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.

Course instructors assess student competency in every required course (see tables below) through STAR as well. Students are usually evaluated for each competency twice during their generalist coursework and twice during their specialized coursework, with specific assignments tied to each competency.

Evaluation instruments for competency assessments conducted in both academic coursework and fieldwork can be found in Appendix 4.0 B-F. 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 on-boarded and on an ongoing basis.

Implicit curriculum assessment:

Implicit curriculum assessment reflects the School's core commitments to diversity and social justice, and is inclusive of all 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, 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, 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.

Our assessment of the attainment of competencies by students in the MSW programs is based on measures from two different sources—field and classroom evaluations. Assessment of competence in the field is done by Field Instructors; assessment of competence in the classroom was done by faculty teaching the required courses. Quarterly field evaluations assessed 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 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.

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	Quarterly in required courses	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 (and their associated behaviors in the generalist and specialized curricula depending on their program of study) 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 for generalist and sample specialized programs of study for all program options are in Appendix 4.0, D, E, and F.

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 in 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 generalist (or specialized, as appropriate) 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' generalist or specialized field education placements, as appropriate.

Coursework: In the 2020-2021 school year, all required generalist and specialized courses were included in the assessment procedures. 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).

Seattle Generalist MSW Courses assessed and assigned competencies

Required Generalist Courses		
Course	Title	Assigned CSWE Competency
SOC W 500	Intellectual and Historical Foundations of Professional Social Work Practice	1, 2
SOC W 501	Poverty and Inequality	3, 5, 9
SOC W 504	Social Work for Social Justice	1, 2
SOC W 505	Foundations of Social Welfare Research	4, 9
SOC W 510	Micro/Mezzo Social Work Practice 1: Individuals	1, 6, 7
SOC W 511	Micro/Mezzo Social Work Practice 2: Families and Groups	6, 7, 8
SOC W 512	Macro Social Work Practice 1: Community and Policy Practice	3, 5, 8
SOC W 513	Macro Social Work Practice 2: Organizational Practice	7, 8, 9

Seattle Specialized MSW Courses assessed and assigned competencies

Required Specialized Courses			
Course	Title	Specialization	Assigned CSWE Competency
SOC W 506	Social Welfare Research and Evaluation	All (except Advanced Standing)	4, 9
SOC W 507	Advanced Standing Social Welfare Research and Evaluation	All Advanced Standing	4, 9
SOC W 514	Clinical Social Work: Practice with Adults	Clinical Social Work	1, 6, 8
SOC W 515	Clinical Social Work: Practice with Children, Youth, and Families	Clinical Social Work	1, 6, 8
SOC W 519	Policy/Services: Health/Mental Health	Clinical Social Work, Integrative Health-Mental Health Practice	1, 3, 5
SOC W 520	Policy/Services: Multigenerational	Multigenerational Practice with Children, Families, and Elders	1, 3, 5
SOC W 521	Child and Family Inequalities: Policy/Services Platform	Clinical Social Work	1, 3, 5
SOC W 526	Social and Healthcare Policy in an Aging Society	Clinical Social Work	1, 3, 5
SOC W 527	Global and Local Inequalities: Critical Analyses of the Processes and Policies of Globalization	Community Centered Integrative Practice	3, 5, 8
SOC W 534	Praxis of Intergroup Dialogue	Community Centered Integrative Practice	2, 6, 7, 8

SOC W 548	Multigenerational Practice with Children, Families, and Elders I	Multigenerational Practice with Children, Families, and Elders	2, 6, 7, 8
SOC W 549	Specialized Practice II: Multigenerational	Multigenerational Practice with Children, Families, and Elders	7, 8, 9
SOC W 550	Strategic Management and Change Leadership in Human Services	Administration and Policy Practice	1, 3, 7
SOC W 551	Human Resource Management in the Human Services	Administration and Policy Practice	2, 3, 6, 8
SOC W 560	Policy Processes, Institutions, and Influences	Administration and Policy Practice	1, 3, 5, 7
SOC W 561	Concepts and Methods of Policy Analysis	Administration and Policy Practice	2, 6, 8, 9
SOC W 562	Integrative Health/Mental Health Practice I	Integrative Health-Mental Health Practice	2, 6
SOC W 563	Specialized Practice II: Health/Mental Health	Integrative Health-Mental Health Practice	7, 8, 9
SOC W 569	Community Centered Integrative Practice	Community Centered Integrative Practice	1, 6, 7, 9
SOC W 571	Assessment of Mental Disorders	Clinical Social Work; Integrative Health-Mental Health Practice; Multigenerational Practice with Children, Families, and Elders	1, 2, 7
SOC W 598	Clinical Social Work Integrative Seminar	Clinical Social Work	6, 7, 8, 9

Tacoma Generalist MSW Courses assessed and assigned competencies

Required Generalist Courses		
Course	Title	Assigned CSWE Competency
T SOCW 501	Social Policy and Economic Security	1, 3, 5
T SOCW 502	Human Behavior and the Social Environment I	2, 6, 7
T SOCW 503	Human Behavior and the Social Environment II	2, 3, 7
T SOCW 504	Cultural Diversity and Societal Justice	2, 3
T SOCW 505	Introduction to Social Welfare Research	4, 9
T SOCW 510	Social Work Practice I—Introduction to Social Work Practice	2, 6, 7
T SOCW 511	Social Work Practice II—Intermediate Direct Service Practice	2, 6, 7
T SOCW 512	Practice III: Community and Organizational Practice	7, 8, 9
T SOCW 514	Social Work Practice V—Assessment of Mental Disorders	1, 2, 7, 8
T SOCW 597	Social Welfare Research	4, 9
T SOCW 598	Advanced Standing Integrative Seminar	1, 2, 7, 8

Tacoma Specialized MSW Courses assessed and assigned competencies

Required Specialized Courses			
Course	Title	Specialization	Assigned CSWE Competency
T SOCW 531	Integrative Policy Analysis	Advanced Integrative Practice	3, 5
T SOCW 532	Integrative Practice I	Advanced Integrative Practice	1, 2, 6, 7
T SOCW 533	Integrative Practice II	Advanced Integrative Practice	1, 2, 8, 9
T SOCW 535	Research for Integrative Practice	Advanced Integrative Practice	4, 9

Coursework assessment procedures:

As mentioned above, generalist and specialized competencies are integrated into the syllabi and learning activities of all required classes. Each student is evaluated on each of the nine competencies by classroom instructors. Faculty have identified specific classes in which student attainment of each of the competencies can be observed and evaluated by the classroom instructor (see tables above). When possible, each competency is measured in at least two courses per program level (generalist or specialist). Classroom Instructors teaching required courses rate each of their students on a 5-point Likert scale, assessing each student on the basis of a specified classroom exercise(s), assignment(s), or other observable activities. Instructors also include a competency table in their syllabus indicating which learning activities they used to assess each competency—and what dimensions are covered in each. Sample classroom evaluation instruments for the assessment of generalist and specialist students are in Appendix 4.0 B and C respectively. A sample syllabus competency table is also in this appendix.

Using a competency table in each course syllabus, instructors identify in advance the observable learning activities and/or assignments that will be used as a basis for evaluating students on each competency assigned to their class. At the end of the term, instructors evaluate each student in the class for the specific competencies assigned to their class. Instructors complete an instructor evaluation of competencies form using the same 5-point Likert scale used by field instructors. Classroom evaluations of students are thus completed at different times in the year, according to the schedule of classes, and instructors are advised to evaluate students developmentally, i.e., to consider whether the student demonstrates attainment of the

relevant skills, values, and knowledge at a level appropriate for their point in time in the program.

To increase the validity of the classroom measure, instructor evaluations are confidential and not shared with the student; however, instructors are welcome to fold evaluation of given competencies into their regular assignments and grading process. By structuring this as a confidential evaluation by the classroom instructor, we have found that this provides a data point for program evaluation that is independent of instructor-student processes that may contribute to grade inflation. Students are informed that ratings are aggregated and used for program evaluation purposes and do not become part of the student's permanent record.

For the purpose of program evaluation to assess the attainment of program competencies, we use data from instructor evaluations from multiple instructors, each assessing students' attainment of each competency as demonstrated by performance in classroom activities and assignments during the quarter in which the course is scheduled.

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 at both the generalist and specialized levels of practice. 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 use 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 covered in 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 in both the generalist and specialized curricula 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. Observation 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 2020-21 measures multiple dimensions of each competency, as described in EP 4.0. Competence is multi-dimensional, including both performance and the values and knowledge that underpin performance, and assessment of student competency, therefore, must be multi-dimensional as well. To assess both performance and values/knowledge, students were rated both on coursework (which primarily assessed knowledge, values, critical thinking, etc.) and on field practice (which primarily assessed performance). For each competency, teaching and Field Faculty identified behaviors for measurement that would encompass multiple dimensions. In generalist practice, the behaviors prescribed by CSWE were written from a holistic perspective, and these were used in the course and field assessments for generalist practice. For specialized practice, teaching and field faculty developed behaviors that were also multi-dimensional, to be addressed in course and field work, and to be used in the assessment.

7. Compliance Statement: Narrative includes benchmarks for each competency for all program options.

We use the same benchmark for the quantitative measure of student attainment of each competency: a minimum overall mean of 4.0 (competent for the current student level) 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 Generalist (or Specialized) MSW 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 MSW 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 MSW 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 MSW 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 measures (field and course evaluations)	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 (<i>minimum score or higher</i>)	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 2: Engage Diversity and Difference in Practice	75% of students will demonstrate competence inclusive of 2 measures (field and course evaluations)	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 personal biases and values in working with 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.	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.
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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 3: Advance Human Rights and Social, Economic, and Environmental Justice	75% of students will demonstrate competence inclusive of 2 measures (field and course evaluations)	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
			2. engage in practices that advance social, economic, and environmental justice.	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

							benchmark for each behavior.
		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	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 measures (field and course evaluations)	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	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
			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, policy, and service delivery	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	based on behavior scores.	or higher. We also tally how many students met our benchmark for each behavior.
		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	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 5: Engage in Policy Practice	75% of students will demonstrate competence inclusive of 2 measures (field and course evaluations)	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;	STAR competency data is used to calculate a mean field score for each student on each of the core competencies. We

			2. assess how social welfare and economic policies impact the delivery of and access to social services;	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Field Faculty review and sign off. STAR calculates a mean competency score for each student based on behavior scores.	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.
			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	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 measures (field and course evaluations)	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	STAR competency data for each student is used to calculate how many students in each cohort and in each program met our

						assess student competency.	minimum score or higher.
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Competency	Competency Benchmark (%)	Measure	Behavior(s)	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	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 assessment data from clients and constituencies;	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

			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 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	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 measures (field and course evaluations)	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	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 measures (field and course evaluations)	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 program processes and outcomes;	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			4. apply evaluation findings to improve practice	Knowledge, Values, Skills, Cognitive &	4 out of 5		

			effectiveness at the micro, mezzo, and macro levels.	Affective Processes			
		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.

**PRESENTING THE PROGRAM'S ASSESSMENT PLAN FOR AREA OF SPECIALIZED PRACTICE #1:
CLINICAL SOCIAL WORK (UW SEATTLE)**

Competency	Competency Benchmark (%)	Measure	Specialized Behaviors [for practice measure(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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. understand and identify the role of a social worker in cross-disciplinary settings	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. 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
			2. demonstrate professional use of self with clients/constituents and colleagues	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. understand and identify professional strengths, limitations, and challenges	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			4. develop and maintain relationships with clients/constituents within person-in-environment and strengths perspective	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

							met our minimum score or higher. We also tally how many students met our benchmark for each behavior.
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 2: Engage Diversity and Difference in Practice	75% of students will demonstrate competence inclusive of 2 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. demonstrate an understanding of intersectionality and multiple identities-positionalities as the foundation for engaging difference	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	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
			2. recognize and manage personal biases as they affect the professional	Knowledge, Values, Skills, Cognitive &	4 out of 5		

			relationship in the service of the clients'/constituents' interests	Affective Processes		each student based on behavior scores.	also tally how many students met our benchmark for each behavior.
			3. identify practitioner and client/constituent differences, utilizing a strengths perspective	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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. articulate the potentially challenging effects of economic, social, cultural, and global factors on client/constituent systems	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. advocate at all practice levels for the creation and implementation of intervention programs that promote social and economic justice and diminish disparities	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. demonstrate a critical understanding of structural factors, such as racism and violence, which contribute to persistent disparities for marginalized populations	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.
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Competency	Competency Benchmark (%)	Measure	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. apply critical thinking to evidence- based interventions and best practices	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 best practices and evidence-based research to develop, implement and evaluate interventions	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. contribute to the theoretical knowledge base of the social work profession through practice-based research	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

			4. research and apply knowledge of diverse populations to enhance client/constituent well-being	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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 5: Engage in Policy Practice	75% of students will demonstrate competence inclusive of 2 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. recognize the interrelationship between clients/ constituents, practice, and organizational and public policy	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	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
			2. determine the factors that influence the development of	Knowledge, Values, Skills, Cognitive &	4 out of 5	Faculty review and sign off. STAR calculates a mean	

			legislation, policies, program services, and funding at all system levels	Affective Processes		competency score for each student based on behavior scores.	score or higher. We also tally how many students met our benchmark for each behavior.
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. demonstrate the skills required for effectively engaging with clients/ constituents (e.g., leadership, critical thinking and interpersonal skills)	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
			2. establish an engagement process that encourages	Knowledge, Values, Skills, Cognitive &	4 out of 5		

			clients/constituents to be active partners in the establishment of intervention goals and expected outcomes	Affective Processes		for each student based on behavior scores.	also tally how many students met our benchmark for each behavior.
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. use multi-dimensional assessment (e.g., bio/psycho/social/spiritual/ structural)	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Field instructors work with students to complete a quarterly field evaluation in STAR,	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
			2. evaluate, select, and implement appropriate assessment instruments, adapting	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	with scores for every behavior; Field Faculty review and sign off. STAR calculates a mean	

			them as appropriate to client/constituent circumstances.			competency score for each student based on behavior scores.	score or higher. We also tally how many students met our benchmark for each behavior.
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. identify, evaluate, and select effective and appropriate intervention strategies	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Field instructors work with students to complete a quarterly field evaluation in STAR,	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
			2. develop and implement collaborative, multidisciplinary intervention strategies	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	with scores for every behavior; Field Faculty review and sign off. STAR calculates a mean competency score	

			3. incorporate practice theories and bio-psycho-social-spiritual-structural factors into the design of intervention strategies	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	for each student based on behavior scores.	also tally how many students met our benchmark for each behavior.
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. identify and utilize appropriate evaluation tools for specific interventions	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. critically evaluate and examine best practices and evidence-based interventions using an anti-oppression lens, assessing their applicability within communities of color and other marginalized communities	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.

**PRESENTING THE PROGRAM'S ASSESSMENT PLAN FOR AREA OF SPECIALIZED PRACTICE #2:
COMMUNITY-CENTERED INTEGRATIVE PRACTICE (UW SEATTLE)**

Competency	Competency Benchmark (%)	Measure	Specialized Behaviors [for practice measure(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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. understand and identify the role of a social worker in cross-disciplinary settings	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. 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
			2. demonstrate professional use of self with clients/constituents and colleagues	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. understand and identify professional strengths, limitations, and challenges	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			4. demonstrate a praxis-oriented (action and reflection) approach to personal and professional lifelong	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

			learning and engagement				met our minimum score or higher. We also tally how many students met our benchmark for each behavior.
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 2: Engage Diversity and Difference in Practice	75% of students will demonstrate competence inclusive of 2 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. demonstrate an understanding of intersectionality and multiple identities-positionalities as the foundation for engaging difference	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	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
			2. recognize and manage personal biases as they affect the professional	Knowledge, Values, Skills, Cognitive &	4 out of 5		

			relationship in the service of the clients'/constituents' interests	Affective Processes		each student based on behavior scores.	higher. We also tally how many students met our benchmark for each behavior.
			3. recognize clients and constituencies as experts of their own experiences and demonstrate 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		
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. articulate the potentially challenging effects of economic, social, cultural, and global factors on client/constituent systems	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. advocate at all practice levels for the creation and implementation of intervention programs that promote social and economic justice and diminish disparities	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. demonstrate a critical understanding of structural factors, such as racism and violence, which contribute to persistent disparities for marginalized populations	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.
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Competency	Competency Benchmark (%)	Measure	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. apply critical thinking to evidence- based interventions and best practices	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 best practices and evidence-based research to develop, implement and evaluate interventions	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. contribute to the theoretical knowledge base of the social work profession through	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

			practice-based research				
			4. research and apply knowledge of diverse populations to enhance client/constituent well-being	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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 5: Engage in Policy Practice	75% of students will demonstrate competence inclusive of 2 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. recognize the interrelationship between clients/constituents, practice, and organizational and public policy	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. determine the factors that influence the development of legislation, policies, program services, and funding at all system 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.

Competency	Competency Benchmark (%)	Measure	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. demonstrate the skills required for effectively engaging with clients/constituents (e.g., leadership, critical thinking and interpersonal skills)	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. establish an engagement process that encourages clients/constituents to be active partners in the establishment of intervention goals and expected outcomes	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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)	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. demonstrate a critical understanding of major approaches to community practice (community organizing, community empowerment, community development, community action and more)	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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. identify, evaluate, and select effective and appropriate intervention strategies	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. develop and implement collaborative, multidisciplinary intervention strategies	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. demonstrate facilitative and co-leadership skills using intergroup dialogue principles to effect justice by using knowledge of the effects of oppression, discrimination, structural social inequality, and historical trauma across micro-, mezzo-, and macro-levels of	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

			practice to guide intervention planning				
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. identify and utilize appropriate evaluation tools for specific interventions	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. critically evaluate and examine best practices and evidence-based interventions using an anti-oppression lens, assessing their applicability within communities of color and other marginalized communities	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.

**PRESENTING THE PROGRAM'S ASSESSMENT PLAN FOR AREA OF SPECIALIZED PRACTICE #3:
ADMINISTRATION AND POLICY PRACTICE (UW SEATTLE)**

Competency	Competency Benchmark (%)	Measure	Specialized Behaviors [for practice measure(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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. understand and identify the role of a social worker in cross-disciplinary settings	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. 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
			2. demonstrate professional use of self with clients/constituents and colleagues	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. understand and identify professional strengths, limitations, and challenges	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			4. apply core values and ethical standards of the social work profession within diverse organizational, policy and community practice settings	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

							score or higher. We also tally how many students met our benchmark for each behavior.
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 2: Engage Diversity and Difference in Practice	75% of students will demonstrate competence inclusive of 2 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. demonstrate an understanding of intersectionality and multiple identities- positionalities as the foundation for engaging difference	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
			2. recognize and manage personal biases as they affect the professional relationship in the	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

			service of the clients'/constituents' interests				students met our benchmark for each behavior.
			3.demonstrate ability to collaboratively define issues, collect data, and develop interventions, taking into account different histories, cultural identities, and belief systems	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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. articulate the potentially challenging effects of economic, social, cultural, and global factors on client/constituent systems	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. advocate at all practice levels for the creation and implementation of intervention programs that promote social and economic justice and diminish disparities	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. demonstrate a critical understanding of structural factors, such as racism and violence, which contribute to persistent disparities	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

			for marginalized populations				
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. apply critical thinking to evidence-based interventions and best practices	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 best practices and evidence-based research to develop, implement and evaluate interventions	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. contribute to the theoretical knowledge base of	Knowledge, Values, Skills, Cognitive &	4 out of 5		

			the social work profession through practice-based research	Affective Processes			
			4. research and apply knowledge of diverse populations to enhance client/ constituent well-being	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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 5: Engage in Policy Practice	75% of students will demonstrate competence inclusive of 2 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. recognize the interrelationship between clients/constituents, practice, and organizational and public policy	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. determine the factors that influence the development of legislation, policies, program services, and funding at all system 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.

Competency	Competency Benchmark (%)	Measure	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. demonstrate the skills required for effectively engaging with clients/ constituents (e.g., leadership, critical thinking and interpersonal skills)	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. demonstrate ability to engage with communities, their constituencies and organizations that serve them to assess and analyze community/ organization capacities, strengths, and needs	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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)	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. assess policies influencing practice within organizational and community settings, identifying opportunities for individuals to become change agents	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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. identify, evaluate, and select effective and appropriate intervention strategies	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. develop and implement collaborative, multidisciplinary intervention strategies	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. demonstrate analytical and interpersonal skills in work with community-based groups and human service organizations	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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. identify and utilize appropriate evaluation tools for specific interventions	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. demonstrate ability to involve community and organizational constituencies in implementing and evaluating the effectiveness of policy decisions and programs to enhance equity and inclusion	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.

**PRESENTING THE PROGRAM'S ASSESSMENT PLAN FOR AREA OF SPECIALIZED PRACTICE #4:
INTEGRATIVE HEALTH-MENTAL HEALTH PRACTICE (UW SEATTLE)**

Competency	Competency Benchmark (%)	Measure	Specialized Behaviors [for practice measure(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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. understand and identify the role of a social worker in cross-disciplinary settings	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. 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
			2. demonstrate professional use of self with clients/ constituents and colleagues	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. understand and identify professional strengths, limitations, and challenges	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			4. develop and maintain relationships with clients/ constituents within person-in-environment and strengths perspective	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

							program met our minimum score or higher. We also tally how many students met our benchmark for each behavior.
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 2: Engage Diversity and Difference in Practice	75% of students will demonstrate competence inclusive of 2 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. demonstrate an understanding of intersectionality and multiple identities-positionalities as the foundation for engaging difference	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	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
			2. recognize and manage personal biases as they affect	Knowledge, Values, Skills, Cognitive &	4 out of 5	Faculty review and sign off. STAR calculates a mean	

			the professional relationship in the service of the clients'/ constituents' interests	Affective Processes		competency score for each student based on behavior scores.	minimum score or higher. We also tally how many students met our benchmark for each behavior.
			3. identify practitioner and client/constituent differences, utilizing a strengths perspective	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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. articulate the potentially challenging effects of economic, social, cultural, and global factors on client/constituent systems	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. advocate at all practice levels for the creation and implementation of intervention programs that promote social and economic justice and diminish disparities	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. demonstrate a critical understanding of structural factors, such as racism and violence, which contribute to persistent disparities for marginalized populations	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.
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Competency	Competency Benchmark (%)	Measure	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. apply critical thinking to evidence- based interventions and best practices	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 best practices and evidence-based research to develop, implement and evaluate interventions	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. contribute to the theoretical knowledge base of the social work profession through practice-based research	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

			4. research and apply knowledge of diverse populations to enhance client/ constituent well-being	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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 5: Engage in Policy Practice	75% of students will demonstrate competence inclusive of 2 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. recognize the interrelationship between clients/ constituents, practice, and organizational and public policy	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
			2. determine the factors that influence the development of legislation, policies, program services, and	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

			funding at all system levels			for each student based on behavior scores.	higher. We also tally how many students met our benchmark for each behavior.
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. demonstrate the skills required for effectively engaging with clients/ constituents (e.g., leadership, critical thinking and interpersonal skills)	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	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
			2. establish an engagement process that encourages clients/constituents to	Knowledge, Values, Skills, Cognitive &	4 out of 5		

			be active partners in the establishment of intervention goals and expected outcomes	Affective Processes		based on behavior scores.	how many students met our benchmark for each behavior.
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)	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	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
			2. evaluate, select, and implement appropriate assessment instruments, adapting them as appropriate	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Faculty review and sign off. STAR calculates a mean competency score for each student based on behavior scores.	

			to client/constituent circumstances				how many students met our benchmark for each behavior.
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. identify, evaluate, and select effective and appropriate intervention strategies	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
			2. develop and implement collaborative, multidisciplinary intervention strategies	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. incorporate practice theories and bio-psycho-social-	Knowledge, Values, Skills, Cognitive &	4 out of 5		

			spiritual-structural factors into the design of intervention strategies	Affective Processes			met our benchmark for each behavior.
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. identify and utilize appropriate evaluation tools for specific interventions	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. critically evaluate and examine best practices and evidence-based interventions using an anti-oppression lens, assessing their applicability within communities of color and other marginalized communities	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.

**PRESENTING THE PROGRAM'S ASSESSMENT PLAN FOR AREA OF SPECIALIZED PRACTICE #5:
MULTIGENERATIONAL PRACTICE WITH CHILDREN, FAMILIES, AND ELDERS SPECIALIZATION (UW SEATTLE)**

Competency	Competency Benchmark (%)	Measure	Specialized Behaviors [for practice measure(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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. understand and identify the role of a social worker in cross-disciplinary settings	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. 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
			2. demonstrate professional use of self with clients/constituents and colleagues	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. understand and identify professional strengths, limitations, and challenges	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			4. develop and maintain relationships with clients/constituents within person-in-environment and	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

			strengths perspective				each program met our minimum score or higher. We also tally how many students met our benchmark for each behavior.
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 2: Engage Diversity and Difference in Practice	75% of students will demonstrate competence inclusive of 2 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. demonstrate an understanding of intersectionality and multiple identities-positionalities as the foundation for engaging difference	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	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
			2. recognize and manage personal biases as they affect	Knowledge, Values, Skills, Cognitive &	4 out of 5	Faculty review and sign off. STAR calculates a mean	

			the professional relationship in the service of the clients'/constituents' interests	Affective Processes		competency score for each student based on behavior scores.	our minimum score or higher. We also tally how many students met our benchmark for each behavior.
			3. identify practitioner and client/constituent differences, utilizing a strengths perspective	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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field	Measure 1 (based on real or simulated practice):	1. articulate the potentially challenging effects of economic, social, cultural, and global factors on	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	STAR competency data is used to calculate a mean field score for each student on each of the core competencies. We

	and course evaluations)	Field Evaluation	client/constituent systems			behavior; Field Faculty review and sign off. STAR calculates a mean competency score for each student based on behavior scores.	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. advocate at all practice levels for the creation and implementation of intervention programs that promote social and economic justice and diminish disparities	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3.demonstrate a critical understanding of structural factors, such as racism and violence, which contribute to persistent disparities for marginalized populations	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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. apply critical thinking to evidence-based interventions and best practices	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 best practices and evidence-based research to develop, implement and evaluate interventions	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. contribute to the theoretical knowledge base of the social work profession through practice-based research	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			4. research and apply knowledge of diverse populations to enhance client/ constituent well-being	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
				Knowledge, Values, Skills,		Instructors teaching required courses	STAR competency data for each student

		Measure 2: Course Evaluation		Cognitive & Affective Processes	4 out of 5	complete a course evaluation for each student in STAR, using specific assignments to assess student competency.	is used to calculate how many students in each cohort and in each program met our minimum score or higher.
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Competency	Competency Benchmark (%)	Measure	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 5: Engage in Policy Practice	75% of students will demonstrate competence inclusive of 2 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. recognize the interrelationship between clients/ constituents, practice, and organizational and public policy	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	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. determine the factors that influence the development of legislation, policies, program services, and funding at all system levels	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Faculty review and sign off. STAR calculates a mean competency score for each student based on behavior scores.	
				Knowledge, Values, Skills,	4 out of 5	Instructors teaching required courses	STAR competency data for each student

		Measure 2: Course Evaluation		Cognitive & Affective Processes		complete a course evaluation for each student in STAR, using specific assignments to assess student competency.	is used to calculate how many students in each cohort and in each program met our minimum score or higher.
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Competency	Competency Benchmark (%)	Measure	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. demonstrate the skills required for effectively engaging with clients/ constituents (e.g., leadership, critical thinking and interpersonal skills)	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	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. establish an engagement process that encourages clients/constituents to be active partners in the establishment of intervention goals	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	calculates a mean competency score for each student based on behavior scores.	

			and expected outcome				
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)	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
			2. evaluate, select, and implement appropriate assessment instruments, adapting them as appropriate to	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

			client/constituent circumstances				tally how many students met our benchmark for each behavior.
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. identify, evaluate, and select effective and appropriate intervention strategies	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Field instructors work with students to complete a quarterly field evaluation in STAR,	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
			2. develop and implement collaborative, multidisciplinary intervention strategies	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	with scores for every behavior; Field Faculty review and sign off. STAR calculates a mean competency score	

			3. incorporate practice theories and bio-psycho-social-spiritual-structural factors into the design of intervention strategies	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	for each student based on behavior scores.	higher. We also tally how many students met our benchmark for each behavior.
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. identify and utilize appropriate evaluation tools for specific interventions	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. critically evaluate and examine best practices and evidence-based interventions using an anti-oppression lens, assessing their applicability within communities of color and other marginalized communities	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.

**PRESENTING THE PROGRAM'S ASSESSMENT PLAN FOR AREA OF SPECIALIZED PRACTICE #6:
INTEGRATIVE PRACTICE SPECIALIZATION (UW TACOMA)**

Competency	Competency Benchmark (%)	Measure	Specialized Behaviors [for practice measure(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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. understand and identify the role of a social worker in cross-disciplinary settings	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. 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
			2. identify opportunities to assume leadership roles in the creation, implementation, and/or evaluation of research-informed intervention programs.	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. apply social work ethical principles to the design, implementation, and/or evaluation of research-informed intervention programs.	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

			4. engage in reflective practice.	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		cohort and in each program met our minimum score or higher. We also tally how many students met our benchmark for each behavior.
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 2: Engage Diversity and Difference in Practice	75% of students will demonstrate competence inclusive of 2 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. recognize and manage personal biases as they affect the professional relationship in the service of the clients'/ constituents' interests	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	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
			2. understand the many forms of	Knowledge, Values, Skills,	4 out of 5	Faculty review and sign off. STAR	

			diversity and difference and how these influence the relationship with clients/constituents	Cognitive & Affective Processes		calculates a mean competency score for each student based on behavior scores.	program met our minimum score or higher. We also tally how many students met our benchmark for each behavior.
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. articulate the potentially challenging effects of economic, social, cultural, and global factors on client/constituent systems	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	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
			2. advocate at all practice levels for the	Knowledge, Values, Skills,	4 out of 5		

			creation and implementation of intervention programs that promote social and economic justice and diminish disparities	Cognitive & Affective Processes		competency score for each student based on behavior scores.	minimum score or higher. We also tally how many students met our benchmark for each behavior.
			3. act as a change agent to promote social, economic, and environmental justice and diminish the impact of injustices.	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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. apply critical thinking to evidence-based interventions and best practices	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. contribute to the theoretical knowledge base of the social work profession through practice-based research	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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	Assessment Procedures: Outcome Measure	Assessment Procedures: Competency
Competency 5: Engage in Policy Practice	75% of students will demonstrate competence inclusive of 2 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. recognize the interrelationship between clients/ constituents, practice, and organizational and public policy	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. collaborate with colleagues, clients/ constituents, and others to advocate for social, economic, and environmental justice to effect policy change.	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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. engage collaboratively with agency and community partners in developing programs to address a range of human and societal needs.	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. demonstrate the skills required for effectively engaging with clients/ constituents	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. collaborate with multidisciplinary colleagues in program design and development.	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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. apply appropriate theories of human behavior and the social environment in assessment of clients/constituents	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	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. evaluate, select, and implement appropriate assessment instruments, adapting them as appropriate to client/constituent circumstances.	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5	Faculty review and sign off. STAR calculates a mean competency score for each student based on behavior scores.	
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. apply knowledge of the social constructions, dimensions, and intersections of the multiple aspects of human diversity to the implementation of research-informed interventions.	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. identify, evaluate, and select effective and appropriate intervention strategies	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			3. develop and implement collaborative, multidisciplinary intervention strategies	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		
			4. engage diverse groups appropriate to the area of focus in the design of	Knowledge, Values, Skills, Cognitive & Affective Processes	4 out of 5		

			intervention programs.				
		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	Specialized Behaviors [for practice measure(s)]	Dimension(s)	Outcome Measure Benchmark	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 measures (field and course evaluations)	Measure 1 (based on real or simulated practice): Field Evaluation	1. apply research skills to the evaluation of intervention programs.	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. identify and utilize appropriate evaluation tools for specific interventions	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 Appendix 3.0 D, E, and F for samples of Generalist and Specialized Field Evaluations, and A and B for samples of Generalist and Specialized Student Course Evaluations.

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(M) and the table on page 467 below indicates that the UW SSW meets or exceeds its benchmarks on student attainment in all 9 core competencies for both the MSW generalist curriculum and the MSW specialized curriculum. Aggregate scores for the share of students meeting or exceeding 4.0 (competent at current student level) ranged from 95% to 98%. As the data suggest, MSW students are strong in all areas in the generalist curriculum but particularly in Competencies 2 (Engage Diversity and Difference in Practice) and 6 (Engage with Individuals, Families, Groups, Organizations, and Communities), where 97% of students met our benchmark. 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 the generalist year, 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), 7 (Assess Individuals, Families, Groups, Organizations, and Communities), and 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities).

The aggregate measures for students graduating in each of the specialization areas 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 90% to 100% for all of the competencies.

Scores derived from the Field Instructor and classroom instruments were uniformly high for all 9 core competencies in each specialization area. 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 95%) is noted and will be shared with the MSW Program Committee, the Associate Dean for Academic Affairs, and specialization chairs. In the Administration and Policy Practice specialization, aggregate measures suggest students were most confident of their preparation for practice on competencies 1, 2, 3, 5, 6, 7, and 8 and slightly less prepared for practice on competencies 4 (Engage in Practice-informed Research and Research-informed Practice) and 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities). Clinical Social Work students were also slightly less prepared for Competency 9, whereas for students in Multigenerational Practice with Children, Families, and Elders area scores were slightly lower in Competency 7 (Assess Individuals, Families, Groups, Organizations, and Communities). In the Integrated Practice specialization offered on the Tacoma campus, scores for Competency 1 (Demonstrate Ethical and Professional Behavior) and Competency 4 (Engage in Practice-Informed Research and Research-Informed Practice) were slightly lower than 95%.

Overall the SSW measures of student attainment of the core competencies at the point of graduation suggest that the MSW 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, ranging from 90% to 100%. 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 MSW Generalist Curriculum

Student assessments in Seattle generalist courses (500, 501, 504, 505, 510, 511, 512, 513) and the generalist field placement (524) are presented in table 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 89% for Competency 7 (Assess Individuals, Families, Groups, Organizations, and Communities) to 97% for

Competency 1 (Demonstrate Ethical and Professional Behavior) and 2 (Engage Diversity and Difference in Practice).

Discussion

The summary data and outcomes for MSW 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: field practicum (Measure 1) and coursework (Measure 2).

Overall, the findings indicate student assessment outcomes exceeded the benchmark in all competency areas across all coursework and fieldwork. This is an excellent achievement given that assessment outcomes include eight courses in our MSW generalist practice program.

Generalist Assessment Outcomes for the Seattle MSW Program Option

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: 95% Behavior 2: 94% Behavior 3: 95% Behavior 4: 96% Behavior 5: 96% (N=203)	97% (B1+B2+B3+B4+B5/5 +98%/ 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	98% (N=212)		
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: 95% Behavior 2: 95% Behavior 3: 95% (N=203)	97% (B1+B2+B3/3 +98% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	98% (N=212)		
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: 93% Behavior 2: 93% (N=203)	96% (B1+B2/2 +99% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	99% (N=209)		

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: 93% Behavior 2: 91% Behavior 3: 89% (N=203)	92% (B1+B2+B3/3 +93% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	93% (N=176)		
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: 85% Behavior 2: 89% Behavior 3: 88% (N=203)	91% (B1+B2+B3/3 +95% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	95% (N=209)		
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: 91% Behavior 2: 93% (N=203)	96% (B1+B2/2 +99% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	99% (N=282)		

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: 92% Behavior 2: 89% Behavior 3: 92% Behavior 4: 90% (N=203)	89% (B1+B2+B3+B4/4 +86% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	86% (N=284)		
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: 90% Behavior 2: 93% Behavior 3: 92% Behavior 4: 92% Behavior 5: 93% (N=203)	96% (B1+B2+B3+B4+B5/5 +99%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	99% (N=282)		
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: 89% Behavior 2: 90% Behavior 3: 89% Behavior 4: 89% (N=238)	93% (B1+B2+B3+B4/4 +96% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	96% (N=281)		

Outcomes for Tacoma's MSW Generalist Curriculum

Student assessments in Tacoma's generalist courses (501, 502, 503, 504, 505, 510, 511, 512, 514, 597, 598) and the generalist field placement (524) are presented in the table 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 85% for Competency 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities) to 98% for Competency 6 (Engage with Individuals, Families, Groups, Organizations, and Communities).

Discussion

The summary data and outcomes for MSW 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: field practicum (Measure 1) and coursework (Measure 2).

Overall, the findings indicate student assessment outcomes exceeded the benchmark in all competency areas across all coursework and fieldwork. This is an excellent achievement given that assessment outcomes include 11 courses in our MSW generalist practice program.

Generalist Assessment Outcomes for the Tacoma MSW Program Option

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: 91% Behavior 4: 91% Behavior 5: 97% (N=35)	95% (B1+B2+B3+B4+B5/5 +95% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	95% (N=39)		
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: 97% Behavior 2: 94% Behavior 3: 94% (N=35)	96% (B1+B2+B3/3 +97% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	97% (N=71)		
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: 89% (N=35)	96% (B1+B2/2 +100% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=39)		

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: 91% Behavior 3: 86% (N=35)	91% (B1+B2+B3/3 +91% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	91% (N=35)		
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: 94% Behavior 3: 94% (N=35)	96% (B1+B2+B3/3 +100% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=38)		
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: 97% Behavior 2: 97% (N=35)	98% (B1+B2/2 +99% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	99% (N=72)		

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: 97% Behavior 3: 91% Behavior 4: 86% (N=35)	94% (B1+B2+B3+B4/4 +95% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	95% (N=73)		
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: 91% Behavior 2: 91% Behavior 3: 89% Behavior 4: 86% Behavior 5: 83% (N=35)	94% (B1+B2+B3+B4+B 5/5 +100% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=70)		
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: 80% Behavior 2: 89% Behavior 3: 91% Behavior 4: 86% (N=35)	85% (B1+B2+B3+B4/4 +83% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	83% (N=36)		

Aggregate Generalist Assessment Outcomes for all MSW 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: 95% Behavior 2: 94% Behavior 3: 95% Behavior 4: 95% Behavior 5: 96% (N=238)	94% (B1+B2+B3+B4+B5/5 +97% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	97% (N=251)		
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: 95% Behavior 2: 95% Behavior 3: 95% (N=238)	95% (B1+B2+B3/3 +98% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	98% (N=285)		
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: 93% Behavior 2: 92% (N=238)	94% (B1+B2/2 +99% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	99% (N=248)		

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: 93% Behavior 2: 91% Behavior 3: 89% (N=238)	87% (B1+B2+B3/3 +92% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	92% (N=211)		
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: 86% Behavior 2: 90% Behavior 3: 89% (N=238)	88% (B1+B2+B3/3 +96% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	96% (N=247)		
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: 94% (N=238)	95% (B1+B2/2 +99% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	99% (N=354)		

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: 92% Behavior 2: 90% Behavior 3: 92% Behavior 4: 89% N=238	91% (B1+B2+B3+B4/ 4 +98% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	98% N=357		
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: 90% Behavior 2: 92% Behavior 3: 92% Behavior 4: 91% Behavior 5: 91% N=238	92% (B1+B2+B3+B4+ B5/5 +99% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	99% N=353		
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: 87% Behavior 2: 90% Behavior 3: 90% Behavior 4: 89% N=238	89% (B1+B2+B3+B4/ 4 +95% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	95% N=317		

Outcomes for Clinical Social Work Area of Specialized Practice (Seattle Campus)

Student assessments for the Clinical Social Work (CSW) specialization courses (514, 515, 519, 521, 526, 571, 598) and the specialized field placement (525) are presented below. The competency benchmark was set at 75% for all nine competency areas.

Summary of Findings

CSW students met or exceeded the competency benchmark in all nine areas. The percentage of students achieving competency ranged from 94% for Competency 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities) to 100% for Competency 6 (Engage with Individuals, Families, Groups, Organizations, and Communities).

Discussion

The summary data and outcomes for Clinical Social Work 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: field practicum (Measure 1) and coursework (Measure 2).

Overall, the findings indicate student assessment outcomes were incredibly strong and exceeded the benchmark in all competency areas across all coursework and fieldwork.

**Specialized Assessment Outcomes for the Seattle Program Option:
Clinical Social Work Area of Specialized Practice**

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: 98% Behavior 2: 98% Behavior 3: 98% Behavior 4: 98% (N=111)	99% (B1+B2+B3+B4 /4 + 100% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=112)		
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: 97% Behavior 2: 97% Behavior 3: 97% (N=111)	99% (B1+B2+B3/3 + 100% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=112)		
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: 96% Behavior 2: 93% Behavior 3: 96% (N=111)	98% (B1+B2+B3/3 + 100% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=112)		

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: 96% Behavior 2: 96% Behavior 3: 96% (N=111)	98% (B1+B2+B3/3 + 100% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=82)		
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: 96% Behavior 2: 94% (N=111)	97% (B1+B2/2 + 99%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	99% (N=112)		
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: 99% Behavior 2: 98% (N=111)	100% (B1+B2/2 + 100% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=112)		
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: 98% Behavior 2: 96% (N=111)	97% (B1+B2/2 + 97%/ 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	97% (N=112)		

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: 97% Behavior 2: 97% Behavior 3: 96% (N=111)	99% (B1+B2+B3/3 + 100% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=112)		
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: 96% Behavior 2: 96% (N=111)	94% (B1+B2/2 + 92% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	92% (N=111)		

Outcomes for Community-Centered Integrative Practice Area of Specialized Practice (Seattle Campus)

Student assessments for the Community-Centered Integrative Practice (CCIP) specialization courses (527, 534, 569) and the specialized field placement (525) are presented in below. The competency benchmark was set at 75% for all nine competency areas.

Summary of Findings

CCIP students met or exceeded the competency benchmark in all nine areas. The percentage of students achieving competency ranged from 97% for competencies 3 (Advance Human Rights and Social, Economic, and Environmental Justice), 5 (Engage in Policy Practice) and 7 (Assess Practice with Individuals, Families, Groups, Organizations, and Communities) to 100% for Competency 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities).

Discussion

The summary data and outcomes for Community-Centered Integrative 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: field practicum (Measure 1) and coursework (Measure 2).

Overall, the findings indicate student assessment outcomes were incredibly strong and exceeded the benchmark in all competency areas across all coursework and fieldwork.

**Specialized Assessment Outcomes for the Seattle Program Option:
Community-Centered Integrative Practice Area of Specialized Practice**

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: 100% Behavior 4: 100% (N=26)	98% (B1+B2+B3+B4/4 + 96% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	96% (N=27)		
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=26)	100% (B1+B2+B3/3 + 100% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=27)		
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: 96% Behavior 2: 96% Behavior 3: 100% (N=26)	97% (B1+B2+B3/3 + 96% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	96% (N=27)		

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: 100% Behavior 2: 96% Behavior 3: 96% (N=26)	99% (B1+B2+B3/3 + 100% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=19)		
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: 96% (N=26)	97% (B1+B2/2 + 96% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	96% (N=27)		
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: 92% (N=26)	98% (B1+B2/2 + 100% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=27)		
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: 96% (N=26)	97% (B1+B2/2 + 96% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	96% (N=27)		

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: 100% Behavior 2: 100% Behavior 3: 96% (N=26)	98% (B1+B2+B3/3 + 96% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	96% (N=27)		
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: 100% (N=26)	100% (B1+B2/2 + 100% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=26)		

Outcomes for Administration and Policy Practice Area of Specialized Practice (Seattle Campus)

Student assessments in Administration and Policy (APP) specialized practice courses (550, 551, 560, 561) and the APP specialized field placement (525) are presented in the table below. The competency benchmark was set at 75% for all nine competency areas.

Summary of Findings

APP students met or exceeded the competency benchmark in all nine areas. The percentage of students achieving competency ranged from 90% for Competency 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities) to 100% for Competency 3 (Advance Human Rights and Social, Economic, and Environmental Justice).

Discussion

The summary data and outcomes for Administration and Policy 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: field practicum (Measure 1) and coursework (Measure 2).

Overall, the findings indicate student assessment outcomes were incredibly strong and exceeded the benchmark in all competency areas across all coursework and fieldwork.

**Specialized Assessment Outcomes for the Seattle Program Option:
Administration and Policy Area of Specialized Practice**

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: 97% Behavior 3: 97% Behavior 4: 100% (N=35)	99% (B1+B2+B3+B4+ /4 +100% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=35)		
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=35)	99% (B1+B2+B3/3 +100% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=35)		
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: 97% Behavior 2: 100% Behavior 3: 100% (N=35)	100% (B1+B2+B3/3 +100% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=35)		

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: 91% Behavior 2: 86% Behavior 3: 97% (N=35)	94% (B1+B2+B3/3 +97% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	97% (N=24)		
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: 94% Behavior 2: 91% (N=35)	97% (B1+B2/2 +100% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=35)		
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: 94% Behavior 2: 89% (N=35)	96% (B1+B2/2 +100% /2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=35)		
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: 91% Behavior 2: 91% (N=35)	96% (B1+B2/2 + 100% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=35)		

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: 89% Behavior 2: 89% Behavior 3: 94% (N=35)	96% (B1+B2 + B3/3 + 100%/ 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=35)		
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: 89% Behavior 2: 86% (N=35)	90% (B1+B2/2 + 91% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	91% (N=35)		

Outcomes for Integrative Health-Mental Health Area of Specialized Practice (Seattle Campus)

Student assessments for the Integrative Health-Mental Health Practice (HMH) specialization courses (519, 562, 563, 571) and the specialized field placement (525) are presented in below. The competency benchmark was set at 75% for all nine competency areas.

Summary of Findings

HMH students met or exceeded the competency benchmark in all nine areas. The percentage of students achieving competency ranged from 95% for competencies 2 (Engage Diversity and Difference in Practice) and 6 (Engage Individuals, Families, Groups, Organizations, and Communities) to 100% for Competency 3 (Advance Human Rights and Social, Economic, and Environmental Justice).

Discussion

The summary data and outcomes for Integrative Health-Mental Health 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: field practicum (Measure 1) and coursework (Measure 2).

Overall, the findings indicate student assessment outcomes were incredibly strong and exceeded the benchmark in all competency areas across all coursework and fieldwork.

**Specialized Assessment Outcomes for the Seattle Program Option:
Integrative Health-Mental Health Area of Specialized Practice**

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: 97% Behavior 3: 97% Behavior 4: 100% (N=32)	98% (B1+B2+B3+B4/4 + 98% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	98% (N=49)		
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: 100% (N=32)	95% (B1+B2+B3/3 + 90% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	90% (N=63)		
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: 100% Behavior 2: 97% Behavior 3: 100% (N=32)	100% (B1+B2+B3/3 + 100% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=33)		

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: 100% Behavior 2: 100% Behavior 3: 97% Behavior 4: 100% (N=32)	98% (B1+B2+B3/3 + 97% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	97% (N=33)		
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: 97% Behavior 2: 97% (N=32)	99% (B1+B2/2 + 100% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=33)		
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: 97% Behavior 2: 97% (N=32)	95% (B1+B2/2 + 92% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	92% (N=37)		
Competency 7: 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: 97% Behavior 2: 97% (N=32)	99% (B1+B2/2 + 100% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=45)		

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: 97% Behavior 2: 97% Behavior 3: 94% (N=32)	98% (B1+B2+B3/3 +100% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=30)		
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: 97% Behavior 2: 97% (N=32)	98% (B1+B2/2 + 98% / 2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	98% (N=63)		

Outcomes for Multigenerational Practice with Children, Families, and Elders Area of Specialized Practice (Seattle Campus)

Student assessments for the Multigenerational Practice with Children, Families, and Elders Practice (MGCFE) specialization courses (520, 548, 549, 571) and the specialized field placement (525) are presented below. The competency benchmark was set at 75% for all nine competency areas.

Summary of Findings

MGCFE students met or exceeded the competency benchmark in all nine areas. The percentage of students achieving competency ranged from 93% for Competency 7 (Assess Practice with Individuals, Families, Groups, Organizations, and Communities) to 100% for competencies 1 (Demonstrate Ethical and Professional Behavior), 3 (Advance Human Rights and Social, Economic, and Environmental Justice), 4 (Engage In Practice-informed Research and Research-informed Practice), and 9 (Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities).

Discussion

The summary data and outcomes for Multigenerational Practice with Children, Families, and Elders 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: field practicum (Measure 1) and coursework (Measure 2).

Overall, the findings indicate student assessment outcomes were incredibly strong and exceeded the benchmark in all competency areas across all coursework and fieldwork.

**Specialized Assessment Outcomes for the Seattle Program Option:
Multigenerational Practice with Children, Families, and Elders Area of Specialized Practice**

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: 100% Behavior 4: 100% (N=23)	100% (B1+B2+B3+B4/4 +100%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=56)		
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=23)	97% (B1+B2+B3/3 +93%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	93% (N=57)		
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: 100% Behavior 2: 100% Behavior 3: 100% (N=23)	100% (B1+B2+B3/3 +100%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=40)		

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: 100% Behavior 2: 100% Behavior 3:100% Behavior 4:100% (N=23)	100% (B1+B2+B3+B4/ 4 +100%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=37)		
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: 96% Behavior 2: 96% (N=23)	98% (B1+B2/2 +100%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=40)		
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=23)	99% (B1+B2/2 +98%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	98% (N=40)		
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: 96% Behavior 2: 96% (N=23)	93% (B1+B2/2 +90%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	90% (N=62)		

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: 100% Behavior 2: 100% Behavior 3: 100% (N=23)	99% (B1+B2+B3/3 +98%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	98% (N=62)		
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: 100% (N=23)	100% (B1+B2/2 +100%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=57)		

Outcomes for Integrative Practice Area of Specialized Practice (Tacoma Campus)

Student assessments for the Integrative Practice specialization courses at UW Tacoma (531, 532, 533, 535) and the specialized field placement (525) are presented below. The competency benchmark was set at 75% for all nine competency areas.

Summary of Findings

Tacoma Specialized MSW students met or exceeded the competency benchmark in all nine areas. The percentage of students achieving competency ranged from 93% for Competency 1 (Demonstrate Ethical and Professional Behavior) to 99% for Competency 8 (Intervene with Individuals, Families, Groups, Organizations, and Communities).

Discussion

The summary data and outcomes for Integrative 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: field practicum (Measure 1) and coursework (Measure 2).

Overall, the findings indicate student assessment outcomes were incredibly strong and exceeded the benchmark in all competency areas across all coursework and fieldwork.

**Specialized Assessment Outcomes for the Tacoma Program Option:
Integrative Practice Area of Specialized Practice**

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: 94% Behavior 3: 94% Behavior 4: 100% (N=48)	93% (B1+B2+B3+B4/4 + 88%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	88% (N=50)		
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: 98% Behavior 2: 100% (N=48)	97% (B1+B2/2 + 94%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	94% (N=50)		
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: 98% Behavior 2: 94% Behavior 3: 90% (N=48)	97% (B1+B2+B3/3 + 100%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=50)		

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: 96% Behavior 2: 92% (N=48)	94% (B1+B2/2 + 94%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	94% (N=32)		
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: 98% Behavior 2: 94% (N=48)	98% (B1+B2/2 + 100%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=50)		
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: 94% Behavior 2: 100% Behavior 3: 94% (N=48)	97% (B1+B2+B3/3 + 98%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	98% (N=48)		
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: 98% Behavior 2: 94% (N=48)	97% (B1+B2/2 + 98%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	98% (N=48)		

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: 96% Behavior 2: 100% Behavior 3: 98% Behavior 4: 94% (N=48)	99% (B1+B2+B3+B4/ 4 + 100%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	100% (N=50)		
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: 96% (N=48)	96% (B1+B2/2 + 96%/2)	Yes
		Measure 2: Students must score a minimum of 4 out of 5 points.	96% (N=82)		

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.

COUNCIL ON SOCIAL WORK EDUCATION—FORM AS 4(M)
UNIVERSITY OF WASHINGTON MASTER'S SOCIAL WORK PROGRAM
ASSESSMENT OF STUDENT LEARNING OUTCOMES

Posting Form AS 4 for Ongoing Compliance with AS 4.0.3

Per the requirement of CSWE COA's recognizing body, the Council on Higher Education Accreditation (CHEA), and accreditation standard 4.0.3, programs must post this form publicly on its website and routinely up-date (minimally every 2 years) its findings. Upon request, programs must provide CSWE with the web link to the published form on the program's website where it is accessible to the public. Data presented on the form must be collected within 2 years of today's date at all times

Summary of the Program's Assessment Plan | Generalist Practice

Assessment Measure #1: Field Evaluation	
Dimension(s) assessed:	Knowledge Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	Quarterly in STAR
Who assessed student competence:	Field instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	4 out of 5
Competency Benchmark (percentage of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	75%

Assessment Measure #2: Course Evaluation	
Dimension(s) assessed:	Knowledge Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	At the end of each quarter for all required courses; Course evaluations in STAR
Who assessed student competence:	Teaching instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	4 out of 5
Competency Benchmark (percentage of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	75%

Summary of the Program's Assessment Plan | Specialized Practice

Students are assessed using a minimum of two measures on their mastery of the nine competencies that comprise the Educational Policy and Accreditation Standards of the Council on Social Work Education and any additional competencies programs may choose to add, that reflect the area of specialized practice. Summarize the program's competency-based assessment plan. Programs may add/delete rows to accurately reflect the number of areas of specialized practice and each measure included in the data presented.

Area of Specialized Practice #1: Clinical Social Work

Assessment Measure #1: Field Evaluation	
Dimension(s) assessed:	Knowledge Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	Quarterly in STAR
Who assessed student competence:	Field instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	4 out of 5
Competency Benchmark (percentage of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	75%
Assessment Measure #2: Course Evaluation	
Dimension(s) assessed:	Knowledge Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	At the end of each quarter for all required courses; Course evaluations in STAR
Who assessed student competence:	Teaching instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	4 out of 5
Competency Benchmark (percentage of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	75%

Area of Specialized Practice #2: Community-Centered Integrative Practice

Assessment Measure #1: Field Evaluation	
Dimension(s) assessed:	Knowledge Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	Quarterly in STAR
Who assessed student competence:	Field instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	4 out of 5
Competency Benchmark (percentage of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	75%
Assessment Measure #2: Course Evaluation	
Dimension(s) assessed:	Knowledge Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	At the end of each quarter for all required courses; Course evaluations in STAR
Who assessed student competence:	Teaching instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	4 out of 5
Competency Benchmark (percentage of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	75%

Area of Specialized Practice #3: Administration and Policy Practice

Assessment Measure #1: Field Evaluation	
Dimension(s) assessed:	Knowledge Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	Quarterly in STAR
Who assessed student competence:	Field instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	4 out of 5
Competency Benchmark (percentage of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	75%
Assessment Measure #2: Course Evaluation	
Dimension(s) assessed:	Knowledge Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	At the end of each quarter for all required courses; Course evaluations in STAR
Who assessed student competence:	Teaching instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	4 out of 5
Competency Benchmark (percentage of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	75%

Area of Specialized Practice #4: Integrative Health-Mental Health Practice

Assessment Measure #1: Field Evaluation	
Dimension(s) assessed:	Knowledge Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	Quarterly in STAR
Who assessed student competence:	Field instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	4 out of 5
Competency Benchmark (percentage of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	75%
Assessment Measure #2: Course Evaluation	
Dimension(s) assessed:	Knowledge Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	At the end of each quarter for all required courses; Course evaluations in STAR
Who assessed student competence:	Teaching instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	4 out of 5
Competency Benchmark (percentage of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	75%

Area of Specialized Practice #5: Multigenerational Practice with Children, Families, and Elders

Assessment Measure #1: Field Evaluation	
Dimension(s) assessed:	Knowledge Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	Quarterly in STAR
Who assessed student competence:	Field instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	4 out of 5
Competency Benchmark (percentage of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	75%
Assessment Measure #2: Course Evaluation	
Dimension(s) assessed:	Knowledge Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	At the end of each quarter for all required courses; Course evaluations in STAR
Who assessed student competence:	Teaching instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	4 out of 5
Competency Benchmark (percentage of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	75%

Area of Specialized Practice #6: Integrative Practice

Assessment Measure #1: Field Evaluation	
Dimension(s) assessed:	Knowledge Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	Quarterly in STAR
Who assessed student competence:	Field instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	4 out of 5
Competency Benchmark (percentage of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	75%
Assessment Measure #2: Course Evaluation	
Dimension(s) assessed:	Knowledge Values, Skills, Cognitive and Affective Processes
When/where students are assessed:	At the end of each quarter for all required courses; Course evaluations in STAR
Who assessed student competence:	Teaching instructors
Outcome Measure Benchmark (minimum score indicative of achievement) for Competencies 1-9:	4 out of 5
Competency Benchmark (percentage of students the program expects to have achieved the minimum scores, inclusive of all measures) for Competencies 1-9:	75%

Assessment Data Collected during the Academic Year (2020-2021)
Program Option #1: UW Seattle

COMPETENCY	COMPETENCY BENCHMARK (All Programs)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK					
		Generalist Practice (n=212)	Administration & Policy Practice Specialization (n=35)	Clinical Social Work Specialization (n =112)	Community-Centered Integrative Practice Specialization (n=27)	Integrative Health-Mental Health Practice Specialization (n=63)	Multigenerational Practice with Children, Families, and Elders Specialization (n=62)
Competency 1: Demonstrate Ethical and Professional Behavior	75% of students will demonstrate competence in both measures	97%	99%	99%	98%	98%	100%
Competency 2: Engage Diversity and Difference in Practice	75% of students will demonstrate competence in both measures	97%	99%	99%	100%	95%	97%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	75% of students will demonstrate competence in both measures	96%	100%	98%	97%	100%	100%

Competency 4: Engage in Practice- informed Research and Research- informed Practice	75% of students will demonstrate competence in both measures	92%	94%	98%	99%	98%	100%
Competency 5: Engage in Policy Practice	75% of students will demonstrate competence in both measures	91%	97%	97%	97%	99%	98%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence in both measures	96%	96%	100%	98%	95%	99%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence in both measures	89%	96%	97%	97%	99%	93%

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence in both measures	96%	96%	99%	98%	98%	99%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence in both measures	93%	90%	94%	100%	98%	100%

Assessment Data Collected during the Academic Year (2020-2021)
Program Option #2: UW Tacoma

COMPETENCY	COMPETENCY BENCHMARK (%) (GENERALIST)	COMPETENCY BENCHMARK (AREA OF SPECIALIZED PRACTICE)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	
			Generalist Practice (n=73)	Area of Specialized Practice (Integrative Practice) (n=82)
Competency 1: Demonstrate Ethical and Professional Behavior	75% of students will demonstrate competence inclusive of 2 or more measures	75% of students will demonstrate competence inclusive of 2 or more measures	95%	93%
Competency 2: Engage Diversity and Difference in Practice	75% of students will demonstrate competence inclusive of 2 or more measures	75% of students will demonstrate competence inclusive of 2 or more measures	96%	97%
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	75% of students will demonstrate competence inclusive of 2 or more measures	75% of students will demonstrate competence inclusive of 2 or more measures	96%	97%
Competency 4: Engage in Practice-informed Research and Research-informed Practice	75% of students will demonstrate competence inclusive of 2 or more measures	75% of students will demonstrate competence inclusive of 2 or more measures	91%	94%

Competency 5: Engage in Policy Practice	75% of students will demonstrate competence inclusive of 2 or more measures	75% of students will demonstrate competence inclusive of 2 or more measures	96%	98%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	75% of students will demonstrate competence inclusive of 2 or more measures	98%	97%
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	75% of students will demonstrate competence inclusive of 2 or more measures	94%	97%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	75% of students will demonstrate competence inclusive of 2 or more measures	94%	99%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence inclusive of 2 or more measures	75% of students will demonstrate competence inclusive of 2 or more measures	85%	96%

OVERALL ASSESSMENT OF STUDENT LEARNING OUTCOMES
(Aggregate Findings for All Students from All Program Options Combined)
Assessment Data Collected during the Academic Year (2020-2021)

COMPETENCY	COMPETENCY BENCHMARK (All Programs)	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK						
		Generalist Practice (n=285)	Administration & Policy Practice Specialization (n=35)	Clinical Social Work Specialization (n =112)	Community-Centered Integrative Practice Specialization (n=27)	Integrative Health-Mental Health Practice Specialization (n=63)	Multigenerational Practice with Children, Families, and Elders Specialization (n=62)	Integrative Practice (n=82)
Competency 1: Demonstrate Ethical and Professional Behavior	75% of students will demonstrate competence in both measures	96%	99%	99%	98%	98%	100%	93%
Competency 2: Engage Diversity and Difference in Practice	75% of students will demonstrate competence in both measures	97%	99%	99%	100%	95%	97%	97%

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	75% of students will demonstrate competence in both measures	96%	100%	98%	97%	100%	100%	97%
Competency 4: Engage in Practice- informed Research and Research- informed Practice	75% of students will demonstrate competence in both measures	92%	94%	98%	99%	98%	100%	94%
Competency 5: Engage in Policy Practice	75% of students will demonstrate competence in both measures	94%	97%	97%	97%	99%	98%	98%
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence in both measures	97%	96%	100%	98%	95%	99%	97%

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence in both measures	92%	96%	97%	97%	99%	93%	97%
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence in both measures	95%	96%	99%	98%	98%	99%	99%
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	75% of students will demonstrate competence in both measures	89%	90%	94%	100%	98%	100%	96%

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 all program options' 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/M) published on the program's website: 2020 – 2021

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 MSW Program Directors to review our annual report, discuss any concerns, and create a plan of action

(if necessary). Assessment outcomes are also formally presented by the MSW Program Directors in our MSW 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, from the generalist to the specialized curriculum, between our various specializations, or from competency to competency. These fruitful discussions have uncovered areas where we can further strengthen our instruction to promote student competency. For example, several years ago, we saw that while students were meeting the benchmarks for research competencies, their scores still tended to be about 10 points lower than other social work practice skills assessed. Program leadership brought in our research course leads to review these outcomes and strategize ways to better bring research skills to life for our students. We implemented an informal questionnaire about our research sequence with students in Spring Quarter 2018. In addition to useful feedback regarding the structure and instruction of the course, we learned from many students that they were unclear about the learning goals of the course—namely, whether it was intended to develop skills around research consumption or production, or both. This helped us revamp the course in significant ways, including developing a hybrid-model course that launched the following academic year.

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 curricula 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 programs and in both the generalist and specialized curricula. 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	98%	Yes; no changes indicated
Competency 2: Engage Diversity and Difference in Practice	75% of students will demonstrate competence inclusive of 2 or more measures	98%	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	98%	Yes; no changes indicated
Competency 4: Engage In Practice-informed Research and Research-informed Practice	75% of students will demonstrate competence inclusive of 2 or more measures	96%	Yes; no changes indicated
Competency 5: Engage in Policy Practice	75% of students will demonstrate competence inclusive of 2 or more measures	97%	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	97%	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	98%	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	98%	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	95%	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, faculty, and the field partners. Evaluation activities include annual student surveys, regularly scheduled (typically quarterly) student feedback sessions across all our programs, and structured input from student groups such as the Student Advisory Council.

As described above, annual data collection to assess attainment of competencies is now 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 within 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; 3) and 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, 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, 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. 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, G).

Brief Description. All graduating students in our Seattle and Tacoma Programs complete an Exit Survey in their graduation quarter. Students are asked to provide confidential feedback about issues including, but not limited to, the quality of classroom instruction, the classroom learning environment, practicum coordination and advising, staff and faculty advising, and campus-wide student services. Students are also asked about their perceptions of opportunities to connect and build community within and across cohorts, and about the degree to which the program lives its values of equity, inclusiveness, social justice, and anti-racism both in and outside of the classroom. They are also invited to add comments.

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, as well as cohort. The report is posted on the School of Social Work website and widely disseminated to faculty and students through presentations at faculty meetings, to the Faculty Council, and to the MSW Program Committee. Presentations to other faculty or student groups occur upon request to inform the group's objectives.

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. Themes from exit survey data are discussed and utilized to inform the prioritization of changes or additions to the MSW curriculum, policies, and programming.

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

Brief Description. The MSW Program Director and Assistant Program Director host drop-in sessions for students and hold regular meetings with student cohorts in Seattle. These meetings are an opportunity to hear from students about their experience and perceptions of the program. Similar meetings are held on the Tacoma campus, hosted by the Program Chair and available faculty members.

Dissemination and Uses. This information is used to explore and respond to student concerns as they arise.

Targeted or Ad Hoc Data Collection

Creating an Inclusive Learning Environment

Brief Description. An ongoing theme in our regular communications with students has been the need for greater inclusion in the MSW curriculum, both in content and teaching approaches. The MSW program, in collaboration with the Assistant Dean of Diversity, Equity, and Inclusion, developed a working group of students, faculty, and staff to explore the issues and take initial action steps. The working group decided to start by encouraging and facilitating student evaluations regarding the extent to which courses were inclusive of a range of identities and histories. The group developed a pilot evaluation that was distributed to faculty for consideration in their classes. The data from the surveys were returned to the MSW program office for analysis and shared with the participating instructors.

Dissemination and Uses. The results have been widely disseminated to faculty and student groups. Evaluation questions on inclusion are more frequently incorporated into standardized and ad hoc student evaluations conducted by faculty members. This may be in part a result of the Program's effort and in part the growing attention to inclusion in MSW programs. In tandem with the student evaluations, the working group sponsored several faculty presentations on issues of inclusion that have been videotaped for ongoing training purposes.

Addressing the Implicit and Explicit Curriculum needs of Extended Degree Students (Part-time Program)

Brief Description. The School is committed to maintaining a responsive, relevant, and rigorous academic program informed by ongoing constituent input. To that end, we are currently reviewing Seattle's part-time, Extended Degree Programs (EDP). A working group of students, staff, and faculty has come together to review available data and develop a plan for additional data collection. The working group identified the need for student input across all EDP cohorts. They developed a questionnaire that was distributed to students and resulted in an 83% response rate (see Appendix 4.0, G). The data are currently being analyzed.

Dissemination and Uses. Once analyzed, these data will be combined with other available data to provide the community with a comprehensive review of the EDP. The working group and the MSW Program Committee will gather input from the community

and recommendations for next steps will be generated. The MSW Program will work with the Dean's office to develop a plan of action.

UW Tacoma

In addition to the Exit Survey and Course Evaluations described above, the Tacoma explicit and implicit curricula are informed by the input of a newly formed Student Advisory Council. Additionally, efforts to gather student feedback about specific curricular issues or urgent student needs are occasionally done on an ad hoc basis. An example of this is that several informal virtual forums were held with MSW students over the course of the 2020-21 academic year to provide a space for students to provide feedback about the shift to remote learning during the COVID-19 pandemic and to keep the program apprised of their needs.

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 MSW 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.

Several standing committees and regular meetings are part of the institutional structure and are used to provide stakeholder input into the explicit and implicit curriculum. These are described below.

Faculty/Staff Meetings are held monthly during the academic year and are an important venue for receiving direction and feedback from faculty and staff regarding explicit and implicit curricular decisions. For instance, faculty and staff have been actively engaged in discussions regarding diversity, equity, and inclusion efforts in our educational programs. Additionally, any major curriculum revisions are discussed, and frequently voted upon, at faculty meetings. A recent example is the revision to the Seattle Day Program specialization. A clinical specialization was created by combining several population-focused specializations.

MSW Program Committee meets monthly during the academic year and consists of faculty representation at all ranks, students from all programs, staff, and UW Tacoma faculty. This committee provides the primary oversight for the MSW Program and is closest to the operational aspects of the Program. Given its broad stakeholder representation, it is key source of explicit and implicit curricular input.

Student Advisory Committee meets monthly during the academic year and consists of elected student representation from all academic programs. This is the main structure through which student input is funneled.

Field Education Advisory Committee (FEAC) meets monthly during the academic year and consists of ten experienced Field Instructors. Committee members provide important information regarding emerging issues in their various areas of social work

practice. Members advise the Office of Field Education regarding critical and/or changing skill sets and knowledge bases necessary for BASW and MSW students engaging in current-day practice. The Committee provides key feedback about current curricula, policies, and procedures, as well as recommendations for change or expansion in those areas based on current community/constituency needs. Meetings are attended by the Assistant Dean for Field Education, the Program Coordinator for the Office of Field Education, and members of the Field Faculty.

The Practicum Advisory Council (PAC) is made up of students in the BASW and MSW programs with a dedicated interest in the School of Social Work field education program. Student members of the PAC are charged with bringing student voices to the Office of Field Education regarding programmatic concerns, policies, and procedures through advocacy, active engagement, student support, collaboration and co-creation. Council members convey the perspectives and needs of their student colleagues. A student may nominate themselves or a student colleague for membership on the Council. Recruitment of Council members prioritizes QTBIPOC, disabled, and other traditionally marginalized student voices. The PAC members work collaboratively with the Assistant Dean for Field Education and Field Faculty to assess and strengthen the BASW and MSW Field Education programs. PAC members commit to being available and in regular conversation with other students regarding their experiences in the field education program. PAC members identify priority areas of focus at the beginning of the academic year and then meet monthly throughout the academic year to bring recommendations related to the identified priorities to the Office of Field Education. The PAC is advisory to the Office of Field Education and reflects the School of Social Work's commitment to shared governance, a process through which students have increased input into the administrative and educational operations of the School of Social Work.

Lead Instructor Meetings are held quarterly and include the lead instructors for all required generalist courses. Curriculum integration, classroom dynamics, and the implicit curriculum are the primary topics of discussion and action.

Specialization Meetings are held quarterly with specialization faculty leads and students. This is an opportunity to fine-tune the specialization curriculum and respond to student concerns and needs related to the implicit curriculum.

Cohort Meetings are sponsored by the MSW Program for all program options at the generalist and specialized level. These meetings are held Autumn and Spring quarters and create an opportunity to hear from students regarding their experiences in the program.

In addition to the institutionalized structures described above, periodic stakeholder input is solicited in response to an emerging need. These are described below.

Town Hall Meetings are held to hear and address student concerns and needs when the issues are broader than the MSW Program alone. These schoolwide meetings are also an important mechanism for communicating information in response to student questions and concerns.

Community Surveys are used to garner targeted input. The most recent example is a survey of clinical field instructors conducted to ascertain the knowledge and skills graduating clinical social workers need to effectively serve clients. Qualitative interviews were held with BIPOC field instructors to explore their input more fully. These data informed the explicit and implicit curricula of the Seattle Day clinical specialization.

UW Tacoma

Social Work Division Faculty/Staff Meetings are held monthly and are a primary means of addressing and problem-solving issues related to the implicit curriculum. Among those issues reviewed in this past year were admission requirements for both the 3-year and Advanced Standing programs; development of additional elective courses; means for making course content more reflective of our students as it relates to equity, diversity, inclusion, and anti-racism; means of being more inclusive, specifically of formerly incarcerated students and addressing particular challenges they face.

The Student Advisory Council referenced above is also an avenue of gathering input from students in addition to the period check-in sessions.

The SSWCJ Advisory Council, made up of community members from both social work and criminal justice fields of practice provides input from outside the institution regarding our degree programs and their relevance to current trends. The Council also provides annual forums for students to hear from them directly about important practice issues, and to hear their ideas and concerns about the future of the disciplines.

Ad Hoc Data Collection. Additionally, efforts to gather student feedback about specific curricular issues or urgent student needs are done on an ad hoc basis. An example of this is that several informal virtual forums were held with MSW students over the course of the 2020-21 academic year to provide a space for students to provide feedback about the shift to remote learning during the COVID-19 pandemic, and to keep the program apprised of their needs.

Tools/Instruments Used:

Please see Appendices C, E, and G for copies of the Student Course Evaluations, Exit Survey, and EDP Student 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:

Summary Data for the Assessment of the Implicit Curriculum

UW Seattle

Typically, there is consistency across assessment modalities regarding the implicit curriculum. The Exit Survey is the primary source of data because the response rate (100%) allows for generalizability. It's worth noting that graduating students in 2021 received all instruction in their specialization online due to COVID.

Below, the Exit Survey quantitative and qualitative assessment of the implicit curriculum is reported.

Exit Survey Results, Seattle

Connection to the Wider SSW Community

Responses were measured on a 4-point Likert Scale (1= Not at all; 2= Somewhat; 3= Integrated; 4= Very)

Students felt they were only somewhat integrated within the School of Social Work Community (M=2.05). In their qualitative comments, students described challenges associated with the COVID-19 pandemic and its impact on students' opportunities to connect with each other, the School of Social Work (SSW), and the wider UW community. Although COVID exacerbated the issue, creating a stronger student connection to the School has been an ongoing area of attention.

Social Justice, Inclusion, and the Classroom Environment

Responses were measured on a 4-point Likert Scale (1= Disagree; 2= Somewhat agree; 3= Agree; 4= Very much agree)

When asked how well the School's value of social justice and diversity was reflected in their coursework, students were largely positive with an average rating of 3.2. Similarly, they felt they were treated fairly and in an unbiased way by instructors (M=3.3) and that instructors took their access needs into account (M=3.3). Furthermore, students felt that classes encouraged mutual respect and that they could freely express their ideas, opinions, and beliefs (M=3.2). Students rated instructors' handling of comments made in the classroom that marginalized others somewhat lower (M=2.9).

In their qualitative responses, students described mixed experiences with instruction and the curriculum, depending on instructors' capacity to create an inclusive learning environment, respond to microaggressions, manage conflict, and integrate an intersectional perspective.

Practicum and Field Faculty Advising

Responses were measured on a 4-point Likert Scale (1=poor, 2=fair, 3=good, 4=excellent)

Students were positive about their overall practicum experience (M=3.1) and even more positive about the learning experience provided by their supervisors at the practicum site (M=3.35). When asked about the quality of practicum coordination and advising by Field Faculty in the Office of Field Education or the Child Welfare Training and Advancement Program (IV-E), students were somewhat less positive (M=2.8).

While students largely report positive practicum experiences, qualitatively some students described experiences whereby they felt marginalized by supervisors, policies, or practices at the site, and where there was poor communication, or a lack of meaningful work. Some students also expressed the desire for more interaction with Field Faculty so that they could feel heard and supported.

General Faculty Advising

Responses were measured on a 4-point Likert Scale (1= Poor; 2= Fair; 3= Good; 4= Excellent)

Students rated the quality of the advising they received from faculty regarding learning and professional development at a mean of 2.85. In the qualitative comments, they expressed challenges accessing advising support, including needing to access services remotely, limited faculty and staff availability, or being unaware or unsure about available services.

In addition to the data presented above, EDP students qualitatively commented on the parity between the Seattle Full-Time and Part-Time Programs. Concerns about parity between the EDP and Day Programs was a strong theme in the feedback provided by EDP students in the Exit Survey and will be addressed in the following response section.

Exit Survey Results, Tacoma

Data from the most recent 2020-21 Tacoma MSW Exit Survey highlight both causes for celebration and areas for on-going growth. For brevity, we offer a snapshot of the results here, which were based on 100% participation among graduating students. In this survey, over 96% of students rated themselves as “fairly” or “very” prepared for MSW-level practice, and similarly, over 96% rated the Tacoma MSW program as “good” or “excellent.” Over 88% rated their generalist practicum experience as “good” or “excellent,” 86% rated their specialized practicum as “good” or excellent,” and no student rated either placement as “poor.” Many students commented on the flexibility and support shown by the Practicum Office and particularly the CWTAP program during the COVID-19 pandemic. Nearly 88% of Tacoma MSW students rated the generalist curriculum as “good” or “excellent,” and 91% of students rated the specialized curriculum as “good” or “excellent,” although 20% of students indicated that the range of available elective courses to choose from was still “poor” or “fair.” At the point of

graduation, over 65% of students had already secured full-time employment in the profession.

Student ratings of the Tacoma MSW program's climate were similarly strong. Slightly over 96% 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 94% of students agreed or strongly agreed that course materials reflected diversity in terms of racial, gender, and other sources of identity, and, similarly, 94% 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; student comments suggested the need to continue to decenter whiteness in the curriculum, to provide students with more tools to critically assess evidence-based practice models for cultural relevance, and to continue to work on diversifying the identities reflected in curricular materials and the staff and faculty.

Other growth areas highlighted by the 2020-21 exit survey include the need for enhanced visibility of advising in the program, particularly faculty advising; approximately 44% of Tacoma MSW 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 MSW students disagreed or strongly disagreed that they were able to participate in Social Work student organizations on campus during their time in the program, and over a third of MSW students disagreed or strongly disagreed that there was sufficient opportunity for them to participate in campus events and activities.

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

UW Seattle

Through our multiple interactions with stakeholder groups, both formal and informal, we receive information about issues that could be easily and rapidly addressed, often to high impact, while other data requires a longer-term strategy. The following narrative will cover both situations.

Example of Rapid Responses

Tension between Student Needs and Instructor Resources. An example of an easily addressed change occurred during a meeting of weekend EDP students where we learned that some instructors were late in posting their course materials. This is problematic, especially for weekend students, because they only meet four times over

the quarter. If they don't have their materials in a timely fashion, it is difficult to stay abreast of the course content. The instructors, on the other hand, need to have several weeks of material available well before the quarter starts with very little prep time between quarters. In response, the Dean's office agreed to provide support to weekend instructors so that they could get their course materials organized and posted early, thereby enhancing student access and learning, and reducing faculty burden.

Longer-term Strategies

Enhancing Student Connection with the School of Social Work. Data from the annual Exit Survey and a recently implemented EDP Survey indicate that a significant proportion of the MSW student body feels disconnected from the School of Social Work. This is particularly true of EDP students who are at the School evenings and weekends. We have tried several strategies to address this issue in the past, with limited success. This past academic year, the MSW Program organized a schoolwide, year-long series on the Criminal-Legal System and its implications for social work practice. All faculty, students, and interested staff were encouraged to attend. In the MSW program, the generalist instructors were asked to incorporate the concepts presented in the series into the level of practice each course represented. Series presenters included community social workers and faculty who were working in, or doing research with, the criminal-legal system. The series was offered in the early evening to make it more convenient for EDP students, and it was very well attended. The series served as a timely social problem focus that brought together the best thinking of the School and the community. We will continue to grapple with strategies to create better connections for students through the work of the MSW Program Committee this academic year, and we will reach out to the student government to engage them in the process as well.

Creating an Inclusive and Anti-Oppressive Learning Experience. The School and the MSW Program are deeply committed to creating an inclusive curriculum and assuring that the classroom is an anti-oppressive space for students and faculty. This goal is aspirational and requires sustained attention and commitment. Several years ago, a faculty group created a document entitled *The Ways We Hold Our Work* that speaks to our agreement as a community to hear and work to understand each other's perspectives and engage in respectful dialogue (see Standard 3.0 Appendix B). This document is shared with students and faculty and encouraged as a community guide for our ways of being and interacting with one another.

The MSW Program also created an Inclusive Curriculum Workgroup consisting of students, faculty, and staff that piloted a course evaluation related to inclusiveness in the class and course content (see Appendix 4.0, I). Instructors often incorporate questions related to inclusiveness into their informal evaluations to augment the standard evaluation. In addition, over the past several years, faculty have presented their work on inclusion at program-sponsored teaching presentations. These presentations were videotaped and shared with new instructors. As an example, one of our doctoral instructors created a guide for how to maximize student accessibility.

In Generalist Lead Instructor and Specialization Instructor meetings, there is frequent discussion and sharing of instructional materials that are inclusive of diverse

intersectional identities and histories. Some courses have adopted a decolonizing frame to enact an anti-oppressive curriculum and classroom space. Also, the MSW Program Director and Assistant Director regularly review course syllabi and provide information and resources related to inclusion.

The Program will continue to engage the community in promoting an inclusive and anti-oppressive learning environment by building on our efforts to-date and exploring additional actions with the MSW Program Committee.

Practicum and Field Faculty Advising. In response to student desire for increased engagement with their Field Faculty, field education teams by cohort have been developed. Separate Field Faculty teams have been established that support the following student cohorts: BASW, MSW Full-time Advanced Standing, MSW Day Generalist, Extended Degree Program (evening, weekend, and part-time Advanced Standing generalist and specialized), and MSW Day Specialized. Each team is responsible for educational assessment and advising, placement, liaison, and instruction of the Introduction to Field Education course for that cohort. The Team Model allows Field Faculty to specialize in one or two student cohorts only.

To build deeper relationships with students, Field Faculty provide more extensive cohort specific trainings, drop-in sessions, and individual meetings. Previously, all Field Faculty worked with all cohorts of students for assessment, advising, placement, liaison, and instruction, which required them to participate in both placement rounds (comprising about 10 months of the academic year) and teach two courses per year. The teams model significantly increases the quantity and quality of engagement with students because each team is involved in only one of two placement rounds and is an Instructor for only one Field Education course per year, allowing Field Faculty increased time for individual and group student engagement.

Improving the Faculty Advising Function. A long-standing implicit curriculum issue identified through Exit Surveys, cohort meetings, and other interactions with students and faculty has been the need for improvements in the student advising structure. As it currently stands, students in the generalist curriculum receive advising through drop-in sessions with the MSW Program, the Office of Field Education, faculty teaching in the program, or Student Services. Cohort meetings also present an opportunity to provide group advising. In the specialization curriculum students receive advising through meetings with the specialization faculty chairs and through integrative seminars in the full-time program. The primary issue is that we are a very large Program with finite faculty resources. In the past, we have tried assigning advisors, but they were underutilized because students did not have a relationship with the advisors. The need for greater connection with the School and for improved advising undoubtedly are related. Attention to these issues will be taken up by the MSW Program Committee, with input from student groups and faculty. We will also consult with MSW Programs of a similar size and complexity to identify possible structural solutions.

Parity between the full-time and part-time Programs. Through several formal and informal sources, EDP students have expressed their concern around a lack of parity between the EDP and Day Programs. It is their belief that they have more part-time instructors and receive less scholarship money than does our full-time program. We

were able to provide information that showed comparability between our programs through a Town Hall meeting and subsequent cohort meetings. This did point out to us, however, that EDP students felt underserved by the program and that we need to do a better job understanding their concerns and opening productive lines of communication. This information, in tandem with other informally received data, led us to launch a deeper dive into the EDP student experience. We recently convened a Workgroup consisting of students, staff, and faculty, and conducted a survey of EDP students (see Appendix 3.0, H). The survey data will be analyzed, and the Workgroup will continue to meet over the next academic year to develop appropriate strategies.

UW Tacoma

Expansion of Elective Courses. Themes from Exit Survey data are discussed and utilized to inform the prioritization of changes or additions to the MSW curriculum, policies, and programming. For example, in the past, students frequently expressed the desire for access to a wider variety of selective courses and to more specialized selective courses inclusive of clinical content. Over the past few years, we have added new specialized selectives in response to this feedback, inclusive of courses in cognitive behavioral therapeutic models, advanced crisis intervention skills, and complementary and integrative mind-body health interventions.

Advocate for Expanded Student Services in Evenings. As a second example, because Tacoma MSW degree programs are exclusively offered in the evening, we have also heard from students that supportive campus-wide services such as writing and quantitative tutoring, and counseling were sometimes hard to access. Accordingly, the MSW Program chair and MSW Program Advisor have joined campus-wide efforts to advocate for expanded graduate student access to support services. Prior to the advent of COVID, these efforts resulted in gains such as longer and more flexible tutoring and counseling center hours and the availability of virtual tutoring appointments.

Increased focus on Privilege, Power, and Anti-Racism. As another example, some Tacoma MSW 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 always an 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.

Student Advisory Council. The School of Social Work and Criminal Justice Advisory Council was formed in January 2021. This council was created to serve as an additional pathway for student input to reach administration and faculty across all degree programs in the school. The Council meets twice per quarter with the Dean and is composed of BASW, MSW, Advanced Standing MSW, CWTAP MSW, and Criminal Justice students. Although still in the process of formalizing, this group has thus far created and approved its bylaws, provided guidance to the School regarding students' COVID-related needs, and undertaken an initiative to increase student participation in class teaching evaluations. Moving forward, this council will be an additional vehicle for student leadership in Tacoma and for student input regarding policies, curricula, and School climate.

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: